Høgskulen på Vestlandet

MASTER'S THESIS

The Role of the L2 Motivational Self System in Predicting L2 Willingness to Communicate

A Study of Young Language Learners' L2 WTC and Motivation in the Norwegian Lower Secondary ESL Classroom

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Master's Thesis in Education with English Didactics
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Submission Date: May 16th, 2022

Abstract in English

This thesis investigates the role of motivation on young Norwegian language learners' willingness to communicate in the ESL classroom both in general and looking at gender differences. The study draws on literature from MacIntyre et al.'s (1998) L2 Willingness to Communicate model and Dörnyei's (2005) two self-guides (the ideal L2 self and the ought-to L2 self) in the L2 Motivational Self System construct. To answer the thesis research questions, a mixed method design has been applied. An online questionnaire survey has been developed on the basis of the literature and conducted by 37 pupils from two ESL classes in a school in western Norway. Amongst them, four pupils were additionally interviewed using a semi-structured interview technique. Important to note is that the participants' actual L2 willingness to communicate was not measured in this study. The findings are based on their self-reported willingness to use the target language in the classroom.

The findings in the present study suggest a positive trend in that the ideal L2 self enhances young language learners' L2 willingness to communicate. In contrast, the findings for the ought-to L2 self showed no correlation with the pupils' L2 willingness to communicate. The positive correlation between the ideal L2 self and the pupils' L2 willingness to communicate correspond with previous research but deviate from previous research in that there were not found a correlation between L2 willingness to communicate and the ought-to L2 self. When investigating gender differences, the only positive correlation at a statistically significant level was found between the girls' L2 WTC and the ideal L2 self. In addition to the original scope of the thesis, findings showed that pupils without any additional language background also showed a positive trend toward the ideal L2 self, enhancing their L2 willingness to communicate. Based on the results, this thesis concludes with pedagogical implications, and further research are discussed.

Keywords: young language learners, L2 willingness to communicate (L2 WTC), the L2 motivational self system (L2MSS), ideal L2 self, ought-to L2 self, ESL classroom

Abstract in Norwegian

Denne masteroppgaven undersøker hvilken rolle motivasjon spiller inn på unge norske språkelever sin villighet til å kommunisere i det engelskspråklige klasserommet på et generelt nivå, men og basert på forskjeller mellom kjønn. Studien bygger på litteratur fra MacIntyre et al. (1998) sin L2 Willingness to Communicate – modell og Dörnyei (2005) sine to selv-guider (the ideal L2 self og the ought-to L2 self) fra L2 Motivational Self System konstruksjonen. For å svare på forskningsspørsmålene i oppgaven er både kvantitativ og kvalitativ metode benyttet. En nettbasert spørreundersøkelse er blitt gjennomført av 37 elever fra to engelskklasser på en skole på Vestlandet i Norge. I tillegg har fire av elevene deltatt på semi-strukturerte intervjuer. Det er viktig å merke seg at studien ikke måler elevenes bruk av engelskspråket i undervisningen, men deres villighet til å bruke engelsk i språkundervisningen.

Funnene i studien viser til at «the ideal L2 self» korrelerer med unge språkelevers villighet til å kommunisere på engelsk. I motsetning viser de samme funnene ingen korrelasjon mellom «the ought-to L2 self» og elevenes villighet til å kommunisere på engelsk. Resultatene i forbindelse med «the ideal L2 self» samsvarer med tidligere forskning. Derimot avviker funnene i referanse til «the ought-to L2 self» med tidligere studer. Når det kommer til forskjeller mellom kjønn, ble det kun funnet en positiv statistisk signifikant korrelasjon mellom jenters villighet til å snakke engelsk og «the ideal L2 self». I tillegg til det opprinnelige omfanget av oppgaven, viser funn i studien også til at «the ideal L2 self» øker elever uten ytterlig språkbakgrunn sin villighet til å kommunisere på engelsk. Avslutningsvis drøftes pedagogiske implikasjoner basert på funnene, og videre forskning er blitt diskutert.

Acknowledgments

This thesis is written as the final part of my master's degree in Education, specializing in English Didactics.

Performing the present study would not have been possible without the help of voluntary teachers and pupils. I would like to express my gratitude to the teachers for being so cooperative and to the pupils for sharing their thoughts and feelings with me. I am grateful for their openness to give valuable insight into their second language willingness to communicate and motivation.

Associate Professor Stephanie Hazel Grønstad Wold supervised the thesis. I would like express gratitude for your guidance and time through this process. I would like to thank you for your helpful advice, remarks, and challenging questions.

Lastly, I would like to thank my family, friends, and colleagues who have supported me and been there for me when I needed help and encouragement. You have been a huge support for me through this process.

Marie Madsen
Bergen, 2022

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List of Abbreviations

Abbreviation	Definition
L1	First language
L2	Foreign/second language
FL	Foreign language
WTC	Willingness to communicate
L2 WTC	Foreign/second language willingness to communicate
L2MSS	Second language motivational self system
SLA	Second language acquisition
ESL	English as a second language
EFL	English as a foreign language
ZPD	Zone of proximal development

1. Introduction

This introductory chapter presents the aim and scope of this master's thesis, as well as a clarification of terms. The following sections will elaborate on the purpose and the research questions of this study. At the end of this chapter is a short description of the thesis structure.

1.1. Aim and Scope

Communication is an ever-present process in everyone's life. It can be defined as "the process of message transaction between people (usually two) who work toward creating and sustaining shared meaning" (West & Turner, 2011, as cited in Galajda, 2017, p. 2). As the world has become increasingly globalized, English has become the primary global language of communication (Rindal, 2019, p. 336). Norway is a country with a foreign language (FL) status for English, and English is acknowledged for its importance to education, business, and mobility (Rindal, 2014, p. 8). However, over the past few years, there has been an increase in English language access and domain use of English in Norway as young Norwegians are exposed to the English language daily through entertainment and social media. In addition, many people travel frequently, some study in countries with native and non-native speakers of English or undertake higher education where a large amount of written material and lectures are given in English (Rindal, 2019, p. 336). Due to the exposure, English has developed into a familiar language for Norwegians, and English language competencies are increasingly considered an essential skill (Rindal, 2019, p. 336).

When Norwegian children start their first year in school, they learn English as a separate subject. For the next 11 years of school, the English subject continues to be mandatory. In other words, English literacy is developed alongside Norwegian literacy. The English subject has a curriculum separate from the other foreign language subjects and is taught at scheduled hours in the classroom (Rindal & Brevik, 2019, p. 435). There are four central values in the English subject. The essential areas concern communication, identity development, cultural understanding, and general education (Utdanningsdirektoratet, 2020). The value of communication is elaborated as follows:

> Communication refers to creating meaning through language and the ability to use the language in both formal and informal settings. The pupils shall employ suitable strategies to communicate both orally and in writing, in different situations, and by

> using different types of media and sources. The pupils shall experience, use, and explore the language from the very start. The teaching shall give the pupils the opportunity to express themselves and interact in authentic and practical situations.
>
> (Utdanningsdirektoratet, 2020)

In these lines, what seems to be an essential aim is that pupils need to learn to communicate in English and use the language. However, communication is complex because of different personal needs, personalities, aims, perceptions of interlocutors, and social contexts (Galajda, 2017, p. 2). Learning another language is a process, and several factors such as practicing oral communication can contribute to a successful acquisition. A large amount of research (e.g., MacIntyre et al., 1998; Galajda, 2017) attempts to understand the complexity of language learners' willingness to communicate (WTC) and has found the affective domain as a natural part of language learning. Hence, factors such as motivation, self-perception, relations with other people, and anxiety strongly influence language learners' willingness to communicate (Galajda, 2017, p. 27).

Consequently, it is meaningful to investigate some of the factors that influence young language learners' willingness to communicate in the target language. These findings may help teachers to improve learning activities. Continuously adapting and improving learning activities in the ESL classroom is important as it can cultivate positive attitudes amongst pupils towards participating in oral communication, thus achieving the school's English language teaching goal and making them better communicators in the target language. On this background, the present study seeks to investigate how an aspect of motivation will affect L2 learners' willingness to communicate.

1.2 Clarification of Terms

Before addressing the purpose of the thesis, it is necessary to address the two terms "second language" and "foreign language" because, in the research field of second language acquisition (SLA) and English didactics literature, there is a variation of the terminology related to using the English language in Norway (Rindal & Brevik, 2019, p. 434). Most articles concerning English usage in Norway often refer to English as "English as a *foreign* language" (EFL), with exceptions for some scholars using English as "English as a *second* language" (ESL) or "L2" (Rindal & Brevik, 2019, p. 434). The terminology variation is interesting to pay attention to, as it reflects the dynamic status of English in Norway.

The notion of the variety of terminology leads to the necessity to define the two terms "second language" and "foreign language." Baker and MacIntyre (2003) define a *second language* as "one that is learned in a location where that language is typically used as the main vehicle of everyday communication for most people" (p. 67). In contrast, a *foreign language* is defined as "one that is learned in a place where that language is not typically used as the medium of ordinary communication" (Baker & MacIntyre, 2003, p. 67). Further, Baker and MacIntyre (2003) writes that second language contexts provide constant visual and auditory stimulation in the target language. On the other hand, foreign language learners are at a disadvantage because they are surrounded by their native language and must search for stimulation in the target language (p. 67). In other words, this means that a foreign language learner mainly receives input from the target language in a classroom setting and lacks the opportunities that a second language learner has, which is to practice the language daily (Baker & MacIntyre, 2003, p. 67).

As stated in section 1.1, the English language use in Norway has been acknowledged for international travel, business, and education, and therefore English has traditionally been labeled a *foreign language* (Rindal, 2019, p. 336). However, the opportunities to practice the English language in Norway in an out-of-school context have increased considerably over the past few years. Studies by Rindal & Brevik (2019) found that Norwegians read, listen, and interact in English outside of school, especially through digital media (p. 435). This way, it can be argued that English no longer feels foreign to Norwegians. Nowadays, English in Norway seems to be constantly provided through visual and auditory stimulation, which, according to Baker and MacIntyre (2003) definitions, is closely related to a second language context (p. 67). This also appears to be true in Simensen's (2019) revisit of her doctoral study. In her study, she argues in a section on "recent developments" that informal observations of English in Norway show that the English language has had a shift in status in Norway and moved from functioning as a foreign language to gradually functioning as a second language (p. 30).

On the other hand, English is not an official language in Norway. Neither does Norway have a history of colonialism. For example, in India, inhabitants are labeled ESL speakers and are associated with different social classes and societal functions based on their language background (Rindal & Brevik, 2019, p. 435). Thus, traditionally speaking, English learners in

Norway do not fill all the criteria to be considered ESL speakers. However, globalization processes and the development of English towards becoming a global language are argued to lead the traditional labels of EFL and ESL, and their definitions to no longer be fully applicable to the current users of English worldwide (Rindal & Brevik, 2019, p. 434).

This thesis acknowledges that English mainly has a foreign language status in Norway. However, considering the ambiguous status of English in Norway, the opportunities to use the English language outside classroom environments, and not at least globalization, this thesis chooses to address the English language use in Norway as ESL. However, when using the abbreviation "L2" both foreign and second language are referred to. In addition, most theoretical points of view in this research field are relevant for both second language and foreign language learning. Because of that, this thesis will include previous research on both second and foreign language learning.

1.3 Purpose

The purpose of this study is to investigate if there exists a relationship between *L2 willingness to communicate* (L2 WTC) and *motivation* amongst young Norwegian L2 learners in the ESL classroom. As the meaning of communication can refer to speaking, listening, reading, and writing, it is essential to note that communication is meant as oral communication from this point forward.

It is not hard to understand that people need to communicate. Usually, people communicate to send a message or respond to one they have received. However, the question is why some people enjoy talking while others are reluctant to speak under the same conditions. The root of how people vary in their talking behaviors can be found in the personality variable called willingness to communicate (Galajda, 2017, p. 30). In addition, to be willing to communicate in an L2, Galajda (2017) argues that language learners should create motivation to use a language they have not yet mastered (p. 27). Therefore, the literature of this thesis is merged from two research fields and can thus be divided into two perspectives. Willingness to communicate theory (MacIntyre et al., 1998) and motivation theory (Dörnyei, 2005) are used as a theoretical lens to identify the complexity of L2 WTC, the relation between L2 WTC and motivation, and the possible effect motivation has on L2 WTC. However, according to Galajda (2017), multidimensional constructs such as willingness to communicate and motivation cannot be studied and measured as a whole (p. 38). Instead, research need to

highlight some dimensions and variables of the more complex constructs in each study. Thus, when exploring the relevant theoretical field for this present study, MacIntyre et al.'s (1998) L2 WTC model and Dörnyei's (2005*) L2 Motivational Self System* (L2MSS) proved to be highly relevant constructs to use as a base for the investigation and to understand if and how motivation affects pupils' L2 WTC.

Hence, the purpose of the thesis is threefold. As a first step, MacIntyre et al.'s (1998) conceptualization of the L2 WTC has been used to explore the complexity of L2 use and communication. As a second step, the L2MSS construct's two self-guides (*ideal L2 self* and *ought-to L2 self*, further elaborated on in sub-section 2.4.4) are used to analyze how the phenomenon of motivation affects young Norwegian ESL learners' L2 WTC. The last step will investigate if there exists a difference between how motivation affects the learners' L2 WTC based on their gender.

1.4 Research Questions

For the purposes of this study, a questionnaire and a semi-structured interview guide were developed based on MacIntyre et al.'s (1998) L2 WTC model and Dörnyei's (2005) L2MSS construct. The pupils' self-reported data are analyzed and used in a correlation analysis to provide answers to the research questions of this thesis:

1. What is the self-reported level of L2 willingness to communicate among young Norwegian language learners in the ESL classroom?

2. To what extent does the L2 Motivational Self System (the ideal L2 self and ought-to L2 self) correlate with young Norwegian language learners' L2 willingness to communicate in the ESL classroom?

    2.1. Does one of the two factors in the L2 Motivational Self System (the ideal L2 self and the ought-to L2 self) impact young Norwegian learners' L2 willingness to communicate more than the other?

3. Does the ideal L2 self or the ought-to L2 self motivate young Norwegian language learners' L2 willingness to communicate differently, based on their gender?

This study seeks to investigate the pupils' point of view on the two phenomena of L2 WTC and L2 motivation. The study hypothesizes that if the participants show strong indications of possessing one or both self-guides in the L2MSS construct, they are likely to hold high levels of L2 WTC in the ESL classroom. Further, systematic research on most language-related issues shows gender differences. As findings in previous research (e.g., Carr & Pauwels, 2006) often favor girls when it comes to motivation for language learning, it is expected that girls show higher motivation to learn an L2 than boys. Thus, the knowledge contribution of this study is an insight into how different aspects of motivation affects a group of Norwegian L2 learners' WTC in general but also based on gender differences.

1.5 Structure

This master's thesis is divided into five chapters. After this introduction, the thesis is organized as follows: Chapter 2 provides the theoretical framework, discussing previous studies on willingness to communicate and motivation theory. In chapter 3, the research method and approach are reported. The empirical findings, analysis of the findings, and discussion are presented in chapter 4. Lastly, the study is concluded in chapter 5, in which educational implications and suggestions for further research are also provided.

2. Theoretical Framework

This chapter addresses the theoretical framework of this master's thesis. Broadly speaking, *communication* and *motivation* are the overarching themes. Hence, this chapter starts with a brief introduction to communicative competence in the ESL classroom and why it is an important research objective. Next, the chapter will explore the ideas behind the concept of willingness to communicate, followed by MacIntyre et al.'s (1998) L2 WTC model. As the model highlights different variables established in research to be crucial and prominent for achieving successful L2 WTC in the ESL classroom, it is natural for this chapter to follow up with the main independent variable of this thesis, namely L2 motivation. L2 motivation in general will be explored before narrowing it down to Dörnyei's L2 Motivational Self System construct. The chapter is completed with a review of relevant previous research on the topics of this study.

2.1 Communicative Competence

According to Skulstad (2018), in second/foreign language learning and teaching communicative competence is the single most important objective (p. 43). As it started to emerge in research how crucial communicating in the target language is for the language learning process, developing a learner's communicative competence has been a central aim of SLA research in the western world since the late 1970s (Skulstad, 2018, p. 43). This means that interaction is no longer seen solely as a means to observe what has already been learned but as a condition for L2 learning (Gass & Mackey, 2012, p. 7-8). As the communication process is complex, defining the term communicative competence has not been a simple task. From a historical perspective, the notion of communicative competence has been redefined many times (Galajda, 2017, p. 19). Dell Hymes, the originator of the term, defined communicative competence as "[t]o use language to communicate successfully requires much more than linguistic competence. One must be able to translate intentions into words and do so in such a way that those intentions will be recognized by the recipient" (Hymes, 1972, as cited in Galajda, 2017, p. 20). In his definition, he associates communicative competence "to practical needs and natural communication" (Galajda, 2017, p. 20).

In Norway, English language teaching has been, and still is, greatly influenced by Hymes (Rindal, 2014, p. 59). The influence is apparent as communicative competence has had a significant impact on Norway's three most recent English subject curriculums, seeing that one

of the primary goals is teaching pupils to communicate in English (Utdanningsdirektoratet, 2006, 2013, 2019). Communication is a central keyword in the English subject curriculum. In the curriculum *Knowledge Promotion 20,* communication is listed as a principal value, and the word often appears in the competence aims. Here are some examples of aims that the pupils should have achieved after year 10:

The pupils are expected to be able to:

- use a variety of strategies for language learning, text creation, and *communication*
- explore and describe ways of living, ways of thinking, *communication* patterns, and diversity in the English-speaking world
- use key patterns of pronunciation in *communication*

(Utdanningsdirektoratet, 2020; my italics).

Given the importance of communication in the curriculum, no one would disagree that the main aim of second/foreign language learning teaching today is to be able to communicate successfully. In the concept of communicative competence, there are different subcomponents a learner will need knowledge of to achieve successful communication. These are: grammatical competence, sociolinguistic competence, strategic competence, discourse competence, sociocultural competence, and social competence (Skulstad, 2018, p. 46). This master thesis focuses on the latter subcomponent of communicative competence, namely social competence. Social competence entails both the *will* and the *skill* to communicate (Skulstad, 2018, p. 47). The learner must be motivated to use the second language and have the will to do so, hence the focus on willingness to communicate. In addition, the learner must also be able to show empathy and be able to handle different types of social situations (skill) (Skulstad, 2018, p. 47). However, important to remark here is that this thesis is not designed to investigate the L2 learners' language skills and will therefore only focus on the *willing* part of communication.

The route to successful communication, however, is not clearly mapped out. Suppose one is to follow Hymes's idea about communicative competence as elaborated above, all language use will then be affected by its sociocultural context. This means that to communicate, a speaker of the language would need not only linguistic competence but also sociolinguistic competence (Hymes, 1972 as cited in Rindal, 2014). Thus, the sociocultural perspective will be elaborated on in the following section.

2.2 The Sociocultural Perspective

Sociocultural theorists' perspectives on language learning are closely connected to the ability to communicate. Based on sociocultural theory, speaking and thinking are closely interwoven, meaning speaking mediates thinking. When speaking, learners can gain control over their own mental processes because of what they communicate with each other (Lightbown & Spada, 2019, p. 118). In other words, language acquisition comes from the ability to learn from experience. A common hypothesis in the sociocultural perspective is that what learners need to know is available in the language they are exposed to as they hear it used in interactions with the people and objects around them (Lightbown & Spada, 2019, p. 24).

An influential theorist in the sociocultural perspective is Lev Vygotsky. Vygotsky observed interaction among children and between children and adults. His fundamental idea is that language primarily develops from social interaction (Skulstad, 2018, p. 56). According to Vygotsky, children can develop a higher level of knowledge and performance of the target language if the learning environments are supportive and interactive (Lightbown & Spada, 2019, p. 118). When learners find themselves in a supportive and interactive environment, they reach a metaphorical place called the *zone of proximal development* (ZPD), where they can do more than they would independently (Lightbown & Spada, 2006, p. 20). In other words, Vygotskian theory is that learning always occurs in a social context, where the learning and the social context cannot be separated (Skulstad, 2018, p. 56).

However, Vygotsky's theory is based on first language (L1) learning. Nevertheless, several researchers (Swain, 1985: Swain & Lapkin, 2002: Lantolf, 2000: Donato, 1994 all cited in Lightbown and Spada, 2019) have extended his theory to the research field of SLA. Swain's hypothesis about "comprehensible output" is especially interesting to pay attention to. The hypothesis notes that oral language production pushes learners to process language more deeply (Lightbown & Spada, 2019, p. 119). In preparation for speech, learners must pay more attention to how meaning is expressed through language in comparison to mere comprehension tasks. Additionally, when two learners attempt to find mutual comprehension through conversation, both participants will have to repair, work on, or clarify each other's language (Mayo & Soler, 2013, p. 209). This way, the language learners oral produce is not just a way of practicing what has already been learned but also an essential factor in promoting the L2 learning process (Maya & Soler, 2013, p. 217). Hence, deciding whether to

communicate when learning a second language is crucial as speaking is a product of learning activities and an essential process in supporting learning (Myhill et al., 2006, p. 7).

