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1. Introduction

The advent of the digital age has drastically altered numerous facets of our society and is still in the process of doing so at an ever increasing rate. While globalization in general, as well as the increasingly more widespread use of communication technology in particular, is not appreciated by everyone and most likely has its share of adverse effects, there is no denying that modern technology facilitates a host of activities and has a profound impact on the manner we conduct our everyday lives.

As these changes are all-encompassing, they of course also affect the realm of education, although its institutions are often notoriously slow to adapt to developments in society. One area that is affected in particular is the teaching of language, specifically the teaching of English as a foreign language (henceforth EFL). The English language has long been used as a means of communication around the globe. The digital revolution, however, has completely altered the way (young) people consume media in a matter of years and in the process only strengthened the role of English as a *lingua franca*.

While it used to be that the choice in media consumption was largely determined by one's physical location, the internet now allows for quasi-instant access of most forms of media, unbound by nation borders. Similarly, technological progress has led to a point where the dissemination and consumption of audiovisual media – for decades a considerable undertaking – is now cheap, quick and simple to the point of being mundane.

In conjunction with a longstanding cultural hegemony of the Anglo-Saxon world, perhaps embodied most poignantly by Hollywood, these developments have acted as an accelerant in spreading the use of English even further. While other generations in Europe grew up with English-speaking music on their radio waves, a portion of today's society is deeply entrenched in an English-speaking cultural landscape that is unfathomably diverse. These people are using English outside the confines of educational institutions and are therefore engaged in what is known as extramural English.

As pointed out, all of this has consequences with regard to education, and the EFL classroom is of course one area in particular where this has become apparent in recent years. Extended exposure to the English language obviously has quite direct effects on language learning in that it facilitates language acquisition and thereby should result in improved results, which should be unequivocally welcomed by EFL instructors. However, increased extramural English engagement quite likely also has secondary effects that may not be as straightforward,

and for that reason would be more interesting to investigate, such as the implication of increased extramural English on students' motivation.

Motivation has long been identified as one of the key factors when it comes to student success. While there is a plethora of factors that can impact student motivation in myriad ways, we know that a desire to take part in the cultural discourse of a specific language community can be one of the factors that can increase motivation in language students.

This thesis, thus, is intended to examine the link between students' extent and manner of extramural English engagement and their EFL classroom motivation. In order to do so, first, the literature on the (relatively young) field of extramural English will be reviewed and the developments of the role of English as a lingua franca as a result of recent technological developments will be summarized. Subsequently, an overview of the most important (and relevant) pillars of the discourse on motivation will be provided. Finally, the research project that forms the core of this thesis will first be presented and subsequently discussed.

The empirical part of the study consists of the analysis of quantitative data with a sample size of N=87 obtained via questionnaires that were distributed among students at an academic secondary school (Gymnasium) in Vienna. The questionnaire was designed with the goal of answering the question of what kind of extramural English the students engage with, to what extent they engage with it, and to what degree these activities correlate with heightened student motivation.

2. Extramural English

In order to investigate the link between extramural English and motivation, these concepts must first be defined. However, to understand the concept of extramural English, and why its role is what it is in today's societies all across the globe, it is helpful to examine the ascent of English to a world language and put it in its historical context.

2.1. The Role of English in the World

English is often referred to as a global language. Before analyzing how it came to inherit this role, it bears discussing what that actually signifies. At first glance, the notion of English being a global language does not seem too controversial. After all, it is the native tongue of

people around the world, much of the media we consume (in the West) is of English-speaking origin, and people use it very frequently while travelling.

However, English is certainly not a global language in the purest sense of the term, since it is not all human beings' mother tongue – in fact, most people do not even speak it. In 2008, Crystal estimated that there were up to two billion English speakers in the world. Estimates vary quite significantly and depend on the definition of English speakers, so contemporary estimates are quite similar (Crystal 2008: 4).

Now, clearly English does have a special role on the linguistic world stage, and it does make sense to talk about English in terms of a global scale. According to Crystal (2012: 4-5), a language can attain global status if enough countries do one of two things:

Firstly, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. [...] Secondly, a language can be made a priority in a country's foreign-language teaching, even though this language has no official status. It becomes the language which children are most likely to be taught when they arrive in school, and the one most available to adults who – for whatever reason – never learned it, or learned it badly, in their early educational years.

While the situation of English around the world is very complex, the scholar goes on to specify that English does indeed meet both those criteria, as it has some sort of special status in more than 70 countries and is simultaneously the most widely taught as a foreign language (2012: 4-5). In light of these figures, as well as the fact that English is the de-facto language of science and in large parts business, English can truly be regarded as a global language. But how exactly did this come to pass?

