UiT

THE ARCTIC
UNIVERSITY
OF NORWAY

Faculty of Humanities, Social Science and Education

Motivation in Language Learning

A qualitative study of teachers' views on the importance of including pupils' interests and real-life context in the teaching of English

Anna S. Eltoft

Master's thesis in LRU-3902 English didactics May 2018

Acknowledgements

Abstract

This study investigates a sample of teachers' experiences and opinions about including pupils' interests and real-life context in the teaching of English. The intent of the study is to investigate the importance of choice of topics, teaching methods and learning context in order to enhance pupils' motivation in language learning. The research question is as follows: *To what extent do English teachers emphasize pupils' interests and real-life context in the teaching of English, and how do they think that this affects pupils' motivation?"*

To answer this research question, I have used a qualitative questionnaire to gain information about English teachers' experiences and opinions related to this topic. The informants were selected on the basis that they had formal qualification and competence within the subject of English and are working or have worked as English teachers.

The results indicate that the teachers do consider and promote pupils' interests in their teaching. Furthermore, they try to relate the learning content to real-life contexts such as relevant news, media or happenings in local environment. Most of the informants experience a difference in pupils' involvement and motivation according to which topic they are working with.

IV

Sammendrag

Denne studien undersøker et utvalg læreres erfaringer og meninger om å inkludere elevers interesser og virkelighetskontekst i engelskundervisningen. Hensikten med studien er å undersøke viktigheten av valg av tema, undervisningsmetoder og læringskontekst for å øke elevers motivasjon for å lære språk. Forskningsspørsmålet er som følger: *"I hvilken grad vektlegger engelsklærere elevers interesser og virkelighetskontekst i engelskundervisningen, og hvordan mener de dette påvirker elevers motivasjon?"*

For å besvare forskningsspørsmålet har jeg brukt en kvalitativ spørreundersøkelse for å innhente informasjon om engelsklæreres erfaringer og meninger om dette temaet. Informantene ble utvalgt på grunnlag av at de hadde formell kvalifikasjon og kompetanse i engelskfaget og har jobbet eller jobber som engelsklærere.

Resultatene indikerer at lærerne vurderer og fremmer elevenes interesser i undervisningen. Videre prøver de å relatere læringsinnholdet til virkelighetskontekster som for eksempel aktuelle nyheter, media eller hendelser i lokalsamfunnet. De fleste av informantene opplever en forskjell på elevenes engasjement og motivasjon i forhold til hvilket tema de jobber med.

Table of Contents

List of Figures

VIII

1 Introduction

1.1 Background and motivation

Young adolescents often experience a lack of connection with schooling and that will often lead them to be unmotivated and disengaged from learning (Ainley, 2006). Also, a controversial problem in school is that many pupils are bored (Ertesvåg, 2015). As teachers, it is our job to develop pupils' motivation and help them to experience a sense of purpose with the subjects and positive feelings in school experiences. This thesis aims to determine to what extent teachers emphasize pupils' interests and real-life context in the teaching of English, and how these aspects may affect pupils' motivation. As noted by Dewey (1916):

> Parents and teachers often complain - and correctly - that children "do not want to hear, or want to understand". Their minds are not upon the subject precisely because it does not touch them; it does not enter into their concerns. (Dewey, 1916, p. 152)

What Dewey proposes above highlights the importance of my topic; to make connections between the teaching content and pupils' interests and everyday life in order to engage them in learning situations. Some pupils learn English because they are required to do, while others are interested and motivated in learning it (Tin, 2013). The global reality of English as the largest international language might have an impact on the motivation to learn the language (Dörnyei & Ushioda, 2009). In today's global society it is very important to be able to communicate in English. In Norway, English is now seen as a second language, rather than a foreign language (Hasselgren, Drew & Sørheim, 2012). There are many factors that may influence pupils' language acquisition. These are factors such as personality, intelligence, language learning aptitude, learner beliefs, strategies, preferences, motivation and attitude, self-confidence and age (Lightbown & Spada, 2013). In this thesis, the main emphasis will be on motivation. Research on second language learning suggests that some people have an aptitude for languages (Lightbown & Spada, 2013), whereas other research studies emphasize the age factor and the notion of a sensitive period where the brain is more receptive for language acquisition (Abrahamsson & Hyltenstam, 2009). Theorists and researchers are never going to fully agree on what have the most impact when it comes to language acquisition. However, most researchers can agree that motivation is an essential factor in second language learning (e.g., Dörnyei & Ushioda, 2009; Drew & Sørheim, 2016; Gardner, 1985). The focus of my research is on the importance of relevant topics and learning context in order to motivate pupils to learn English.

Children are almost always successful in acquiring their first language, whereas second language acquisition has limited success in terms of native proficiency (Abrahamsson & Hyltenstam, 2009; Bialystok & Miller, 1999; Lightbown & Spada, 2013). Drew & Sørheim (2016) discuss the importance of context regarding language learning. They note that first language learning takes place in a natural setting, namely the environment in which the child grows up. This is similar to the situation of people who move to another country and need to know the target language in order to communicate and function in society. By contrast, for most Norwegian children, second language learning takes place primarily in an educational context, namely in the classroom (Drew & Sørheim, 2016, p. 18). Given these points, it might be advantageous for pupils to practise and learn English in a more natural setting. In order to do so, a good idea could be to base the teaching on real-life situations. One of the main purposes of the English subject is to be able to communicate in different contexts (Norwegian Directorate for Teaching and Training, 2013b). I did not experience that communication had an essential focus, but rather the textbook and translation exercises had. Today, teachers have countless resources available and digital resources are being used more than ever and these are constantly being developed (Drange, 2014). Furthermore, adapted learning has and will have an important place in Norwegian schools. Involving pupils' interests and real-life context in the planning and teaching of English, may be advantageous in order to differentiate the teaching to individual pupil's needs and to foster motivation.

Silvia (2006, p. 65) notes that "scientific research on interest, learning, and education did not emerge as a major area of educational psychology until the 1980s". Nowadays, the study of interest's implications for learning and motivation occupy a central place in educational research (Hidi & Renninger, 2006). I could not find previous studies on this particular topic in relation to English teaching in Norway. It appears that teachers have traditionally relied on the use of textbooks, which are not necessarily advantageous for the pupils (Drew & Sørheim, 2016; Ibsen & Hellekjær, 2003). Many schools use old textbooks that are outdated regarding topics and resources. From my own school experience, I recall a quite strict textbook approach and I do not remember that our interests were being taken into consideration in relation to the English subject. I was curious about how English teachers view this today and this was one of the reasons why I chose this topic.

The aim of this master's thesis is to give the readers a deeper understanding of the teaching English and the use of interests and real-life context as factors to promote motivation for language learning. "What views do teachers have about this?" "Do they think it is important?"

"Does it require more time and work?" These are some of the questions that will be essential for the study. It is also interesting to find out whether there are differences in the background and experiences of teachers and whether differences in the teaching context affect teachers' attitudes and practices in this area. This study will hopefully both give me, as a future English teacher, useful knowledge, and provide valuable insight into this research field. The project might also be meaningful for the participants as they may become more aware of their own teaching. Furthermore, it may create an awareness among other teachers reading this thesis. The main purpose of this study is not to check or conclude whether English teachers consider these factors or not, but rather to explore the teachers' understanding, views and opinion about them.

1.2 Research question

The topic and main focus in this study led me to the following research question:

> *To what extent do English teachers emphasize pupils' interests and real-life context in the teaching of English, and how do they think that this affects pupils' motivation?*

The study investigates two important aspects in the teaching of English in relation to motivation; this being pupils' interests and real-life context. Motivation in language learning is my overall topic because as a starting point I had a hypothesis that there is a connection between pupils' interests and real-life context and motivation. By pupils' *interests* I mean topics that occupy and interest the pupils, and pose a great deal of influence in their everyday life. However, this will of course be highly dependent on *interest* meaning emotional experience, curiosity and momentary motivation (Silvia, 2006). It is adequate to assume that if the learning content is related to the pupils' interests, the pupils will acquire more interest and involvement in the topic. The concept *real-life context* can mean many things, but I define it as situations and incidents that are currently important in our lives. These two concepts are in many ways connected but can also be seen as two separate aspects. According to Dewey (1916, p. 148), interest mean "that self and world are engaged with each other in a developing situation". Often interests will have a great impact on pupils' everyday lives, or the other way around; pupils will often be interested in incidents, events and developments from different real-life contexts. On the other hand, pupils might be interested in for example certain online/video games or fantasy books, which are not necessarily related to a real-life context.

1.3 Outline

This thesis is divided into six chapters and structured as follows. In chapter 2 I will present and discuss some theoretical principles and hypotheses that are crucial to this thesis. Chapter 3 presents the methodology of the study. Furthermore, this chapter addresses critical reflections of the study and ethical and methodical considerations regarding the collection and analysis of data. In chapter 4 I will present and analyse the research results of the questionnaire, while in chapter 5 these are discussed on a more general level. Finally, chapter 6 sums up the main findings and discusses some implications my study has for further research in the field. Lastly, I have provided an overview of the references I have used in this thesis.

2 Theoretical framework

This chapter contains theory and previous research done on this topic. The chapter begins with a brief reference to the Knowledge Promotion curriculum as I found the revision of the curriculum relevant for my study. The study is theoretically informed by the classical theories: Gardner and Lambert's theory on integrative and instrumental motivation (Gardner & Lambert, 1972), Deci and Ryan's (1985) "Self-Determination Theory", Dörnyei's (2001a) motivation model and, last but not least, Dewey and his pragmatic theory on learning (Dewey, 1915). The main intention of this chapter is to identify the relation between interest and real-life context and motivation for language learning, as it emerges in research within the field. In the analysis and discussion of the data (cf. chapters 4 and 5), I will discuss to what extent the informants' views about this link are in line with the research in the area.

2.1 What does the curriculum say?

The current Norwegian curriculum (LK06) is very openly formulated, which gives teachers a wide range of opportunities in the classroom. Under "Purpose" in the English subject curriculum it says: "to succeed in a world where English is used for international communication, it is necessary to be able to use the English language and to have knowledge of how it is used in different contexts" (Norwegian Directorate for Education and Training, 2013b). To achieve this aim, the pupils need to practise their English in everyday situations. It is important that the pupils learn how to communicate in different contexts, whether there is a situation where they meet a tourist asking for directions or in a job context. The curriculum does not state methods, it only supplies the teacher with competence aims for the different subjects. Methods and strategies to reach the competence aims are left up to the teacher to decide. Learning content, tasks and activities should be related to pupils' interests and real-life context. Many of the competence aims after Year 7 and Year 10 include the words; *familiar topics, opinions* and *experiences*. Taking that into consideration there should be an emphasis on these elements within the English subject. An example of an aim after Year 10 is as follows: "express and justify one's opinions about different topics" (Norwegian Directorate for Education and Training, 2006). It is adequate to argue that it is easier and more motivating for the pupils to talk about topics they are interested in or familiar with. Another example of a competence aim after Year 10 is: "discuss and elaborate on the way people live and how they socialise in Great Britain, USA and other English-speaking countries and Norway"

(Norwegian Directorate for Education and Training, 2006). This competence aim can be seen in relation to real-life context.

These days The Norwegian Directorate for Education and Training are working on a new revision of the curriculum which is predicted to be practiced in schools from fall 2020 (Norwegian Directorate for Education and Training, 2017). The central goal of the revised version is to develop main elements in the different subjects. These main elements are going to influence the content and progression in the curriculum and ensure that the pupils develop an understanding of the content and context in the different subjects. The government is seeking renewal of the subjects taught in schools to enable pupils to achieve more deep learning and profound understanding, not just surface knowledge (Ministry of Education and Research, 2016). Critical thinking and reflection will be a vital part of what pupils are learning in school. The revision will have an impact on the teaching choices teachers will make. Pupils' interests and real-life context might become even more emphasized when the revised curriculum is implemented, considering that it will presumably be easier to acquire deep-level knowledge if these aspects are more involved in the teaching. If pupils have the opportunity to relate the content to their own interests and real-life context it may be easier for them to approach the content in a reflective way.

Interest is shown to have an "energizing function" for deeper learning (Del Favero, Boscolo, Vidotto, & Vicentini, 2007). Silvia (2006) refers to two studies, Schiefele (1999) and Krapp (1999), which investigated the effect of interest in reading among college students. These studies found that interested students showed more deep-level knowledge, whereas students with low interest in the topic showed a superficial and limited knowledge of the texts (Silvia, 2006). Dan and Todd's (2014) study found similar results. Their study showed a positive correlation between a deep-learning approach and positive learning outcomes. Furthermore, they found that the relationship between interest and achievement was more salient at higher year levels, than lower year levels. According to Dan and Todd (2014), the intent is to search for meaning inherent in what is learned. Deep learning will exhibit interest in the subject and derive enjoyment from the involvement. With regard to the revision of the curriculum, it seems advantageous to build the learning content on pupils' interest and real-life context in order to promote deep learning and understanding.

2.2 Brain development in adolescence

In adolescence, the brain reconstructs, and it is the period where some of the main changes of the brain occurs (Nagel & Scholes, 2016). When I use the term adolescence, I refer to people between 13-18 years old. During these years, there occurs a reduction in the grey matter of some parts of the brain but the brain volume increases (Giedd et al., 1999). There are changes in the size and complexity of neurons. The outcome of this is that the brain becomes more efficient in processing information and removes unused information and connections. It is common to talk about "use it or lose it" in this age period, which means that the brain gets rid of unused information and enhances the connectivity of those that remain (Giedd et al., 1999). In terms of this, it is important that the teacher builds the teaching on pupils' prior knowledge and make connections between different subjects which will result in cross-curriculum knowledge. In the English subject, it seems appropriate to use topics from subjects such as social science, geography or religion. In addition, it might be advantageous to connect the content to something that the pupils can relate to. To make connections between the content and the pupils' lives and experiences will probably enhance their ability to remember it (Nagel & Scholes, 2016).