It is evident that L2 verbalization is essential in language learning. Therefore, modern language teaching approaches emphasize a classroom where oral participation is desired and sometimes even a required activity (Bernales, 2016, p. 2). However, for the theory to have educational implications in practice, pupils need to be willing to communicate. Teachers meet learners with different abilities and motivations for language learning every day in the language classroom. For instance, pupils may show differences in speaking skills, degree of previous L2 exposure, language learning goals and expectations, experiences, and views on participation (Bernales, 2016, p. 2). The differences among pupils indicate that pupils will vary in their willingness to communicate. This notion leads to the introduction of an essential concept in SLA research, namely *willingness to communicate*.

2.3 Willingness to Communicate

Research on WTC is found in psychological, educational, linguistic, and communicative research fields and seeks to understand why some people are more willing to communicate than others (Yashima, 2019, p. 204). Hence, the definition of *willingness to communicate* is "the probability of engaging in communication when given a choice" (Yashima, 2019, p. 204). Originally, WTC was introduced by McCroskey and Baer (1985 as cited in MacIntyre et al., 1998) in the communication literature concerning L1 oral use. The assumption is that an individual has "traits with contextual characteristics in communication settings that reflect a stable pattern over time" (MacIntyre et al., 2003, p. 138). The assumption that WTC is trait-like means that a person's willingness to communicate in one situation can be expected to relate with the individual's willingness to communicate in other situations and with different interlocutors (Baker & MacIntyre 2003, p. 69). In other words, following the idea of McCroskey and his coworker, when given a choice, individuals will always display tendencies and behavioral patterns suggesting their responsiveness toward or away from communication (MacIntyre et al., 2003, p. 139). Hence, their idea of willingness to communicate is seen explicitly as a personality trait rather than a situation-based variable. The results of their research showed that WTC is related to attributes such as communication apprehension, perceived communication competence, self-esteem, and so forth (MacIntyre et al., 1998, p. 546).

Through the years of research on WTC, several additional variables have been found as predictors of WTC in the L1. In MacIntyre et al.'s (1998) research paper, he and his colleagues list several variables. For example, variables that can influence a learner's WTC can be the degree of acquaintance between communicators, the number of people present, the formality of the situation, the degree of evaluation of the speaker, and the topic of discussion (p. 546). However, a fascinating and perhaps the most considerable variable change in a communication setting is changing the language. Changing the language for communication from a person's L1 to an L2 introduces a significant shift in the communication setting because of its potential to affect many of the variables that influence a person's WTC (MacIntyre et al., 1998, p. 546). Hence, WTC in an L2 is far more complex and cannot be directly transferred from L1 WTC as a stable individual trait.

First, L2 competence varies more considerably across individuals than in L1. Second, attitudes toward the target language, culture, and motivation to learn the L2 also affect the amount a learner wants to communicate (Yashima, 2019, p. 204). Therefore, as an attempt to understand under what circumstances an L2 learner is willing to initiate in communication, MacIntyre et al. (1998) introduced a second definition of *willingness to communicate* as "a readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (p. 547). As a construct, L2 WTC is based on the premise that avoidance of spoken communication will likely result in a less optimal learning situation compared to those who seek oral interaction in the L2 (Sak, 2020, p. 190).

2.3.1 The L2 WTC Model

To understand how communication is structured and the way it functions MacIntyre et al. (1998), introduced a pyramid-shaped model consisting of cognitive, affective, social, motivational, and situational variables that can influence L2 speakers' willingness to communicate (see figure 1). The model is structured with six different layers, consisting of situational factors and more enduring characteristics, that interact with each other to influence L2 communication positively or negatively (Bernales, 2014, p. 8). The first three layers of the pyramid represent situational influences on L2 WTC that are seen as transient and dependent on the context. In contrast, the last three layers represent stable, long-term factors that would apply to most contexts (MacIntyre et al., 1998, p. 546).

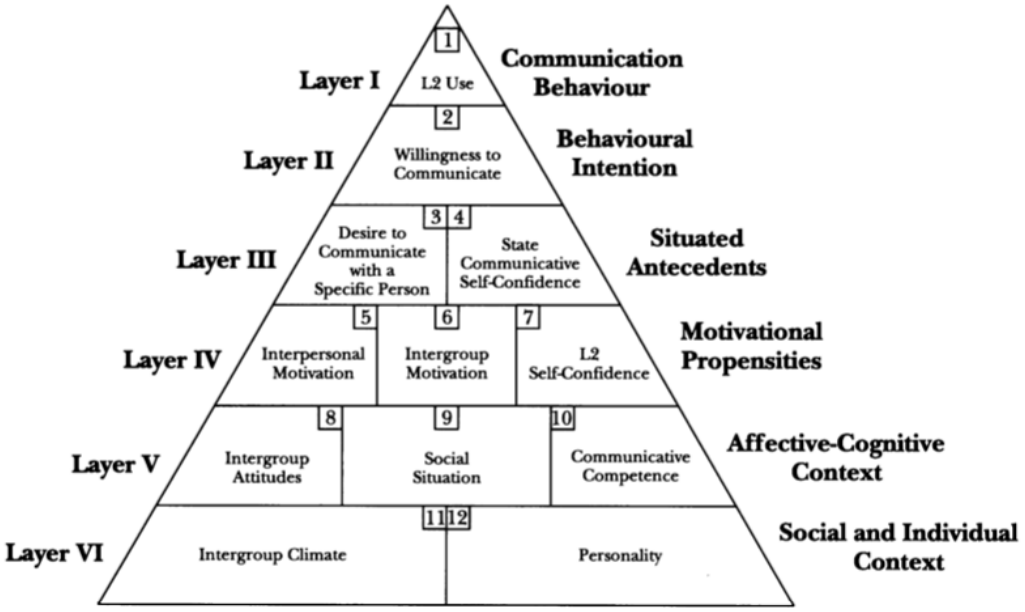

Figure 1: Model of variables influencing L2 WTC (MacIntyre et al., 1998, p. 547).

First, at the top of the pyramid is L2 use. As the premise of L2 WTC is that pupils who do not initiate in communication will likely experience a less optimal learning situation, the goal when teaching an L2 must be to inspire learners to seek communication opportunities and to make them willing to communicate in these situations (MacIntyre et al., 1998, p. 547). Hence, L2 use is at the top of the pyramid.

The next layer, called willingness to communicate, concerns a learner's behavioral intention. In reference to MacIntyre et al.'s (1998) definition of L2 WTC (see section 2.3), pupils do not need to speak to possess willingness, as long as they are willing when given the opportunity. To illustrate, MacIntyre et al. (1998) exemplify this point with a case where a teacher asks a question in class. All the pupils who raise their hand and are ready to answer if called upon are willing to communicate. This distinction between behavior and intentional behavior is important to keep in mind for further reading. When addressing the research conducted in the present study, what has been measured is the pupils' intentional behavior and not their actual behavior. However, MacIntyre et al. (1998) argue in favor of intention being a strong predictor of actual behavior (p. 548), meaning that even though this thesis does not investigate and observe learners' actual behavior, research on their willingness to communicate can give a good indication on what type of behavior is to be expected.

Third, the model proposes the desire to communicate with a specific person and state of self-confidence as two immediate precursors of WTC (MacIntyre et al., 1998, p. 548). Communicating with a specific interlocutor concerns both *affiliation* to the person and a type of *control* over the communication situation. On the other hand, self-confidence includes enduring personal characteristics: how own language competence is perceived, and a lack of anxiety. What is argued to enhance self-confidence is, for example, prior L2 contact and the lack of anxiety. However, anxiety varies in intensity and changes state over time. Anxiety may be increased because of for example prior unpleasant experiences and the number of people listening and can therefore also reduce one's self-confidence (MacIntyre et al., 1998, p. 549). Consequently, interlocutors and self-confidence are the most immediate determinants of WTC.

The fourth layer addresses motivational properties. Motivational properties to communication are divided into three variables: interpersonal motivation, intergroup motivation, and L2-confidence (MacIntyre et al., 1998, 550). Interpersonal motivation refers to control and affiliation, which, as shown in the paragraph above, influence the choice of an interlocutor. Control as a motivational orientation here concerns an interest in limiting the communicators' cognitive, affective, and behavioral freedom and is often found in hierarchal relations. This type of control is often apparent in communication situations where the interlocutors have different social roles. Affiliation as a motivational orientation is concerned with the amount of interest an individual has in establishing a relationship with the interlocutor (MacIntyre et al., 1998, p. 550). As for intergroup motivation, control would result in the same types of communicative behavior, but now it has shifted from power relations amongst individuals to groups. Similarly, affiliation will have a motivating function when the desire to establish or maintain a relationship with a member of another group arises, precisely due to the difference in group membership (MacIntyre et al., 1998, p. 551). The last factor in this layer is L2 confidence, which concerns an individual's self-perception of the L2. In other words, it refers to the individual's self-evaluation about his/her ability to communicate effectively and efficiently using the L2. Two components determine one's L2 confidence, the first is one's perception of L2 skills, and the second concerns language anxiety, particularly the amount of discomfort experienced when using an L2 (MacIntyre et al., 1998, p. 551).

The fifth layer addresses individual variables more distant from the actual language learning and communication context: intergroup attitudes, social situation, and communicative

competence (MacIntyre, 1998, p. 552). Intergroup attitudes touch on the construct of integrativeness (which will be further addressed in sub-section 2.4.1), fear of assimilation, and the motivation to learn the L2. The social situation is a complex category describing a social encounter in a particular setting, where five components are particularly relevant: the participants, the setting, the purpose, the topic, and the channel of communication (MacIntyre et al., 1998, p. 553). Further, MacIntyre et al. (1998) argue that an individual's self-perceived communicative competence in the L2 will significantly impact a person's L2 WTC. Learners who believe in their own communicative competence can show high WTC, whereas those with a low competence estimation can show low L2 WTC (p. 555).

The last layer concerns communication in its broadest perspective: communication involving society and the individual. The societal context refers to intergroup climate, and the individual refers to a person's personality (MacIntyre et al., 1998, p. 555-557). The five personality traits that contribute the most to developing motivation for language learning and L2 WTC includes extraversion, agreeableness, conscientiousness, emotional stability, and openness to new experiences (MacIntyre, 1998, p. 557).

In sum, the heuristic L2 WTC model includes several learner variables established to influence L2 learning and communication. As the model shows, L2 WTC is a crucial factor in the language learning process, as it is treated as the final step in preparing language learners for communication (MacIntyre et al., 1998, p. 558). However, it is important to note that L2 WTC does not equal good language performance and proficiency (Dörnyei, 2003, p. 12). Nevertheless, the value of centering the language learning around pupils' L2 WTC is first and foremost about the fundamental goal of L2 learning, which is to communicate with those who do not share the same L1. In order to do so, willingness to use the L2 is essential for successful intercultural communication (Yashima, 2019, p. 218). In addition, research on L2 WTC is valuable as it can provide teachers with an understanding of factors that enhance L2 WTC which in turn will help when designing classroom environments, learning activities, and teaching material (Yashima, 2019, p. 216).

The following sections will address aspects of L2 motivation, which eventually will lead to the concept of the L2 Motivational Self System (L2MSS) theory. The reason for motivation being the main independent variable in this study is that according to Dörnyei (2003), the study of pupils' L2 WTC and motivation has considerable theoretical and practical potential

in relation to each other (p. 12). Everyone needs to be in different kinds of social relationships. Therefore, adding motivation to L2 WTC which is a construct involving aspects such as socialization, interpersonal/intergroup relations, and personal predispositions, will reveal both explanations and the effort a learner puts in learning a language (Galajda, 2017, p. 38). This means that the dependent variable L2 WTC is treated as the desired behavior in the ESL classroom; thus, L2 motivation will be investigated as a potential variable to promote the desired behavior.

2.4 L2 Motivation

Dörnyei and Ryan (2015) indicate several factors influencing success in language learning. For instance, some factors are language aptitude, learning strategies, individual differences, and motivation (p. 72). Although it would have been interesting to investigate all these factors, this thesis will be focusing on the construct of motivation, as both researchers and teachers accept this construct as one of the most critical factors influencing both the rate and the success of L2 learning (Baker & MacIntyre, 2003, p. 72).

Baker and MacIntyre (2003) state that motivation is the driving force that initiates learning in the first place and sustains learning when it becomes difficult (p. 72). In other words, if mastering an L2 becomes lengthy and tedious, the learner's commitment and persistence are vital determinants of either success or failure. Dörnyei (2001) also writes that without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any functional language (p. 5). It is evident that motivation functions as a crucial and fundamental factor that teachers should strive to maintain in pupils throughout the whole learning process.

Over the past few decades, motivation has often been described as having three psychological functions: (1) activating behavior, (2) directing behavior, and (3) regulating persistence of behavior (Alderman, 2008, p. 5). This means that motivation concerns the two fundamental dimensions of human behavior – direction and magnitude – and is therefore responsible for choosing a particular action, the effort expended on it, and the persistence with it (Dörnyei, 2001, p. 7). Put differently, motivation explains *why* people decide to do something, *how hard* they pursue it, and *how long* they are willing to sustain the activity (Dörnyei, 2001, p. 7). However, when addressing issues concerning human behavior, there will always be disagreement amongst scholars, which is why there have been historical changes in the

understanding of motivation (Dörnyei, 2001, p. 7). The following section will give a brief historical overview of the changes in L2 motivation research.

2.4.1 Historical Overview of L2 Motivation

Motivation to learn an L2 has been subject to research for over four decades. According to Dörnyei (2003), it is one of the most thoroughly examined areas of SLA (p. 1). The development of L2 motivation theories and research tends to be divided into three core historical phases (Boo et al., 2015, p. 146). The initial stage of research, which is called *The Social Psychological Period* (1959-1990), was mainly affected by a social psychological perspective, and characterized by the work of Robert Gardner and his associates. Following was the period called *The Cognitive-Situated Period* (during the 1990s). The field moved away from social psychology and developed, drawing on cognitive theories in educational psychology. Lastly, in the 21st-century, a period named *The Process-Oriented Period* was inspired by scholars' interest in the contextual and dynamic aspects of learner motivation (Boo et al., 2015, p. 146). However, in newer publications concerning L2 motivation, this period is often referred to as the *socio-dynamic perspective* reflecting L2 motivation's dynamic character and temporal variation (Dörnyei & Ryan, 2015, p. 84).

Through the years, the theoretical concept that has received the most attention is *integrative orientation* defined by Gardner and Lambert (1972 as cited in Dörnyei & Ushioda, 2009, p. 2). Gardner and colleagues carried out a research program on the relationship between a learner's attitudes toward the L2 and its community and success in L2 learning (Lightbown & Spada, 2006, p. 63). To measure intergroup relations, Gardner and his colleagues designed the Social Educational model. The underlying premise of the theory is that the language learner must, to some degree, be willing to identify with the members of the target ethnolinguistic group (Dörnyei & Ushioda, 2009, p. 2). Research (MacIntyre & Charos, 1996: MacIntyre & Clément, 1996 all cited in Yashima, 2019) using the Social Educational Model has found evidence of how integrativeness and attitudes toward the learning situation predict language learning motivation and frequency of communication (Yashima, 2019, p. 204).

Naturally, looking at how pupils identify with target ethnolinguistic group members is a fascinating and relevant topic as societies become more complex and diverse due to globalization. However, the status and globalization of English as a target language have inspired the rethinking of the integrative concept, leading to a theoretical shift of focus from

an external reference group to the internal domain of self and identity (Dörnyei & Ushioda, 2009, p. 3).

2.4.2 Identity

Amongst researchers in the L2 motivation field there is agreement that learning a foreign language is more than a mere communication code that can be learned similarly to other subjects at school. Perhaps more than any other educational activity, learning an L2 reflects the desire of learners to expand their range of identities and reach out to the world (Ryan & Irie, 2014, p. 109). Although L2 has learnable elements such as communication codes (e.g., grammatical rules and lexical items) that can be taught explicitly, it is also socially and culturally bound, making it a profoundly social event (Dörnyei, 2003, p. 4). Therefore, when researching L2 motivation, paradigms are typically adopted that link the L2 and the individual's personal "core" forming an essential part of one's identity (Dörnyei, 2009, p. 9).

In the context of L2 motivation, the word *identity* can be used to refer to "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (Ushioda & Dörnyei, 2009, p. 4). Therefore, investing time and effort in learning an L2 can also be an investment in the learner's identity (Ushioda & Dörnyei, 2009, p. 4). However, it can be problematic to characterize learners as either motivated or unmotivated, with definite target identities. Motivation and identity are social constructs that change over time and can coexist in contradictory ways in the individual (Ushioda & Dörnyei, 2009, p. 4).

In addition, the world we live in is globalized and complex, where the members are not only bilingual or multilingual but also members of multiple ethnic, social, and cultural communities (Ushioda & Dörnyei, 2009, p. 5). The fact that a person can be multilingual and a member of multiple ethnic, social, and cultural communities at once is highly relevant for the subject sample of this thesis. It is key to remember that diversity amongst pupils in Norwegian schools is very common. The importance of diversity in Norwegian schools is, for example, expressed through the core curriculum highlighting the topic of "identity and cultural diversity." It states that "[t]he teaching and training shall ensure that the pupils are confident in their language proficiency, that they develop their language identity and that they are able to use language to think, create meaning, communicate and connect with others" (Utdanningsdirektoratet, 2017). Further, it also states that "[a]ll pupils shall experience that

being proficient in a number of languages is a resource, both in school and society at large" (Utdanningsdirektoratet, 2017). Hence, making an L2 part of one's identity is not only a focus in theory but also in practice.

2.4.3 The Notion to "Self"

Moving on, theorizing L2 as part of one's identity is predominantly found in the research field in psychology and motivation and centers around the concept of "self" (Dörnyei & Ryan, 2015, p. 86). From a motivational point of view the study of *possible selves* and *future self-guides* will stand out as a highly relevant area to investigate, as these studies have paved the way for paying more attention to how individual personality differences are converted into behavioral characteristics (Dörnyei, 2009, p. 10).

When investigating individual and behavioral characteristics, Ryan and Irie (2014), for instance, explain how people can tell stories about themselves and how the story about them affects how they interpret their past, how they see themselves now, and the paths they envision for their future (p. 109). To tell this story, Ryan and Irie (2014) argue that a person needs to be able to create and project images of oneself beyond his/her experience or environment (p. 109). This unique quality and ability to generate internal representations of the self outside an immediate physical or social environment facilitates the planning and regulation of our behavior (Ryan & Irie, 2014, p. 109). One of the most influential self-specific motivation constructs in SLA is the L2 Motivational Self System (L2MSS), proposed by Zoltán Dörnyei (Dörnyei & Ryan, 2015, p. 86). The theory was developed to explain connections between a person's motivation and behavior to language learning. Due to this theory's significant influence on self-specific motivation constructs in SLA and its expected ability to contribute to pedagogical insight into pupils' motivation and learning processes, the L2MSS theory will be seen in correlation to L2 WTC in the present study. In the following section, the essential traits of this theory will be explained.

2.4.4 The L2 Motivational Self System

The L2 Motivational Self System theory is developed drawing on the psychological theory of "possible selves." In short, the theory of possible selves represents individuals' ideas of "what one might become, what one would like to become, and what one is afraid of becoming" and from there provides a conceptual link between the self-concept and motivation (Ushioda &

Dörnyei, 2009, p. 3). In Dörnyei's L2 Motivational Self System, the central idea is based on three components, mainly self-guides. The self-guides in the L2MSS theory are named *the Ideal L2 Self*, *the Ought-to L2 Self*, and, lastly, the *L2 Learning Experience* (Ushioda & Dörnyei, 2009, p. 3-4). These self-guides are active and dynamic facets of the individual's personal "core" and therefore mediates and controls one's motivation to learn an L2.

The key concept of L2MSS is that the ideal L2 self refers to a desirable self-image of the kind of L2 user that one would ideally like to be in the future. Suppose there was a discrepancy between this self-image and a person's current state, the individual may be motivated to learn a new language or further develop their proficiency in an existing one to minimize the discrepancy (Dörnyei & Ryan, 2015, p. 87). On the other hand, the ought-to L2 self represents the attributes one believes one should possess to meet expectations and thus avoid possible negative outcomes when learning a second language. It may bear some resemblance to the ideal L2 self since the ought-to L2 self mainly represents someone else's visions for the L2 learner in question, and thus concern an "imported image of the future that the learner will then internalize to some extent" (Dörnyei & Ryan, 2015, p. 88). Put another way, both selves emerge from the individual's thoughts, perceptions, and expectations but can also be affected by others. It can be challenging to distinguish between the two self-guides because both guides can be internalized to a varying extent or be experienced as the same self.

The third component, the L2 learning experience, differs from the first two components. It focuses on the learner's present experience, mainly concerning the learning environment rather than a future-oriented self-guide (Dörnyei & Ryan, 2015, p. 88). However, the L2 learning experience is not included in this study. The reason for the decision is twofold. First, the component is not a self-guide. Second, Al-Hoorie (2018) found that potential factors such as grades, course evaluations, even personal factors concerning the teacher (for example, age, ethnicity, and gender) influenced pupils' satisfaction and experience with the course and therefore did not necessarily lead to greater learning (p. 725). The presence of these biases has led to severe doubt amongst researchers on the value of attempting to adjust teachers' pedagogical practices based on these biases (Al-Hoorie, 2018, p. 725).