2.1.1. Historical Context

It is well established that languages are not fixed, discrete systems of communication that are neatly distinguishable and remain stable over time, but rather dynamic and ever-evolving concepts. There are myriad varieties of English all across the world today, and similarly, the language has changed drastically over time. It is for this reason that it is difficult to pinpoint when the English language began. It is known, however, that it evolved out of the Germanic languages of different tribes, collectively known as the Anglo-Saxons, who arrived in what is today known as Great Britain, from the 5th century A.D. onwards (Blake 1996: 2-3).

But what were the factors that contributed to it becoming the global language that it is today? The language first spread on the British Isles and remained a language of ordinary

significance for centuries. That would only change in the beginning of the 17th century, when English settlers established the first English settlement in Jamestown. Looking for religious freedom, the so-called “Pilgrim Fathers” established further settlements across New England, which sowed the seed of English becoming the dominant language in North America, even though the immigration to the New World from Europe was linguistically diverse (Crystal 2012: 31-33).

While the USA would eventually become independent of the British crown, the colonial aspirations as well as the exploratory ambitions of the empire did not end in America. English varieties developed across the Caribbean. Explorers and colonialists would bring the language to what today is known as Australia and New Zealand, where today it remains the de-facto official language. Numerous countries in Africa were colonized, many of which retained English to various degrees. And finally, and in terms of numbers, most importantly, the Indian subcontinent was colonized, where English speakers today in all likelihood outnumber the combined amount of English speakers of Britain and the USA (Crystal 2012: 31-46).

While the expansionist policies of the British can account for the initial spread of English around the globe, they do not fully explain its role in the world today. What really cemented the status of the language as a global language was the ascent of the United States to the level of a superpower. (Crystal 2012: 59-60) Not least due to two won World Wars and a high degree of technological innovation, over the course of the 20th century, the USA became by far the wealthiest nation that had ever existed. By wielding this economic power, and also by sake of being the country with the overwhelming majority of native speakers of English, it is the United States that has been chiefly responsible for the extended spread of English for quite some time now (Crystal 2012: 60).

While English is certainly not the first language that is used across different cultures, the scale at which it is used dwarfs everything that has come before it. But it is not only the scale that sets it apart from previous forms of lingua francas like Latin. As Fishman (in Kachru 1992: 19-20) notes:

If there is something qualitatively new under the sun in conjunction with the spread of English in the non-English mother-tongue world, it is merely that the spread has reached such an order of magnitude that it is now significantly fostered by the *non*-English mother-tongue world, rather than being predominantly dependent on resources, efforts, or personnel of the English mother-tongue world.

In other words, the growth of the English language has taken on a life of its own, so to speak, and for decades now the language has been spread by non-native and native speakers alike, which, as far as we know, is unique in history. It is of course the former group of people that are of concern for this thesis.

Now, while the paragraphs above are intended to briefly outline how and why the English language spread as far as it did, Crystal (2012: 29) argues that one ought not to neglect the reasons why English remains a global language, and those reasons are socio-cultural in nature. Thus, a brief analysis of the cultural impact of English will be conducted in order to grasp more deeply the role of English in the world, historically and currently.

2.1.2. The Cultural Impact of English

As stated above, Late Modern English is said to have developed by around 1750. Around that time, people (like David Hume, for instance) began to predict the future relevance of English as a world language (cf. Crystal 2012: 72-76). While the expansion of the British Empire can explain the spread of English, its success in actually being adopted by countries all over the world is more complex than that.

Setting political factors aside, the spread of English coincided with an era of unprecedented progress. The driver of that progress was the Industrial Revolution, and many of the inventions and innovations that propelled that era of hitherto unrivalled economic growth had their origin on the British Isles. Hogg and Denison (2006: 427) point out that “[o]ver half the leading scientists and technologists during the Industrial Revolution worked in English, and people who travelled to Britain [...] to learn about the new technologies had to do so through the medium of English.”

This development laid the groundwork for the English language to become the *lingua franca* of science. As the epicenter of the scientific and technological revolution slowly shifted to America, this development was of course only solidified. Further, developments in printing technology brought about a drastic increase in all sorts of printed materials in English. The technological progress also brought economic success. America overtook Britain as the fastest-growing economy, and American oil and commerce magnates became some of the most influential economic players in the world, which slowly but surely established English as the major business language, a position that today is unchallenged (Crystal 2012: 80-82).

After World War II, the United States rose to the status of a superpower, and their cultural and linguistic impact on the Western Hemisphere picked up pace even more. At the forefront of much of the world's innovation, the USA left its cultural mark on the world (and is still doing so) in various forms, with one of the most influential ones certainly being the media and the entertainment industry.