By understanding how the human brain works, teachers have a starting point for how to enhance motivation in language learning. Nagel and Scholes (2016) stress the importance of linking the content to what is happening in the pupils' lives in order to attain their attention and to engage them in the learning situation. It is also essential to understand the reward systems of the brain; *intrinsic* and *extrinsic* rewards when it comes to motivation. What drives pupils to study and learn? What are the rewards and outcomes of learning English? I will explain the terms intrinsic and extrinsic motivation in section 2.3.2. When teachers are able to link brain development and learning, it will be easier for them to know how to interact with pupils and understand their perspective in different situations and be able to support them and adapt the teaching as best as possible.

2.3 Motivation in language learning

Motivation is highly important for success in second language acquisition (Drew & Sørheim, 2016). As mentioned in the introduction, most researchers note that motivation has an impact on language learning. Gardner (1985) defines motivation in terms of language learning "as having a desire to learn the language, feeling enjoyment of the task and putting effort into the learning process". "When the desire to learn the language, and positive attitudes toward the

goal are linked with the effort, then we have motivation" (Gardner, 1985, p. 11). In a school context, pupils tend to be motivated by topics that interest them and the role of interest in terms of motivation cannot be understated (Ainley, 2006). Not surprising, the study of the development of interest parallels the study of motivational development (Silvia, 2006). What is interesting regarding my study, is whether the inclusion of pupils' interests and real-life context can affect the motivation and attitude toward language learning.

When discussing motivation in an educational context, a controversial question is whether pupils are successful because they are motivated or motivated because they are successful (Lightbown & Spada, 2013). If a pupil is motivated due to success, aptitude for language learning will often be a central factor. It is presumably easier to be motivated when experiencing a feeling of achievement. At the same time, it is important that high achieving pupils are challenged in order to keep the motivation long term. If a pupil is successful because of high motivation, there might be various factors that influence this motivation. It might for instance be a desire to be fluent in English in order to communicate with English speakers or to attain good overall grades on the final transcript. This may be referred to as "instrumental motivation" which I will describe in the following section. Nagel and Scholes (2016, p. 207) propose that a teacher's beliefs and expectations about pupils' abilities and capabilities will also influence pupils' motivation. Furthermore, pupils often become more motivated if they experience a feeling of being seen, heard and respected by the teacher and peers (Nagel & Scholes, 2016). This relates to the pupils' sense of belonging and self-esteem.

2.3.1 Integrative and instrumental motivation

Gardner and Lambert (1972) introduced *integrative* and i*nstrumental* motivation in relation to language learning. According to them, integrative motivation is when a language is learned for personal growth, cultural enrichment or to integrate with a target culture. The person is interested in the language or culture in an open-minded way and wishes to integrate and be accepted by that particular group. This desire may give long term motivation, which will be an advantage in order to master a second language at a proficient level (Dörnyei & Ushioda, 2009; Gardner & Lambert, 1972). By contrast, instrumental motivation is when someone is motivated to learn a language in order to reach a specific goal, for instance acquiring a desired job or being able to travel around the world. This type of motivation is driven by more immediate and/or practical outcomes.

Even though Gardner and Lambert's (1972) theoretical terms of motivation might seem logical and convincing, they have been questioned and criticized. One criticism is whether it is not possible to apply the concept of integrative motivation when there is no specific target group or culture (Dörnyei & Ushioda, 2009), for example if a pupil is motivated to learn English in order to be able to communicate with English speakers in general, and not to integrate with one specific group. This will involve a person having an openness towards a variety of cultures, and a wish to manage to use the language in different contexts; for instance to travel, work or live overseas. As I understand this, one can argue that this type of motivation will still be integrative on the basis that the person has a personal desire and interest that affect his effort to learn the language. Instrumental motivation will often be more short term directed; achieve good grades or get a specific job, as mentioned above. The exceptional status of English as a target language has prompted rethinking of integrative motivation (Dörnyei & Ushioda, 2009).

Motivation for language learning often depends on the teachers' teaching approach, materials and methods (Drew & Sørheim, 2016). Another important aspect is the teachers' involvement and enthusiasm as that will often influence the pupils' motivation (Radel, Sarrazin, Legrain, & Wild, 2010). To optimize the motivation and outcome of language learning, it is necessary with varied activities, encouragement, guidance and constructive feedback (Drew & Sørheim, 2016, p. 22). One can argue that a textbook-based teaching does not vary the lessons sufficiently. Teachers should make the pupils see the value of learning English and the advantages and opportunities of mastering English, whether they are driven by integrative or instrumental motivation. Often, pupils' motivation in a school subject will be influenced by both integrative and instrumental motivation and this might vary according to topic, teaching methods and their personal well-being at the time. English lessons should be enjoyable, interesting, relevant and challenging. Having said this, it is not an easy job in a teacher's busy schedule. The figure below (figure 1) shows Gardner's "Socio-Educational Model of Second Language Acquisition", which establishes a connection between integrative motivation and language achievement. It was originally suggested that integrative motivation would be critical for language acquisition. Later research has shown that integrative orientation is not necessarily fundamental for the motivation process, only in specific sociocultural contexts (Dörnyei & Ushioda, 2009). The figure shows that language aptitude and other factors will also have an impact on motivation. I will present an elaborated version of the model in the discussion chapter (cf. chapter 5).
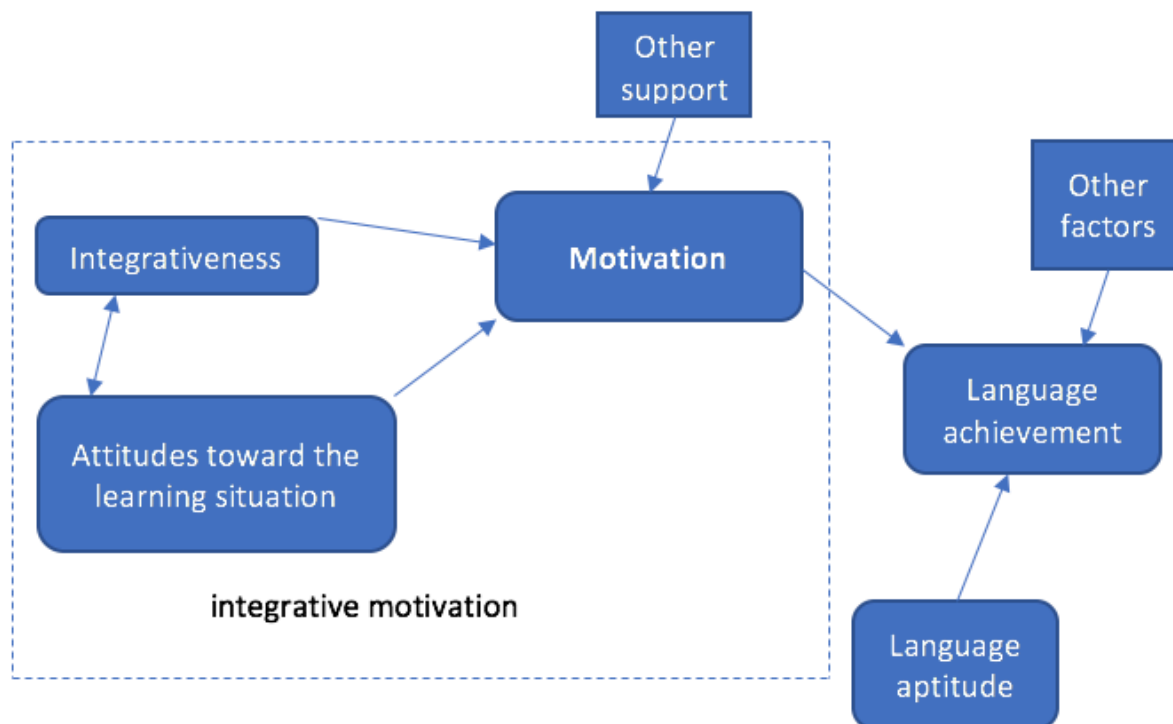
Figure 1

Gardner's "Socio-Educational Model of Second Language Acquisition" (Gardner, 2001 cited in Dörnyei & Ushioda, 2009, p. 23).

2.3.2 Extrinsic and intrinsic motivation and Self-Determination Theory

"Extrinsic motivators such as rewards and punishment have a long history in school and indeed in Western society" (Nagel & Scholes, 2016, p. 206). A reward within the English subject may be to attain a good grade or achieve positive attention from the teacher or peers. This type of motivation is often not effective in a long term perspective (Nagel & Scholes, 2016). This type of motivation has similarities to Gardner and Lambert's (1972) instrumental motivation regarding short term involvement and practical outcome of the action. Unlike *extrinsic* motivation, *intrinsic* motivation is when there is a personal passion or desire to complete something, such as excitement, satisfaction or curiosity (Nagel & Scholes, 2016). Intrinsic motivation can be seen in relation to integrative motivation in terms of personal passion and curiosity. "Intrinsic motivation is based in the innate, organismic needs for competence and self-determination" (Deci & Ryan, 1985, p. 32). When one is intrinsically motivated, one follows one's interests (James, 1983). Interest is often referred to as a synonym of intrinsic motivation, but this can be problematic to assert because the

development of interest may include both intrinsic and extrinsic motivation (Tin, 2013), for example, if a pupil first is motivated to learn English by extrinsic factors such as achieving good grades, but during the learning process develops a personal interest and passion to learn the language. Deci & Ryan (1985, p. 28) propose that "vital factors associated with intrinsic motivation are interest, enjoyment, and direct involvement with one's environment". Given these points, intrinsic motivation is very relevant for my study, as both interest and involvement of environment are emphasized as essential factors.

Self-Determination Theory was developed by Edward Deci and Richard Ryan and promotes the importance of innate psychological needs of competence, autonomy and relatedness in terms of motivation (Deci & Ryan, 2000). Needs for competence means to get optimal challenges which gives the person a desire and motivation to develop his or her capacities and skills (Reeve, 2009). Autonomy, in a school context, is to give the pupils opportunities for self-direction in school activities. The importance of relatedness reflects the desire to be emotionally connected to other people, which is very relevant in a classroom context (Reeve, 2009, p. 162). If the teacher relates the learning content to real-life context and topics that the pupils care about, it may have a positive effect on the classroom environment. The pupils may become more socially connected when the learning activities are meaningful and related to their everyday life.

Deci and Ryan (1985) argue that people who are intrinsically motivated have more interest, feel competent and self-determined, and experience confidence in the activity. Moreover, this type of motivation demonstrates an enhancement in performance. Feelings of competence must be accompanied by a sense of autonomy to enhance intrinsic motivation (Deci & Ryan, 2000). A large body of research provide evidence that the teacher can affect pupils' intrinsic motivation by engaging them in autonomy-supportive activities (Radel et al., 2010). Deci & Ryan (1985, p. 9) notes that "for a person to be truly intrinsically motivated he needs to feel free from pressure, such as rewards or contingencies or experience that the action is autonomous". Birketveit & Rimmereide's (2012) case study was designed to allow pupils autonomy, competence and relatedness. The study involved a class of 11-year-olds who were encouraged to read as many books as possible over a five-week period. The pupils were given a selection of 70 authentic picture books. The results showed that reading self-selected authentic books had an impact on the pupils' motivation.

Intrinsic motivation activity is based on the need for self-determination. "Behaviour is autonomous when our interests, preferences and wants guide our decision-making process to engage or not to engage in a particular activity" (Reeve, 2009, p. 146). Reeve (2009) writes further that providing choices generally enhances people's sense of autonomy and intrinsic motivation.

Kuutila (2016) investigated how *personalized learning* can be implemented in the teaching of English. She defines personalized learning as a teaching approach which emphasizes learners' role in taking ownership of their own leaning by being actively involved in the learning process. This aligns with the focus in Self-Determination Theory when it comes to learner autonomy. However, Kuutila (2016) proposes that becoming an autonomous learner does not happen without a conscious effort of the learner, with support of the teacher. According to her, each pupil should have the opportunity to study something that is relevant to their personal learning development. One of the main purposes of the approach is to improve pupils' motivation (Kuutila, 2016, p. 13). The results indicate that personalized learning may be beneficial for pupils' motivation. However, it was also found that not all pupils benefit from such an approach. To view these theories and research findings in relation to my study, it appears that if the pupils are involved in the learning process by for example having co-determination in the choice of topics and methods, they may become more motivated.

2.3.3 Motivation in three stages

Dörnyei (2001a) presents a motivation model consisting of three stages; *choice motivation, executive motivation* and *motivation retrospective*. *Choice motivation* takes place at the beginning of a learning process, which involves getting started and setting goals. Within goal setting we have wishes, hopes, desires and opportunities. The goals should be realistic and achievable for all pupils, often there will be individual goals based on competence level. Reeve (2009, p. 227) proposes that "goals that are both challenging and specific generally improve performance, and they do so by producing motivational effects". Challenging goals increase effort and persistence in the activity, and specificity direct attention and planning. However, feedback and goal acceptance are necessary to enhance performance. In this phase it is essential to create enthusiasm for the topic.

The next step in the model is *executive motivation*, which involves maintaining motivation while working on the particular task. The aim is to energise the action while it is being carried out (Dörnyei, 2001b). In this phase there are likely to be individual differences within the

same class. Pupils will often need different strategies and resources to stay motivated in an activity.

The last stage, *motivation retrospective*, refers to an evaluation of how things went after the task or activity was completed. According to Dörnyei (2001b, p. 90), "this stage begins after either the goal has been achieved, the action has been terminated, or when action is interrupted for a longer period". For instance, if the class has not finished the topic and a school holiday is coming up, it might be beneficial to evaluate the topic and methods before the break. In that way, the teacher can make changes for the next period. The main purpose of this phase is to evaluate the accomplished action outcome and consider possible inferences to be drawn for future actions, for the next topic for instance. In that way, this stage plays an important role in how the learner will approach subsequent learning activities (Dörnyei, 2001b). This stage will also involve the pupil's reaction to his or her achievement, together with the satisfaction of their own learning outcome.

Dörnyei's model of motivation can be seen in relation to my study. If the pupils are involved in the process of choosing topic or teaching method, they may become more motivated to get started; enhance their choice motivation. They should also be involved in setting achievable goals in order to become prepared for the learning activity. Furthermore, executive motivation will probably be promoted if the teacher connects the topic to the pupils' interests and everyday life. If the pupils find the topic interesting, that might help them to stay motivated during the process of the activity. Lastly, if the pupils are involved in evaluating different teaching methods, learning materials or topics, motivation retrospective is covered. What might be beneficial at this stage of motivation is that the teacher in collaboration with the pupils assess the teaching. This might motivate the pupils for the next topic as they feel like they have an ownership, which can lead to a responsibility for their own learning. Dörnyei (2001b, p. 59) refers to several research studies that provide evidence that second language motivation and learner autonomy go hand in hand.