A noteworthy aspect of the L2MSS is that it explains how visions of "the self" energize motivation. A common hypothesis is that if proficiency in the target language is part of a person's ideal L2 self or ought-to L2 self, this will serve as a powerful motivator to learn the

language. However, for the two self-guides to serve as more than a simple vision of oneself in a desired future state, it must be accompanied with helpful knowledge on how to reach the goals (Ryan & Irie, 2014, p. 118). To improve language learning using self-guides, six key steps have been outlined by Dörnyei (2009, as cited in Csizér, 2019): constructing the vision, strengthening the vision, substantiating the vision, operationalizing the vision, keeping the vision alive and lastly counterbalancing the positive vision with the feared vision (p. 79). All in all, Sak (2020) argues that learners will take advantage of increased awareness regarding their idealized L2 learning standards. He further claims that visionary language learning expectations may nurture individuals' willingness to put more effort into improving their L2 proficiency (p. 199).

In the years after the L2MSS construct was first outlined, there has been considerable interest in the theory, resulting in studies worldwide (see section 2.6). For the theory to gain broad acceptance, it has been tested within the limits of conventional research paradigms. Research has mainly been conducted in EFL learning environments, and several large-scale surveys have been conducted to validate the theory. All validation studies reported that the L2MSS provides a good fit for the data (Dörnyei & Ryan, 2015, p. 91). However, Martinović and Burić (2021) found that L2 motivation research should be founded in a complex dynamic system approach, meaning that various influential factors on motivation should also be considered (p. 411). Although the L2MSS self-guides are considered dynamic on their own as they entail motivational, cognitive, and affective features, other studies on language learning (Clément, 1980) suggest that there also are a complex relationship between motivation and, for example, self-perceptions of L2 proficiency or previous L2 communication experiences as well (p. 147). Therefore, research cannot prove that positive attitudes and motivation alone cause success in language learning, but there is sizeable evidence that positive attitudes and motivation is associated with a willingness to keep learning (Lightbown & Spada, 2006, p. 63).

2.5 Gender Differences and L2 Motivation

A common assumption when researching gender differences and language learning is that girls are good at language learning, whereas, in comparison, boys are less likely to participate. Based on cognitive psychology, girls are believed to be biologically programmed to acquire better language proficiency, resulting in them being more effective communicators (Carr & Pauwels, 2006, p. 43). Additionally, research has found that girls tend to have more positive

attitudes toward language learning, thus arguing that attitudinal differences might be responsible for obtained gender differences in achievement of learning an L2 (Gardner, 1985 as cited in MacIntyre et al., 2003, p. 143).

However, when investigating gender differences, looking at self-construals and L2MSS can be helpful in the way that they impact motivation, cognition, and behavior. Boys are often characterized by independent self-construal, which "stems from the notion of an inherent separateness from other individuals" (Henry & Cliffordson, 2013, p. 273). The interdependent self-construal, where behavior is directed toward forming and maintaining social relationships, is often more accurate for girls (Henry & Cliffordson, 2013, p. 273). The argument for this distinction between males and females was that females are more concerned with interpersonal interaction and investing in self makes it easier for them to envision themselves in future L2 communication situations. (You et al., 2016, p. 100). In sum, there is reason to believe that gender differences matter when facilitating motivational behavior towards L2 WTC and L2 learning.

2.6 Previous Studies

As has been showed in this chapter, investigating pupils' willingness to communicate is a complex endeavor. In the research field of SLA, several possible factors as to why some pupils choose to engage in L2 communication when others remain silent have been part of the research scope for a long time. As an attempt to understand under what circumstances an L2 learner is willing to initiate oral communication, MacIntyre et al.'s (1998) conceptualization of WTC and the L2 WTC model of the concept have been used as a framework for numerous studies as they have analyzed and tested how the different variables affect pupils' L2 WTC. Amongst these studies, some have specifically addressed L2 WTC with L2 motivation and L2MSS theory as the present study does.

For instance, Lee and Lu (2021) investigated the role of L2MSS on L2 WTC amongst Chinese EFL middle school students. Their study found that the ideal L2 self significantly predicted L2 WTC. Similar results were found in Lee and Lee (2019) amongst Korean EFL secondary and university students. Their study found high levels of L2 WTC amongst the Korean EFL students who exhibited more substantial visions of the ideal L2 self and ought-to L2 self than those who did not. In addition, a meta-analysis on the L2MSS has been conducted by Al-Hoorie (2018). The meta-analysis found that both the ideal L2 self and the

ought-to L2 self were significant predictors of self-reported intentional effort, although weaker predictors on objective data and achievement. Lastly, Martinović and Burić (2021) examined the relationship between L2MSS and intended effort in language learning amongst Croatian university students and found a direct connection between the two variables.

Other studies have chosen to only focus on the ideal L2 self. Sak (2020) investigated the relationship between the ideal L2 self and L2 WTC among EFL students at a university in Turkey. His findings showed a significant link between the ideal L2 self and L2 WTC. Also, Kanat-Mutluoglu (2016) studied the ideal L2 self, academic self-concept, and intercultural communicative competence amongst university EFL learners. In his research, he found that the ideal L2 self had a significant predicting effect on L2 WTC and concluded that gaining the knowledge of learners' ideal L2 self enables teachers to take necessary precautions to increase learners' L2 WTC. Although all these studies show positive correlations between L2 WTC and L2MSS, none of these studies is conducted in a Norwegian schooling context. In addition, most of the studies, except Lee & Lu (2021), are conducted with students in higher education levels than in the present study.

In Norway, little research focusing on the relation between L2 WTC and L2MSS has been conducted. However, as this study investigates pupils' L2 WTC, Norderud's (2017) master's thesis on the effect of different variables on L2 oral participation is worth addressing. His research aimed to find several variables that affected the student's oral participation and how to mend low oral participation in the EFL classroom. However, most relevant for this thesis concerns his findings of motivation in connection to oral participation. Norderud (2017) found that motivation regulates how students choose to perform at any given task. Students that are unmotivated to speak might benefit from an increased feeling of connectedness to school (p. 82). However, although Norderud (2017) found motivational tendencies amongst the students who did participate orally in class, he did not find any lack of motivation amongst the low participating students (p. 82). He therefore concluded that motivation functions as a secondary factor in getting students to participate orally in the EFL classroom and that there might exist more primary factors in making students reluctant to speak.

Another master's thesis by Austnes (2020) investigated Norwegian upper-secondary EFL students' oral participation using four variables connected to students' readiness to speak English. The four variables were classroom activities, foreign language anxiety, students' first

language usage, and self-perceived communication competence (p. 3). The variables included in her study, except the reliance on students' first language, are all found in the L2 WTC model by MacIntyre et al. (1998) that is also used as a theoretical framework in the present thesis. Her findings show that students' willingness to participate orally is affected by their interlocutors, particularly who and how many. Additionally, she found that students are self-conscious in the sense that they are highly affected by the way they perceive their own ability to communicate (Austnes, 2020, p. 102).

Lastly, as this thesis also investigates gender differences in L2 WTC and L2 motivation, it is relevant to discuss what previous research has found on the topic. A study by Henry (2008) conducted in Sweden investigating the importance of gender in relation to the L2MSS found that while pupils' self-concepts, in general, remain stable, girls' self-concepts strengthen whereas the boys' self-concepts weaken. A second study investigating self-guides in Sweden (Henry & Cliffordson, 2013) found, on the other hand, a lack of gender differences in the ideal L2 self. Further, Lee et al. (2021) argue that studies have found that male EFL learners tend to initiate English communication in the classroom, while some studies found no significant relationship between gender and L2 WTC (p. 4). The inconsistency of findings in this research area suggests that more research is needed to better understand the role of gender in L2 WTC. At the same time, it illustrates why general literature on gender differences in educational settings has been widely criticized and should therefore be carefully considered when concluding (Baker & MacIntyre, 2003, p. 74).

In sum, the exploration of research referred to above reflects the complexity of the topic. However, there is a lack of studies investigating the relationship between Norwegian pupils' L2 WTC and L2 motivation. Previous research has been conducted on the assessment of oral English (e.g., Agasøster, 2015) and pupils and teachers' attitudes towards different varieties of English in a Norwegian school context (e.g., Hopland, 2016; Trømborg, 2019; Sannes 2013). However, to the best of my knowledge, only Austnes (2020) and Norderud (2017) have conducted research on topics similar to the present study in Norway. In conclusion, there is a need for further research on Norwegian pupils' L2 WTC and L2 motivation in the ESL classroom. Conducting more research on the topic will minimize the knowledge gap in what makes pupils willing to communicate orally in the L2 and therefore help teachers adapt and facilitate better oral activities in the ESL classroom. In specific relation to L2 motivation, the educational potential lies particularly in two areas where (a) motivational strategies can be

applied to generate and maintain motivation in learners, and (b) formulating self-motivating strategies enables L2 learners themselves to take personal control of the affective conditions and experiences that shape their subjective involvement in learning (Dörnyei, 2003, p. 23).

2.7 Chapter Summary

This chapter have elaborated on the central constructs relevant to the present study, namely L2 willingness to communicate and motivation. To achieve success in language learning, SLA literature argues that communicative competence is fundamental. Given the importance communicating has for the language learning process, L2 willingness to communicate has been selected as an important construct to investigate. The reason for the importance of L2 WTC lies in that it is the final step in preparing the learners for communication. MacIntyre et al.'s (1998) L2 WTC model brings forth many different variables affecting a pupils' L2 WTC, but for the purpose of this thesis, motivation is selected as the main independent variable under investigation. Historically, motivation has gone through many phases leading to the notion of the "self". Hence, Dörnyei's (2005) L2MSS construct containing the two self-guides (ideal L2 self and ought-to L2 self) is relevant. The L2MSS theory states that if English language proficiency is part of one or both of learners' self-guides, it will act as a powerful motivator to learn the language, and therefore lead to WTC. Lastly, as this chapter has shown, research often finds gender differences in language related matters. The differences have been found in connection to biological, attitudinal, and relational contexts, often favors girls to be more positive and acquire better proficiency in language. Consequently, motivation and gender are both connected to the desired behavior to be willing to communicate in that they either have a positive or negative affect on it.

3. Methodology

This chapter presents the methodology of this thesis. The method is decided on the basis of the research questions of this paper (see section 1.4), as these dictate what method(s) are eligible. First, this chapter will give an overview of the research approach, the data collection, and justifications for the choices made in relation to the data collection. Lastly, this chapter will evaluate the methodology as well as elaborate on the ethical considerations made.

3.1 Research Approach

To understand the participants' perspectives on the two phenomena (L2 WTC and L2 motivation) under investigation, questionnaires and interviews are the most suitable approach for this research paper. Collecting and analyzing qualitative and quantitative data in a single study is known as a mixed method (Dörnyei & Ushioda, 2013, p. 240). The primary function of combining the two methods is to obtain different but complementary data on the same topic to get a fuller understanding of the phenomenon under investigation (Kettles et al., 2011, p. 538). The method is particularly invaluable in this thesis, as this approach allows for an examination of these complex educational issues in a way that opens to a rich and broad understanding of the topics (Dörnyei, 2007, p. 164).

However, mixing methods has been an issue of some controversy due to its attempt to mix research traditions. It has, for instance, been criticized as "a substitute for sharp conceptual thinking and insightful analyses" and raised issues of how capable any given researcher can be in both types of methodology – leading to question if it contributes to more harm than good (Dörnyei, 2007, p. 46). However, the possibility of bringing out the best of both paradigms outweighs the method's weakness (Dörnyei, 2007, p. 45-46).

3.1.1 Research Design

This paper seeks to investigate if there exists a relation between L2 WTC and L2 motivation. Hence, to answer the research questions of this paper, a *sequential explanatory design* is applied (Harwell, 2011, p. 10). This approach is suitable for this thesis as it seeks to explore and interpret the relationship between L2 WTC and L2 motivation guided by the theoretical perspectives of MacIntyre et al.'s (1998) L2 WTC model and Dörnyei's (2005) L2MSS construct.

As typical for this type of design, the quantitative data is the most heavily weighted component when interpreting the findings in the analysis, discussion, and conclusion. This means that the study follows a QUAN → qual design, indicating that the quantitative format of this study dominates the qualitative format (Check & Schutt, 2017, p. 4). Therefore, the questionnaire survey will lay the primary basis for the findings in this paper, whereas semi-structured interviews will be used to enrichen and elaborate on the quantitative findings.

3.2 Participants and Context

The choice of participants is based on two criteria. First, as the research questions indicate, the Norwegian school context and the English subject are in focus. Hence, the participants must attend an ordinary Norwegian school, and study the English language to qualify for the present study. The reason for adding this criterion is threefold. The first reason is the easy access to Norwegian pupils as this study is conducted in Norway. Second, English functions as an L2, as it is not a primary language in Norway, but children are educated and exposed to it from a young age. Third, to add cross-cultural knowledge to a research field that is primarily dominated in Asia and other European countries (e.g., Lee & Lu, 2021; Lee & L22, 2019; Martinović & Burić, 2021).

The second criterion is that the participants must be attending the same education level and follow the national curriculum. The reason underpinning this criterion is that Norway is a rich and diverse society consisting of pupils from different backgrounds. Hence, the criterion ensures that the participants have similar educational backgrounds, even though they can have different background from home (e.g., language background, international experience). No further criteria have been added so that the pupils participating in this study will resemble pupils in a regular Norwegian class, where diversity is expected.

In total, 37 language learners from a lower secondary school in western Norway are participating in this study. The age of the participants is between 13 and 14, meaning that all of them are 8th graders. Also, 11% of the pupils' report speaking a second language at home, and 14 % report having lived abroad or gone to an international school.

3.3 Data Collection

The nature of the thesis leads to the usage of a mixed method approach, where the data collection is both in the form of statistics and words (Dörnyei & Ushioda, 2013, p. 240). To understand the complexity of L2 WTC and L2 motivation, primary data is collected using a questionnaire survey and semi-structured interviews. Mixing the quantitative and qualitative methods is considered appropriate for this thesis to retrieve both the descriptive data to examine the way the variables of this study actually exist and get an in-depth insight into the phenomena under investigation.

3.3.1 Selection of Participants

Participants for this study are selected by contacting an English teacher of two ESL classes in Norway. This kind of sampling is called a *non-probability sample*. Non-probability samples deliberately avoid representing the wider population and instead seek only to represent a particular group (Cohen et al., 2018, p. 214). There are several types of non-probability sampling, and in this case, *convenience sampling* is implemented. Convenience sampling means that the choice of sample is based on who happens to be easily accessible and available at the time data collection is needed (Mackey & Gass, 2015, p. 175). As it does not represent any group apart from itself, it is essential to highlight that this study does not seek to generalize to the broader population (Cohen et al., 2018, p. 218). This master's thesis is a small-scale study with limited time, so this sampling design is suitable. Even if it is not generalizable, it will still provide adequate findings to inform pedagogical practice and will bring useful insight and information to the research field (Cohen et al., 2018, p. 217).

It is important to note that children who participate in research have a special right to protection (NESH, 2021). Since the participating pupils in this study are under the age of 18, an informed consent form is developed based on the NSD guidelines (see appendix B). The form is handed out and signed by every participant and their parents in advance of the data collection. Informed consent will be further elaborated on in sub-section 3.6.1.

3.3.2 Online Questionnaire Survey

In L2 motivation research, questionnaires are often used to collect data (Dörnyei & Ushioda, 2013, p. 213). Questionnaires are helpful when the research aims to establish a range of thoughts and views concerning a specific topic (Bartram, 2019, p. 1). Therefore, it is suitable

to use questionnaires in this study when looking at the relationship between pupils' L2 WTC and the L2MSS theory.

The online questionnaire survey is the main instrument for collecting data in this study. Broadly speaking, this questionnaire survey yields three types of data about the respondent, namely factual, attitudinal, and demographic information. The questionnaire consists of three parts (see appendix C). Part 1 (L2 willingness to communicate) is used to measure the pupils' L2 WTC in the classroom (9 items: e.g., "when I get the opportunity to talk freely in the English class"). The items are adapted from Lee and Lu (2021) and Lan, Nikitina, and Woo's (2021) studies. A six-point Likert scale ranging from 1 (Never) to 6 (Always) is used to rate the items. The rest of the items were multiple choice. Part 2 and 3 (L2 Motivational Self System) measures participants' Ideal L2 Self (8 items: e.g., "I can imagine future situations where I need to speak English to communicate with others") and Ought-to L2 Self (7 items: e.g., "I must learn English to avoid problems or difficulties that I may face in the future for not knowing English"). The items are based on Lee and Lu (2021), Teimouri (2017), and Lee and Lee's (2020) studies. The total of 15 items are rated on a six-point Likert scale ranging from 1 (Strongly Disagree) to 6 (Strongly Agree). Lastly, the survey is used to elicit pupils' demographic characteristics such as gender, age, international experience, spoken languages at home, and self-reported English proficiency.

When it comes to the design of the questionnaire, there is an important notion to emphasize. According to the L2MSS theory, the hypothesized effect of the self-guides lies in the discrepancy between the current state and the desired (ideal L2 self) or feared (ought-to L2 self) future state, not the actual future state. However, the discrepancy is not featured in how the self-guides are measured. Instead, the items used to measure the self-guides are, as evident in the design described above, phrased along the lines of "I can imagine" (also see appendix C). Consequently, the findings can be ambiguous. As Al-Hoorie (2018) point out, if a learner cannot imagine him/herself mastering English, the reasons can be many, and it does not necessarily mean that the learner is not motivated (p. 736). For instance, it could mean that the learner does not believe that he/she can do that, or has already mastered English (Al-Hoorie, 2018, o. 736).

Further, questionnaires measuring L2 WTC and L2 motivation are highly context dependent (Dörnyei & Ushioda, 2013, p. 214). Words have multiple meanings and are bound by culture

and context. Therefore, when constructing the questionnaire, the challenge is to settle on the meaning that makes the most sense for the environment and sample (Gonyea, 2005, p. 76). Hence, although this questionnaire is based on other well-constructed batteries, some adjustments and adaptations are made to make them appropriate for the present study's particular environment and sample. The items based and adapted from other studies were translated by the present author into the pupils' everyday language, Norwegian, during the pre-survey stage.

After adapting the questionnaire, the online survey development software SurveyXact (www.surveyxact.no) was chosen as the administrative method. The primary reason for selecting this software is to ensure that the participants remain anonymous by excluding the respondents' IP addresses in the data collection. Secondly, it allows the researcher to distribute the questionnaire easily and efficiently by providing the participants with a web link. Thirdly, it is found that participants tend to respond more quickly and thoroughly with higher item completion and response when using internet surveys (Cohen et al., 2018, p. 362).

3.3.2.1 The Pilot Study

A very small pilot study of the questionnaire was carried out to uncover any problems and address them before the primary data collection. The pilot is a necessary means for assessing the feasibility and usefulness of the questionnaire (Mackey & Gass, 2015, p. 52). The questionnaire survey was piloted with the help of one ESL learner. The pupil goes to the same school and is the same age as the respondents of the final survey but goes to a different class. The purpose of the pilot was to (a) examine the functionality of the questionnaire design, (b) make sure the vocabulary used to formulate the questions were understandable, and (c) to find the appropriate length to avoid fatigue amongst the respondents. After conducting the pilot, the conclusion was that the design and length of the questionnaire were appropriate. The only comment this learner had was that the word "willing[1]," used in part 1 of the questionnaire, was challenging to grasp the meaning of in this particular context. However, instead of changing the word, a definition was added in Norwegian to clarify. The definition states that the word "willing" refers to a positive attitude towards speaking the target language in the situations described in the questionnaire (see appendix C).

[1] «villig»

3.3.3 Semi-structured interviews

Traditionally, qualitative methods have not been a part of the research field due to the strong influence of quantitative methods (Dörnyei & Ushioda, 2013, p. 237). However, using interviews in this thesis is an effective method to validate and explore the issues raised by the online questionnaire survey (Winwood, 2019, p. 12). Also, semi-structured interviews will reveal participants' subjective experiences and perceptions of L2 communication and motivation. Consequently, using a qualitative research method is highly beneficial and enriches the present study's findings.

Because of the limited time of this study, the sample size in this part of the study is minimal. Hence, the interviewees are selected based on two criteria. First, they must agree to this part of the study through the informed consent form. Second, it is desired to have equal gender distribution because of the research question concerning gender differences. Therefore, two girls and two boys were chosen for the interviews. The pupils were selected randomly, drawing the first two girls and first two boys from the top of the pile of consent forms.

Before conducting the semi-structured interviews, an interview guide was developed (Winwood, 2019, p. 14). The interview guide was the same for every interview and consisted of open questions seeking to collect information about the interviewees' L2 WTC and L2 motivation (see appendix D). The guide provided structure to the interview. It also allowed for a flexibility to add secondary questions and supplementary questions to clarify what the interviewees say or make them elaborate further (Winwood, 2019, p. 14). This is important when looking for subjective experiences and perceptions of L2 WTC and L2 motivation, but also to avoid misinterpretation of the participants' answers (Winwood, 2019, p. 14).

In the pre-interview stage of this study, the interview guide was handed out to the interviewees one day in advance of the interview. The reason for doing so was to make the interviewees aware of the topic of discussion and the main questions asked, thus making the interview situation more predictable. Also, it ensures that any variation in the participants' responses is due to the respondent and not the interviewer.

Each interview lasted for about fifteen minutes. Even though this thesis is written in English, the interviews were conducted in Norwegian, which is the pupils' everyday language. The reason for having the interviews in Norwegian was to make it easier for the participants to

express themselves. However, this means that there is a chance of losing information in the translation process. All the interviews were recorded using a Dictaphone and transcribed first in Norwegian for further analysis, and then translated to English by the present author. The transcripts are directly translated into English, meaning that the translation to a large extent is verbatim and preserves the idiomatic Norwegian structure.