The dissemination of English by way of the media started with the printed press. While newspapers and periodicals have a long and rich history, it is the 19th century that, once again due to technological advances, saw an explosion of the circulation of newspapers, and once again it happened in the English-speaking world. That in turn led to innovations in the field of journalism like the founding of news agencies. With Reuters in London and the New York Associated Press (today the Associated Press), English had taken over another channel of communication, so to speak. Today, many of the world's most important newspapers (with the New York Times on top of that list) are in the English language, and have been for quite some time. Unsurprisingly, the story is very similar with regard to other printed periodicals like magazines or scientific journals (Crystal 2008: 91-93).

Later technological developments allowed for the dissemination of not just the printed word, but of audiovisual media like radio, TV and cinema. Once again, these developments, which occurred over the first decades of the 20th century, were mainly driven by innovations developed in Britain and, above all, the United States. And once again, their cultural impact contributed significantly to English ascending to a world language. While countries obviously broadcast radio and television programs in all sorts of languages, the latter half of the century saw more and more movies and TV shows of American origin find their way onto the big and little screens of Europe (and elsewhere). As is pointed out by Berns (2007: 3), “[t]he global distribution of American popular culture through film, television, and music with English as a medium illustrates the close connection between the areas of English language and media.” In the 21st century, these developments have only accelerated on account of the internet drastically increasing the ease with which media from other countries can be accessed. These more recent developments, however, will be discussed more thoroughly at a later stage.

Slowly but surely, as the influence of English on the world stage grew, more and more countries included English in their curricula. Between 1 and 1.5 billion people on earth speak English as a second (or foreign) language (cf. Horobin 2016: 1), and many of them have in some form been instructed in the language in educational facilities. Millions upon millions of children study English week in and week out, many of them well aware of the fact that the

mastering of the English language will likely lead to many more open doors in their future, be it in terms of their career, richness of cultural experience, or simply travelling.

Even though tourism all over the world has been adversely affected by the outbreak of the coronavirus pandemic in 2020, the number of international tourists had steadily been increasing up to that point. And as it had happened with science and international relations before that, English morphed into the language of international travel. While this is partly due to monetary reasons, as the citizens of the USA spend more than any other country on tourism, it further underscores English's role as a lingua franca (Crystal 2008: 104).

As the sections above are intended to demonstrate, English is now deeply ingrained into the world's cultural heritage. It is encountered in spoken and written form all over the globe, and its number of speakers is only increasing. In that context, the role of English in Europe, and Austria in particular, will be analyzed more closely in the next section.

2.1.3. English in Europe

The EF English Proficiency Index has been providing a ranking of English-speaking countries' proficiency in English for around a decade, and in 2020, 9 of the 10 best-ranked countries were European, with Singapore being the sole exception in tenth place. (EF 2020: 6) That alone is enough to demonstrate that English's role as a lingua franca is even more pronounced in Europe than most of the rest of the world.

While continental Europe was never invaded (for longer stretches of time) or colonized by English speaking nations, its proximity to Great Britain, both geographically and culturally, is without a doubt one of the reasons that English has spread the way it has. The linguistic landscape really started to change after World War II and “[t]he spread of English in Europe [...] started to gather momentum”. (Hoffmann 2000:1) The language did not spread at the same pace in all of Europe. While it made its way around Northern and Western Europe first, other regions were a bit slower to catch on. Especially in Eastern Europe, the English language was not as important a factor as in Western Europe. It started to garner significance after the dissolving of the Soviet Union, however, and the number of English speakers was increasing in the region in 2000 and is likely to still do so today (Hoffmann 2000: 3-7).

The reasons that English spread around Europe are not fundamentally different from why it has been spreading around the globe in the decades since the Second World War – economic

dominance and cultural significance. What, then, are the reasons for the increased proficiency levels in Europe?

Part of the answer very likely lies in the European educational institutions. Language learning in general has been an integral part of European education since the 1940ies, and “nearly all Europeans, irrespective of class and occupation, have had access to foreign language teaching at school, and today the first language offered [...] is nearly always English.” (Hoffmann 2000: 13) In some countries (e.g. Germany), this has been true for decades, while in others (e.g. Spain), it happened more recently. Nonetheless, English is, for children all over Europe, the first foreign language they are taught. This is true in parts even for children growing up in multilingual countries like Switzerland, where children often come into contact with English earlier than with the language of their compatriots (Hoffmann 2000: 13).

Data shows that 91% of students in Europe were studying English in 2017 (Pew 2020), and many of them start at the primary level. Attitudes towards English are often positive and people are intrinsically motivated to learn the language. Extrinsic motivation, however, is an even more important factor for the spread of English, especially for older people, as “[f]or most Europeans, instrumental reasons are the most powerful motivator for maintaining and developing their English after schooling. English brings the promise of material gain, higher status and further prospects of mobility.” (Hoffmann 2000: 19)

While all of this underscores the status that English has in mainland Europe, its standing does differ among different countries. The next section will attempt to illuminate the specific situation of English in Austria, which after all is the focus of this thesis.