2.3.4 Interest and emotion

For teachers, the key to motivate and engage pupils is to develop practices that stimulate positive affect (Nagel & Scholes, 2016). The word *affect* in an educational context is described as the experiences of feelings and emotions (Cervone, 2015). To understand learning, it is essential to consider pupils' emotions. Emotions have motivational power to us and *interest* is one emotion that may increase motivation. Interest has a unique capacity to

regulate and motivate cognition and emotion (Izard, 1977). Fredrickson (2001) describes interest as a momentary through-action tendency that involved an impulse to explore. Teachers must create feelings of interest and moreover they need to know how to manipulate pupils' emotions (Silvia, 2006).

According to Ainley (2006, p. 391), "interest is conceptualized as an affective state that represents pupils' subjective experience of learning and the state arises either from situational interest or individual interest". Interest arises from interaction between a person and an interest object and is always content specific (Hidi & Renninger, 2006; Tin, 2013). *Situational interest* means that a person will be more motivated in certain situations over others, typically dependent on the situations' connection to personal interest. Here we talk about the immediate feelings triggered by aspects of a certain object, environment or situation. Situational interest is often temporary and context specific (Tin, 2013). *Individual interest* is a dispositional motivational characteristic towards certain domains, depending on personal values. Renninger (2000) defines individual interest as "a person's relatively enduring predisposition to reengage particular content over time" (Hidi & Renninger, 2006, p. 113). Both types of interest have been shown to influence attention, goals and levels of learning in a learning process (Hidi & Renninger, 2006). Furthermore, they have been found to contribute to cognitive performance. Instructional conditions and learning environment are crucial for the pupils' interest in the learning situation. Hidi and Renninger (2006) proposes that "the potential for interest is in the person but the content and the environment define the direction of interest and contribute to its development". According to this, one may argue that if the learning content is related to pupils' interests and real-life context, it can contribute to development of interest, which consequently can enhance pupils' motivation.

2.3.5 Interest versus enjoyment in a learning context

Interest is often associated with enjoyment, but in a learning context there is an important distinction between these terms. According to Tin (2016), interest actuates exploratory behaviour and knowledge seeking. By contrast, enjoyment is more associated with positive affect, which are positive feelings as described above. A learning activity that provides enjoyment will not necessarily foster a desire to explore or seek knowledge which is vital for successful language learning (Tin, 2016). The pupil needs to have an interest in the topic or activity to obtain this desire. A person's interest in an activity determines how much attention is directed to that activity and how well that person processes, comprehends, and remembers

relevant information (Reeve, 2009). Interest therefore enhances learning (Alexander, Kulikowich & Jetton, 1994).

Research suggests that pupils will not remember things that do not have an emotional value to them (Nagel & Scholes, 2016). With this in mind, one can argue that if we connect language learning to pupils' interests there may be more chance that they will remember it, and as a result will continuously learn. Ainley (2006, p. 393) claims that what pupils bring to school in the form of predispositions, values and orientations, plays an important role in their response to the learning task". Topics that pupils can connect to prior knowledge prompt further thinking and action in relation to the task and will often be motivating. Ellis (2009) proposes that "the language calculator has no clear button". When learning something new, we build on prior knowledge. If the pupils can use English in relation to topics and situations they are interested in or familiar with, that may increase their motivation and language proficiency.

There is a connection between interest, enjoyment and Self-Determination Theory. Reeve (2009) describes this connection very concretely in "Understanding motivation and emotion":

> When involved in activities that offer opportunities for self-direction, optimal challenge, and frequent social interaction, people typically experience need involvement and feel interest in what they do. When involved in activities that offer autonomy support, positive feedback, and communal relationships, people typically experience need satisfaction and feel enjoyment in what they do. (Reeve, 2009, p. 165)

The description above involves the three components of the Self-Determination Theory; need of autonomy, competence and relatedness. According to Reeve (2009), pupils will develop interest in activities that support autonomy, social interaction and relatedness. Furthermore, pupils need to be challenged sufficiently and receive formative feedback in order to develop their motivation and competence.

2.4 Language learning in a real-life context

Dewey (1915) was one of the early theorists who introduced the importance of a natural connection between the teaching content and everyday life. He called it *New Education,* which referred to how children learned in earlier generations, namely within real-life contexts doing real things with a sense of purpose (Dewey, 1915).

> School should be connected with life so that the experience gained by the child in a familiar, commonplace way is carried over and made use of there, and what the child learns in school is carried back and applied in everyday life, making the school an organic whole, instead of a composite of isolated parts. (Dewey, 1915, p. 81)

Dewey (1915) proposes that it is essential that children had use of what they learned in school, otherwise there was no point in learning it. He urges that education has to take distance from an unduly scholastic and formal notion of education and rather place the teaching in a true context (Dewey, 1916, p. 5). Dewey (1916) also points at the conflict between the aims which are natural to their own experiences and those in which they get to acquiesce. However, most of the competence aims in LK06 can be related to present time and pupils' experiences. Generally speaking, this may require more time and creativity of the teacher. Dewey (1916, p. 226) proposes that "the subject matter of education consists primarily of the meanings which supply content to existing social life". Furthermore, it is crucial to involve the pupils and let them reflect on and decide what matters to them in terms of real-life situations and experiences.

A term that has been used increasingly to implicate real-life focused teaching, is *authentic learning*. Authentic learning indicates learning that is designed to connect what pupils are taught in school to real-life situations (Nicaise, Gibney & Crane, 2000). Algee (2012) claims in her doctoral thesis that English language learners often do not obtain adequate learning opportunities that are authentic and related to a real-life context. Chen & Li (2010) refer to Hornby's (1950) "situational learning approach" which proposes that context is an essential factor in language learning. Meaningful knowledge is more easily acquired when the learning process is integrated with real-life context. Furthermore, if the teaching is connected to real-life context it may enhance pupils' interest and efficiency, and shorten the learning time (Chen & Li, 2010). Moreover, Algee's (2012, p. 8) findings suggest that real-life experiential learning contexts served as an effective means for increasing pupils' understandings and motivation to learn. A possible reason for this is that it makes it easier for the pupils to relate to the content. Using topics, activities and situations that pupils can relate to, may be beneficial for motivation and consequently have impact on learning performance.

2.4.1 CLIL – Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL) is a method that integrates language learning into other subjects. This method has mainly been used in upper secondary school on vocational programs to connect English to professions, but it has also been used in primary and lower schools to some extent (Svenhard, 2012). What is interesting regarding my study is that the main focus of this method is to connect the language to relevant topics or contexts. Content learning is the primary learning goal with the method (Svenhard, 2010). The results

from primary and lower secondary schools showed positive impact on many learning areas; especially on the pupils reading abilities, vocabulary and opportunities for differentiation (Svenhard, 2012). The advantage is that it connects the pupils to the content they are learning. In addition, it creates awareness towards learning which in turn gives pupils motivation to want to learn the language (Svenhard, 2012). Streitlien (2010) stresses that students are most motivated when they see a connection between the language and content and experience a purpose to learn the language. This can be linked to language learning in real-life contexts. Ruud (2012) found that pupils' motivation increased when the pupils realized that the language would be used in a relevant context, here; Programme for Restaurant and Food Processing. One may ask whether teachers to a larger extent should meet the pupils where they are and expose them to more real-life focused language learning. An option is to take distance from the textbook and step into the real world.

2.5 The use of ICT to enhance motivation

As mentioned in the introduction, there are numerous opportunities to use *ICT* (Information and Communications Technology) in education. In addition, ICT is an important part of the curriculum, which teachers are obligated to integrate in their teaching (Norwegian Directorate for Education and Training, 2013a). Digital resources may enhance motivation among pupils because of the variety they provide (Drange, 2014). ICT may be useful in order to include pupils' interests by giving the pupils tasks where they are going to use different ICTs, such as TV-series, movies, or different platforms for the English subject. However, Nagel and Scholes (2016) emphasize that pupils learn in the same way as earlier; the teacher and interaction are still important for learning. Furthermore, they stress that technology should only be used as tools in teaching, and it is important that teachers do not overuse ICT.

The increasing development and advance of technologies has generated great interest in *ubiquitous learning* (Ho, Hsieh, Sun & Chen, 2017). Ubiquitous learning means learning that can be processed everywhere. Technologies has made that easier and more available. Pupils may for example use different internet platforms whether they are at school or at home. An example is the application *duolingo,* where the pupils can practice both written and oral language skills. Furthermore, there are different websites where the pupils can communicate with pupils from other countries, which will be very useful to practice to their everyday speech. Through these kind of resources, the teaching can more easily be related to real-life context.

In this chapter I have identified theory and previous research within the research field. Theory and research show a clear connection between motivation and pupils' interests and learning in a real-life context. My project can contribute to further knowledge on this topic by studying how teachers emphasize and value these aspects in their teaching. In the next chapter I will present the methodology of the study.

3 Methodology

3.1 Research design

At the beginning phase of a research project, the researcher needs to consider the philosophical worldview assumptions that he or she brings to the study, the research design related to this worldview, and the specific methods that will be expedient to use (Creswell, 2014). According to Kvale & Brinkmann (2015) it is fundamental to first acknowledge *what* and *why* you want to study before deciding *how*. This chapter describes the research design, methods for data collection and analysis, and lastly, important considerations I had to contemplate before, during and after the project.

For my project, I have found it most appropriate to use a qualitative approach as the aim of my study is to explore and understand teachers' views and experiences about the topic. I was not interested in being able to examine the relationships between variables, which a quantitative approach would target. The qualitative approach is used when you want to find new and specific knowledge and a deeper understanding of the particular phenomenon (Creswell, 2014).

My project is positioned within the constructivist paradigm. Constructivism is an approach to qualitative research and emphasizes learning through social interaction (Creswell, 2013). My project is a phenomenological study where I aim to explore how the same phenomenon is experienced by several individuals (Creswell, 2014). From an ontological point of view, it does not exist an objective truth and the social reality is constantly changing. People's understanding of the world is subjective, and we construct our reality through experiences. Social constructivists believe that individuals seek understanding of the world in which they live (Creswell, 2014). Individuals develop subjective views of their experiences, which is what my study explores. The teachers' views and experiences will presumably be varied, and as a researcher within the qualitative paradigm, I am interested in that complexity of views. According to Postholm (2010), the goal of a qualitative study is to understand and reconstruct the informants' perspectives and create a comprehensive picture of the studied phenomenon from the informants' views and experiences.

3.2   The choice of method

In this study, I have chosen a qualitative research approach, as presented in the previous section. My method of collecting data is a questionnaire and can be argued to be a quantitative method. However, regarding the way my questionnaire is formed, analysed and interpreted, the study focuses on qualitative elements. When constructing a questionnaire, one has to decide whether it is going to be qualitative or quantitative. This depends on what you want to study and what you are interested in; words or numbers (Creswell, 2014). In my study, I am interested in words; the experiences and opinions of the teachers. I do not emphasize the relationships between variables and statistical significance, as my project is based on such a small sample of teachers.

Alternative methods that could have been used to answer the research question would be interview or classroom observation. A qualitative interview could have been an appropriate method as it involves trying to understand a phenomenon from the informants' perspective and produce knowledge on the basis of that (Kvale & Brinkmann, 2015). An advantage of using interviews would be that I would have had the opportunity to clarify things there and then if anything was unclear or needed further explanation. However, in my opinion, a questionnaire is the best method for my project because I asked about so many different aspects of teaching. It would have been challenging for the informants to come up with all the information on the spot. They would most probably need more time to reflect on the questions.

Another advantage of a questionnaire over an interview is that some people find it easier to formulate answers in writing rather than orally. As already mentioned, they have more time to think and reflect on the questions before they answer. This may also be a disadvantage, as I do not necessarily acquire the informants' immediate responses to the questions. Another advantage is that it might be easier to be honest in a questionnaire as it may appear more anonymous. Even though an interview is going to be anonymous in the publications it could be a mental pressure for the informant during the face-to-face interview. In addition, when one asks a teacher whether she does this and that, an informant may easily feel that there are certain expectations as to what classroom practices they should have, for instance, if they include pupils' interests and real-life context. The informant may then perhaps claim to do things he/she does not do or claim to do it more often than he/she does. It would presumably be easier to admit that you always do the same things or do not involve the pupils when you

are not facing the researcher. Observation can also cause tension and pressure because the informants would be aware of the fact that they were being observed. However, it would have been interesting to observe how the teachers actually teach different topics in the classroom. After all, observation would be a problematic method as it would not provide information about teachers' general attitudes towards these aspects, unless one was able to observe the teachers over a longer time period. In this project that was not possible because of the short time span.

3.3 Sample

The criteria for the selection of informants were that they had formal competence within the subject of English and teaching experience. The sample is a homogenous sample given that they have similar qualities; they all have education within the subject of English and experience as English teachers. However, some of the teachers work at different year levels. I sent the questionnaire to the teachers who did their master's degree in Year 5-10 at UiT - The Arctic University of Norway. They work at different schools across the country, which will probably provide different experiences and opinions in school practices. Using previous students from the University provided me with the security of knowing that they had formal competence within subject of English.

To acquire participants was more challenging than I had foreseen. When only four out of twelve candidates had responded, I decided to send a request to teachers who have done a master's degree in Year 8-13, still at UiT. This provided me with four more informants. Overall, these teachers have more teaching experience than the first four. Also, they have more study points within English and fewer within didactics and pedagogy. Two of them work in Year 8-10 and have worked for three and six years. The last two teachers work in upper secondary and have four and five years of teaching experience. If we look at the informants from the first sample; one of them finished in 2016 and the other three in 2017. This means that one informant from the masters education Year 5-10 programme, has one year longer teaching experience than the other three. Having said that, this concerns experience after graduation, the others may have worked as supplementary teachers during their studies.