3.4 Data Analysis and Presentation of Results

As this is a mixed method study, quantitative and qualitative data analysis has been conducted. This section elaborates on how the data results are analyzed and presented in chapter 4.

First, the quantitative data is analyzed using SurveyXact's analytical to retrieve descriptive statistics. The descriptive statistics that are retrieved from the data material are mean, mode, median and percentages. These statistical numbers are important as they are used to describe the variables in this present study as they are. As outlined in sub-section 3.3.2, the questionnaire survey contains three parts, which in turn consists of a set of questions and statements measuring the pupils' L2 WTC, ideal L2 self and ought-to l2 self. So, to calculate the overall mean value in each part of the questionnaire survey, each individual's score has been calculated and then added up to an overall mean value. Put another way, each mean value presented in relation to a part of the survey (for example, L2 WTC) represents a calculation of every individual's average score on that particular part of the survey. The point of using the descriptive data is to present and describe the different variables (L2 WTC, the ideal L2 self, and the ought-to l2 self) as they are in the study (Cook & Cook, 2016, 191). The escripttive data provides important information about the pupils' L2 WTC and L2 motivation that can be used to reliably measure what is happening (Cook & Cook, 2016, p. 191). It opens for a broad understanding of the two phenomena and provides a delicate transition to the following analysis.

Second, a Pearson's correlational analysis is performed using Excel's CORREL function. The data is distributed within the correlational coefficient value of +1 and -1, where +1 indicates a perfect positive relationship, -1 indicates a perfect negative relationship, and 0 indicates no relationship between the variables. The correlation analysis is performed using every individual's average score in each part. For instance, to find the correlation between L2 WTC

and the ideal L2 self, every individual's average score in both parts has been used in the calculation. The correlation analysis is performed to examine the relationship between L2 WTC and the L2MSS self-guides (the ideal L2 self and the ought-to L2 self). The correlation analysis is convenient in that it examines whether and how variables that are measured are related to each other without the attempt to modify them (Cook & Cook, 2016, p. 193).

Third, a Student's t-test has been conducted to find if the correlation analysis performed in this study are statistically significant. The purpose of conducting the t-test is to provide information about the probability of an event occurring by chance (Mackey & Gass, 2015, p. 307). To perform the test, Excel's T.DIST.2T function has been used to retrieve the p-value of the data. In SLA, research findings are commonly accepted as significant when the alpha (α) level for significance is 0.05 (Mackey & Gass, 2015, p. 310). However, it is important to note that the findings still should be interpreted with caution. Since the test has been conducted on multiple groups of the data, there is a chance of finding significant results that in actuality are not significant (Mackey & Gass, 2015, p. 316).

Next, the qualitative data from the semi-structured interviews are transcribed in Norwegian into pages of data material, and then translated to English. Thereafter the material is analyzed based on MacIntyre et al.'s (1998) L2 WTC model and Dörnyei's (2005) L2MSS self-guides (both presented in chapter 2). Hence, the data material is sorted into three main subjects: L2 WTC, ideal L2 self, and ought-to L2 self. However, the qualitative analysis is not designed to establish causality or rule out alternative explanations (Cook & Cook, 2016, p. 197).

During the analysis process, it also became clear that other variables (self-perceived L2 proficiency and previous language experience) from the L2 WTC model apart from motivation are also present in the data material. According to MacIntyre et al.'s (1998) L2 WTC model and Clément (1980), these variables also play a part in language learners' willingness to communicate. Therefore, these variables should also be present in the analysis. However, the discovery of other variables is expected as the two phenomena under investigation are complex.

3.5 Evaluation of Methodology

All research has an ethical duty to demonstrate quality (Cohen et al., 2018, p. 121). When using mixed methods, the research should draw on the strengths of the quantitative and qualitative data collection strategy. Thus, it compensates for the other method's weakness (Harwell, 2011, p. 7). For example, the weakness of quantitative research is often the lack of in-depth information about the topic under investigation. Qualitative data can supply this. On the other hand, the qualitative approach's downside is that there is no guarantee that the sample interview objects selected represent the average in the population. However, the quantitative strategy will allow for statistics of a larger sample size to support or disprove the findings from the interviews. Hence, to gain optimal results, it is crucial to assess the quality of the research. Commonly used when assessing the quality of research is the following two criteria: *validity* and *reliability* (Dörnyei, 2007, p. 49). Given that this research project uses a mixed methods approach, this section will discuss the two criteria validity and reliability regarding both quantitative and qualitative formats.

3.5.1 Validity

When researching abstract and indirectly observable theoretical constructs such as L2 willingness to communicate and motivation, it is crucial to be confident that the instruments used to understand the phenomena are valid (Cohen et al., 2018, p. 245). Validity in research touches on mainly two aspects: internal validity and external validity (Dörnyei, 2007, p. 52).

Internal validity refers to "the meaningfulness of the interpretations that researchers make on the basis of their data" (Dörnyei, 2007, p. 52). For the quantitative method, the internal validity is preserved by basing the questionnaire on well-constructed batteries and piloted before data collection. Internal validity through the qualitative is maintained by choosing to conduct semi-structured interviews. Following the exact wording and sequence of questions, as is usual with this method, is significant when looking for others' perceptions and attitudes, as changes in the questions can also change the meaning of the question (Cohen et al., 2018, p. 273). Using semi-structured interviews also allows for a deeper understanding of the phenomena under investigation.

External validity refers to "the extent to which interpretations generalize beyond the research study" (Dörnyei, 2007, p. 52). The quantitative method in this study is based on such a narrow

sample size that it will not necessarily apply to a broader population (Cohen et al., 2018, p. 254). As for the qualitative method, the aim is to capture the uniqueness of each interview object and is, therefore, less concerned with external validity (Cohen et al., 2018, p. 249). Instead of the need for generalization, the interviews are applied to explore and elaborate on L2 WTC and motivation phenomena. This means that there is less room for generalization. So, if the phenomena occur in other studies, they might not be based on the same reasons as this study.

However, using mixed methods strengthens the validity by comparing multiple data for confirmation or rejection. This type of confidence in findings is also known as triangulation (Cohen et al., 2018, p. 265). In this study, triangulation is found in both the theoretical aspect of the study and in the data-collection instruments. However, the validity can be questioned as the sample size is too small to represent others than the participants themselves. Hence, this paper is careful to generalize, as the findings will only cover parts of the truth. Still, the findings will reveal tendencies worth further research.

3.5.2 Reliability

In its simplest form, reliability refers to the consistency of findings in the data and analysis (Cohen et al., 2018, p. 268). Reliability indicates "the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances" (Dörnyei, 2007, p. 50). In other words, if variation causes inconsistencies, then results are unreliable. Reliability is relevant for both qualitative and quantitative research methods.

To ensure reliability this study has started with a well-defined construct, namely the L2MSS construct, and applied it to the phenomenon of L2 WTC. Several other studies (see section 2.6) have conducted the same research but in different educational contexts and countries. Hence, the level of reliability of this study lies in the comparison to other research conducted in the analysis chapter (Mackey & Gass, 2015, p. 181).

3.5.3 Limitations

In addition to the validity and reliability of the methods used in this study, there are two limitations of the thesis that need to be addressed.

First, the Hawthorne effect and the halo effect are two limitations to the qualitative method (Bartram, 2019, p. 2). When collecting data using the qualitative method, anonymity is not provided until the interview is written out in the research paper, meaning there is a risk of experiencing the Hawthorne effect. The Hawthorne effect concerns the participant's need to perform differently when they know they are being studied (Dörnyei, 2007, p. 53),
The halo effect concerns the way respondents might portray themselves. For example, the way they think is expected of them or think is socially desired (Mackey & Gass, 2015, p. 166).

Secondly, abstract constructs such as L2 WTC and motivation cannot be directly observed (Galajda, 2017, p. 38). The only way is to investigate them is through behavior and self-report. Therefore, this study relies on self-reported data. Self-reported data are often the only practical source of certain types of information (Gonyea, 2005, p 74). Given the attitudinal aspect of this research project, no outside source would know what an individual truly believes about L2 communication or their motivation. Hence, the self-reported data in this study gives indications on the communicative behavior from the perspective of L2 learners, and because of that they are worth investigating (Galajda, 2017, p. 29). Yet, the answers given will be unverifiable, resulting in gaps in the credibility of the data (Gonyea, 2005, p. 76). The notion of self-reported data is essential to keep in mind when reading the analysis and discussion, because it cannot be totally objective. Previous research on L2 WTC and motivation (Al-Hoorie, 2018) revealed that studies relying on subjective measures reported data with elevated scores compared to those reporting objective measures (p. 735).

3.6 Ethical Considerations

Educational research involves children and their lives in the social world, therefore also involving ethical issues (Dörnyei, 2007, p. 63). Research ethics is about the appropriate choices and behavior toward research and research objectives (Cohen et al., 2018, p. 111). Because of this, this study has been registered and approved by the Norwegian Centre for Research Data (NSD) (see appendix A). Also, the ethical considerations that will be addressed below are based on guidelines by the NSD, the National Committee for Research Ethics in the Social Sciences and the Humanities (NESH), Dörnyei (2007), and Cohen et al. (2018). The areas that are essential for this study to elaborate on can be divided into three primary considerations: (1) the participants' right to self-determination and autonomy, (2) the

researcher's responsibility to respect the participants' privacy, and (3) the researcher's responsibility to avoid damage (Christoffersen & Johannessen, 2012, p. 41). Therefore, informed consent and voluntary participation, anonymity and confidentiality, and non-maleficent and human dignity will be addressed in separate sections below.

3.6.1 Informed Consent and Voluntary Participation

According to NESH (2021), researchers must obtain informed consent from the participants in the study. Informed consent and voluntary participation arise from the participants' right to freedom and self-determination (Cohen et al., 2018, p. 122). This issue is particularly pertinent when conducting research that includes children who are minors. Situations can arise where respondents feel coerced into completing questionnaires or interviews because of pressure to comply with what they are asked to do or fit in with what other pupils are seemingly glad to collaborate with (Bartram, 2019, p. 3). This forced situation contrasts with self-determination, where the participants' right to weigh up risks and benefits of being involved in a piece of research is respected (Cohen et al., 2018, p. 122). Thus, to preserve self-determination and voluntary participation, an informed consent form was developed and collected in advance of the data collection (see appendix B). In addition, the participants were reminded several times of their right to withdraw without consequences at any stage in the research process.

3.6.2 Anonymity and Confidentiality

Anonymity is when no external persons can identify the participants from the information provided (Cohen et al., 2018, p. 129). Confidentiality is closely connected to anonymity and is crucial for protecting participants' privacy (Cohen et al., 2018, p. 130). According to the Public Administration Act (1967, section 13 c.), all information that can be traced back to individuals is confidential (Christoffersen & Johannessen, 2012, p. 46). In this study, the promise of anonymity and confidentiality is kept by making sure not to collect IP addresses from the online questionnaire survey. Also, this thesis leaves out identifying marks such as names, addresses, and other tracible information. Thus, the thesis is considered to have kept its promise of anonymity and confidentiality.

3.6.3 Non-maleficence and Human Dignity

This area touches on the sensitivity and vulnerability of research (Christoffersen & Johannessen, 2012, p. 42). Participants can find themselves in situations where they feel pressure to "say the right thing," give " satisfying responses," or reveal more in the interview than they originally intended to do. This challenge is addressed in this research project by letting the respondents know orally and in writing that there are no right or wrong answers when answering the questionnaire and interview. Each respondent was allowed to review and amend the data they had provided for this study. However, none of the participants used the opportunity.

Further, openness and honesty regarding the purpose and outcomes of the data collection are discussed with all participants (Winwood, 2019, p. 21). The data for this thesis is collected humbly and respectfully, and all participants are thanked for their time to answer the questionnaire survey and interview. In addition, the participant's teacher was promised a copy of the thesis after completion as a token of gratitude.

4. Results, Analysis and Discussion

This chapter will present, analyze, and discuss the data collected to answer the research questions of this thesis. The data is collected using an online questionnaire survey and a semi-structured interview guide designed to retrieve information regarding the participants' L2 WTC and visions of the two self-guides in the L2MSS construct. SurveyXact's analytical tool and Excel's CORREL function are used to examine the data, and the Student's t-test using Excel's T.DIST.2T function have been performed to provide information of the probability of the findings.

This chapter is structured according to the order of the research questions. The quantitative data will be presented and analyzed in relation to each question using descriptive statistics (percentages, mean, mode, median) and the qualitative data will be presented and analyzed where appropriate. It is important to note that the data in this thesis is not generalizable, and the results can only represent this specific sample. However, findings can still give indications of learners' motivation towards L2 communicative behavior, contributing to tendencies worth investigating further, and give pedagogical insights. Because of that it is worth investigating.

As discussed in chapter 1, the starting point of this thesis is to add to the body of research on L2 WTC by investigating Norwegian lower secondary ESL pupils. Based on MacIntyre et al.'s (1998) L2 WTC model, L2 motivation, specifically the L2MSS constructs, is selected as the independent variable. Since this is not an observation study, it is important to highlight once again that it is the participants' self-reported L2 WTC behavior, and not their actual L2 WTC behavior that has been measured. The purpose of this study is threefold. First, get an insight into the participants' self-perception of L2 WTC. Second, to see if there exists a correlation between L2 WTC and the L2MSS self-guides, and lastly, to examine if the self-guides affect the pupils differently based on their gender.

4.1 Self-perception and Additional Language Experience

Before addressing the research questions of this thesis, it is relevant to present two variables that were elicited from the questionnaire survey, namely self-perceived L2 proficiency and additional language experience. As mentioned in chapter 2, L2 WTC and L2 motivation are complex, and as research (e.g., MacIntyre et al., 1998; Martinović & Burić, 2021; Clément, 1980) has found both self-perceived proficiency and language experience impact learners' L2

WTC. Therefore, this section will present various descriptive statistics to provide insight into the participant's self-perceived L2 proficiency and additional language experience.

4.1.1 Self-perceived L2 Proficiency

The literature states a relationship between L2 motivation and self-perceptions of L2 proficiency as both affect the learner's behavior, engagement, and persistence when learning a new language (Martinović & Burić, 2021, p. 441). The way learners perceive things means how they interpret information about people, things, and situations (Galajda, 2017, p. 44). As mentioned in chapter 2, section 2.4.2, pupils' perception can be part of developing a new L2 identity in the course of language learning (Galajda, 2017, p. 39). Therefore, learners self-perceived communicative competence is believed to be a causal factor influencing the way they react to L2 communicate situations, as it is a self-reported trait-based construct (Galajda, 2017, p. 44). As learners hold different believes concerning their capabilities, these beliefs will in turn affect the amount of effort put into achieving goals and completing tasks (Galajda, 2017, p. 44). Since research question two addresses motivation to L2 communication, it is relevant to get an insight into what the participants in this study believe about their own L2 proficiency. Though, it is important to emphasize that self-perceptions are a highly subjective point of view, and therefore it is not always reliable.

Before introducing the descriptive statistics, it is necessary to note once again that this thesis is mainly concerned with the oral aspect of communication. However, the question in the survey asking for the learner's self-perceived L2 proficiency did not specifically ask for their self-perceived L2 *oral* proficiency. The question was formulated as follows: "In your opinion, what is your level of English?[2]" Hence, the formulation includes all English communication skills, meaning reading, writing, and speaking skills. In hindsight, asking specifically for self-perceived L2 oral proficiency would be more intriguing and relevant.

Achievement Level	**Respondents**	**Percentage (%)**
High Goal Achievement	17	46
Medium Goal Achievement	19	51
Low Goal Achievement	1	3

Table 1: Participants' self-reported L2 achievement level

[2] Hvilket engelsknivå vil du si at du selv er på?

Table 1 shows the respondents' answers about their self-perceived L2 proficiency. The participants were allowed to assess their L2 proficiency based on what is assumed to be familiar terms (high, medium, low goal achievement) for the pupils' concerning evaluation in Norwegian schools. The terms are based on The Norwegian Directorate for Education and Training's[3] evaluation guide in the English subject. However, no clarification of the terms was given to the respondents at the time of self-assessment.

As table 1 shows, almost all of the learners have ticked off either medium goal achievement (19 respondents) or high goal achievement (17 respondents). Only one respondent ticked off low goal achievement in English proficiency. When interpreting the learners answers, the Norwegian Directorate for Education and Training's characterization for the different goal achievements in the English subject was used. Based on the characterization, one can imagine that the learners who ticked off high or medium goal achievement perceive themselves as someone who can express themselves with a clear, coherent, and varied language. Also, they can adapt their language and structure to different purposes, receivers, and situations, both orally and in writing (Utdanningsdirektoratet 2020). On the other hand, the one learner who ticked off low goal achievement can be interpreted as someone who perceives him/herself as able to use simple language and is only to some degree able to adapt the language to different purposes, receivers, and situations (Utdanningsdirektoratet, 2020).

Pupils' self-perceived L2 proficiency can be relevant to keep in mind for further reading, because Norderud (2017) found that students' perceived oral skills influence their participation more than their actual oral skills (p. 70). In his interviews with students, he found that three out of four students who participated orally in the classroom expressed that they also perceived their English proficiency to be good. Also, five out of six students who participated less orally in the classroom revealed lower self-perceived English proficiency (p. 71). Hence, Norderud (2017) stated that he found a clear indication that when students' self-perceived language skills are high, they are likely to participate in oral communication in the classroom (p. 71). Considering Norderud's (2017) findings, the one participant who reported low goal achievement in this study will be further investigated in sub-section 4.3.4.2, in relation to research question two, concerning the correlation between self-guides and L2 WTC.

[3] Utdanningsdirektoratet

4.1.2 Additional Language Experience

To get some insight into participants' additional language experience, the pupils were asked in the questionnaire survey about their daily language use at home and if they had lived abroad or attended an international school. The reason for asking such questions and finding them relevant to this study is that former research (e.g., MacIntyre et al., 1998; Subtirelu, 2014) in the field has found a connection between previous language experiences and L2 WTC (p. 120).

Languages Spoken at Home	**Respondents**	**Percentage (%)**
Norwegian	37	100
English	6	16
Other	4	11

Table 2: Participants' daily language use at home

Table 2 shows that all pupils attending the study speak Norwegian at home on a daily basis. Six pupils revealed that they also speak English in addition to Norwegian, and four pupils also speak other European languages at home on a daily basis.

International School/ Staying Abroad	**Respondents**	**Percentage (%)**
Yes	5	14
No	32	86

Table 3: Participants' attendance to international school or staying abroad

Length of Attendance/Stay	**Respondents**
Less than three months	1
3-6 months	1
6-12 months	2
Over a year	1

Table 4: Participants' length of attendance on an international school or staying abroad

Next, tables 3 and 4 present the number of pupils who have either lived abroad or attended an international school and the length of their stay or attendance. Out of 37 pupils, five have lived abroad or attended an international school. As table 4 shows, the length of time they

have lived abroad or attended an international school varies between less than three months to over a year.

A hypothesis concerning previous language experience and L2 WTC is that it may impact the score in the category of L2 WTC in a way that possibly will affect the average score. The hypothesis is based on the assumption that past language experiences impact learners' perception of their own L2 competence and, therefore, also impact their L2 WTC (Subtirelu, 2014, p. 128). However, MacIntyre et al. (1998) state that even if previous language experience can increase self-confidence in the language, it might also increase anxiety if the previous experience has been unpleasant or uncomfortable (p. 551). Therefore, the thirteen participants with a broader language background in the form of a longer stay abroad, attendance to an international school or who speak several languages at home, will be further investigated when addressing research question two in sub-section 4.3.4.1. Although all pupils have some form of previous language experience, these thirteen pupils' language backgrounds stand out in this particular sample. Thus, they will be further addressed as "pupils with additional language experience" to distinguish them from the rest of the participants.

4.2 Research Question 1

This section will address the first research question of this thesis: What is the self-reported level of L2 willingness to communicate among young Norwegian language learners in the ESL classroom? The question will be answered using self-reported data from the first part (L2 WTC) of the online questionnaire survey and quotations form the interviews. In addition, MacIntyre et al. (1998) and Austnes (2020) have referred to interlocutors as immediate determinants of L2 WTC, which is why interlocutors will also be considered and investigated when creating an image of the participants' L2 WTC.

4.2.1 L2 WTC

Table 5 presents the participants' self-reported L2 WTC in the ESL classroom. As mentioned in chapter 3, sub-section 3.3.2, the questionnaire survey uses a six-point Likert scale ranging from 1 (never) to 6 (always). To give a complete summary of the participants L2 WTC in the table below, the six-point Likert scale is divided into equally large intervals representing high L2 WTC, moderate L2 WTC, and low L2 WTC.

Rank	Respondents	Percentage (%)
High (4.1-6)	16	43.2
Moderate (2.1-4)	18	48.6
Low (0-2)	3	8.2

Table 5: Participants' self-reported L2 WTC

The findings in table 5 reveal that 16 participants (43.2%) have high levels of self-reported L2 WTC in the situations described in the questionnaire (see appendix C). Further, 18 participants (48,6%) have moderate levels of self-reported L2 WTC, while only 3 participants (8.2%) have low levels of self-reported L2 WTC. The findings suggest that the participants' general L2 WTC is moderate to high. In addition to the data presented in table 5, to give a clearer picture of the spread in the data, individual average scores in this part of the questionnaire are calculated. The highest average individual score is 4.9, whereas the lowest average individual score is 1.7. The spread in the data is also illustrated in the two box plot figures below. The illustrations of the spread in the data are included to visualize how well the descriptive statistics represent the data.