2.1.4. English in Austria

As pointed out in the section above, English first made its way throughout Northern Europe and subsequently was introduced in Western European countries. This is reflected very neatly in the aforementioned Proficiency Index of English, where spots one to five are all inhabited by Northern countries. Perhaps somewhat surprisingly, rank 6 is occupied by Austria (EF 2020: 6). The following section will briefly outline the history of English in Austria as well as provide a description of the current educational as well as cultural landscape.

While Smit and Schwarz (2019: 294) point out that “widely-held monolingual self-perception” is still prevalent in Austria, the linguistic reality is of course drastically different. On one hand, immigration is leading to a more and more diverse lingual landscape in the day-

to-day lives of its population. On the other hand, “the role of languages in the Austrian education system follows general European trends with regard to foreign language education policy” (Dalton-Puffer et al. 2011: 183), with one of the main trends being the fact that the importance of English has been on the rise for decades now.

Foreign language learning was introduced at the primary level as a compulsory exercise (“Verbindliche Übung”) shortly before the turn of the millennium. While schools have the choice out of a range of languages, a vast majority of elementary school children in fact learn English, which is by far the most widely taught and learned language in Austria, across the different school types and age brackets, and can be regarded as a de-facto compulsory school subject, as it is taught as the compulsory foreign language in almost 100% of the cases (Dalton-Puffer et al. 2019: 203). Furthermore, the ministry of education currently has plans to elevate the status of English to a regular compulsory subject at the primary level by the year 2025 (cf. Steinbock 2020).

While English is the dominant foreign language in all educational spheres in Austria, it is worth outlining the secondary school system very briefly in order to put the empirical part of this thesis into context. After four years of elementary school, children are, at the age of 10, separated, and generally either attend an AHS (Allgemeinbildende Höhere Schule) or an MS (Mittelschule), with the former being regarded as the “higher” form of education and usually requiring some sort of minimum standard of grades. After four years of lower secondary school, children may choose to attend a different school for the upper secondary part of their education, with the two most popular choices being another four years of AHS or five years of vocational schools known as BHS (Berufsbildende Höhere Schulen, often with a focus on economics or science). In both cases, students who graduate attain the “Matura”. While MS students far outnumber AHS students, and there are also significantly more BHS students than AHS students (Kurier 2018), this thesis will investigate the extramural habits of the latter, for the simple reason of accessibility.

As is the case in all of Europe, English not only plays an important role in education, but in the public domain as well. In their discussion of the linguistic landscape in Austria, Smit and Schwarz review different studies intended to methodically analyze said landscape. In Vienna specifically, English is encountered in the public sphere in myriad ways, e.g. on a sizeable portion of the stickers that are disseminated for promotional purposes or political statements. Similarly, a review of the media landscape reveals a plethora of ways English is present in daily life:

There are theatre productions, readings and public lectures in English; exhibitions provide English texts or audio guides; tourists can use English smartphone guides; libraries advertise English books; brochures are available in English; online services such as a search engine for medical services can be consulted in English and even the Austrian driver's licence exam can be taken in English. (Smit & Schwarz 2019: 298-299)

The presence of English in the daily life of Austrians has only increased in the previous years, as it has in many parts of the world. A more thorough look into what the advent of the digital age has meant for extramural English will be provided later on. First, however, the meaning of the term extramural English shall at last be established.

2.2. Extramural English

2.2.1. History of the Term & Definition

The term Extramural English (henceforth EE) was coined by Pia Sundqvist in her 2009 dissertation on the impact of out-of-school English use of Swedish students:

The term *extramural* is an adjectival compound of Latin origin where the prefix, *extra*, means 'outside' and the stem, *mural*, means 'wall'. Hence, the term *extramural* English means 'English outside the walls' and [...] it refers to the English that learners come in contact with or are involved in outside the walls of the classroom. (2009: 24, emphasis hers)

EE therefore simply refers to the use of English outside the bounds of educational institutions. Sundqvist makes a point of not excluding any instances of English use – whether students use English while entertaining themselves with English-speaking media or bump into someone in the street and have a conversation, whether they expose themselves to English with the express purpose of improving their English skills or there is no intention of learning at all – any occurrence of English outside the classroom is subsumed under the umbrella term of EE. This includes, of course, active as well as receptive speech acts. The one aspect EE activities generally do have in common, however, is that they are taken up voluntarily by students, although a point can be made that young people might easily feel pressured into engaging in EE by their peers (Sundqvist 2009: 24-26).