To sum up, I ended up with two informants teaching in upper secondary, five teaching in Year 8-10, and one teaching Year 1. I wished to have informants teaching in Year 5-7 too but unfortunately, I did not get any. The teacher who is currently teaching Year 1, also

accomplished the Year 5-10 programme. This is not an unusual situation in todays' school sector because of the lack of teachers, especially in lower year levels (Jordell, 2018). Lastly, when it comes to gender distribution it is unbalanced as the sample consists of seven female teachers and only one male teacher.

3.4 The questionnaire

The questionnaire was electronic and easy to access and complete. It consisted of 31 questions where some were answered by clicking in boxes and tables, whereas other questions fostered longer answers. The first questions comprised general information such as gender, year of submission of master's thesis, amount of teaching experience, and what year level they teach. Furthermore, the questionnaire concerned questions about topics, teaching methods and activities, learning material and resources, and learning arenas. Moreover, it concerned questions about how these teaching aspects may affect motivation. Lastly, it included questions regarding homework and lesson planning.

I decided to have the questionnaire in Norwegian and not in English. The main reason of that was because I assumed I would obtain limited information if the respondents had to answer in English as it is not their first language. Even though the informants are English teachers, they will most probably find it easier to formulate opinions in Norwegian. I would not risk that they omitted important information because of language issues. The questionnaire can be found in the appendix section at the end of the thesis. I will of course elaborate and refer to the questionnaire in the analysis chapter (cf. chapter 4).

3.5 Analytical choices

I have used the four-step model presented in Christoffersen & Johannessen (2012) to analyse and present the research results. Christoffersen & Johannessen (2012) namely focus on research in the education field. The model is predominately used for interviews, but I found it appropriate to follow it in order to make the analysis transparent and systematic. In this chapter I will explain how I approached each step of the model and how that led me to five main topics.

3.5.1 Overall impression and summary of content

The first step in the process was to read through the questionnaires to obtain an overall impression of the data material and search for interesting and central topics. I was essentially

searching for information that could link directly to my research question. The informants had responded in detail on the questions concerning pupils' interests and experiences, pupil involvement in decision making and language learning in a real-life context. These were the topics I would emphasize in the further analysis process.

3.5.2 Coding, categories and concepts

In the next step the intent was to filter out information that was relevant for the research question. This included a systematic review of the material where I had to identify text elements that provided relevant information for my study. In this step it was also necessary to consider what information that was not applicable. I realized that questions I considered as essential at an early stage, turned out to be not as relevant. Part of the reason was that some of the questions were not fully responded to by the informants. The importance of learning arena was for instance less crucial than I had imagined. One of the informants had not tried using other learning arenas and other informants emphasized other factors over learning arena. Furthermore, homework was also less important for my research than I had foreseen.

In this phase, I also discovered that I had changed a main concept used in my research question. In my first formulation of the research question I used the concept "everyday situations and experiences" and therefore that was the concept I used in the questionnaire. After reading more theory and reflected on my topic I realized that "real-life context" was a more appropriate concept for my study. However, this change presumably does not have any significant impact on the results as the questions still covers this topic.

When it comes to coding I realized I did not need to code the text elements which is usually done with interviews. I did not have so much information that a comprehensive coding was necessary or expedient to carry out. I printed the questionnaires and gave each informant a colour code. I highlighted opinions that were relevant for the study and wrote important key words in the margin of the page. This made each of the questionnaire sheets very structured and it made it easy to filter out important points to discuss in the analysis and discussion. I filtered out the most important views from each of the informants (see figure 1). The names of the teachers are fictional, which I will explain further in section 3.6.

Sophie
Hard to include pupils' interests and real-life context in Year 1.

Tom
Includes pupils' interests in order to give them a meaning with the subject; something they can relate to

Jenny
Aim for the English teaching: to communicate. Necessary to relate to the pupils' interests and daily life

Christine
Inclusion of pupils' interests and experiences enhances motivation and satisfaction for the subject

Movies

Games

Exam

Open tasks

Autonomy

Bullying and classroom environment

Topics

Personal opinions and experiences

Dependent on textbook

Oral activities

Teacher engagement

Relevant topics

News and diary

Rarely uses textbook

Uses textbook

Uses textbook

Rarely uses textbook

Uses textbook sometimes

Emphasizes the quality of the teaching activity over resources and learning arena

Uses textbook

The more real the situations are, the more learning

Uses textbook

Relevant topics from media and society

The more related to real life, the more motivation

Variation

Lack of time and alternative resources

Vocational orientated teaching

Adapt the lessons to what engage the pupils

Soccer, TV-series and movies

Monica
Always tries to relate the content to something the pupils are interested in or familiar with

Sandra
Inclusion of pupils' interests is the most important factor for motivation

Camilla
Inclusion of pupils' interests and experiences is important for motivation and deep-learning

Lisa
Important to relate to pupils' interests and experiences to get their attention

Figure 2

In the end of this process I decided to make categories based on the most central elements which were relevant for the research question. I ended up with five topics to discuss further in

the analysis and discussion (cf. chapters 4 and 5). The topics are as follows: pupils' interests, real-life context, pupil involvement, learning material and resources, and teaching methods and activities (figure 3).
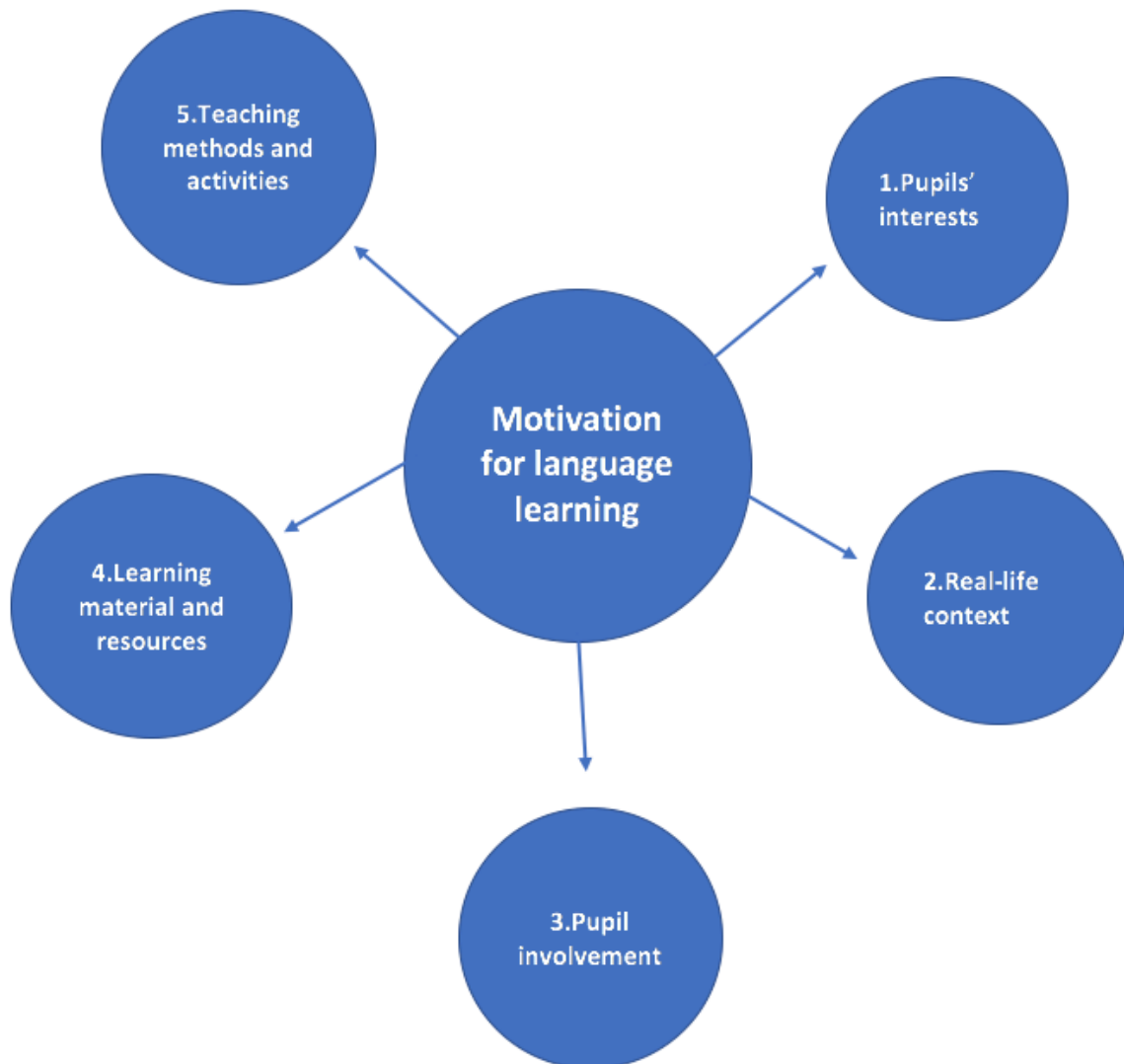
Figure 3

3.5.3 Condensation

In this step I started by focusing on one topic at the time. I summed up the information from each informant that covered each of the topics. For this step it was very convenient with the colour codes as it made this process easier and more structured. I followed the same structure for each of the identified topics. After going through the topics systematically, I tried to find similarities, differences and connections between the informants' views and experiences. In the end of this phase, I printed a report which structured all the questionnaires into one document. I found that the informants had similar views on several aspects of teaching. In the

presentation of the results, I will present similarities and differences in the informants' views and experiences.

3.5.4 Summary

According to the model, the last step involves using the data material to establish new concepts and descriptions (Christoffersen & Johannessen, 2012). However, I did not establish any further concepts, other than the categories I ended up with in phase two. As mentioned above, I noticed early that the data provided me with comprehensive information about the main focus of the study; pupils' interests and real-life context. This was certainly not a coincidence as these were the factors I had emphasized in the questionnaire. However, the informants' responses led me to other factors that have impact on and are related to these two concepts. The five topics will be discussed in relation to each other and connected to the theoretical framework in the analysis and discussion (cf. chapters 4 and 5).

3.6 Reliability, validity and ethical considerations

Reliability evaluates whether the research is trustworthy. It involves which data that are being used, method for collection and the interpretation and analysis (Christoffersen & Johannessen, 2012). Reliability indicates that the research will provide a similar result by a different researcher following the same procedure; in other words, that the results can be generalized (Creswell, 2014). Qualitative studies are not subjected to this requirement. Here the goal is to explore a phenomenon in depth, not to provide statistical analysis. I have documented the steps of analysis in order to show how I came to my results, which makes it possible to follow the procedure.

Validity relates to the relevance of the data material; how well the data represents and explains the phenomenon that have been studied (Christoffersen & Johannessen, 2012, p. 24) I have tested the questionnaire on my fellow masters' students in English. This was to make sure that we had the same understanding of the questions and to obtain some input on changes or additional questions, for instance. This could contribute to make the data more valid because it helped me to secure that the questions were understandable and whether they would give the information I was searching for. It was useful to receive feedback from someone who was not involved in the project. In my opinion, there is a clear coherence between the research question and the gathered data. The data from the questionnaire has

provided information and knowledge into the research field. However, the validity could have been even stronger if I had combined the questionnaire with an interview and/or observation to view the opinions and experiences from several perspectives; triangulation of methods.

I cannot be confident that the informants are a hundred percent honest in their answers in the questionnaire. Some of the questions might be a bit leading in respect to what I expect or want them to answer. It was hard to formulate the questions in a neutral way. Still, considering that the questionnaire was anonymous, I hope that the informants were as honest as possible. An advantage was that the questionnaire contained several open-ended questions that fostered longer answers and several of the teachers provided extensive information. I noticed that it seemed as if they had put time and effort into their answers. In the information letter about the project I asked the informants for permissions to get in touch with them. In that way, I could have done a member check or asked for further explanations. However, I did not do this as the informants provided detailed answers, so I felt that I had the information I needed to represent their views and experiences. The informants may not be representative as perhaps those who are particularly interested in these issues may have decided to participate while those who are not may not have responded.

When carrying out a research project, there are ethical and methodological challenges one has to be conscious of. There are legal guidelines that the researcher is obliged to follow and different considerations to take. The project has been cleared by the Norwegian Centre for Research Data (NSD). The informants have been given information about the project and have been told that they will be anonymous in the thesis. In the presentation of the results I have given the informants fictional names, as already mentioned. The purpose of the fictional names is to make the presentation more personalised than would have been the case if I had used numbers. In addition, it makes it easier to distinguish between the informants. A challenge with the project is that as a researcher and pre-service teacher, I have presumptions, opinions and experiences about the topic. This background has probably affected my formulation of questions and the interpretation and analysis of the data material.

4 Research results and analysis

In this chapter I will present the results gathered from the questionnaire. I will view the informants' opinions and experiences in relation to each other and connect the findings to the theoretical framework. As acknowledged in the methodology chapter, I have categorized the data material into five topics: pupils' interests, real-life context, pupil involvement, learning material and resources, and teaching methods and activities. These topics will be discussed in relation to motivation for language learning. Although the research question focuses on pupils' interests and real-life context, the other topics are necessary and essential to discuss in relation to these aspects.

4.1 Pupils' interests

Each of the informants think that it is important to include pupils' interests in the teaching of English. This finding was reassuring as the positive effect of interest on motivation and learning performance is well supported by research (cf. section 2.3.2, 2.3.4 and 2.3.5). According to the answers, all the informants consciously involve this aspect in their teaching. However, Sophie includes these factors to a smaller extent than the other teachers. She finds it challenging to include the pupils' interests because of the low proficiency level and understanding of English in Year 1. Children in Year 1 are beginners in learning English, so the main focus is on building a vocabulary. In addition, they have a very limited amount of English lessons a week. However, Sophie does think it is very important to consider pupils' interests and experiences in the teaching of English and will definitely emphasize it more if she starts teaching in a higher year level. It appears that she finds it more important to include pupils' interests with older pupils. This opinion is consistent with Dan & Todd's (2014) research, which indicated that interest was more crucial at higher year levels in terms of learning achievement (cf. section 2.1).