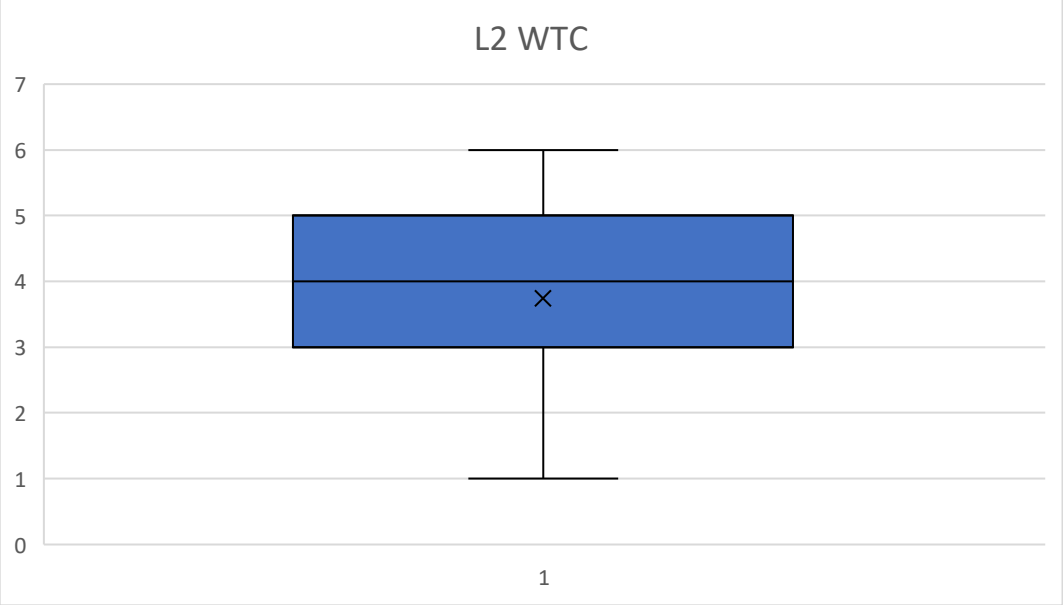

Figure 2: Box plot of part one of the questionnaire survey

The box plot in figure 2 represents every answer given to all of the statements in part one (L2 WTC) of the questionnaire survey. The "x" represents the average score in the data set, and shows a value of 3.7. Further, the black line in the middle of the plot represents the median. The median reveals that the middle answer in the data set is 4. Figure 2 suggests that there is a substantial spread in the distribution amongst the respondents' self-reported L2 WTC.

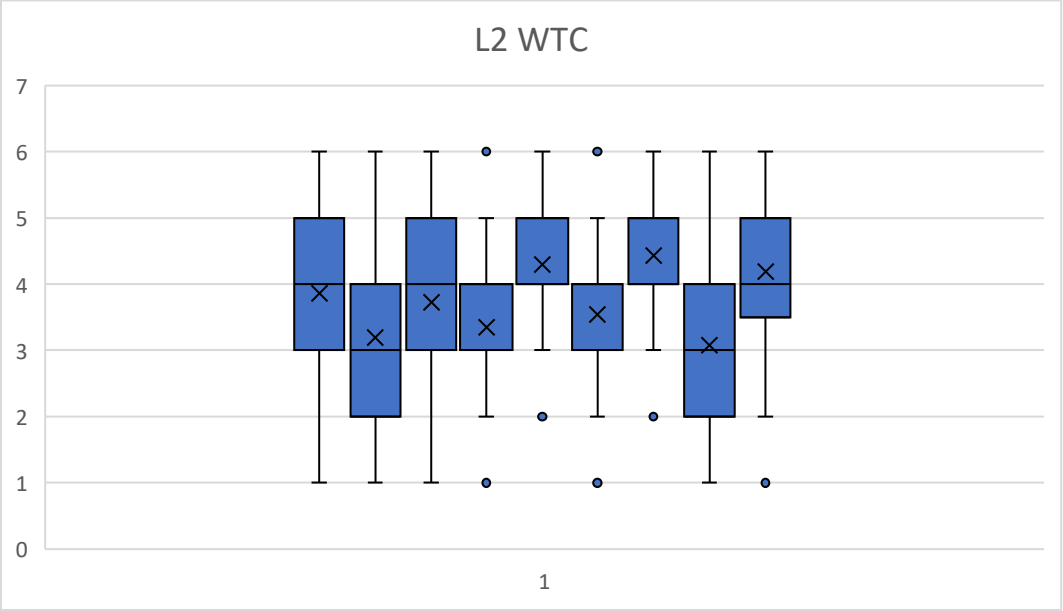

Figure 3: Box plots of the statements in part one of the questionnaire survey

Figure 3 shows box plots for each statement used to measure the participants' L2 WTC in the survey. The questionnaire asks, "How willing are you to speak English in these situations?[4]" The first plot on left hand side represents the first statement in part one, the second plot represents the second statement and so on. The statements are to be found in figure 4 in corresponding order. Figure 3 reveals that even though the mean value in some statements can be similar to each other, the participants answers can vary considerably within the same statement. In other words, the mean value does not necessarily give a representative picture of the variation in answers to each statement. To illustrate, statements three and six show similar mean values, but the distribution in answers to the statements is very different. The box plot representing statement number three reveals that the participants' answers are distributed over all the alternatives available. On the other hand, the box plot representing statement six shows that the participants' answers range between option number 2 (very rarely) and 5 (very frequently).

Further, the box plots in figure 3 reveal that statements five and seven have the highest score throughout and can therefore be interpreted to be the most relatable to the participants. This is also clear in figure 4, which displays a bar chart of the average score of each statement in the first part of the questionnaire survey.

[4] Hvor villig er du til å snakke engelsk i disse situasjonene?

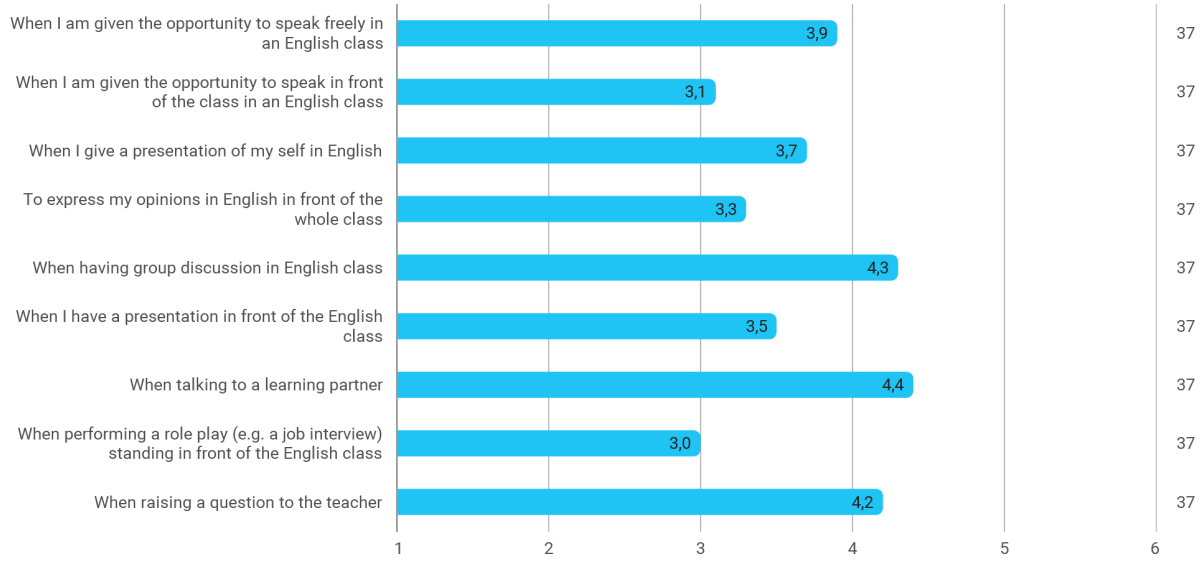

Figure 4: Bar chart of participants' L2 WTC

Figure 4 reveals that the participants, on average, have the highest L2 WTC when talking to a learning partner[5] (4,4). In second comes group discussions (4,3), and third to ask a question to their teacher (4,2). On average, the pupils were less willing to use the L2 when performing a roleplay in front of the English class (3,0). The fact that the pupils are more willing to talk to a learning partner and in group discussions compared to the rest of the situations reveals a pattern indicating that the pupils are more willing to speak in smaller groups. Respondent 2's answer in table 6 can be seen in connection to this finding. Respondent 2 states that shyness and group size affect his/her L2 WTC. Shyness and group size refer to both a personality trait and social situations, which are variables in MacIntyre et al.'s (1998) L2 WTC model. All translations of interview data are made by the present author, cf. chapter 3, sub-section 3.3.3.

[5] Læringsvenn

R[6]1: Yes, if the teachers ask me to speak English, I will.	R2: I get shy towards people I do not know too well, so I can become very uncomfortable when speaking English in front of the whole class. But in smaller groups, I am much more comfortable. For example, with one to three persons. That is when I am most… that is when it is easiest for me to speak English.	R3: Yes, I do. I: In all situations? R3: Yes, if I am asked to do so, I will.	R4: Yes. I: In all situations? R4: Maybe not in all. Not if there is something I do not know. But I am trying to speak as much English as I can in English class.

Table 6: Interviewees' responses to speaking English in class when asked to

The findings in figure 4 and table 6 align with previous research conducted by Austnes (2020). She found that learners favor speaking in pairs or in groups rather than speaking when the whole class is involved in the conversation (p. 53). However, Austnes's study did not include other variables concerning classroom activities. In comparison to the findings in the present study, her findings show similar tendencies, that pair work and group work are solid predictors to get pupils willing to communicate in the ESL classroom.

Further, the interviewees were asked if they speak English voluntarily in class. In comparison to their answers in table 6, where three out of four respondents confirmed that if the teacher asked them to speak English, they would do so, table 7 shows more considerable disagreement amongst the respondents.

R1: Sometimes. Well, yes. Sometimes. If it is English, maybe I will, yes.	R2: Well, I try to speak as much English as possible, but it is not like I try to avoid speaking Norwegian.	R3: Yes.	R4: No, not really. I am pretty bad at speaking voluntarily in class.

Table 7: Interviewees' responses to speak English voluntarily in class

[6] Respondent

Although most of the respondents stated that they at least *try* to speak English voluntarily in class, the answer from respondent 4 stands out. In table 6, respondent 4 stated that he/she tries to speak as much English as possible. However, as table 7 shows, it only applies if he/she is asked by the teacher and not voluntarily. As an explanation to why the respondent does not voluntarily speak in class, respondent 4 answered:

> I am a little unsure of myself. So, I prefer to answer questions I am absolutely sure of, even though I know I am really good at it. I am just a little unsure in a way.

Respondent 4's answer can be interpreted in light of MacIntyre et al.'s (1998) heuristic L2 WTC model. Layer three of the model is concentrated on L2 learners' self-confidence, and as the respondent states that he/she is unsure of him/herself, it seems to fit in this section of the model. The theory states that personal characteristics such as perceived competence and anxiety immediately impact learners' L2 WTC. The respondent here might show tendencies to a level of anxiety, as the perceived competence is reported to be "really good." However, as the respondent did not elaborate further on the topic, the interpretation needs to be seen with caution. Even so, it sheds light on the many underlying factors that can come into play when trying to understand what influences pupils' L2 WTC.

4.2.2 Interlocutors

Table 8 gives an overview of the participants' preferred interlocutors when speaking an L2. In the questionnaire survey, the participants had the opportunity to choose between eight different interlocutors and were instructed to tick a minimum of one interlocutor and a maximum of three. Consequently, it is important to emphasize that the topic of interlocutors is discussed with caution. As the survey limited the respondents to tick a maximum of three interlocutors whom the participants found it the easiest to speak English with does not necessarily mean that the other options with a lower score are more difficult to converse with in the L2. Therefore, table 8 is to be interpreted as to what extent the various interlocutors are preferred.

Interlocutors	Respondents	Percentage (%)
Friends	31	83.8
Family	21	56.8
Teachers	12	32.4
Classmates	11	29.7
Strangers	8	21.6
Acquaintances	3	8.1
Anybody	1	2.7
Nobody	1	2.7

Table 8: Participants' preferred interlocutors

The data in table 8 reveals that familiarity with the interlocutors serves a key role in pupils' L2 WTC as 31 of the respondents (83.8%) stated that friends are someone who they find it easier to have a conversation with. Table 8 also shows family as the second easiest interlocutor as 21 of the pupils (56.8%) have ticked this option. Common for pupils' relationships with friends and family is often that their relationship is based on trust, comfort, and safety. In Austnes's (2020) master's thesis, she also found that familiarity with the interlocutors was essential for students in her study when engaging in L2 oral communication in the classroom (p. 56). However, Austnes (2020) also found that several of her students stated that they also choose to speak more English with people they do not know too well (p. 57). In the present study, the percentage of pupils who find it easier to speak English around acquaintances or strangers is relatively low. However, the fact that strangers are preferred over acquaintances is noteworthy. It can be speculated that it might have something to do with the fact that one is less likely to meet strangers again, whereas acquaintances are someone one can meet frequently, but do not necessarily trust or have any special connection to.

As the questionnaire in this study only consisted of closed questions, it is difficult to conclude why there are differences between the present study and Austnes' (2020) findings concerning less familiar interlocutors. However, as both studies have found that familiarity with the interlocuters is a strong preference amongst pupils when participating in L2 oral communication, it is possible to state that this is a noteworthy trend.

4.3 Research Question 2

This section will analyze and discuss the second research question of this thesis: To what extent does the L2 Motivational Self System (the ideal L2 self and ought-to L2 self) correlate with young Norwegian language learners' L2 willingness to communicate in the ESL classroom? along with the sub-question: Does one of the two factors in the L2 Motivational Self System (the ideal L2 self and the ought-to L2 self) impact young Norwegian learners' L2 willingness to communicate more than the other?

First, the self-reported data from part two and three (the L2MSS self-guides) of the questionnaire will be analyzed and discussed using various descriptive statistics. Second, to give a clear account of the two self-guides from the L2MSS theory, the results will be presented separately, with the ideal L2 self first followed by the results of ought-to self. Next, a correlation analysis and t-test will examine the connection between the variables (L2 WTC, ideal L2 self, and ought-to L2 self), test the probability of the findings occurring by chance, and answer the sub-question. Quotations from the interviews will be used to supplement the questionnaire data where appropriate. In addition, to investigate the overall average scores, the data of the thirteen participants who have a different language background, along with the one pupil who reported low goal achievement in the target language, will be analyzed in sub-sections 4.3.4.1 and 4.3.4.2.

The common hypothesis in the L2 Motivational Self System literature states that if proficiency in the target language is part of a learner’s ideal L2 self or ought-to L2 self, the learner will be more motivated to learn the language, which in turn will enhance the learner’s L2 WTC.

4.3.1 The Ideal L2 Self

Table 9 presents the findings of the participants' ideal L2 self. As mentioned in chapter 3, sub-section 3.3.2, the questionnaire survey uses a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). Based on the six-point Likert scale, the respondents' answers are categorized into equally large intervals representing high levels of ideal L2 self, moderate levels of ideal L2 self, and low levels of ideal L2 self. Table 9 is designed to give a complete and clear summary of the participants' ideal L2 self.

Rank	Respondents	Percentage (%)
High (4.1-6)	31	83.8
Moderate (2.1-4)	6	16.2
Low (0-2)	0	0

Table 9: Participants' self-reported level of the ideal L2 self

A scrutiny of the data in table 9 shows that 31 learners (83.8%) have high levels of the ideal L2 self. Further, 6 learner (16.2%) have moderate, and none of the learners have low levels of the ideal L2 self. The result indicates a very high perception of the ideal L2 self among the respondents. The high levels of ideal L2 self are confirmed through the category's mode value, showing that option number 6 (strongly agree) appears to be the most frequent answer in the data set.

To get an impression of the spread in the data, individual average scores are calculated. Based on individual answers, the highest average score found is 5.9, whereas the lowest average score is 3.8. These findings suggest a slight variation amongst the participants' answers. In addition, figures 5 and 6 below are included to give an even clearer illustration of the spread in the data.

Figure 5: Box plot of part two of the questionnaire survey

The box plot in figure 5 reveals that the mean value of the data set in part two of the questionnaire is 4.9. The median, showing the middle answer in the data set is 5. Further, the plot reveals that 75% of the answers is either option number 4 (slightly agree) or higher.

Figure 6: Box plots of the statements in part two of the questionnaire survey

Figure 6 shows the spread of answers to each statement in part two of the questionnaire. Similar to the box plot in sub-section 4.2.1, the first plot on the left hand side represents the first statement in part two of the survey, and so on. The statements are to be found in figure 7 in corresponding order. Figure 6 illustrates for example that statements number five and seven have the same average of 4.3. However, the distribution in the answers varies considerably between the statements. In statement five, the answers are distributed over all the alternatives available, with half of the answers is ticked off between option number 3 (slightly disagree) and 5 (agree). On the other hand, statement seven shows that the participants' answers range between option 3 (slightly disagree) and 6 (strongly agree), except for the outliner. For this statement, half of the answers is ticked off on either 4 (slightly agree) and 5 (agree).

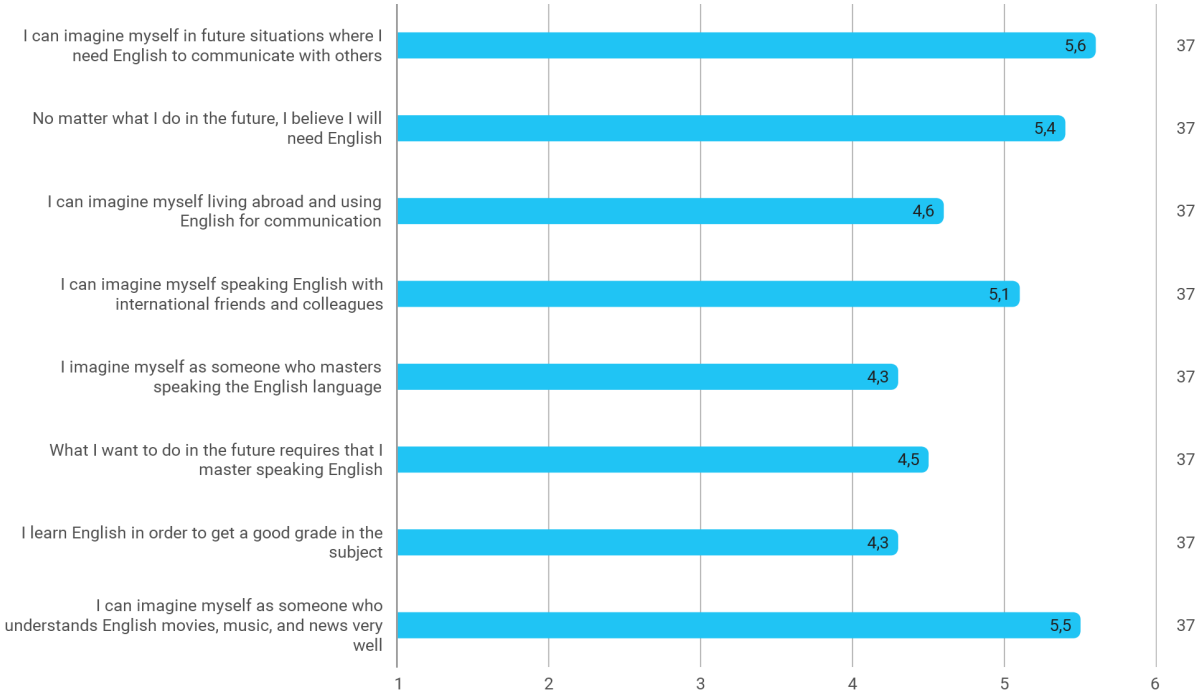

Figure 7: Bar chart of participants' ideal L2 self

The bar chart in figure 7 illustrates the average score of the statements in part two. The participants were asked to rate the statements according to how they relate to them. It is interesting to see what statements are the most relatable to the pupils on average, as this reveals what factors of the ideal L2 self that stand out to the participants. The statement that got the highest average score (5.6) concerns their imagination of future situations where they could need English to communicate with others, meaning that most pupils imagine themselves needing English to communicate with other people in the future. The second most relatable statement to the pupils on average (5.5) concerns their imagination of themselves as someone who can understand English movies, music, and news very well. Lastly, the third most relatable statement (5.4) states that no matter what they will be doing in the future, they believe they will need English. It is also noteworthy how statement seven reveals that getting a good grade is less important than the other statements. However, more research is needed to find out if this is due to the halo effect discussed in chapter 3, section 3.5.3, or other factors.