In their book on the topic, Sundqvist and Sylvén further elaborate on the definition of EE, and clarify that it is not just the physical location that matters, since that would mean that homework, for instance, would be included in EE as well:

[...] *EE* corresponds to ‘English outside the walls’ and by that, we mean the English that learners come into contact with or are involved in outside the walls of the classroom. This contact or involvement is *not* initiated by teachers or other people working in educational institutions; the initiative for contact/involvement lies with the learner/herself or, at times, with someone else, such as a friend or parent. (Sundqvist & Sylvén 2016: 6, emphasis theirs)

The goal of Sundqvist’s dissertation was to investigate whether there was a positive correlation between using English outside the classroom and oral proficiency and vocabulary. It might at first seem curious that as late as 2009, she found herself facing a body of literature sorely lacking a term she deemed appropriate for her research project, and thus had to coin her own term. However, browsing Sundqvist’s very own list of examples of typical *EE* activities might alert the attentive reader to the fact that the late conception of *EE* perhaps might be no coincidence:

Some typical *EE* activities are the following:

- watching films,
 - watching TV series,
 - watching music videos,
 - watching video blogs (vlogs),
 - listening to music,
 - reading blogs,
 - reading books,
 - reading magazines,
 - reading newspapers,
 - surfing websites on the Internet,
 - following people, news, organizations, and so on, on Twitter or Instagram (or some other online community),
 - reading/writing/speaking/listening/interacting in real life or online, and
 - playing video/digital games (online or offline, on one’s own or with others).
- (Sundqvist & Sylvén 2016: 7)

It is apparent that many of the typical *EE* activities can exclusively be carried out online. This explains why the research community was in need of a new concept, as many of these activities simply had not existed some number of years prior. Similarly, some of the activities that had existed became significantly more easily accessible with the spread of the internet, and therefore the extent to which students engaged in them markedly increased. To illustrate, streaming services made it much more convenient to watch films or series in English, and websites made it much easier and cheaper to read newspapers in English, for instance.

However, while the term *EE* was coined in 2009, it should go without saying that research into the effects of engaging with English outside of the classroom long precedes Sundqvist’s

research. As she points out herself (2009: 26), Bialystok investigated the importance of being exposed to a language for language learning as early as 1981, and concluded that that sort of functional practice was indeed of utmost importance for success in language learning. Similarly, Schwarz (2020: 18) points to the research of Rubin and Thompson (1982), who asked the question of how to be a more successful language learner, and concluded that extracurricular exposure to the language was an integral component.

Schwarz, in her dissertation on EE, goes on to carry out a quite extensive review of existing research. She points to Benson's 2011 book "Teaching and Researching Autonomy in Language Learning" (Schwarz 2020: 18) and his call for more research in this field as the starting point for a growing number of studies, as "[a]lmost 20 years later, this new field of research is rapidly becoming more and more prolific and gaining prominence worldwide, so that by now there is quite a substantial body of research."

These studies use concepts like out-of-class or out-of-school learning, informal learning or extracurricular exposure. Increasingly, however, they use the concept of EE. A majority of the studies have been carried out in Asia and Europe, although by now it is in fact a worldwide area of interest and research has been conducted on all continents. The studies are quite varied in scope and aims, but individually they are investigating EE through the lens of other important teaching or learning variables, such as family background, or – crucially – motivation. Barbee (2013), for instance, investigated the correlation between the consumption of different forms of media of Japanese high school EFL students and their language learning motivation (Schwarz 2020: 22-24).

EE has, to a considerable extent, also been investigated in Austria. First, there is the aforementioned dissertation by Schwarz that "explores the extramural English (EE) practices of teenagers [...] and presents the first larger-scale effort to investigate the relation between engagement with extramural English and vocabulary knowledge among secondary school students in Vienna, Austria." (2020: iii) In a similar vein, Hahn (2017) also investigated the link between EE and its impact on vocabulary knowledge. Even earlier, Ringl (2014) carried out research into types of extracurricular English activities and juxtaposed the EE habits of urban students with rural students. Rasztovits (2020) is another very recent example of research into EE in Austria, and he looked into the motivation of young people to consume media, specifically video games and movies, in English. All of the studies mentioned above found high levels of EE engagement. Schwarz, who carried out the most extensive study yet, reports a remarkable average of 4 hours a day of EE activities by Viennese teenagers and

suggests that there is a positive correlation between EE and (receptive) vocabulary size (2020: iii).

While the insight that more extensive exposure to a language would lead to an increased proficiency almost seems like a truism, a brief theoretical overview on the influence of EE on learning shall nevertheless be provided in the next section.