Tom proposes that it is essential to facilitate the teaching so that the pupils can relate to the learning content. When pupils feel related to the content it will presumably foster an emotional value, and research suggests that pupils remember things more easily if it has emotional value to them (cf. section 2.3.5). Tom and Lisa find it very important to consider pupils' interests as it provides them with a sense of purpose and value towards the subject. This view may be seen in relation to Tin (2016) who suggests that interest fosters a desire to explore or seek knowledge (cf. section 2.3.5). It is more likely that pupils will develop a

desire to explore a topic when they find it meaningful. Moreover, the experience of interest during an activity predicts the duration of involvement, willingness to repeat the activity and the development knowledge (Deci & Ryan, 1985). Lisa proposes that interest is essential in order to gain the pupils' attention in the first place. According to Jenny:

> If I do not act on engagement, maybe some humour and "talk their language", the pupils become less motivated in that particular lesson. I also find that emphasizing their opinions and thoughts play a role in their motivation as well. When the pupils experience their opinions being heard, they become more engaged.

This opinion that Jenny expresses above is congruent with previous research that acknowledges that the teacher's involvement often has an impact on the pupils' motivation in the learning activity (cf. section 2.3.1). This can be affected by the teaching style, methods or the overall mood and enthusiasm the teacher expresses. The teacher needs to be aware of her motivational influence, which sometimes may be unintentional. As acknowledged in section 2.3, pupils often become more motivated if they experience a feeling of being heard and respected by the teacher and peers. This is in line with what Jenny describes. Furthermore, this view can be related to the need of autonomy, as an important factor in autonomy-supportive behaviour is to acknowledge the pupils' perspective (cf. section 2.3.2).

Jenny explains that her current goal with the teaching of English is to make the pupils to be able to communicate in English using a wide range of vocabulary. To achieve this goal, she states that it is absolutely necessary to base the teaching on their interests and experiences. Christine shares the others' views on the importance of including pupils' interests. Her argument for its importance is that it enhances the pupils' motivation to put effort into the task. Furthermore, it enhances the pupils' interest and satisfaction for the lesson and subject. This is in line with what Reeve (2009) proposes about the importance of interest as it determines the person's attention, effort and memory of the content. Furthermore, it gives what Del Favero et al. (2007) refer to as an "energizing function" for deeper learning, which is emphasized in the revised curriculum (cf. sections 2.1).

Monica is the one with the longest teaching experience. She emphasizes pupils' interests in her teaching. Monica proposes: "There is a huge difference in lessons where I target the pupils' interests, compared to lessons where they have no idea as to what I am talking about". She explains that she always tries to use texts, songs or movies that can be connected to something the pupils are familiar with or interested in. Sandra and Camilla, who work in upper secondary school also find it extremely important to relate the teaching to pupils'

interests and experiences. They both refer to motivation and willingness to learn in relation to the inclusion of pupils' interests. Camilla also mentions that they are important factors in promoting deep learning.

When it comes to activities and tasks where pupils' interests are considered, the informants came up with different ideas and examples. Sophie often shows animated movies in English. The pupils are involved in choosing what they want to watch and then it will presumably be related to their interests. Tom emphasize pupils' interests in relation to the exam and oral activities in class. In Jenny's English lessons, the pupils have worked with relatively open tasks based on an overall topic. This includes that they could choose a topic within the larger topic and then they often have subject conversations or presentations in smaller groups. One may assume that if they are allowed to choose a topic, they would decide on something that interests them. Christine refers to both oral and written activities where she includes the pupils' interests and experiences. In order to hear pupils speak as freely and naturally as possible, she also usually lets them choose the topic for oral discussions and presentations in class. She has noticed that when they have selected the topic, they are much more interested and engaged, and do not rely on reading directly from their manuscript when they present. An example of a written activity that Christine mentions is assignments where the pupils are going to express their own experiences and opinions related to various topics. Lisa mentions the inclusion of interests such as soccer, TV-series and movies. The teachers who work in upper secondary school emphasize activities that are vocational specific, such as engine and platform presentations at technical and industrial production (TIP), first aid, and role play in health subjects. These activities will be related to pupils' interests regarding that they have chosen a vocational education programme because they presumably have a personal interest within the field.

4.2 Real-life context

The teachers had varied experiences with connecting the teaching content to real-life contexts. Sophie did not have any experience with this aspect in Year 1. However, she has worked as a substitute teacher at a lower secondary school and they had a project where the pupils were going to create a new invention and then present it on a stand. She had the impression that the pupils were very motivated for this task. This project was related to real life as the pupils could use the local environment to get ideas and inspiration on what to create. They would consider what could be a useful invention; maybe something that could make our daily life

easier or more convenient. This task is very open for creativity and autonomy; the pupils definitely have opportunities for self-direction (cf. section 2.3.2). In addition, this is a task that connects school to a real-life context, which links to Dewey (1915) who emphasizes that what the pupils learn in school should be applied in everyday life (cf. section 2.4).

Tom tries to make the lessons as close and related to everyday life as possible by playing on relevant and current topics and situations. He refers to the topic they are currently working with; bullying and classroom environment. Unfortunately, bullying is something that many pupils have or will experience during primary and secondary school, either as the bully, victim or bystander (Roland, 2007). This topic is linked to a real-life context; challenges in school. They compare and discuss this in relation to different school systems in other countries. He explains that for instance that they have discussed how school uniforms can prevent bullying. Additionally, they often have class discussions about local happenings or events. Recently they worked with the topic "explorers" and related this to a local person who has crossed Greenland. These examples indicate that Tom emphasizes authentic learning; connecting the content to real-life situations (cf. section 2.4 and 2.4.1). By connecting classrooms to a real-life context, pupils have the opportunity of experiencing the language of everyday life (Mehisto, cited in Svenhard, 2012, cf. section 2.4). This aligns with what Tom suggests about giving the subject a purpose by connecting the teaching content to something the pupils can relate to. Furthermore, it links with the purpose of the English subject which is communication in different contexts (cf. section 2.1).

Christine proposes that it is easier for the pupils to deal with the learning content if it is something they can relate to, which is emphasized in research and in the CLIL method (cf. section 2.4 and 2.4.1). She often involves incidents in society where it is reasonable to do so. Christine explains: "…by doing this I experience that the pupils acquire a better understanding and ability to remember the learning content". She often refers to incidents or events she knows the pupils are familiar with. This is in line with what Nagel and Scholes (2016) propose about using topics that provide an emotional value to the pupils (cf. section 2.3.5). Furthermore, if the teaching is connected to real life, it often makes the learning more efficient (cf. section 2.4). Monica has had similar experiences and proposes that the subject of English is ideal for connecting the content to relevant news from media or local community. One such example she mentions is lessons taught during the presidential election in the USA. While working with this topic they did not use the textbook at all, only American webpages. Another example she came up with was using song lyrics such as *You don't own me* from the

movie *Suicide Squad* to discuss equality, sex and feminism. In Year 10, they are currently working with debate and argumentation. For this topic, she is planning to discuss the latest school massacre and demonstrations in the USA. Unlike the other teachers, Lisa has very limited experience with relating the teaching to real-life context. However, she mentions a tourist brochure for the local area that she has used in class. Sandra describes an interesting activity where the pupils interview each other in order to compete over different jobs.

Sandra and Camilla, who work in upper secondary school, promote the context in which the learning takes place by focusing on vocational specific aspects, as mentioned in section 4.1. This can be viewed as a situational learning approach, where the context is essential for learning (cf. section 2.4). It makes sense that they have more focus on vocational aspects in their teaching compared to primary and lower secondary education. I assume that they are vocational education teachers, as they mention examples which are specific to vocational training. This focus is in line with CLIL which emphasizes language integration in a specific and relevant context (cf. section 2.4.1). It is an advantageous strategy where language learning is embedded in the vocational specific context. In that way, the pupils may see a clear purpose of learning English.

4.2.1 Learning arena

Use of different learning arenas may be a useful factor to promote language learning in real-life contexts. Five of the informants claim to conduct lessons using other arenas than the class room. They state that they use the school outdoor area, the city/suburb or the local environment. Moreover, Tom additionally claims to use forest/mountains/countryside. I did not ask how often they used alternative learning arenas. However, Monica proposes that the lesson plan is the most important factor:

> Certainly, the pupils will generally become more enthusiastic if they hear that they are going to have the English lesson outside, but in the end, it is the lesson plan and learning activity that has to be well planned and engaging.

Christine has a similar view. She experiences that the pupils easily lose focus on English when using a different learning arena and forget the purpose of the activity. By contrast, Tom has a positive opinion and experience of using other learning arenas:

> The pupils can approach the content more practical and concrete which makes it easier for them to relate to and draw associations and comparisons. This enables a higher development in competency which can further foster a sense of achievement in the subject and deeper understanding within the subject.

Tom's experience is in line with Dewey's view of the importance of learning in a natural context (cf. section 2.4). The teachers who work in upper secondary school also have good experiences regarding alternative learning arenas. Sandra proposes that it is always more engaging if the pupils get to practise English in a different setting than the classroom. Camilla emphasizes that new and different arenas and activities are always exciting for the pupils.

4.3 Focus in the study programme

An interesting aspect is whether the inclusion of pupils' interests and real-life context were emphasized in the study programme. None of the informants experienced that the study programme focused on these aspects to a desirable extent. The English courses in Tromsø are given by two departments; the Faculty of Education and at the campus in Breivika. The Faculty of Education designs courses for teachers and the courses in Breivika are not designed specifically for the teaching profession. Tom and Christine recall that the English lectures at the Faculty of Education provided varied resources to work with pupils' interests. However, they both acknowledge that the courses in Breivika were less adapted to the teaching profession. Christine explains that she only remembers that pupils' interests and context were a focus during the first year, when the lectures were adjusted to Year 5-10. In Tom's opinion, the courses in Breivika were characterized by the classical book and lecture approach where the gap between theory and practice was substantial. Sophie recalls a great emphasis on grammar and literature, but she remembers one tutorial where they were to debate a chosen topic. She recalls that lesson as funny and motivating where they were challenged to discuss in English. This is an activity that can be used in the classroom with pupils. Lisa found that the pedagogy in teaching had the wrong focus. The lecturers often referred to examples of classes where demanding pupils were not represented. Lisa explains: "sometimes the lesson plan has to be simple because of the lack of time and pupils' different needs". In her opinion, the study programme should represent a more realistic picture of the teaching profession. Monica does not remember any specific focus on pupils' interests or real-life context. Sandra, Camilla and Lisa assert that there was no focus on these aspects in their study programme; Masters Year 8-13.

4.4 Pupil involvement

As expected, there were various opinions in terms of pupil involvement. All the informants are generally sceptical about giving pupils too much control because it may have negative impact on the learning outcome and make the teaching unbalanced. As mentioned in section

5.1, Sophie does not include the pupils much in decision making. She finds it inappropriate because the pupils are not mature enough to be responsible for own their learning. As mentioned earlier, she involves the pupils in selecting movies in English. In addition, she involves the pupils when she uses Internet resources. She lets them choose which topics they want to work with and through which tasks or games they want to practise their English. It appears that the year level is the main reason contributing to the small extent of pupil participation.

Tom lets the pupils have co-determination in deciding topics. He proposes that he mostly does this indirectly by using topics that are based on the pupils' interests, experiences or the environment. Again, he refers to the topic "bullying" as an example because it is a topic most pupils are familiar with and have experiences with or opinions about (cf. section 4.2). Furthermore, he urges that to secure learning pupils should not be given direct control, because it can cause one-sided and unbalanced teaching. In order to secure learning, there has to be a balance of pupil autonomy and teacher control. Jenny says that so far she has not involved the pupils in decision making to a large extent. However, as mentioned in section 4.1, she often lets them work with relatively open tasks where they can choose their own topic to some extent. In addition, the pupils have been involved in structuring the topics they have worked with this fall. When involving pupils in these kinds of decisions, it might increase pupils' choice motivation (cf. section 2.3.3). The reason why the pupils are not usually involved in decision making is due to habits and culture at the school, and because the class generally need clear structures based on their competence level. This opinion that Jenny expresses is in line with what Kuutlila (2016) found in her study, that not all pupils benefit from an autonomy-based teaching approach (cf. section 2.3.2).

Christine involves the pupils in choosing teaching activities; "I often try new activities (both written and oral) and involve the pupils in the assessment of the activities where they evaluate whether they had a learning outcome or not". Those activities that are emphasized as positive when it comes to motivation and learning outcome among the pupils, are activities Christine will continue to use. In that way, she draws upon the pupils' evaluation skills to choose activities and in planning the lessons. This supports the pupils' need for autonomy (cf. section 2.3.2). In Christine's experience, this has proven to make the lessons valuable, funny and beneficial for the pupils. She has also made another observation: "at the same time, I have noticed that the pupils discover new learning strategies, which they also use in other subjects". This is another advantage of pupil involvement as the pupils may discover learning

strategies that work for them. This teaching approach can be related to Dörnyei's (2001a) motivation model (cf. section 2.3.3). When involving the pupils in choosing teaching activities, it may increase their choice motivation. Furthermore, the fact that they have contributed towards the choice of activity, it may keep them motivated in the learning process, so that they have executive motivation. The collaborative evaluation of activities can be related to stage 3 in the model, motivation retrospective. In essence, the pupils probably become motivated because they are involved in their own learning process. Furthermore, pupils may gain confidence when being included in the choice of learning activities. Like Christine, Monica involves the pupils in choosing activities and methods, not topics. From her experience the pupils are generally not very engaged in pupil participation, but they are somehow interested in deciding methods and resources.

Sandra lets the pupils choose the forms of assessment and the order of certain topics. Like Christine and Monica, she lets the pupils evaluate different teaching methods and learning activities. She does this in order to adapt the teaching methods and improve as a teacher through self-evaluation of her own teaching experiences. By contrast, Lisa does not prioritize pupil participation. Camilla emphasizes the fact that the pupils have the right to pupil participation. Furthermore, when pupils are exposed to autonomy-supportive teacher behaviour, it may promote their motivation for learning. This can be seen in relation to Deci and Ryan's (1985) "Self-Determination theory" and "Personalized learning" (cf. section 2.3.2). Pupils have a need for autonomy, competence and relatedness.

To summarize the informants' views of pupil involvement, their experiences implicate that it is not beneficial to give the pupils too much responsibility and freedom of choice. On the one hand, being very controlling might suppress pupils' inner motivation (Reeve, 2009). On the other hand, giving the pupils too much self-determination could lead to inadequate learning outcomes.