Further, the statement that got the highest average score in the questionnaire survey corresponds with findings from the interviews. In the interviews, it emerged that the respondents have a clear vision of situations where English will be necessary knowledge. For instance, when respondent 2 was asked in what situations he/she envisaged him/herself using English, respondent 2 answered:

> So, in the future… I think that right now, I am quite a fan of the internet and talk to people who are on the other side of the globe. And it seems that English has been determined as a global language that everyone should learn and that it has become the main form of communication between people who then speak other languages or do not live in Norway, meaning they do not know Norwegian. I would think that I use English to communicate with them. And, of course, language develops. Year after year, for example, in Norwegian, more and more English words start to be mixed into the language as time goes by. So, I also think that more and more Norwegians will have more to do with English because it will be very English fixated in a way. Yeah, my parents also use a lot of English today in their daily lives. They have jobs that require them to communicate with people who do not know Norwegian, and then it is often the case that everyone knows English. So, then it becomes the easiest way to communicate with others. So, I imagine that I will use it the same way they do. And if I work as something, then I imagine that there is a 99% chance that I will use it in my future job.

Apparent in respondent 2's answer, the pupil imagines the English language in a global setting where the internet brings people closer together and where the English language is the primary language of communication among people who do not speak the same L1. The respondent also refers to a global job market and a Norwegian language that gets more influenced by the English language as time goes by. Further, in table 10, respondents 1, 3, and 4 stated other situations where they imagined they would need the English language.

R1: When I am abroad, and if I speak with someone from another country or who does not speak Norwegian.	R3: I feel that I will need English if I meet someone who cannot speak Norwegian. I feel that I will use it then. Or for example, if I am gaming with someone, which I often do. Then I will need English.	R4: Abroad, or if you are going to a restaurant or similar, and you need to order food, then you can speak English instead of the language they speak. I: Ok, do you have examples of other situations? R4: If you are starting a new job and some people come from another country and who do not know Norwegian, but English and their first language. Then I can speak English with them.

Table 10: Interviewees' responses when asked when they imagine needing English

The respondents' answers in table 10 can be interpreted as their ideal L2 self is concentrating on relations to people with a different L1 in various social settings such as in future careers or in personal interest such as gaming and traveling. Common for all of them is that they all have a clear notion of English as a lingua franca. It is evident that the participants in the present study have high abilities to envision possible futures for themselves, with a clear image of what future situations will require the English language.

4.3.2 The Ought-to L2 Self

The data in table 11 presents the participants' levels of ought-to L2 self. Table 11 is designed the same way as table 9 (cf. sub-section 4.3.1).

Rank	**Respondents**	**Percentage (%)**
High (4.1-6)	11	29.7
Moderate (2.1-4)	24	64.9
Low (0-2)	2	5.4

Table 11: Participants' self-reported level of ought-to L2 self

Table 11 reveals 11 learners (29.7%) have high, 24 learner (64.9%) have moderate, and 2 learners (5.4%) have a low level of ought-to L2 self. The data is based on statements that refer to different situations where an L2 learner might believe one ought to master an L2 or feel

pressured to learn it because of someone else's sense of duties and responsibilities in learning the L2 (for examples of such statements, see figure 7). Further, the mode value of the data set shows a value of 4. Therefore, the results in this category suggest that the attributes the learners believe one ought to possess affect the learners to a moderate degree.

Compared to the ideal L2 self, the levels of ought-to L2 self are considerably lower. In table 9 31 respondents (83.8%) showed high levels of ideal L2 self, whereas in table 11 only 11 respondents (29.7%) showed high levels of ought-to L2 self. In addition, 2 respondents (5.4%) have low levels of ought-to L2 self, whereas none of the respondents showed low levels of ideal L2 self. So far, the numbers seem to indicate that there is a greater connection between L2 WTC and the ideal L2 self as both variables have a similar distribution of numbers, and relatively high scores.

However, the average individual scores of the ought-to L2 self show that the highest average score found in this data material is 6.0 indicating that the pupil is greatly influenced. In contrast, the lowest individual average score is 1.0 indicating that the pupil is in no, or to a slight degree, influenced. Compared to both L2 WTC in sub-section 4.2.1 and the ideal L2 self in sub-section 4.3.1, this is the most remarkable variation among the participants in this study. The variation entails that the impact of the attributes the learners believe one ought to possess varies largely from learner to learner. This is also clear in the box plots in figure 8 and 9 below.

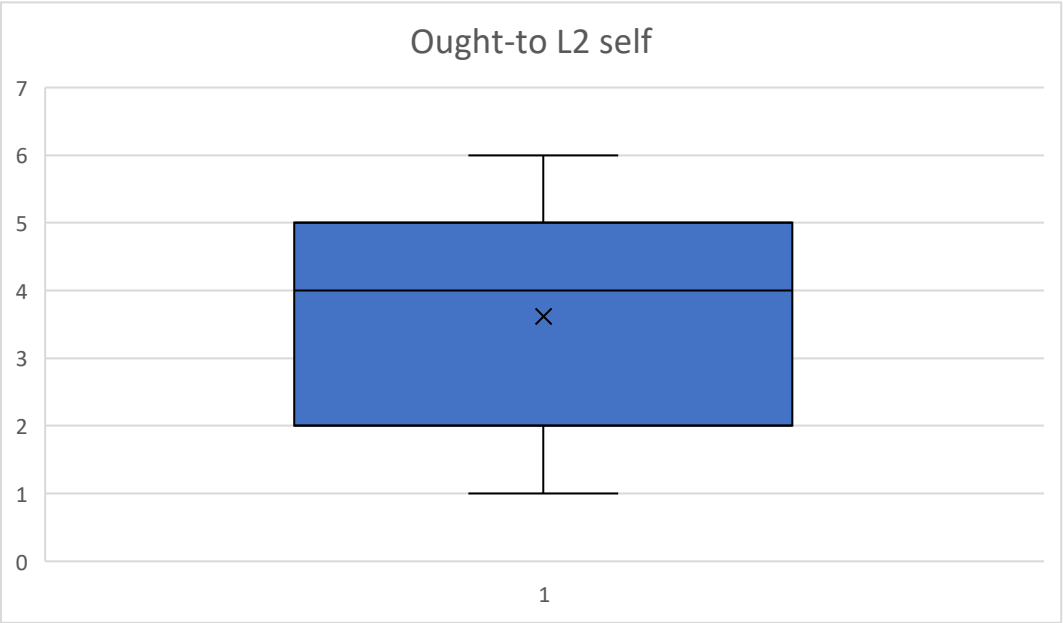

Figure 8: Box plot of part three of the questionnaire survey

The box plot in figure 8 reveals that the mean value of this data set is 3.6. This mean value is considerably lower than the mean value of the ideal L2 self (4.9), suggesting that the ought-to L2 self has less impact on the learners' motivation to learn an L2 compared to the ideal L2 self. Further, the plot also shows that the median of the data set is 4.

Figure 9: Box plots of the statements in part three of the questionnaire survey

Further figure 9 shows the spread of answers to the statements concerning the participants' ought-to L2 self. Similar to the box plots in sub-section 4.2.1, the first plot on the left hand side represent the first statement in part two of the survey, and so on. The statements are to be found in figure 10 in corresponding order. Noteworthy in figure 9, statements five, six and

seven almost have identical mean values, but the distribution in answers are different. In statements five and seven, the answers are distributed over all alternatives. However, for statement six, the answers range between 3 (slightly disagree) and 6 (strongly agree), whereas about half of the answers is between 4 (slightly agree) and 5 (agree), except for a few outliners.

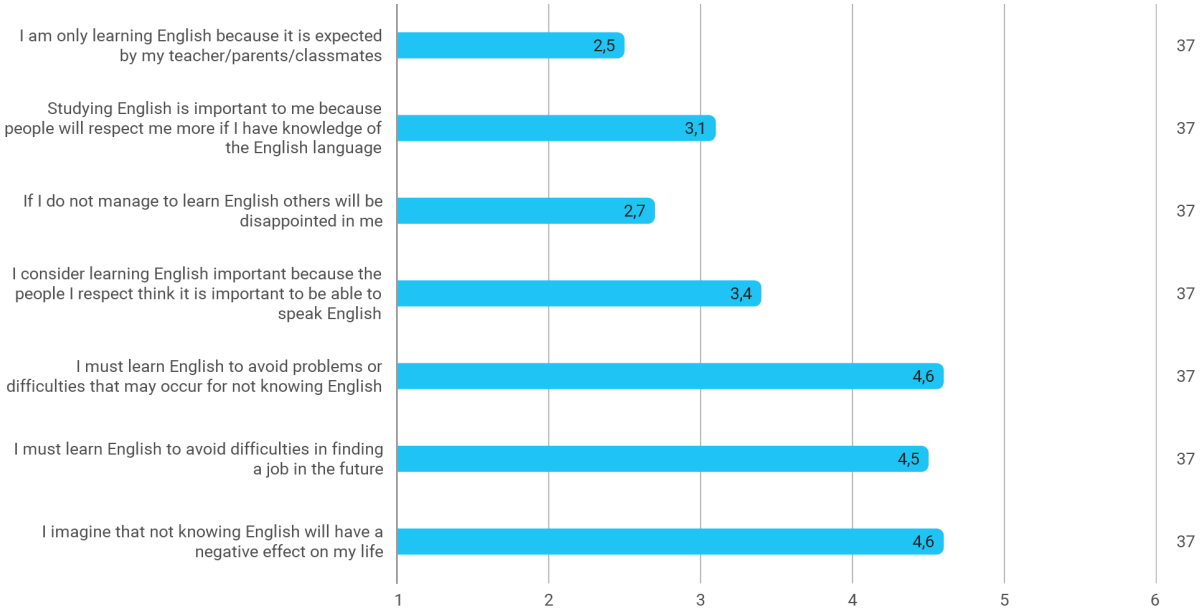

Figure 10: Bar chart of participants' ought-to L2 self

The bar chart in figure 10 sheds light on three statements that stand out as the most relatable to the respondents in the questionnaire survey based on average scores. The first of the most relatable statements shows an average score of 4.6 and states that by learning English, one could prevent potential difficulties and challenges resulting form not knowing English. Next, a statement with an equal mean value of 4.6 refers to how a lack of English knowledge might negatively impact the pupil's life. The two statements are reasonably similar as they touch on general negativity for not knowing the English language. Lastly, the third most relatable statement, with a mean value of 4.5, deals with avoiding potential difficulties in finding a job in the future. As mentioned in chapter 2, sub-section 2.4.4, what is particularly noteworthy here is that this self-guide contains both practical consequences (e.g., I imagine that not knowing English will have a negative effect on my life) on the one hand, and other people's opinions (e.g., I am only learning English because it is expected by my teacher/parents/classmates) on the other. As both figures 9 and 10 reveals, it seems that the statements representing issues concerning practical consequences has the greatest impact on the majority of respondents.

Further, the respondents were asked if English were something they thought they ought to know during the interviews.

R1: Yes, I do think so. Because if I did not know English, I would not be very smart. I do believe English is something I ought to know. I: Why? R1: Because my parents expect it, and I expect to be good in English, and that I should know it well.	R2: Yes, I believe English is something I need to know. Because, as I have said, English is used to get rid of the language barriers. So, if I do not know English, it will become difficult to communicate with others who do not know Norwegian, and which is the only other language I know.	R3: Yes, actually yes. I: What is the reason for that? R3: Mostly because I imagine that I will use it a lot in the future.	R4: Yes, actually yes. I: Why do you feel that it is something you need to know? R4: Me and my family travel a lot, and it is no fun to just be with the family. So, if you… So, if I get in touch with a girl or something, it is nice to hang out with them and speak English. I: Ok, other reasons? R4: Well, many of my friends are good at English. And if I want to become an English teacher, I feel that it would be important to be good at English. So, it is really just that. I: Ok, so because of work and you do not want to have a lower level of English than your friends? R4: Yes.

Table 12: Interviewees' opinions on the necessity of learning English

A noteworthy answer that emerges in the interviews is that respondent 1 feels it is necessary to know English because it is expected from his/her parents and him/herself. The fact that the respondent feels this way indicates some evidence of the ought-to L2 self and the impact of other people's opinions. Another example of the ought-to L2 self where other people's opinions are present is found in respondent 4's comparison to his/her friends. Respondent 4 states that many of his/her friends are good at English, hence he/she feels that he/she must be

good at English as well. In these examples, theory suggests that the other's expectation and beliefs of attributes that are valuable for the learner will have a motivating function in the way that the learners can adopt their vision for themselves and internalize it to some extent (Dörnyei & Ryan, 2015, p. 88). However, it is evident in respondents' 2, 3 and 4 answers that practical consequences also impact their ought-to L2 self.

Further, respondent 1 also stated that he/she expects it from him/herself. The mixture between others' expectations and one's own expectations illustrates the difficulties when interpreting and distinguishing between the two self-guides. Both self-guides emerge from the individual's thoughts, perceptions, and expectations but are also affected by other people (Dörnyei & Ryan, 2015, p. 88). This way, the self-guides work in similar ways and can also be experienced simultaneously to a varying extent.

4.3.3 Correlation Analysis

The correlation analysis in this study is conducted in Excel using its CORREL function and tested for statistical significance using Excel's T.DIST.2T function. The correlation data is distributed within the correlational coefficient value of +1 and -1, where +1 indicates a perfect positive relationship, -1 indicates a perfect negative relationship, and 0 indicates no relationship between the variables.

Variable	**r**	**N**	**t**	**p**
Ideal L2 self	0.35	37	2.22	0.03
Ought-to L2 self	-0.03	37	0.15	0.88

Table 13: Pearson correlation analysis and Student's t-test

The results of the correlation analysis in table 13 shows that the average score in the ideal L2 self correlates positively at a statistically significantly level ($r = 0.35$, $p = 0.03$) with the average score in the L2 WTC. The result of the analysis is in accordance with other studies (e.g., Lee & Lee, 2019; Lee & Lu, 2021; Al-Hoorie, 2018; Sak, 2020; Martinović & Burić, 2021), who also found various positive correlations between the ideal L2 self and L2 WTC or intended effort. As for the ought-to L2 self, the correlation analysis shows that the same average score in L2 WTC correlates slightly negatively at a statistically insignificant level ($r = -0.03$, $p = 0.88$) with the average score in the ought-to L2 self. A negative correlation between the two variables could suggest that the ought-to self does not co-occur with the pupils' L2

WTC. In comparison, Al-Hoorie's (2018) meta-analysis shows a moderate correlation scoring r = 0.38 (p. 732), and Lee and Lee (2020) found significant associations between the ought-to L2 self and L2 WTC. The fact that there are deviations between Lee and Lee's (2020) findings and the present study can be explained in two ways. First, the participants' educational environments may differ due to a distinction in norms and social desires in the two countries (and continents). Second, the participants in the two studies are at different stages in their education (e.g., high school and university students vs. lower secondary school pupils). However, if the case is that these factors affect the participants' attitude and emotions toward language learning, the studies are not entirely comparable.

The correlation analysis results lead to the sub-question of this research question: Do one of the two factors in the L2 Motivational Self System (the ideal L2 self and the ought-to L2 self) impact young Norwegian learners' willingness to communicate more than the other? The scrutiny of the correlation data shows a significant difference in the extent to which the two self-guides of the L2MSS construct affect the participants of this study. Both quantitative and qualitative results show a positive trend to the proposition that ESL pupils who possess more vivid ideal L2 self images are likely to become more willing to communicate in the L2 in the classroom. A similar result has been found in Lee and Lu (2021), Al-Hoorie (2018) and Sak (2020).

Some suggestions for the ideal L2 self having a stronger correlation than the ought-to L2 self may be presented here. For example, a language learner with a strong sense of ideal L2 self may be able to set goals and see a purpose and usefulness in learning the L2, which in turn provide a motivating power that guides the learners toward success in the L2. The imagined L2 self will, in that way, feed the enthusiasm and motivation in advantage for the learner (Sak, 2020, p. 198). This is clearly illustrated in the interview with respondent 2 in sub-section 4.3.1. Respondent 2's answer reveals that he/she has a strong sense of the ideal L2 self, and when respondent 2 was asked if English was important in the daily life now and in the future, the respondent answered:

> […] and yes, since I believe that I will use English in the future, I try to learn more and more English, and thus it becomes a part of the daily life when I try to learn English. I try to be exposed to more English-speaking people. For example, I use YouTube a lot, and really it is only English videos where they speak English I watch.

Respondent 2's statements reflect a person who sees a purpose in learning the English language and therefore is proactive, sets goals, and has a vision of what he/she wants to get out of the language learning experience.

The lower score for the ought-to L2 self could be explained in that the self-guide pertains to someone else's expectations rather than one's own ideals. As Al-Hoorie (2018) states, it can therefore be said that the self-guide primarily functions in a preventive fashion (p. 737). Suppose it is true that the self-guide function is preventative; this means that L2 learners may simply do the minimum required of them to satisfy another person's desires, rather than fulfilling them more thoroughly as one might do with one's own ideals. Such behavior will, in turn, result in learners that are less likely to sustain engagement and enthusiasm in L2 learning in the course of time. Hence, in some contexts, the ought-to L2 self may have an opposite effect, functioning as a demotivating variable (Al-Hoorie, 2018, p. 737).

4.3.4 Other Variable

As mentioned in the introduction to the chapter, self-perceived L2 proficiency and additional language experience are two variables that are not originally part of this thesis scope and research questions. Initially, the thesis only focusses on L2 WTC and L2 motivation without special regard to any particular background variables except the two biological variants of gender. However, as self-perceived L2 proficiency and additional language experience have shed some light on the complexity of L2 WTC and L2 motivation, it can be valuable to investigate further how these background variables might affect the participants' level of L2 WTC and the L2MSS self-guides.

4.3.4.1 Additional Language Experience

Table 14 below represents the pupils with additional language experience, followed by the rest of the participants. Two new mean values have been calculated to compare the pupils with additional language backgrounds with the other participants in the study. One mean value represents the pupils with additional language background, and one without any specific previous language experience. The mean values are calculated for all of this thesis' variables (L2 WTC, ideal L2 self, and ought-to L2 self). This means that the mean value used here differs from the general mean values presented in sub-sections 4.2.1, 4.3.1 and 4.3.2.

Category	Variable	Mean Value	Respondents
Additional Language Experience	L2 WTC	3,6	13
Additional Language Experience	Ideal L2 self	5,0	13
Additional Language Experience	Ought-to L2 self	3,6	13
The Rest of the Participants	L2 WTC	3,8	24
The Rest of the Participants	Ideal L2 self	4,9	24
The Rest of the Participants	Ought-to L2 self	3,6	24

Table 14: Mean value – additional language experience

As table 14 shows, the thirteen pupils who reported additional language experience in that they have lived abroad, attended an international school, or speaks another language at home, reported an average L2 WTC of 3.6. The rest of the participants scored a mean value of 3.8 on L2 WTC. These numbers suggest that the pupils with an additional language background are slightly less willing to communicate English than the rest. As this study is not designed to find causes, it is impossible to conclude why the pupils with additional language experience would be a little less willing to speak, but some reasons can be speculated. For example, according to the L2 WTC model proposed by MacIntyre et al. (1998), self-confidence can be enhanced due to previous language experience. However, it can also increase anxiety if the previous language experience was unpleasant and uncomfortable. Further, table 14 shows that the pupils with additional language experience's ideal L2 self have a mean value of 5.0, compared to the rest of the participants, who reported a mean value of 4.9. The level of ought-to L2 self appears to be equal for both groups. Further, in table 15, a correlation analysis and t-test has been performed on the data set of the pupils with additional language experiences and to the rest of the participants.

Variable	Category	r	N	t	p
Ideal L2 self	Additional language background	-0.15	13	0.51	0.62
Ought-to L2 self	Additional language background	-0.24	13	3.32	0.01
Ideal L2 self	The rest of the participants	0.74	24	5.11	0.00
Ought-to L2 self	The rest of the participants	0.04	24	0.20	0.84

Table 15: Pearson correlation analysis and Student's t-test – additional language experience

Table 15 shows a negative correlation at a statistically insignificant level between L2 WTC and the ideal L2 self (r = -0.15, p = 0.62) for the pupils with additional language experience. As for the ought-to L2 self the correlation to L2 WTC is also negative, but at a significant level (r = -0.24, p = 0.01) for the pupils with additional language experiences. The analysis indicates that there is no obvious correlation with either of the self-guides. However, the ought-to L2 self is particularly negative compared to the ideal L2 self. As for the rest of the participants, table 15 shows a strong positive correlation at a statistically significant level between L2 WTC and the ideal L2 self (r = 0.74, p = 0.00) and a weak positive correlation at a statistically insignificant level between L2 WTC and the ought-to L2 self (r = 0.04, p = 0.84). Unlike the results for the pupils with additional language backgrounds, this suggests a that the ideal L2 self is a strong predictor of the rest of the participants' L2 WTC in the present study. However, as the sample size is small and one of the results are statistically insignificant as well, these results might be completely incidental.

The literature states that previous language experiences can positively and negatively affect the pupils' L2 WTC. However, it is not possible to conclude whether previous negative experiences with the target language are the reason for the results in this present study. However, some suggestions can be made to why the findings showed a negative correlation. First, variables in the L2 WTC model other than motivation may affect the pupils with additional language experience L2 WTC more. Another guess is based on the fact that the self-guides in the present study do not measure the actual discrepancy between the current self and future self. It may be that the learners with additional language experience already have a smaller discrepancy compared to the rest of the participants. This means that they potentially already feel that they have mastered the target language. Hence, the self-guides do not have the same motivating effect as it does for the learners who find themselves with a more considerable discrepancy between their current self and ideal or feared future self.