2.2.2. The Impact of Extramural English on Second Language Acquisition

As mentioned in the section above, in order for an activity to be classified as EE, “no degree of deliberate intention to acquire English is necessary on the part of the learner, even though deliberate intention is by no means excluded from the concept.” (Sundqvist 2009: 25) In fact, it seems highly likely and is indeed supported by evidence (Rasztovits 2020: 77) that the bulk of EE activity is not born from an explicit desire to learn English. Students point to a love for the English language as well as pragmatic reasons instead, such as humor not translating well in movies or having to communicate with international users in online gaming. However, this does of course not mean that EE has no impact on students’ English skills.

In order to understand this impact, some theoretical concepts that pertain to language learning ought to be mentioned. The key concept when it comes to children picking up a language without the conscious effort to do so is language acquisition, more specifically – in our case – second language acquisition (henceforth SLA). The vast majority of children learn one or more languages in the first few years of their lives. This is a process that starts during infancy and is still not well understood. If children then, at some later point, start learning a second (or a third language if the child is bilingual) this is referred to as SLA. SLA is a mature field of study that has its origins in the 1960s. It started to grow considerably in the 1980s, and since the turn of the millennium, is considered an autonomous field of study (Ortega 2009: 2).

The study of SLA examines the process of learning second languages in all its facets, but the so-called Acquisition-Learning-Distinction differentiated early on between the conscious effort to learn a language and the subconscious acquisition of a language by being exposed to it. Similarly, Monitor Theory had, in the early 1980s, a clear view on what type of language acquisition was more significant:

Monitor Theory hypothesizes that adults have two independent systems for developing ability in second languages, subconscious language acquisition and conscious language learning, and that these systems are interrelated in a definite way: subconscious acquisition appears to be far more important. (Krashen 1981: 1)

While the idea that conscious learning and subconscious acquisition are two independent and discrete modes of learning a language has been called into question (Sundqvist 2009: 11), there is no doubt that non-directed input of the target language can lead to learning, and is in fact essential for its success. Since the boundary between learning and acquisition is indeed fuzzy, it is helpful to resort to differentiating between formal vs. informal language learning or between instructed and non-instructed learning (Schwarz 2020: 26). For this thesis, the two latter types are of main interest, since the bulk of EE occurs in an informal and non-instructed context.

The degree to which SLA is successful depends on several different factors, and some of them are linked to the actual individual learning the language. In fact, the study of individual differences (henceforth IDs) is an old and well-established field of study. Dörnyei (2005: 6) identifies two very prominent IDs in his description of the field:

It has long been observed that there is a particularly wide variation among language learners in terms of their ultimate success in mastering an L2 and therefore the study of IDs, especially that of language aptitude and language learning motivation, has been a featured research area in L2 studies since the 1960s.

Language aptitude represents a person's innate capabilities of being successful at mastering a foreign language and varies significantly between individuals. Language learning motivation is part of the larger construct of a person's attitude towards a language, and will be examined more thoroughly in the following chapter, since it is the focus of this thesis.

ID's can be broken down into smaller and smaller categories, and all manner of differences in individuals might account for differences in language acquisition, like beliefs, gender, social status, ethnicity and so on and so forth. While it is beyond the scope of this thesis to go into detail on any of these differences, but one factor that should at least be mentioned briefly is age.

The Critical Period Hypothesis states that attaining native-like competence at a language is only possible until a certain age. Once that period is over (usually thought to be around puberty), the language-learning capabilities decline and one will usually no longer be able to truly master a language, at least in terms of pronunciation (Birdsong 1999: 1). While the minutiae of the Critical Period Hypothesis are still subject to debate, the existence of such a period is generally accepted, and can easily be observed in day-to-day life. This suggests that the time at which students are exposed to – or indeed at which they expose themselves to – the target language is absolutely crucial.

Language aptitude and age of the learner are undoubtedly important when it comes to language acquisition, but will not be the focus of this thesis. Attitudes towards the language, which include motivation, will be looked at more closely later on, but for now, attention shall be directed at what is unquestionably one of the most fundamental factors of successful SLA, namely L2 input or exposure. Time spent engaging with or interacting in the target language has profound implications for its development, which is why the study, understanding, and perhaps even encouragement of EE among students will in all likelihood only increase in significance in the future.

Studying how learners process an unfamiliar language is a difficult process, and there is little agreement on how they manage to deduce meaning from unknown phonemes. Nevertheless, it is well-established that input is an absolute necessity. As Carroll (2001: 2) puts it:

If you want to learn Ojibwa, you will have to listen to Ojibwa speech, read Ojibwa texts, and attempt to reproduce Ojibwa sentences. This much would seem to be a matter of logical necessity, since there is as yet no Ojibwa pill on the market obviating the need for language learning, nor are there any reported cases of anyone coming to know Ojibwa through telepathy.