4.5 Learning material and resources

As mentioned in the introduction, there is a strong textbook tradition in Norwegian schools (cf. section 1.1). Textbooks generally offer security, scope for progression and reference for checking and revising work (Drew & Sørheim, 2016). It is important to consider advantages and disadvantages of this tradition. With regard to my study, it is interesting whether a textbook approach makes it difficult to include pupils' interests and real-life contexts. With this in mind, it was interesting to explore the teachers' experiences and opinions of textbook

use. I asked how often they use the textbook, reasons for doing so, if they feel dependent on its use, and whether they experience textbook-based teaching as adequate motivation for pupils' learning (see appendix 1). The informants had various opinions and practices regarding textbook use. The sample represents teachers who use the textbook regularly to teachers who rarely use it. As I interpret it, the school management's influence is crucial as to what extent the teachers use a textbook. However, on the question whether they feel dependent on the textbook or not, seven out of eight teachers responded as a "no".

In Year 1, Sophie and her colleagues use the textbook often. They use *Explore 1*, chosen by the school management. Sophie says that the local curriculum at the school is somewhat based on the same topics as the textbook. The main reason that she uses the textbook is the safety, comfort and structure it provides. Also, again she mentions that it has to do with the year level. This year she feels dependent on the textbook. Alternatively, she uses movies, the internet, games and music. According to Sophie: "Games are always a winner for happy pupils". Games is mentioned by several teachers as an activity that fosters motivation. Drew and Sørheim (2016) describe games as activities where the atmosphere is relaxed, and the pupils become so involved in the activity that they forget they are using a foreign language. Generally speaking, Sophie is an adherent of using a textbook as little as possible. She wishes to work at a lower secondary school in the future and will then do more project work instead of using the textbook. She states that if she worked with older pupils she would emphasize pupils' interests and real-life context more as well as incorporating other resources.

Among the Year 8-10.- teachers, there are divided opinions when it comes to learning material and resources. Tom and Jenny rarely use the textbook. The school Tom works at use *Key English* but will soon change to *Stairs.* The school management have selected the textbook and the local curriculum is based on the topics in the book. *Key English* is a textbook from 2009 which largely makes the topics and resources outdated. However, even though Tom's colleagues use the textbook, he does not feel dependent on it. In his opinion, the pupils do not become motivated when working with the textbook. Alternatively, he tries to vary the use of different learning materials and resources in order to engage all pupils. According to Tom, using alternative learning material allows the learning to become more authentic (cf. section 2.4).

Jenny has the same view as Tom regarding textbook use. She claims: "The school use "New Flight". I do not like it, I think it is terrible. I only use it when I absolutely have to". She

explains that if for some reason she does not have time to plan a lesson properly, or need extra tasks she tends to use grammar exercises from the textbook. The main reason is therefore lack of time. Jenny does not feel dependent on the textbook; "as long as you follow the competency aims in the curriculum, you have all you need". However, she misses an ideas-bank with for instance suggestions on how to work with different competence aims. Furthermore, she points out that without a computer it is difficult to avoid the textbook. Overall, Jenny does not think the pupils are motivated when working with the textbook. In her experience, textbook work is perceived as a break. According to Jenny: "The pupils get the opportunity to "just do", instead of thinking and reflecting to a larger extent". Tom and Jenny's teaching approach may be referred to as what Drew and Sørheim (2016) call "do-it-yourself" approach. This approach involves that the teacher improvises from lesson to lesson and relates to what is happening in the class or in society at the particular time. Access to a range of materials and resources is the key for such an approach (Drew & Sørheim, 2016). Drew and Sørheim (2016) propose that this approach requires more time, experience and competence. This is not congruent with the results, as both Tom and Jenny only have six months of teaching experience after graduation, nor do they stand out when it comes to time use on lesson planning.

As opposed to Tom and Jenny, Christine, Monica and Lisa use the textbook often. Christine did not use a textbook during her first year of teaching, but now the school use *Connect* which is a new textbook series. The English subject team (including herself) studied several textbook series and selected *Connect.* Since the textbook series is new it has only released books for Year 8 and 9. Christine explains that all the teachers in Year 8 and 9 use the textbook, whereas in Year 10, it varies from teacher to teacher as to how much they use the old textbook and alternative material. According to Christine, *Connect* is a well structured textbook and includes useful resources for process orientated writing. Furthermore, it has relevant and interesting topics which make it expedient to do cross-curricular work. In addition, Christine acknowledges that the textbook series also has an advantageous webpage where pupils can listen to the texts, work with tasks related to the texts, work with grammar and also receive help to structure their own texts. According to Christine: "I experience that pupils feel reassured when using the textbook because the content they are going to get through during the semester is consolidated". It provides structure and tidiness. On the other hand, last year she did not use the textbook and that worked very well too. Obviously, it has to do with the quality of the textbook and how the teacher uses it. Christine emphasizes topic

compared to learning material and resources. In her opinion, a movie is not necessarily more fun than a fictional book, if the pupils do not find the topic interesting. What is essential is the pupils' interest in the topic.

The reason why Monica uses the textbook often is because the school has a fairly new and updated textbook, namely *Enter* from 2017. Like Christine, she has been involved in selecting the textbook. She prefers using the textbook as it saves time when it comes to lesson planning. According to her, the book has updated texts, pictures and methods that are engaging for the pupils. Monica stresses that it has to do with how you use the textbook. Monica explains: "If you say: "read, and then do tasks", it will obviously not be very motivating for the pupils". On the whole, she emphasizes the lesson activity or task and what the pupils are asked to do. She proposes: "Whether the resource is a newspaper, a movie or text/pictures in the textbook, is not the main factor. What is essential is that the lesson activity is engaging, to make the pupils motivated". Lisa points towards the time factor and also the lack of resources. For instance, she claims that the school does not have enough computers for all the pupils. However, she experiences that the pupils find it easier to follow the subject process when using the textbook.

The upper secondary teachers and Monica claim to use all the alternative resources available in the questionnaire. Sandra emphasizes variation: "Variation is the spice of life and no one learns in the same way at all times". She usually uses the textbook and underlines the time pressure in school. However, she claims to incorporate all the additional resources in her teaching. Apparently, the school has structured the local curriculum where they aim to use the textbook over two years. In that way, the topics and time frame are somehow established in advance. Surprisingly, Camilla found that pupils are conservative when it comes to teaching material. One semester she tried to use mostly external resources and the internet. This was not successful. This is something several of the informants mentioned; the fact that pupils prefer to have something structured and tangible.

The informants report poor training, courses and support from school management when it comes to alternative resources and learning material. Jenny claims that such support only occurs from colleague to colleague, and not from staff at the higher management level. I also asked about how much time the teachers spend in planning the English lessons for a week. It appears that the teachers who rarely use the textbook do not necessarily spend more time planning and preparing English lessons. Apparently, Tom spends 30 min-1 hour, and Jenny

spends 1-2 hours. What is quite interesting is that Sandra, who uses the textbook often, is the one who spends most time in planning the lessons, but there might be various reasons for that. However, this indicates that use of alternative learning materials and resources does not necessarily require more time.

The notion of a strict a textbook approach in Norwegian schools (cf. section 1.1) is consistent with the results. All informants acknowledge that the schools use the textbook to some extent. However, two of the teachers claim an infrequent use of a textbook, even though their colleagues use it. Two of the teachers who report a regular use of the textbook have been involved in its selection. The new and updated textbooks contain relevant and engaging topics, learning activities and resources. By contrast, the teachers who rarely use a textbook have poor updated textbooks from 2006 and 2009. This makes the textbooks outdated in terms of topics and resources. Research on interest offers guidelines for improving education, such as how to design better textbooks (Gardner, cited in Silvia, 2006). It seems that this is improving, as according to Christine and Monica they are both happy with the new textbook series. All things considered, it appears that the most important point is not whether the teachers use the textbook or not, but how they use it. As can be seen, the textbook use is dependent on the quality of the textbook. Equally important is that the teacher does not use the textbook as a recipe, but rather use it in conjunction with other learning materials and resources.

4.6 Teaching methods and activities

The questionnaire included a table of lesson activities (see figure 4). This table can be found translated into English in Appendix 1. The intent of the table was to gain an insight into how the teachers emphasize different lesson activities. The first question was how often the teacher explains a concept/word/grammar before the pupils do exercises. As can be seen in the table, all the teachers tend to do this, but to a varied extent. It was not surprising to discover this as it is a traditional method, especially when teaching grammar. Another traditional classroom activity is the well known and controversial glossary test. Five out of eight state that they never do glossary tests, while one rarely does it and two use it often. It is quite interesting that Tom and Jenny who rarely use the textbook, are the two who use glossary tests often. According to Camilla: "English is first and foremost a communicative tool. The pupils must be activated. To memorize vocabulary like a parrot has no effect on language learning in upper secondary level". She likes to use entertaining games and activities where they are

allowed to be awkward which in turn makes the pupils more engaged. She emphasizes that a safe classroom environment is essential for success in these types of activities.

23. Hvor ofte gjør du følgende aktiviteter i engelskfaget?

Svar   Antall   Prosent

Svar fordelt på antall

	Aldri	Sjelden	Noen ganger	Ofte	Veldig ofte
Du forklarer nye konsept/ord/grammatikk og så gjør elevene oppgaver	0	1	3	2	2
Lærebok	0	2	2	2	2
Gloseprøve	5	1	0	2	0
Rollespill	2	1	3	2	0
Internett	0	0	0	6	2
Du oppmuntrer elevene til å kommentere egen læring, skolearbeid eller personlige meninger på engelsk	1	0	2	5	2
Du vektlegger/inkluderer/trekker inn elevenes interesser og meninger	0	2	1	4	2
Du trekker inn aktuelle tema fra samtida (f.eks nyheter, noe som opptar eleven på skolen/fritiden)	2	0	1	2	3
Du kontakter lærere i andre fag for å bruke tema fra andre fag i engelskundervisningen	0	2	2	4	1
Par og gruppearbeid	0	2	1	4	1
Du oppfordrer elevene til å bruke engelsk både i og utenfor klasserommet	0	1	1	4	2
Du støtter og veileder elevene i ulike læringsstrategier	0	0	2	4	2
Elevene bruker engelsk i situasjoner som er virkelighetsnære/hverdagslige	1	1	2	3	1

Figure 4

As expected, all the teachers use the internet in their teaching. ICT will often be useful in order to vary the teaching and make lessons more exciting (cf. section 2.5). Furthermore, it can be helpful to cater for different pupils' needs. Role play is not a well represented activity among the informants. However, two informants claim to use it often. Role play may be an advantageous method to practise oral skills in different contexts. All the teachers, except Sophie, claim to emphasize pupils' interests and opinions and involve relevant topics from present time such as news or something that interests the pupils both at school or in their spare time. This is also the case when it comes to using English in real-life situations. As regards to supporting and guiding the pupils in different learning strategies, they all seem to do this. As presented in section 4.4, several of the teachers include the pupils in evaluating different activities and methods and in that way, they receive support in different learning strategies.

Jenny proposes that choice of teaching method is crucial for pupils' motivation. Monica explains that she chooses teaching method and activity based on what is the best way to work with the particular topic, or what the pupils think is the best method. She stresses that learning activities and tasks are more crucial for motivation, than resources and learning arena (cf. section 4.2.1). Monica has noticed that when the pupils watch a movie related to a topic they find interesting, they become very engaged and involved in the topic. Tom, Lisa and Christine point towards variation in teaching methods and activities in order to foster motivation. Christine acknowledges:" I notice that the pupils become attached to the subject when they get to experience that the English subject is so much more than conjugating "to be". Camilla emphasizes that upper secondary students often have a solid proficiency basis to use the language. What the pupils need is to build up their confidence and use English consistently in class using different types of learning activities. Sandra feels more dependent on the local curriculum when deciding on activities. However, she also includes topics and activities she finds important and motivating.

5 Discussion

In this chapter I will identify and discuss the main findings of the study in relation to the research question. In essence, the link between pupils' interests, real-life context and motivation. As in the previous chapter, the findings will be seen in relation to the theoretical framework. My research question will be divided into two questions and discussed in two separate sections in order to ensure an answer to the research question. The questions are as follows:

- Do the teachers include pupils' interests and real-life context in their teaching?
- How do the teachers think that the inclusion of pupils' interests and real-life context affects pupils' motivation?

5.1 Do the teachers include pupils' interests and real-life context in their teaching?

The results indicate that each of the informants include pupils' interests and real-life context in their teaching. All responses considered, it appears that most of the informants emphasize pupils' interests to a larger extent than real-life context. They primarily use the classroom as a learning arena, but they try to include relevant topics from news and local community. Sofie, who teaches Year 1 emphasizes these aspects less than the others. In her opinion, the year level is the main reason. Research has shown that the relation between interest and achievement is more notable at higher year levels, than lower year levels (cf. section 2.1). I do not have a lot to compare with, as seven out of eight informants teach at higher year levels, Year 8-13. It seems as the teachers who work in upper secondary school relate the teaching to real-life context to a larger extent than the other teachers. This is logical because it is the last years of compulsory school and the pupils should be prepared, inspired and motivated for their future professions.

Six out of eight informants primarily use the textbook as learning material. However, they try to adapt the topics to the pupils' interests and real-life context. One may argue that there should be more focus on these aspects in the study programme, as the participants report a poor focus on these aspects throughout their education (cf. section 4.3).

5.2 How do the teachers think that the inclusion of pupils' interests and real-life context affects pupils' motivation?

Jenny finds that topic and the teachers' enthusiasm in the teaching situation are most crucial regarding pupils' motivation. Tom emphasizes authentic learning which makes it easier for the pupils to relate to the content (cf. section 4.2). Monica experiences pupil engagement in oral discussions where they can share their own opinions (cf. section 2.3.2). She has noticed that a good sign of high motivation is when the pupils contribute in discussions, and additionally show respect and interest when their peers talk. This does not happen if they are not interested in the topic. With regards to the development of the brain in adolescence, it seems advantageous to base the teaching on something that the pupils care about and relate the learning content to what is going on in the pupils' lives (cf. section 2.2 and 2.3.4). Furthermore, it might be advantageous that the pupils have opportunities to link and build the learning content on previous knowledge (cf. section 2.3.5). Increasing pupils' knowledge on the topic, can contribute to foster their interest and encourage them to seek further information on related topics (cf. section 2.3.3, 2.3.4 and 2.3.5). Regarding this, one can argue that if the teacher can increase pupils' interest level for a topic, this may also increase their motivation. If the teacher focuses on topics that are known and relevant to the pupils, that may have a positive impact on their motivation.