4.3.4.2 Self-reported Goal Achievement

This sub-section concerns the participants' self-reported goal achievement. Displayed in the table below, all participants have been grouped based on their self-reported goal achievement to enable comparisons between them. Table 16 shows that the majority of the participants ticked off high or medium goal achievement, except for one pupil who ticked low goal achievement.

Groups	Variable	Mean Value	Respondents
High Goal Achievement	L2 WTC	4.0	17
High Goal Achievement	Ideal L2 self	4.9	17
High Goal Achievement	Ought-to L2 self	3.5	17
Medium Goal Achievement	L2 WTC	3.2	19
Medium Goal Achievement	Ideal L2 self	4.5	19
Medium Goal Achievement	Ought-to L2 self	3.3	19
Low Goal Achievement	L2 WTC	4.6	1
Low Goal Achievement	Ideal L2 self	3.8	1
Low Goal Achievement	Ought-to L2 self	4.0	1

Table 16: Mean value – self-reported goal achievement

It is interesting to see how the one pupil with self-reported low goal achievement scores a mean value of 4.6 on L2 WTC, compared to those with high goal achievement (4.0) and medium goal achievement (3.2). The numbers suggest that the pupil with low goal achievement is more willing to communicate in the target language than the pupils who evaluated themselves as having a higher proficiency in the target language. However, it is crucial to keep in mind that L2 WTC does not equal actual participation but intentional behavior. Intentional behavior means that the pupil with low goal achievement does not necessarily have a higher degree of participation than the rest but is willing to communicate if/when getting the opportunity.

The one pupil's high level of L2 WTC can, for example, be seen in connection with the pupils' high mean value of ought-to L2 self (4.0), which compared to the participants with both high goal achievement (3.5) and medium goal achievement (3.3), is a lot higher. However, it is not possible to conduct a correlation analysis to test if the L2 WTC relates to the ought-to L2 self when the correlation analysis data is based on only one person. Therefore, explanations will be speculated based on the theoretical aspect of Dörnyei's (2005) L2MSS self-guides and MacIntyre et al.'s (1998) L2 WTC model. As the theory of the L2MSS construct states, the high level of L2 WTC and the high level of ought-to L2 self could suggest that the pupil feels that he/she ought to participate when asked to do so. To illustrate, the pupil with self-reported low goal achievement rated two statements from the questionnaire higher than the other. First, the statement "I am only learning English because it is expected by my teacher/parents/classmates" was rated 5 (agree) out of 6 (strongly agree).

Second, “I must learn English to avoid problems or difficulties that may occur for not knowing English” was rated 6 out of 6 (strongly agree), suggesting that the pupil in a great way relates with the two statements concerning other people’s opinions.

On the other hand, the pupil with self-reported low goal achievement does score a lower mean value on the ideal L2 self (3.8) compared to those with high (4.9) and medium (4.5) goal achievement. The lower score can strengthen the assumption that the ought-to L2 self plays a more vital role in the pupil’s L2 WTC. A last suggestion can be that neither of the self-guides affects the pupils' L2 WTC and that an explanation can be found in other variables in MacIntyre et al.’s (1998) L2 WTC model. For example, as people’s perception not necessarily only concerns the number of skills you have, but also what you believe you can do, this case can portray a learner that can be an outgoing person with high self-esteem which in turn contributes to his/her willingness to communicate (Galajda, 2017, p. 32).

However, the findings in table 16 show some differences compared to other research. For example, Norderud (2017) found that students with high self-perceived L2 proficiency tend to be more willing to communicate in the ESL classroom than those with low self-perceived L2 proficiency. In comparison, the present study shows that the one pupil with low self-perceived goal achievement is more willing to communicate in the ESL classroom than those with high self-perceived L2 proficiency. Of course, it is essential to emphasize that the pupils with high self-perceived L2 proficiency also have high levels of L2 WTC. Nevertheless, the result might be completely incidental as the assumptions are based on only one pupil with low goal achievement. Therefore, further research on the topic is needed.

4.4 Research Question 3

Lastly, this section will address the third and final research question of this thesis: Does the ideal L2 self or the ought-to L2 self motivate young Norwegian language learners' L2 willingness to communicate differently, based on their gender? The data collected using the online questionnaire survey had to be categorized based on the respondent’s self-reported gender to answer the last research question. Since there are only four respondents who have ticked off “others/prefer not to say” their data will be presented but not discussed. The reason is that even though the four respondents have ticked off this option, it does not necessarily mean that their social gender is something different than girl or boy. Also, most SLA research

is gender binary (e.g., Henry & Cliffordson, 2013; Dörnyei, 2006). Thus, this thesis will also be based on a gender binary distribution.

Earlier research on the topic (Henry & Cliffordson, 2013; Dörnyei et al., 2006) stresses how research reveals almost an invariant pattern of females scoring higher on motivational aspects in learning a language than males, suggesting that there are gender differences in their L2 motivation and view of L2 communication.

Category	Respondents	Percentage (%)
Girls	13	35.1
Boys	20	54.1
Others/Prefer not to say	4	10.8
In total	37	100

Table 17: Participants' gender

Table 17 is based on the questionnaire survey data that allowed the respondents to categorize their gender identity into one out of three gender identity groups. As table 17 shows, 13 of the participants (35.1%) identify as girls, 20 participants (54.1%) identify as boys, and four pupils (10.8%) prefer not to say or identify with another gender identity than the other two alternatives presented.

Category	Variable	Mean Value
Girls	L2 WTC	3.3
Girls	Ideal L2 self	4.8
Girls	Ought-to L2 self	3.3
Boys	L2 WTC	4.3
Boys	Ideal L2 self	5.1
Boys	Ought-to L2 self	3.7
Others	L2 WTC	3.3
Others	Ideal L2 self	4.8
Others	Ought-to L2 self	3.8

Table 18: Mean value - gender

Based on the data in table 18 findings suggest that boys are more willing to communicate on average compared to girls. The boys also have slightly higher levels of ideal L2 self and

ought-to L2 self compared to the girls. So far, the numbers indicate that there is both a higher motivation and a higher L2 WTC amongst boys.

Category	Variables	r	N	t	p
Girls	Ideal L2 self	0.55	13	2.16	0.05
Girls	Ought-to L2 self	-0.27	13	0.93	0.37
Boys	Ideal L2 self	0.21	20	0.92	0.37
Boys	Ought-to L2 self	0.02	20	0.10	0.92

Table 19: Pearson correlation analysis and Student's t-test - gender

The correlation analysis in table 19 shows that the girls' average score in the category of L2 WTC shows a strong positive correlation at a statistically significant level ($r = 0.55$, $p = 0.05$) with the ideal L2 self. However, their average score on the ought-to L2 self correlates negatively at a statistically insignificant level ($r = -0.27$, $p = 0.37$) with L2 WTC. As for the boys, the average score on the ideal L2 self shows a positive correlation at a statistically insignificant level ($r = 0.21$, $p = 0.37$) with their L2 WTC. Also, their scores on ought-to L2 self show a weak correlation, but also at a statistically insignificant level ($r = 0.02$, $p = 0.92$) with the L2 WTC. As the correlation analysis show, there are differences in how the two self-guides in the L2MSS construct affect the pupils based on their gender. However, for both genders, the ideal L2 self gave the strongest positive correlation with their reported L2 WTC out of the two self-guides, even though it only proved to be at a statistically significant level amongst the girls.

For future studies with larger sample sizes, it can be noteworthy to highlight how the ought-to L2 self correlated with the L2 WTC differently between the boys and the girls. The fact that the boys' result shows a slight positive correlation in contrast to the girl's negative correlation can suggest that boys, in a greater way than girls, feel required to learn an L2 to meet others' requirements and expectations, and to avoid negative consequences for not knowing the language. However, it is important to stress that the findings concerning the ought-to L2 self guide is statistically insignificant in both cases, meaning that both results can be completely incidental. Also, it is important to keep in mind that the boys' ought-to L2 self still showed a lower score compared to their ideal L2 self.

Compared to the numbers in table 18, the correlation analysis in table 19 gives a different picture of the role of the L2MSS self-guides regarding the participants' L2 WTC. As table 18

presented the average numbers of each variable, one would believe that the high average levels of boys L2 WTC and ideal L2 self would show positive trends to participate in oral communicating in the classroom. However, as the correlation analysis show, it is clear that girls seem to be more motivated and willing to participate in oral communication based on the ideal L2 self self-guide. The issue of which gender is more talkative could be an interesting issue for an observational study to address.

Further, the findings in the present study align more with the hypothesis presented in the beginning of this thesis, compared to the studies of Henry (2008) and Henry and Cliffordson (2013) conducted in Sweden. Henry and Cliffordson (2013) discuss how the rapid change in English among young people in Sweden may explain the lack of gender differences in their study. The change indicates that English is losing its foreign language status and is being reframed as an "essential must-have social and educational skill" instead (p. 285). As addressed in chapter 1, section 1.2, the changing status of English in Norway might also impact the participants in the present study, as both boys and girls showed positive correlations towards the ideal L2 self and L2 WTC, and that English in Norway no longer feels foreign (Rindal & Breivik, 2019, p. 435). However, the fact that the correlation analysis shows higher value for girls than for boys is suggested in theory to be in relation with girls' concern with interdependent self-construal, leading them in a greater way to envision themselves in future L2 communication situations (Henry & Cliffordson, 2013, p. 273).

5. Conclusion

This study has aimed to bring insight into the two phenomena of L2 WTC and L2 motivation from the point of view of young language learners in Norway. Therefore, this last chapter will summarize the main findings, elaborate on the pedagogical implications, conclude the thesis, and lastly make suggestions for further research.

The purpose of this thesis was threefold. First, the present study has investigated the pupils' L2 WTC in the light of MacIntyre et al.'s (1998) L2 WTC model. Second, Dörnyei's (2005) L2MSS construct was applied to analyze how the two self-guides of the construct affect the learners' L2 WTC. Lastly, the independent variable "gender" has been included to investigate if there are differences between how motivation affects boys and girls L2 WTC.

5.1 Summary of Main Findings

This study explored young Norwegian language learners' self-reported L2 willingness to communicate in relation to the two self-guides in the L2MSS construct in the ESL classroom. The data yielded several rich findings adding to the research field of SLA.

5.1.1 L2 Willingness to Communicate

With respect to the descriptive data, the analysis of self-reported data showed that about half of the participants perceive their L2 WTC as moderate. Only three participants perceive their L2 WTC as low, and the rest perceive their L2 WTC as high. This suggests a generally positive attitude towards participating in oral communication in the ESL classroom. The learning activities that the pupils seem to prefer when engaging in oral communication are activities where they communicate in small groups (e.g., talking to a learning partner or participate in group discussions). This suggests that group size impacts the L2 WTC and aligns with previous research (Austnes, 2020). Concerning classroom activities, tendencies to shyness and anxiety were also found in the scrutiny of the qualitative data. When it comes to interlocutors, friends and family appeared to be preferable.

5.1.2 L2 Motivational Self System

Most of the pupils participating in this study showed tendencies to high levels of ideal L2 self. The questionnaire data revealed that most of them imagine needing English in the future. In addition, it seems to be important for the participants to be someone who understands English

movies, music, and news. The interviews revealed that ideal L2 self image was connected to their personal interests (e.g., video games, internet) or future careers. Further, the data revealed that participants have moderate levels of ought-to L2 self. The data analysis showed a large spread in the respondents' answers regarding the extent to which they relate to the ought-to L2 self. Mainly, this self-guide revealed that the pupils primarily relate to the self-guide in terms of avoiding practical consequences of not knowing the language (e.g., difficulties in finding a job) and in the terms that other people's opinions seem to matter to them (e.g., expectations from parents and friends).

However, only the ideal L2 self was found to correlate statistically significantly with the participants' L2 WTC. This suggests that the ideal L2 self may motivate and predict the learners L2 WTC in the ESL classroom. In contrast, the ought-to L2 self correlates slightly negatively at a statistically insignificant level. The findings in this study correspond with other studies (e.g., Lee & Lee, 2019; Lee & Lu, 2021; Al-Hoorie, 2018; Sak, 2020; Martinović & Burić, 2021) in that the ideal L2 self is the strongest predictor of L2 WTC but deviates from the other studies in that the findings in this present study did not find a positive correlation to the ought-to L2 self.

5.1.3 L2 Motivational Self System and Gender

Regarding the correlation analysis and the t-test regarding the L2MSS construct, L2 WTC, and gender differences, the findings revealed that a positive correlation at a statistically significant level could be found in girls' level of ideal L2 self and L2 WTC. This suggest that the ideal L2 self is a predictor of girls' L2 WTC. In comparison, there was also found positive correlations between boys' level of ideal L2 self and L2 WTC and ought-to L2 self and L2 WTC. However, both correlation analyses regarding the boys' self-guides were found to be statistically insignificant. This suggests that the findings can be incidental.

5.1.4 Other Findings

The two additional variables in the data are self-perceived L2 proficiency and additional language experience. The data suggest that the majority of the participant perceive themselves as someone who has a medium or high proficiency in the English language, except for one student. In addition, thirteen pupils have additional language experience. However, the only positive correlation at a statistically significant level was found between the ideal L2 self and

L2 WTC amongst the group of pupils without a specific language background. Both self-guides correlated negatively at a statistically insignificant level for pupils with additional language backgrounds.

5.2 Pedagogical Implications

Based on the theoretical framework in this thesis, it has been argued that to gain proficiency in the target language, learners need to practice the oral language. Engaging pupils in oral activity is also emphasized in the national curriculum. Therefore, there is a need to address the pedagogical implications of implementing self-guides in the ESL classroom and the importance of the awareness of other influential factors on the pupils' L2 WTC.

The outcome of the present study points toward a connection between the ideal L2 self and L2 WTC, suggesting that it can benefit teachers to encourage learners to create L2-related visions for their future (Sak, 2020, p. 199). The visionary element in the ideal L2 self-guide in Dörnyei's L2MSS construct can therefore be seen as central to understanding long-term motivation and the sustained intensity towards learning the target language (Csizér, 2019, p. 79).

Also, as discussed in chapter 2, the self-guides in the L2MSS construct come with some conditions. If the conditions are not satisfied, the self-guides are not expected to exhibit full power. Therefore, as elaborated in sub-section 2.3.4, six steps have been outlined to help educators work with guided imagery in the ESL classroom. The six steps are outlined by Dörnyei (2009, cited in Csizér, 2019). An illustration of the steps is presented by the present author in figure 11 below.

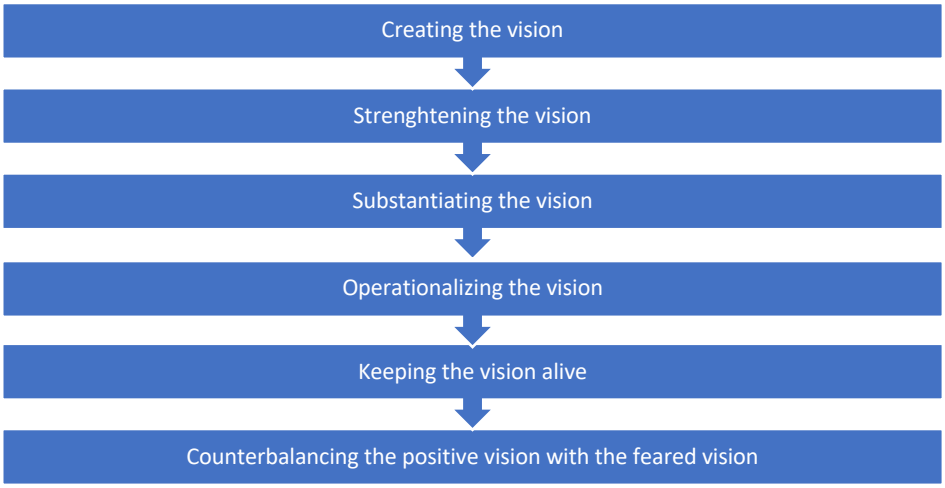

Figure 11: Self-guides step by step (Csizér, 2019, p. 79); my illustration

As several studies, including the present study have found the ideal L2 self to have potential for developing motivation towards L2 WTC, combining these six steps with the ideal L2 self-guide in the ESL classroom can possibly be beneficial (Csizér, 2019, p. 79). ESL learners may take advantage of increased awareness regarding their idealized L2 learning standards. Sak (2020) claims that visionary language learning may nurture individuals' willingness to put more effort into improving their L2 proficiency (p. 199). Hence, learners can benefit from developing rich and detailed visions of themselves as L2 users (Csizér, 2019, p. 79).

Also, a suggestion for young learners' English teachers is to be aware of interlocutors and group size when planning classroom activities to engage as many pupils in oral communication as possible. As stressed in chapter 4, sub-section 4.2.2, the findings suggest that friends are the most preferred interlocutors and talking to a learning partner or in groups are the preferred oral activity in the ESL classroom. Hence, it can be suggested that teachers should strive to adapt their activities to these guidelines. Of course, even though these findings align with previous research (e.g., Austnes, 2020), this is not say that this applies to all pupils; nor that the pupils should not be challenged to speak outside their comfort zone. However, the purpose behind addressing this is that teachers need to be aware that interlocutors and classroom activities play a crucial role in getting their pupils to communicate in the ESL classroom and should therefore strive to be familiar with their learners' preferences. In other words, teachers should start with building trust and confidence before challenging them to more complex communication situations.

5.3 Further Research

Further research on two phenomena of L2 WTC and motivation in Norwegian schools can be beneficial as this thesis has found correlations between the pupils' L2 WTC and motivation.

This thesis has acknowledged that it has some limitations that future research should address. The two most important limitations are the limited sample size, making it challenging to come to definite conclusions, and the reliance on self-reported data. As elaborated in chapter 3, section 3.5.3, self-reported data can weaken the credibility of the study. Hence, it can be suggested that future research approach the topic by making a few changes. One possibility is, of course, to increase the number of participants in the study. A second possibility is to include observations and teachers' evaluations in the study. Based on observations and teacher evaluations, it can be possible to investigate if the pupils' self-reported L2 WTC corresponds with their motivated learning behavior in the ESL classroom.

In addition, it can be worth mentioning that investigating different aspects of the phenomena will contribute to a broader understanding. For example, various digital tools and platforms (e.g., video games and YouTube) were brought forward in the interviews as something that contributes to the use of an L2. Here, investigating how digital tools enhance the pupils' L2 WTC could be valuable. Also, as mentioned in chapter 2, section 2.4, the process of L2 learning is longitudinal and thus subject to changes in the learner's behavior. This means that the pupils' motivation nor willingness to communicate are constant. Due to this, the phenomena should also be investigated for an extended period of time (Galajda, 2017, p. 38).

Lastly, this thesis has investigated motivation from the perspective that it functions as a factor contributing to success in L2 WTC. In other words, motivation has been used as an independent variable that will potentially increase L2 WTC. It could therefore be interesting to approach the topic from a different angle, such as investigating if failure in L2 WTC will find that lack of motivation is a crucial cause.

5.4 Conclusion

The present study has found that the ideal L2 self was significantly predictive of the pupils' L2 WTC in the ESL classroom. This finding aligns with previous research on the topic. Thus, based on these findings, it can be suggested that teachers could benefit from encouraging their

pupils to create L2-related visions. Based on the literature, this type of behavior is argued to promote motivation toward learning the target language, which may lead learners to develop L2 communication skills (Sak, 2020, p. 199).

On the other hand, this present study did not find a correlation between the pupils' L2 WTC and the ought to L2 self. This finding deviates from previous research. However, even though no correlation was found, this does not entail that the theory regarding the self-guide is incorrect. However, this study's statements representing the particular self-guide did not correlate with the participants' L2 WTC. Therefore, there is a greater basis for believing that the ideal L2 self is the best predictor of pupils' L2 WTC. Because there is no correlation between the ought-to L2 self and L2 WTC in this present study, it can be suggested that diversified measures in L2 motivation research are needed to obtain a more comprehensive picture of the phenomena (Al-Hoorie, 2018, p. 732). Because the investigation in this present study is centered on correlation relationships, it is important to exercise caution in suggesting any direct causal links among the variables studied. Motivational self-guides, such as the ideal L2 self, may be correlated with pupils' L2 WTC but may not be the sole causal agent.

Notably, due to the small sample size, the self-reported data, and the limited qualitative data in the present study, findings and conclusions have been made with caution. Nevertheless, the results of this study add to the growing body of research seeking to understand what contributes to young language learners' L2 WTC in the classroom. The contribution to the research field emerges in this thesis suggestions to whether some variables correlate and that these correlations should be further investigated (Cook & Cook, 2016, p. 193). Additionally, the empirical evidence presented in this thesis substantiates previous findings arguing that L2 WTC cannot be predicted in straightforward interpretations. The phenomena under investigation are complex, making it crucial to consider interrelationships to develop a more precise understanding of their structural characteristics (Galajda, 2017, p. 142).

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Appendices

Appendix A: NSD Approval

NSD NORSK SENTER FOR FORSKNINGSDATA

Vurdering

Referansenummer

223352

Prosjekttittel

Motivasjon og villighet til å snakke engelsk i engelskundervisning

Behandlingsansvarlig institusjon

Høgskulen på Vestlandet / Fakultet for lærerutdanning, kultur og idrett / Institutt for språk, litteratur, matematikk og tolkning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Stephanie Hazel Grønstad Wold , Stephanie.Hazel.Gronstad.Wold@hvl.no, tlf: +4755585698

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Marie Madsen, marie-madsen@hotmail.com, tlf: 98092806

Prosjektperiode

01.09.2021 - 05.06.2022

Vurdering (1)

07.12.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 07.12.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 05.06.2022.

LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Appendix B: Informed Consent Form

In this version of the informed consent form, the name of the school has been removed due to anonymization.

Samtykkeerklæring for foresatte i forbindelse med masteroppgave

Til foresatte til elevene på 8. trinn.

Formål

Mitt navn er Marie Madsen og jeg holder på å skrive en masteroppgave i Grunnskolelærerutdanning med fordypning i engelsk ved Høgskulen på Vestlandet. Masteroppgaven handler om elevers motivasjon til å snakke engelsk i engelskundervisningen. I den forbindelse ønsker jeg å gjennomføre en spørreundersøkelse og et par intervjuer i to klasser på 8 trinn. Med spørreundersøkelsen og intervjuene ønsker jeg å se på elevers motivasjon for muntlig kommunikasjon på engelsk i skoletimene.

Hva innebærer det å delta?

Elevene vil få tildelt et digitalt spørreskjema som vil ta ca. 7 minutter å gjennomføre. Spørreskjemaet vil gi et inntrykk av elevenes motivasjon og holdninger til å snakke engelsk i timene, i tillegg vil det samle inn bakgrunnsopplysninger som: alder, kjønn, skoleklasse, opphold i utland, engelsknivå og språk de snakker hjemme. I hovedsak vil spørreskjemaet være anonymt, men noen elever kan gjenkjennes basert på svaret de gir angående spørsmålet om «språket de snakker hjemme». Dette vil anonymiseres i den ferdigstilte oppgaven. I tillegg ønsker jeg å intervjue noen få elever i hver klasse for å komme mer i dybden på temaet. Intervjuene vil bli tatt opp med en taleopptaker. Jeg er ute etter å forstå elevenes perspektiv på muntlig kommunikasjon i engelsktimene, slik at man i fremtiden kan legge til rette for en engelskundervisning hvor elever ønsker å delta muntlig. Spørreundersøkelsen og intervju vil foregå på norsk. Foreldre har mulighet til å få se spørreskjema/intervju guide på forhånd ved å ta kontakt.

Det er frivillig å delta

Det er frivillig å delta i spørreundersøkelsen og på intervjuene, og elevene har mulighet til å trekke seg når som helst underveis uten å måtte begrunne dette nærmere. Dersom en elev trekker seg, vil alle innsamlede data om denne eleven bli slettet. Det vil ikke ha noen negative konsekvenser dersom eleven ikke ønsker å delta eller senere velger å trekke seg. Opplysningene om alle elever vil bli behandlet konfidensielt, og ingen enkeltpersoner vil kunne gjenkjennes i den ferdige oppgaven. Opplysningene anonymiseres og slettes når oppgaven er ferdig innen juni 2022.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Jeg vil bare bruke opplysningene om elevene til formålet jeg har fortalt om i dette skrivet. Opplysningene blir behandlet konfidensielt og i samsvar med personvernregelverket. Ved det digitale spørreskjemaet vil det bli brukt databehandleren SurveyXact som gjør det mulig å ikke samle inn IP-adresser. Ingen kontaktopplysninger vil bli spurt om ved intervjuet. Det vil kun være meg (Marie Madsen) og min veileder (Stephanie Hazel Wold) som har tilgang til svarene som blir gitt.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Kontakt

Har dere spørsmål angående studie, eller ønsker å vite mer om eller benytte deg av dine rettigheter kan det sendes på e-post meg på: marie-madsen@hotmail.com eller min veileder Stephanie Hazel Wold på stephanie.hazel.gronstad.wold@hvl.no. Det er også mulig å kontakte Trine Anikken Larsen som er personvernombud ved HVL. Hun kan kontaktes på tlf. + 47 55 58 76 82 eller på mail: Trine.Anikken.Larsen@hvl.no. Studiet er meldt til personvernombudet for forskning, Norsk samfunnsvitenskapelig datatjeneste (NSD).

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:
NDS - Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 53 21 15 00.

På neste side finner dere en samtykkeerklæring der dere kan krysse av om barnet deres kan delta i spørreundersøkelsen, intervjuet eller ingen av delene. De elevene som blir intervjuet vil bli valgt tilfeldig ut blant de elevene som samtykker til denne delen av prosjektet. Elevene vil få muntlig informasjon om prosjektet, men det er flott om dere kan gå gjennom dette skrivet, og sammen skrive under samtykkeerklæringen. Spørreundersøkelsen og intervjuene vil ta sted i uke 3/4, og jeg ber derfor om at svarslippen leveres til faglærer i engelsk innen 14. januar 2022.

Svarskjema

Vennligst sett kryss ved ett av de tre alternativene.

(Navnet på eleven) _____ kan delta i:

- ☐ Spørreundersøkelse og intervju
- ☐ Spørreundersøkelse
- ☐ Ingen av delene

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet.

_____ _____

Signatur foresatt Signatur elev

Appendix C: Questionnaire
Spørreundersøkelse til masteroppgave

Denne spørreundersøkelsen utføres i forbindelse med et masterstudium ved Høgskulen på Vestlandet.

I denne spørreundersøkelsen finnes det ingen svar som er rett eller galt. Det viktigste er at du prøver å svare så ærlig du kan. Om du lurer på noe underveis kan du rekke opp hånden. Spørreundersøkelsen vil ta ca. 7 minutter å gjennomføre.

Tusen takk for at du deltar.

DEL 1.
Hvor villig er du til å snakke engelsk i disse situasjonene?
Med ordet "villig" menes hvor positivt innstilt du er på å snakke i situasjonene beskrevet under.

Trykk på det alternativet som passer best.

	Aldri	Svært sjeldent	Sjeldent	Ofte	Svært ofte	Alltid
Når jeg får mulighet til å snakke fritt i engelsktimen.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Når jeg får snakke foran klassen i engelsktimen.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Når jeg skal presentere meg selv på engelsk.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
For å uttrykke mine meninger på engelsk foran hele klassen.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Når vi har gruppediskusjoner i engelsktimen.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Når jeg får fremføre en presentasjon	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍

foran engelskklassen.												
Når jeg får snakke med én læringsvenn.	(1)	❍	(2)	❍	(3)	❍	(4)	❍	(5)	❍	(6)	❍
Når jeg får gjøre rollespill (f.eks. et jobbintervju) på engelsk foran engelskklassen.	(1)	❍	(2)	❍	(3)	❍	(4)	❍	(5)	❍	(6)	❍
For å stille et spørsmål til læreren.	(1)	❍	(2)	❍	(3)	❍	(4)	❍	(5)	❍	(6)	❍

Det er lettere å snakke engelsk når jeg er rundt:
Marker det/de alternativene som passer best. Opptil 3 kryss er mulig.

(1) ❑ Venner
(2) ❑ Klassekamerater
(3) ❑ Læreren
(4) ❑ Familie
(5) ❑ Bekjente
(6) ❑ Fremmede
(7) ❑ Hvem som helst
(8) ❑ Ingen

Trykk på det alternativet som passer best

	Aldri	Svært sjeldent	Sjeldent	Ofte	Svært ofte	Alltid
Jeg prøver så godt jeg kan å kun snakke engelsk når vi har engelskfaget på skolen.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Jeg prøver å snakke så lite norsk som mulig når vi får i oppgave å snakke sammen i engelskfaget.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍

DEL 2.
Trykk på det alternativet som passer best

	Helt uenig	Delvis uenig	Litt uenig	Litt enig	Delvis enig	Helt enig
Jeg kan se for meg at jeg kommer i fremtidige situasjoner hvor jeg trenger å snakke engelsk for å kommunisere med andre.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Uansett hva jeg gjør i fremtiden, tror jeg at jeg kommer til å trenge engelsk.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Jeg kan se for meg å bo i utlandet og bruke engelsk for å kommunisere.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Jeg kan se for meg å snakke engelsk med internasjonale venner og kollegaer.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Jeg forestiller meg selv som en som mestrer å snakke engelsk.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Det jeg ønsker å gjøre i fremtiden krever at jeg mestrer å snakke engelsk.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍

Jeg lærer engelsk slik at jeg kan få en god karakter i faget.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Jeg kan se for meg meg selv som en som kan forstå engelske filmer, musikk og nyheter veldig godt.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍

DEL 3.
Trykk på det alternativet som passer best.

	Helt uenig	Delvis uenig	Litt uenig	Litt enig	Delvis enig	Helt enig
Jeg lærer engelsk kun fordi det er forventet av læreren/foreldrene/ klassekameratene mine.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Å studere engelsk er viktig for meg fordi personer rundt meg vil respektere meg mer dersom jeg kan engelsk.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Hvis jeg ikke klarer å lære meg engelsk vil andre bli skuffet over meg.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍
Jeg syns det er viktig å lære engelsk fordi mennesker jeg ser opp til syns det er viktig å kunne snakke engelsk.	(1) ❍	(2) ❍	(3) ❍	(4) ❍	(5) ❍	(6) ❍

Jeg må lære engelsk for å unngå fremtidige problemer eller utfordringer som kan oppstå med at jeg ikke kan engelsk.	(1)	❍	(2)	❍	(3)	❍	(4)	❍	(5)	❍	(6)	❍
Jeg må lære engelsk slik at jeg ikke får problemer med å finne meg en jobb i fremtiden.	(1)	❍	(2)	❍	(3)	❍	(4)	❍	(5)	❍	(6)	❍
Jeg ser for meg at det å ikke kunne engelsk vil ha en negativ påvirkning på livet mitt.	(1)	❍	(2)	❍	(3)	❍	(4)	❍	(5)	❍	(6)	❍

BAKGRUNNSINFORMASJON

Hvilken klasse går du i?

(1) ❍ B (2) ❍ C

Kjønn

(1) ❍ Jente (2) ❍ Gutt (3) ❍ Annet/vil ikke oppgi

Hvor gammel er du?

(1) ❍ 12 år (2) ❍ 13 år (3) ❍ 14 år

Har du bodd i engelsktalende land og/eller gått på internasjonal skole?

(1) ❍ Ja (2) ❍ Nei

Hvor lenge har du bodd i engelsktalende land og/eller gått på internasjonal skole?

(1) ❍ Under 3 måneder (2) ❍ 3-6 måneder (3) ❍ 6-12 måneder (4) ❍ Over ett år

Hvilke språk snakker du daglig hjemme?
Her kan du krysse av flere alternativ.
Dersom du krysser av "annet" kan du skrive hvilke(t) språk du snakker hjemme i boksen under.

(1) ❑ Norsk
(2) ❑ Engelsk
(3) ❑ Annet _____

Hvilket engelsknivå vil du si at du selv er på?

(1) ❍ Lav måloppnåelse	(2) ❍ Middels måloppnåelse	(3) ❍ Høy måloppnåelse

Appendix D: Interview Guide

Intervjuguide

Introduksjon

Dette intervjuet blir gjennomført på bakgrunn av spørreundersøkelsen som du har deltatt i. Det gjennomføres for å få hente ut mer informasjon som kan hjelpe meg som forsker med å forstå elever sin villighet til å snakke engelsk i klasserommet. Svarene dine vil bli anonymisert og konfidensielle. Ingen svar er feil. Tillat spørsmål.

Du kan velge å ikke svare på spørsmålene jeg stiller underveis i intervjuet uten å begrunne hvorfor du ikke ønsker å svare, samt trekke deg når som helst, selv etter intervjuet har startet.

Spørsmål

1. Hva ønsker du å bli/jobbe med når du blir voksen?
2. Hvor ser du for deg at du er om 10 år?
3. I hvilke situasjoner ser du for deg at du får bruk for engelsk?
4. Er god engelsk viktig i dagliglivet nå og i fremtiden?
5. Ser du på engelsk som noe du er nødt til å kunne?
6. Hva er dine holdninger til å lære engelsk? Hvorfor er du interessert/ikke interessert i å lære engelsk?
7. Snakker du engelsk i timen hvis du blir bedt om det? Hvorfor/hvorfor ikke?
8. Snakker du engelsk i timen frivillig? Hvorfor/hvorfor ikke? (situasjoner)
9. Ønsker du å bli god/bedre i engelsk?
10. Ser du på engelsk som nyttig å kunne?
    - Ser du for deg at engelsk er noe du bruker i fremtiden?

Avslutning

Har du spørsmål eller annen informasjon å tilføye?
Ønsker du å høre gjennom intervjuet og endre noe ved intervjuet?
Fortell hva som vil skje med informasjonen/dataene som er samlet.
Takk for deltakelsen.

Appendix E: Excerpts from the Interviews

Interviewer – I

Respondent – R

Respondent 1

[...]

I: Okei, så i hvilke situasjoner ser du for deg at du får bruk for engelsk?

R1: Når jeg er i utlandet, og hvis jeg snakker med noen som er fra utlandet eller som ikke snakker norsk.

I: Er god engelsk viktig for deg i dagliglivet nå og i fremtiden?

R1: Ja, altså i alle filmer er det jo engelsk, så jeg må skjønne engelsk ganske bra.

I: Ser du på engelsk som noe du er nødt til å kunne?

R1: Ja, jeg gjør det tror jeg. For hvis jeg ikke kunne engelsk så ville jeg ikke vært veldig smart. Jeg tror engelsk er noe jeg må kunne.

I: Hvorfor?

R1: Fordi foreldrene mine forventer det, og jeg forventer at jeg skal være ganske god i engelsk og at jeg skal kunne det bra.

[...]

I: Snakker du engelsk i timen om du blir bedt om det?

R1: Ja, hvis læreren ber om at jeg skal snakke på engelsk så gjør jeg det.

I: Snakker du engelsk frivillig i timen?

R1: Noen ganger. Altså, ja. Noen ganger. Hvis det er engelsk, så gjør jeg kanskje det ja.

I: Okei, kommer du inn i engelsk-timen og tenker at du skal prøve å snakke engelsk gjennom hele timen?

R1: Jeg tenker gjerne at jeg skal gjøre det, men så glemmer jeg kanskje det, også snakker jeg bare norsk noen ganger, men jeg tror jeg har en positiv holdning liksom når jeg kommer inn i timen til at jeg skal snakke engelsk.

[...]

Respondent 2

[...]

I: I hvilke situasjoner ser du for deg at du får bruk for engelsk?

R2: Altså, sånn i fremtiden så tenker jeg at akkurat nå så er jeg jo ganske fan av internett sant og snakke med folk som er på andre siden av kloden. Og det virker jo da som om at engelsk har blitt bestemt som et globalt språk som alle skal lære. Og det blir jo da hovedformen av kommunikasjon mellom folk som da snakker andre språk eller ikke bor i Norge, så da at de ikke kan norsk. Da vil jeg jo tenke at jeg bruker engelsk til å kommunisere med dem. Og selvfølgelig, språk utvikler seg jo. År etter år. Så for eksempel norsk, etter hvert som tiden går, så begynner jo flere og flere engelske ord å bli blandet inn i språket. Så jeg tror også at mer og mer så kommer liksom norsk litt mer med engelsk å gjøre, fordi det kommer til å bli veldig sånn engelsk fiksert på en måte. Ja, også foreldrene mine de bruker mye engelsk i dag også i deres dagligliv. De har jobber som krever at de kommuniserer med folk som ikke kan norsk og da er det ofte slik at alle kan engelsk. Så da blir det den letteste måten å kommunisere med andre på. Så jeg vil se for meg at jeg vil komme til å bruke det på samme måte som de gjør. Og hvis jeg jobber som noe, så ser jeg for meg at det er 99% sjanse for at jeg kommer til å bruke det i jobben min i fremtiden vil jeg tro.
I: Okei, er engelsk viktig for deg i dagliglivet ditt nå?
R2: Ja, jeg vil si at engelsk er veldig viktig. Altså, for det første så lærer jeg jo det på skolen. Så det blir jo viktig sånn sett. Men jeg har og masse venner og bekjente som selvfølgelig, de kan ikke norsk og jeg kan ikke deres språk, og da blir jo engelsk igjen hovedspråket til å kommunisere med. Og ja, siden jeg mener at jeg kommer til å bruke engelsk i fremtiden, og dermed prøver jeg jo å lære mer og mer engelsk, og dermed blir jo det liksom en del av dagliglivet når jeg prøver å lære meg engelsk. Jeg prøver å bli utsatt for mer engelsktalende folk. Jeg bruker for eksempel mye YouTube og det er jo egentlig bare engelske videoer jeg ser på hvor de snakker engelsk.
I: Så utenom på skolen, så eksponerer du deg for engelsk hovedsakelig gjennom internett?
R2: Ja, for det meste gjennom internett.
I: Okei, ser du på engelsk som noe du er nødt til å kunne?
R2: Ja, jeg vil tro engelsk er noe jeg er nødt til å kunne. Fordi som sagt brukes jo engelsk for å bli kvitt de språklige barrierene. Så hvis jeg ikke kan engelsk så blir det veldig vanskelig å kommunisere med andre, som da ikke kan norsk, og som også er det eneste andre språket jeg kan.
[...]
I: Ja okei, snakker du engelsk i timen hvis du blir bedt om det?
R2: Jeg er en litt shy person mot folk som jeg halvveis kjenner, så i timene blir jeg veldig fort ukomfortabel mot å snakke engelsk foran hele klassen, men i mindre grupper så er jeg mye

mer komfortabel mot det, for eksempel med 1 til 3 personer. Det er da jeg er mest sånn.. det er da jeg kan lettest snakke engelsk.

I: Vil det si at du ikke snakker engelsk frivillig?

R2: Ja. Altså jeg prøver jo å snakke engelsk så mye jeg kan, men det er ikke sånn at jeg prøver å unngå å snakke norsk.

I: Så hvis muligheten byr seg til å snakke norsk, så gjør du det i stedet?

R2: Ja.

[...]

Respondent 3

[...]

I: Det er helt greit. I hvilke situasjoner ser du for deg at du får bruk for engelsk?

R3: Jeg føler jeg får bruk for engelsk hvis jeg møter noen som ikke kan snakke norsk. Så føler jeg får brukt det da. Eller for eksempel hvis jeg spiller med noen, noe som jeg ofte gjør. Da får jeg bruk for engelsk da.

I: Okei, spiller. Hvordan?

R3: PC.

I: Og da kommuniserer du med folk fra andre land?

R3: Ja.

[...]

I: Ser du for deg at det kan være viktig for deg i fremtiden?

R3: Ja, jeg føler det hvis jeg skal jobbe som noe så kan det ofte være fint å få brukt engelsk.

I: Så engelsk i fremtiden er mest viktig når det kommer til jobb?

R3: Ja.

I: ser du på engelsk som noe du er nødt til å kunne?

R3: Ja, egentlig ja.

I: Hva er grunnen til det?

R3: Mest fordi jeg ser for meg at jeg kommer til å bruke det en del i fremtiden.

I: Har du et eksempel på en situasjon?

R3: Nei, ikke som jeg kommer på.

[...]

I: Snakker du engelsk i timen om du blir bedt om det?

R3: Ja, det gjør jeg.

I: I alle situasjoner?

R3: Ja, hvis jeg blir bedt om det så gjør jeg det.

I: Hva med frivillig?

R3: Ja.

I: Vil det si at du kommer inn i timen og prøver så godt du kan å bare snakke engelsk?

R3: Ja.

[...]

Respondent 4

[...]

I: I hvilke situasjoner ser du for deg at du får bruk for engelsk?

R4: I utlandet, eller hvis du skal på en restaurant eller noe sånn og du trenger å bestille mat i et utland, så kan du snakke engelsk i stedet for det språket de snakker.

I: Okei, har du eksempel på andre situasjoner?

R4: Hvis du starter på en jobb og det er folk som kommer fra utlandet og ikke kan norsk, men engelsk og sitt eget morsmål, så kan jeg snakke med de på engelsk.

[...]

I: Hva gjør at du ser for deg at det blir viktigere i fremtiden?

R4: Fordi jeg kan få bedre kommunikasjonstilgang med andre, altså med fremmede som ikke snakker mitt språk. Jeg kan få flere utenlandske venner.

I: Okei, ser du på engelsk som noe du er nødt til å kunne?

R4: Ja, egentlig ja.

I: Hva er grunnen til at det er noe du føler du må kunne?

R4: Min familie vi reiser mye, og da er det litt kjipt å bare være med familien. Så hvis du.. så hvis jeg for eksempel får kontakt med en jente eller noe, så er det fint at jeg kan være med de og snakke engelsk.

I: Okei, andre grunner?

R4: Nei altså, veldig mange av vennene mine er gode i engelsk. Og hvis jeg har lyst til å bli engelsklærer så føler jeg at det er viktig at jeg er god i engelsk. Så det er egentlig bare det.

I: Okei, så på grunn av jobb og at du ikke vil være dårligere enn vennene dine?

R4: Ja.

[...]

I: Snakker du engelsk i timen om du blir bedt om det?

R4: Ja.

I: I alle situasjoner?

R4: Kanskje ikke i alle. Ikke hvis det er noe jeg ikke kan. Men jeg prøver å snakke engelsk så mye jeg kan i engelsktimene.
I: Snakker du engelsk i timen frivillig?
R4: Nei egentlig ikke. Jeg er ganske dårlig på å snakke frivillig i timen.
I: Hva er grunnen til det?
R4: Jeg er litt usikker av meg. Så jeg svarer helst på det jeg er helt sikker på. Selv om jeg egentlig vet at jeg er veldig god i det. Så jeg er bare litt usikker på en måte.
[...]