Krashen's input hypothesis "states that we acquire language by understanding messages, that 'comprehensible input' (CI) is the essential environmental ingredient in language acquisition." (Krashen 1992: 409) The significance of L2 input has been confirmed again and again by studies on the subject. It comes as no surprise then, that studies on EE, which can be regarded as additional L2 input, regularly confirm the beneficial effects of said additional exposure.

A number of these studies were of course carried out before Sundqvist coined the term (e.g. Pickard 1996), but, as already mentioned before, the field has picked up pace in the last couple of years. In order to – at last – shed some light on the question of the impact of EE on the learners' English skills, or at least specific aspects thereof, we can once again review some of the research on EE.

Sundqvist (2009: 204) found that "[t]he total amount of time which ninth graders spend on EE correlates positively and significantly with both (a) their level of oral proficiency and (b) the size of their vocabulary". She further states that even small increases in time spent with EE may have a significant impact on oral proficiency, especially for those who engage with EE relatively little.

Schwarz (2020: 346) summarizes her own findings as follows:

[The] frequency of engagement with EE has a measurable and statistically significant impact on receptive vocabulary size.

[T]here is no measurable quantitative effect of EE on productive vocabulary size, although the qualitative data and the exploratory schoolbook analysis suggest that some productive knowledge can be acquired from EE.

Before arriving at the conclusions of her own research, however, Schwarz provides a review of some of the existing EE research, as mentioned before. In it, she qualifies 77 different EE studies along different categories, and points out that many of them do in fact look at the connection between EE engagement and language development. While many of them do find positive correlations between EE and language proficiency, this is not always the case (2020: 24-26).

We can therefore safely conclude that EE can indeed have a positive impact on learners' language proficiency, but do have to acknowledge that there are instances, be it in the case of certain individuals or certain activities, in which EE does not lead to language development. There are of course many different possibilities of partaking in EE activities, and it is therefore somewhat hard to quantify what type of EE has which exact effect. Generally, however, a positive effect on language proficiency is well-established, and follows from the decades-old insight of SLA researchers that input is vital for SLA. We can, by extension, also assume that in general, the kind of EE activity is closely connected to the area in which improvement is taking place. That is to say that a learner who mainly partakes in extramural reading will first and foremost improve his reading skills, whereas a student that interacts verbally with other players via online gaming will mainly improve his listening and speaking skills.

The following section is intended to provide an overview over the most salient types of EE activities and review some of the research into them.

2.2.3. Types of Extramural English & their Impact

In section 2.2.1 Sundqvist's very own and quite extensive list of examples of EE activities was provided, and it includes all of the main types of Extramural English. The following section will review the categories that are of most relevance for this thesis.

Video Games/Online Gaming

It is hard to overstate just how widespread and influential video games have become over the last decades. And while an analysis of the history and current reach of different forms of

digital media will be provided in the next section, the impact of video games on language is everything but negligible.

One study of the impact of video games on learners comes from Sylvén and Sundqvist themselves. In their study they investigate the playing habits of Swedish teenagers and compare them to their English proficiency levels, which were gauged via proficiency tests. The study found a clear indication that prolonged interaction with videogames led to improved English proficiency, and this effect was more pronounced the longer the teenagers engaged with video games. Further, the time spent playing was much higher among the male participants, who in turn actually outperformed the female students. When it comes to language skills, girls usually perform better than boys in foreign language classrooms, and Sylvén and Sundqvist suggest that the evidence seems to suggest that playing video games at an early age (in the target language, naturally) can be an important factor in language acquisition (2012: 302).

Research on gaming has been gaining prominence in the field, as numerous studies on the topic can attest to (e.g. Jensen 2017; Bollansée et al. 2020; Svensson 2018), most of which point to a positive correlation between time spent playing video games and (specific aspects of) language proficiency. To be sure, these insights are of profound significance, should be studied in more depth, and ought to be brought to the attention of language instructors the world over. Despite gaming's apparent significance, however, this thesis will not place special focus on it, for a very simple reason. As mentioned above, time spent playing video games seems to be highly gender-specific. In fact, Sundquist reports that her male test subject spent more than ten times the amount of time with video games than her female test subjects, with 7.9 hours per week for the boys vs. 0.7 hours per week for the girls (2009: 120). At the research site for the study, the overwhelming majority of attendants are in fact female, which is why a different focus of EE activities is necessary.

Videos and Movies

While video games are rapidly gaining in relevance and are perhaps the most important EE activity among boys, audiovisual media tend to account for the majority of time spent with EE overall. While it used to take an effort for people to watch movies or TV programs in their original language, now it usually takes only a couple of clicks. Once again, a short review of the technical developments and their impact will be provided in the next chapter, so suffice it to say that a wealth of different audiovisual formats are now constantly competing for young people's attention, some of them very successfully.