Research has shown that the instructional conditions and the learning environment in class will often have an impact on pupils' engagement and interest in an activity (cf. section 2.3.4). This is in line with Maria and Camilla's views; Maria emphasizes the importance of the lesson plan, learning activities and instructional conditions, regarding pupils' interest and involvement in the activity. Camilla points at the importance of a safe learning environment, especially in oral activities (cf. section 4.5). In Sandra's experience, what is most crucial regarding motivation is that the teacher include pupils' personal interests in the teaching. This view is congruent with research that show that "interest, enjoyment and involvement with one's environment are associated with intrinsic motivation" (cf. section 2.3.2). Given these points, if teachers include pupils' interests and real-life context using appropriate teaching strategies and create a safe learning environment, it may have positive impact on the pupils' motivation.

Several of the informants point at the importance of pupil involvement in order to foster motivation. As has been noted, in order to increase pupils' interest level, several research

studies suggest connecting lessons to pupils' daily life and increase pupils' self-determination (cf. section 2.3.2 and section 2.4). If the teacher emphasizes pupil participation, it will probably be easier to base the teaching on pupils' interests, considering that pupils will presumably include their own interests when being involved in the learning process (cf. section 2.3.3) Autonomy and pupil participation often lead pupils to invest more in learning activities (cf. section 2.3.2). However, the informants' experiences implicate that it is not beneficial to give the pupils too much responsibility and freedom of choice.

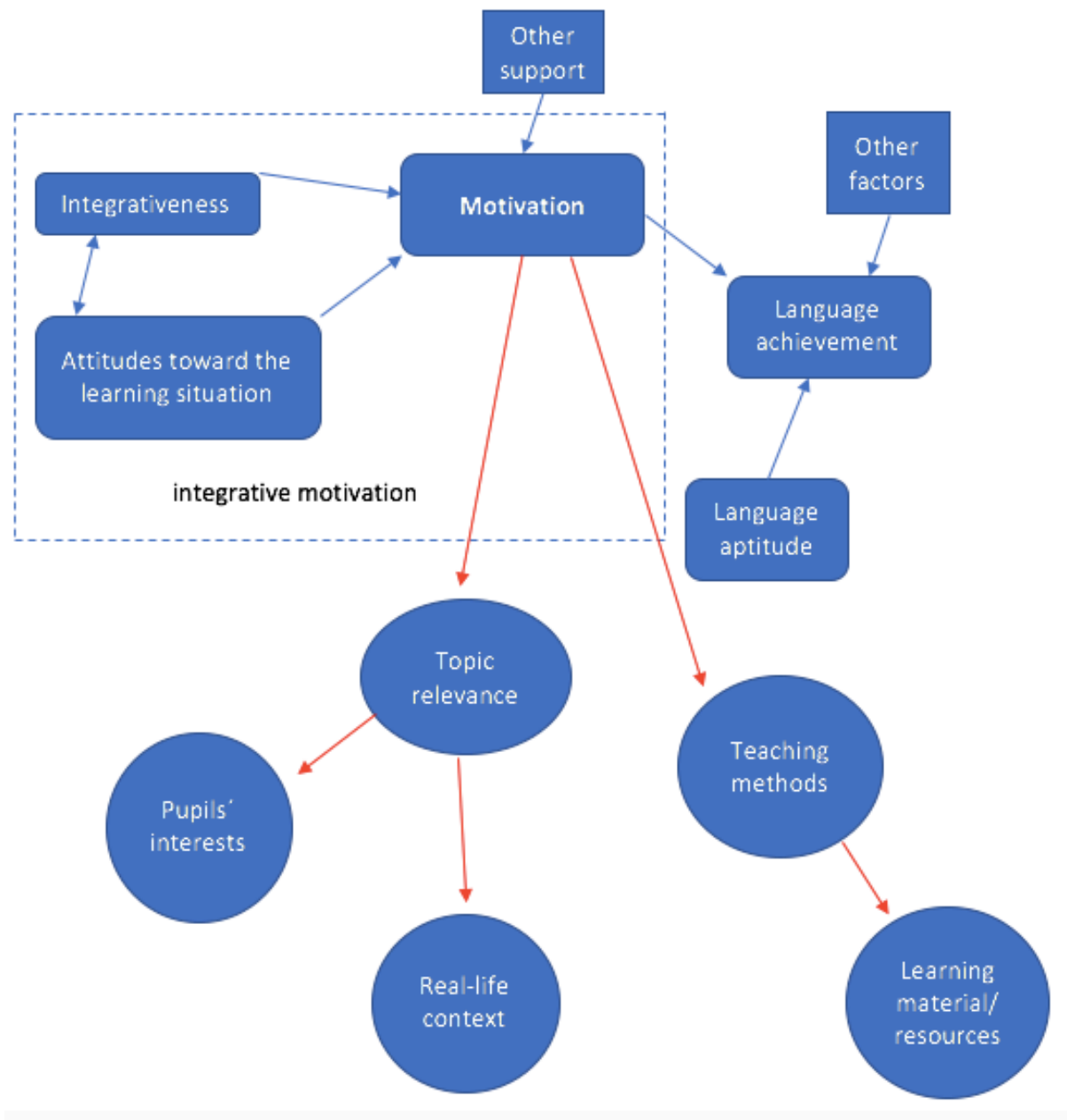The figure below summarizes the main findings of this study.

Figure 5

Edited version of Gardner's "Socio-Educational Model of Second Language Acquisition" (Gardner, 2001 cited in Dörnyei & Ushioda, 2009, p. 23).

In figure 5, I have extended Gardner's "Socio-Educational Model of Second Language Acquisition" in relation to my study. The original model can be found in chapter 2, in my discussion of integrative motivation. Here it was found that integrative motivation is not as crucial for the motivation process as stated in earlier decades (cf. section 2.3.1). What I have done is to add *topic relevance* and *teaching methods* and three further components. Under topic relevance *pupils' interests* and *real-life context* can be found. Below teaching methods,

we have *learning material/resources*. I have developed this model to illustrate that topic relevance and teaching methods have impact on motivation for language learning, in addition to integrativeness and language aptitude. Furthermore, these factors are connected and may affect each other. The model sums up the main topics of the study and illustrates a connection between the factors in terms of motivation. I am not going to draw the general conclusion that if the teachers include pupils' interests and real-life, the pupils will become more motivated for language learning, as I do not have any results proving that. However, according to the informants´ experiences and opinions, these aspects do have an impact on pupils' engagement and motivation in the subject of English. The views of the teachers are therefore in line with the theory and research presented in chapter 2.

6 Conclusion and outlook

This study has given valuable insight into the topic of motivation for language learning, specifically regarding the importance of pupils' interests and real-life context within the subject of English. I could not find sufficient previous research relating directly to these aspects of English teaching in Norwegian schools. The research question I intended to answer was as follows: *"To what extent do English teachers emphasize pupils' interests and real-life context in the teaching of English, and how do they think that this affects pupils' motivation?"* The results indicate that each of the teachers consider and include pupils' interests and real-life context in their teaching. Furthermore, it seems that these factors are considered more important for older pupils than for younger ones.

As has been noted, there are different views and practices regarding textbook use among the informants. The use of a textbook does not mean that the teacher cannot include pupils' interests and real-life context. However, the result indicate that use of alternative learning material does not necessarily require more work and time. A reasonable suggestion is a combination of a textbook and alternative learning material. It is important that the teacher does not follow the textbook as a manuscript but is capable of improvising and exploiting relevant topics and current situations within the subject areas as well.

All the participants acknowledge a relation between pupils' interests and real-life context and motivation in language learning. In addition, several of the informants emphasize the importance of pupil participation to foster motivation. When including pupils in decision making, it will most likely provide more focus on their interests and real-life context. However, there has to be a reasonable balance between pupil autonomy and teacher control.

As regards to further research, further investigation is needed to identify gender differences in relation to preferences, interests, topics and teaching methods within the subject of English. Moreover, it should be conducted further research of teaching methods that can promote the use of pupils' interests and real-life context in the teaching of English. Lastly, it would have been interesting to investigate pupils' views about the importance of inclusion of their interests and connection to real-life context in the subject of English.

References

Abrahamsson, N. & Hyltenstam, K. (2009). Age of Onset and Nativelikeness in a Second Language: Listener Perception versus Linguistic Scrutiny. *Language Learning, 59*(2), 249-306. doi:10.1111/j.1467-9922.2009.00507.x

Ainley, M. (2006). Connecting with Learning: Motivation, Affect and Cognition in Interest Processes. *Educational Psychology Review, 18*(4), 391-405. doi:10.1007/s10648-006-9033-0

Alexander, P. A., Kulikowich, J. M. & Jetton, T. L. (1994). The Role of Subject-Matter Knowledge and Interest in the Processing of Linear and Nonlinear Texts. *Review of Educational Research, 64*(2), 201-252. doi:10.3102/00346543064002201

Algee, L. M. (2012). *Exploring English Language Learners (ELL) Experiences with Scientific Language and Inquiry within a Real Life Context.* Retrieved from: https://escholarship.org/uc/item/0m97467n

Bialystok, E. & Miller, B. (1999). The problem of age in second-language acquisition: Influences from language, structure, and task. *Bilingualism, 2*(2), 127-145.

Birketveit, A. & Rimmereide, H. E. (2012). Does reading stories enhance language learning? (p. 37-50). *The Young language learner: research-based insights into teaching and learning.* Bergen: Fagbokforlaget, cop. 2012.

Cervone, D. (2015). *Psychology: The science of person, mind, and brain*: Macmillan Higher Education.

Chen, C. & Li, Y-L. (2010). Personalised Context-Aware Ubiquitous Learning System for Supporting Effective English Vocabulary Learning. *Interactive Learning Environments, 18*(4), 341-364. doi:10.1080/10494820802602329

Christoffersen, L. & Johannessen, A. (2012). *Forskningsmetode for lærerutdanningene.* Oslo: Abstrakt forlag AS.

Creswell, J. W. (2014). *Research design : qualitative, quantitative, and mixed methods approaches* (4th ed.; International student ed. ed.). Los Angeles, Calif: SAGE.

Dan, Y. & Todd, R. (2014). Examining the Mediating Effect of Learning Strategies on the Relationship between Students' History Interest and Achievement. *Educational Psychology, 34*(7), 799-817. doi:10.1080/01443410.2013.792331

Deci, E. L. & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior.* New York: Plenum.

Deci, E. L. & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior *Psychol. Inq.* (Vol. 11, pp. 227-268).

Del Favero, L., Boscolo, P., Vidotto, G. & Vicentini, M. (2007). Classroom Discussion and Individual Problem-Solving in the Teaching of History: Do Different Instructional Approaches Affect Interest in Different Ways? *Learning and Instruction, 17*(6), 635-657. doi:10.1016/j.learninstruc.2007.09.012

Dewey, J. (1915). *The School and Society.* Chicago: The Universiy of Chicago Press.

Dewey, J. (1916). *Democracy and education : an introduction to the philosophy of education.* New York: The Maxmillan Company.

Dörnyei, Z. (2001a). *Motivational strategies in the language classroom*: Cambridge University Press Cambridge.

Dörnyei, Z. (2001b). *Teaching and researching motivation.* London: Longman.

Dörnyei, Z. & Ushioda, E. (2009). *Motivation, language identity and the L2 self.* Bristol: Multilingual Matters.

Drange, E.-M. D. (2014). *Hvordan kan teknologi skape nye undervisnings- og læringsmåter i fremmedspråksundervisningen fram mot 2030?* Universitetet i Agder.

Drew, I. & Sørheim, B. (2016). *English teaching strategies - methods for English teachers of 10 to 16-year-olds* (3rd ed.). Oslo: Det Norske Samlaget.

Ellis, R. (2009). *Implicit and explicit knowledge in second language learning, testing and teaching*. Bristol: Multilingual Matters.

Ertesvåg, F. (2015, 08.02.2018). *Seks av ti unge kjeder seg på skolen*. Retrieved from https://www.vg.no/nyheter/innenriks/skole-og-utdanning/seks-av-ti-unge-kjeder-seg-paa-skolen/a/23508621/

Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The Broaden-and-Build Theory of Positive Emotions. *American Psychologist, 56*(3), 218-226. doi:10.1037/0003-066X.56.3.218

Gardner, R. C. (1985). *Social psychology and second language learning : the role of attitudes and motivation* (Vol. 4). London: Edward Arnold.

Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*. Rowley: Newbury House Publishers, Inc.

Giedd, J. N., Blumenthal, J., Castellanos, H., Liu, J. L., Rapoport, N. O., Jeffries, A. & Evans, A. C. (1999). Brain development during childhood and adolescence: A longitudinal MRI study [2]. *Nature Neuroscience, 2*(10), 861-863. doi:10.1038/13158

Hasselgren, A., Drew, I. & Sørheim, B. (2012). *The Young language learner : research-based insights into teaching and learning*. Bergen: Fagbokforlaget.

Hidi, S. & Renninger, K. A. (2006). The Four-Phase Model of Interest Development. *Educational Psychologist, 41*(2), 111-127. doi:10.1207/s15326985ep4102_4

Ho, S.-C., Hsieh, S.-W., Sun, P.-C. & Chen, C.-M. (2017). To Activate English Learning: Listen and Speak in Real Life Context with an AR Featured U-Learning System. *Educational Technology & Society, 20*(2), 176-187.

Ibsen, E. & Hellekjær, G. O. (2003). A Profile of Norwegian Teachers of English in the 10th Grade. In: Aud Marit Simensen (ed.), *Teaching and Learning a Foreign or Second Language*. Vol. 1. Oslo: Universitet i Oslo. 68–86. Retrieved from: http://www.uv.uio.no/ils/forskning/publikasjoner/acta/acta-oslo/AD0301ma.pdf

Izard, C. (1977). *Human emotions*. New York: Plenum Press.

James, W. (1983). *The principles of psychology*. Cambridge, Mass: Harvard University Press.

Jordell, K. Ø. (2018, 18.04.2018). Regjeringen legger opp til 30 prosent lærermangel på lavere trinn. *Khrono*. Retrieved from https://khrono.no/laerer-jordell-kristensen/regjeringen-legger-opp-til-30-prosent-laerermangel-pa-lavere-trinn/214490

Kvale, S. & Brinkmann, S. (2015). *Det kvalitative forskningsintervju* (3. utg., 2. oppl. ed.). Oslo: Gyldendal akademisk.

Kuutila, N. (2016). *Personalized learning in English as a foreign language education*. Department of Languages, University of Jyväskylä. Retrieved from: https://jyx.jyu.fi/dspace/bitstream/handle/123456789/50973/URN:NBN:fi:jyu-201608193829.pdf?sequence=1

Lightbown, P. M. & Spada, N. (2013). *How languages are learned* (4th ed. ed.). Oxford: Oxford University Press.

Ministry of Education and Research. (2016). *Vil fornye og forbedre fagene i skolen*. Regjeringen.no. Retrieved from https://www.regjeringen.no/no/aktuelt/vil-fornye-og-forbedre-fagene-i-skolen/id2483423/

Nagel, M. & Scholes, L. (2016). *Understanding Development and Learning: Implications for Teaching*. Oxford University Press.

Nicaise, M., Gibney, T. & Crane, M. (2000). Toward an understanding of authentic learning: Student perceptions of an authentic classroom. *Journal of Science Education and Technology, 9*(1), 79-94.

Norwegian Directorate for Education and Training. (2006). *English subject curriculum ENG1-03: Competence aims after Year 10.* Retrieved from: https://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/competence-aims-after-year-10?lplang=http://data.udir.no/kl06/eng

Norwegian Directorate for Education and Training. (2013a). *English subject curriculum ENG1-03: Basic skills.* Retrieved from https://www.udir.no/kl06/ENG1-03/Hele/Grunnleggende_ferdigheter?lplang=http://data.udir.no/kl06/eng

Norwegian Directorate for Education and Training. (2013b). *English subject curriculum ENG1-03: Purpose.* Retrieved from https://www.udir.no/kl06/ENG1-03/Hele/Formaal?lplang=http://data.udir.no/kl06/eng

Norwegian Directorate for Education and Training. (2017). *Hva skjer når i fornyelsen av fagene?* Retrieved from https://www.udir.no/laring-og-trivsel/lareplanverket/fagfornyelsen/nye-lareplaner---2020/

Postholm, M. B. (2010). *Kvalitative metode: en innføring med fokus på fenomenologi, etnografi og kasusstudier.* Universitetsforlaget.

Radel, R., Sarrazin, P., Legrain, P. & Wild, T. C. (2010). Social Contagion of Motivation between Teacher and Student: Analyzing Underlying Processes. *Journal of Educational Psychology, 102*(3), 577-587. doi:10.1037/a0019051

Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken: John Wiley & Sons, Inc.

Ruud, M. (2012). CLIL in Vocational Studies. In: *Svenhard, B. (ed.): CLIL: Kombinert fag- og engelskopplæring i videregående skole.* Halden: Fremmedspråksenteret. Retrieved from: http://docplayer.me/31154447-Nr-28-april-clil-kombinert-fag-og-engelskopplaering-i-videregaende-skole-britt-w-svenhard-red.html

Silvia, P. J. (2006). *Exploring the psychology of interest*. Oxford: Oxford University Press.

Streitlien, M. (2010). Hva motiverer (best) for å lære språk? In: *Svenhard, B. (ed.): CLIL – engelsk og fremmedspråk i andre fag, p. 7-11.* Halden: Fremmedspråksenteret. Retrieved from: http://docplayer.me/31154447-Nr-28-april-clil-kombinert-fag-og-engelskopplaering-i-videregaende-skole-britt-w-svenhard-red.html

Svenhard, B. W. (2010). *CLIL - engelsk og fremmedspråk i andre fag* (nr 24). Halden: Fremmedspråksenteret.

Svenhard, B. W. (2012). *CLIL: Kombinert fag- og engelskopplæring i videregående skole.* Halden: Fremmedspråksenteret. Retrieved from: http://docplayer.me/31154447-Nr-28-april-clil-kombinert-fag-og-engelskopplaering-i-videregaende-skole-britt-w-svenhard-red.html

Tin, T. B. (2013). Exploring the Development of 'Interest' in Learning English as a Foreign/Second Language. *RELC Journal: A Journal of Language Teaching and Research in Southeast Asia, 44*(2), 129-146. doi:10.1177/0033688213488388

Tin, T. B. (2016). *Stimulating Student Interest in Language Learning : Theory, Research and Practice*. London: London: Palgrave Macmillan UK.

Appendix 1: Questionnaire

The goal of this questionnaire is to investigate English teachers' understandings and experiences with connecting the English teaching to real-life contexts and to involve the pupils' interests and experiences.

Tick your answers.

1. Gender

Male __   Female __

2. When did you submit your master's thesis in English didactics at UiT?

2015 __   2016 __   2017 __

3. For how long have you worked as an English teacher after completed study programme?

4. At what year level are you teaching English?

Primary school (Year 1-4) __ Primary school (Year 5–7) __

Lower secondary (Year 8-10) __ Upper Secondary (Year 10-13) __

5. Do you think it is important to include the pupils' interests and experiences in the English subject, and why? To what extent was this a focus in the study programme?

6. Do you have an example/examples of activities where you have involved the pupils' interests or experiences in English teaching?

7. Do you let the pupils have impact/participation in deciding topics in the subject? Why/Why not?

8. What is your experience with using real-life situations in the English subject? To what extent was this a focus in the study programme?

9. Do you have an example/examples of activities where you have involved real-life situations/local environment in English teaching?

10. Do you use a textbook in English teaching?

Often __

Quite a lot __

A lot __

Seldom __

Never __

If yes, which textbook do you use and who has selected it?

11. Do your colleagues/team use the textbook in English teaching?

12. Is the local curriculum at the school based on the same topics as the textbook?

13. What are your reasons for using the textbook?

(e.g., time pressure, safety, lack of creativity, the school/team use it, it is easy to follow to reach the competence aims in the curriculum)

14. Do you feel dependent on the textbook in the planning and conducting of lessons?

If yes, what is the reason?

15. Do you experience that the pupils are motivated when using the textbook in English teaching?

16. Has your view on teaching methods changed from when you were a student, or after you started working as a teacher? How?

17. Which resources do you use apart from the textbook? (You can choose multiple items)

Cassette/CD/sound file __

Movie __

The internet __

Data program designed for the English subject __

Games __

Songs/music __

Fictional books/other books __

Newspapers/magazines/comics __

Other learning material prepared by you/by colleagues __

18. Do you notice a difference in the pupils' involvement and motivation in relation to which resources you use? How?

19. Do you miss resources or knowledge/overview of resources for English teaching?

20. Does the school where you work offer courses or guiding for use of alternative resources in the English subject?

21. Do you use other learning arenas than the classroom?

If yes, which ones?

The school yard __

City/suburb __

The Internet __

The local environment __

Woods/mountain/countryside __

Other __

22. Do you notice a difference in pupils' involvement and motivation in relation to which learning arenas you use?

23. How often do you do the following activities in the English subject?

Lesson activity	Seldom	Sometimes	Often	Very often
You explain new concepts/words/grammar and then the pupils work with exercises				
Textbook				
Glossary test				
Role play				
The internet				
You encourage the pupils to comment on their own learning, school work or personal opinions in English				
You emphasize/include the pupils' interests and opinions				
You include relevant topics from the present time (e.g., news, media, something that occupies the pupils at school/in their spare time)				
You contact teachers in other subjects in order to use topics from other				

subjects in your English classes				
Pair and group work				
You encourage the pupils to use English both inside and outside the classroom				
You support and guide the pupils in different learning strategies				
When assessing the pupils, you also incorporate the pupils' self-evaluation				
The pupils use English in situations that are related to real life/everyday life.				

24. Why do you choose to use these activities?

25. Do you notice a difference in the pupils' involvement and motivation depending on which learning activities you use? Comment on which activities and why you notice an effect on the pupils' involvement/motivation.

26. How much time do you spend on preparing English lessons for a week?

15 min __

30 min __

1-2 hours __

2-4 hours __

4-6 hours __

6-8 hours or more __

27. Do you give the pupils homework?

28. Is the homework from the textbook?

29. If not, what type of homework do you typically give?

30. Are there some types of homework that the pupils are more motivated to do? Examples?

31. In your experience, what is most important for pupils' motivation in the English subject?

Appendix 2: Result of lesson activities (Norwegian)

23. Hvor ofte gjør du følgende aktiviteter i engelskfaget?

Svar   Antall   Prosent

Svar fordelt på antall

	Aldri	Sjelden	Noen ganger	Ofte	Veldig ofte
Du forklarer nye konsept/ord/grammatikk og så gjør elevene oppgaver	0	1	3	2	2
Lærebok	0	2	2	2	2
Gloseprøve	5	1	0	2	0
Rollespill	2	1	3	2	0
Internett	0	0	0	6	2
Du oppmuntrer elevene til å kommentere egen læring, skolearbeid eller personlige meninger på engelsk	1	0	2	5	2
Du vektlegger/inkluderer/trekker inn elevenes interesser og meninger	0	2	1	4	2
Du trekker inn aktuelle tema fra samtida (f.eks nyheter, noe som opptar eleven på skolen/fritiden)	2	0	1	2	3
Du kontakter lærere i andre fag for å bruke tema fra andre fag i engelskundervisningen	0	2	2	4	1
Par og gruppearbeid	0	2	1	4	1
Du oppfordrer elevene til å bruke engelsk både i og utenfor klasserommet	0	1	1	4	2
Du støtter og veileder elevene i ulike læringsstrategier	0	0	2	4	2
Elevene bruker engelsk i situasjoner som er virkelighetsnære/hverdagslige	1	1	2	3	1

Appendix 3: Information letter

Forespørsel om deltakelse i forskningsprosjektet

Hei!

Jeg skal skrive mastergradsoppgave om bruk av ulike temaer, undervisningsmetoder og læringsressurser og hvordan dette påvirker elevenes motivasjon i engelskfaget. I denne sammenhengen lurer jeg på om du kunne tenke deg å stille som informant ved å fylle ut et elektronisk spørreskjema.

Grunnen til at jeg spør deg, er at jeg har valgt lærere som har avlevert master i engelsk didaktikk ved UiT og som jobber/har jobbet som engelsklærere.

Målet med prosjektet er å undersøke hvilke oppfatninger og erfaringer relativt nye engelsklærere har til knytte engelskundervisningen til hverdagslige situasjoner og elevers interesser og erfaringer.

Deltakelsen i studien innebærer å svare på et spørreskjema med kvalitative elementer hvor det er åpent for utdyping og personlige meninger på flere av spørsmålene. Spørsmålene vil omhandle lærerens egne erfaringer og meninger om temaet. I utgangspunktet er svarene fra spørreskjemaet datamaterialet for avhandlingen, men jeg ønsker å ha mulighet til å be informantene utdype enkelte svar ved å kontakte dem i ettertid. Dersom dette blir nødvendig, vil jeg ikke spørre om nye spørsmål, men gå ut i fra spørsmålene fra spørreskjemaet. Dataen fra «intervjuet» vil da registreres som notater.

Alle personopplysninger vil bli behandlet konfidensielt. Det vil kun være jeg (student) og veileder som har tilgang til opplysningene og de vil anonymiseres og deltakerne skal ikke kunne gjenkjennes i publikasjonen.

Prosjektet skal etter planen avsluttes 15.mai. Datamaterialet vil anonymiseres i avhandlingen og spørreskjemaene vil bli makulert.

Det er frivillig å delta i studien, og du kan når som helst trekke ditt samtykke uten å oppgi noen grunn.

Studien er meldt til Personvernombudet for forskning, NSD - Norsk senter for forskningsdata AS.

Følg linken for å svare på spørreskjemaet: https://skjema.uio.no/93102

Dersom du har spørsmål til studien, ta kontakt med
Student: Anna Eltoft Tlf: 47906255
Veileder: Kristin Killie Tlf: 97794819

Håper du vil delta!

Mvh,
Anna Eltoft

Appendix 4: Approval from NSD

Kristin Killie

9006 TROMSØ

Forenklet vurdering fra NSD Personvernombudet for forskning

Vi viser til melding om behandling av personopplysninger, mottatt 15.01.2018.
Meldingen gjelder prosjektet:

58374	*Bruk av virkelighetsnære situasjoner og elevers interesser og erfaringer i engelskfaget.*
Behandlingsansvarlig	*UiT Norges arktiske universitet, ved institusjonens øverste leder*
Daglig ansvarlig	*Kristin Killie*
Student	*Anna Eltoft*

Vurdering
Etter gjennomgang av opplysningene i meldeskjemaet med vedlegg, vurderer vi at prosjektet er omfattet av personopplysningsloven § 31. Personopplysningene som blir samlet inn er ikke sensitive, prosjektet er samtykkebasert og har lav personvernulempe. Prosjektet har derfor fått en forenklet vurdering. Du kan gå i gang med prosjektet. Du har selvstendig ansvar for å følge vilkårene under og sette deg inn i veiledningen i dette brevet.

Vilkår for vår vurdering
Vår anbefaling forutsetter at du gjennomfører prosjektet i tråd med:
- opplysningene gitt i meldeskjemaet
- krav til informert samtykke
- at du ikke innhenter sensitive opplysninger
- veiledning i dette brevet
- UiT Norges arktiske universitet sine retningslinjer for datasikkerhet

Veiledning

Krav til informert samtykke
Utvalget skal få skriftlig og/eller muntlig informasjon om prosjektet og samtykke til deltakelse. Informasjon må minst omfatte:
- at UiT Norges arktiske universitet er behandlingsansvarlig institusjon for prosjektet
- daglig ansvarlig (eventuelt student og veileders) sine kontaktopplysninger
- prosjektets formål og hva opplysningene skal brukes til

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.