In her study on Austrian teenagers' EE activities, Schwarz asked participants where they noticed English most frequently and ranked the emerging categories according to how often they had been mentioned by the subjects of the study. The category 'films, series and video clips' ranked in a joint first place with 'internet and social media'. (Schwarz 2020: 208) Schwarz further provides a table that illustrates the frequency with which students engage in different EE activities. More than 80% of the participants watch video clips in English several times a week, with almost 60% of them doing so daily. For films and series, the figure is slightly lower, but still at almost 60% for each weekly, and not quite a third of students watch both of these things daily (Schwarz 2020: 213).

Sundqvist (2009: 117) provides a table in her dissertation that lists the average hours per week that the Swedish teenagers spent on different types of EE activities. If the times for TV and films are combined, they spent around six and a half hours per week on audiovisual EE activities. Keeping in mind that this was more than a decade ago, that number has in all likelihood only increased since then. Rasztovits (2020: 57) asked his Austrian test subjects directly whether they spent more time on video games or movies, with movies coming out on top with more than 70%. In a more detailed analysis, the students indicated that more than half of them watched movies in English at least two to three times a week, and almost 30% watched them on a daily basis.

Many more studies have looked at the video and moving watching habits of students, and audiovisual media consumption consistently ranks as one of the most important types of EE. Sundqvist (2009: 144), however, also correlated the different types of EE activity in terms of their positive impact on oral language proficiency. And while watching TV ranks in fourth place, watching films ranks in seventh and thereby last place. That suggests that audiovisual media would appear not to be the ideal choice if one were to look to develop one's (oral) language skills. Nevertheless, the sheer prominence of films and videos make this category an ideal point of focus of this thesis, the details of which will be explained at a later stage.

Reading

For the sake of brevity, reading will be subsumed under one big category, although in terms of EE, it does cover numerous very different subcategories. There are the categories that are traditionally thought of as reading, such as books or newspapers, and then there are more modern activities, like reading blogs, surfing websites or forums, and perusing social media sites like Facebook, Instagram or Twitter, which of course also involve reading (albeit typically not quite as extensively).

In terms of EE time spent, reading activities account for a surprisingly small portion among Swedish teenagers in Sundqvist's study (2009: 117). On average, they spent just a couple of minutes on reading books and/or newspapers in English each week. While that alone might not be all that surprising, they also spent well below an hour a week encountering English in what Sundqvist broadly termed 'Internet', which would include the other forms of reading. Schwarz's study, however, shows that the times have changed, and more than a decade later, more than 60% of the teenagers from her study report reading in English on a daily basis just in social media alone, with more than an additional 20% doing so at least a couple of times per week. Another 70% read articles in English on a regular basis, and at least 40% do so at least a few times per week.

While the time spent with reading among the Swedish teenagers in Sundqvist's study was comparatively low, the impact the reading had on their oral proficiency was not. In fact, the above-mentioned ranking of impact of different EE categories on oral proficiency lists 'Reading newspapers/magazines' in the top spot, with 'Reading books' coming in second. While Sundqvist does note the irony in this, she does not offer much in the way of a caveat regarding the validity of her data, although the students reported spending very little time on these activities, as mentioned above (2009: 144). Similar studies have, however, found similar correlations between extramural reading and performance (e.g. Dooley 2019), which perhaps is to be expected, since reading can be regarded as cognitively more demanding than listening in certain aspects.

Music

Music regularly features on the top of EE lists in terms of actual time spent with the activity, and if one has ever spent any time listening to radio stations anywhere in Europe, that should perhaps not come as a surprise. English-speaking music has been dominant in the Western world for decades now.

Even though music is very significant in terms of the time people spend with it, this study will once again only touch upon it peripherally. In general, evidence for music being useful for SLA seems to be contradictory. In fact, at least one study even found a negative effect on language learning (De Wilde et al. 2018: 180). This seems somewhat intuitive, since listening to music does not require actually understanding or even paying attention to the lyrics. Further, English-speaking music has been dominant for quite a while, as mentioned. That makes it less interesting to study than other types of media that were affected more strongly by the advent of the internet.

There are of course more types of EE, such as having actual conversations in English, be it in real life or via some sort of video chat. The four categories described in the previous sections can be regarded as the most important ones, however, and the focus will be on audiovisual media. As has been mentioned several times now, the media landscape and hence the EE habits of young people have drastically changed in recent years. In the next section, these developments of technology and user behavior as well as their implications for EE will briefly be reviewed.

2.3.The Digital Landscape

As technological trends can come and go very quickly, most research on EE habits should be understood as snapshots of the cultural landscape, whose composition is subject to change on a temporal and a geographical axis. These alterations of course affect all manner of EE activities, and therefore the current digital landscape will be discussed through the lens of the EE activities that were presented in the section above.

2.3.1. Video Games & Online Gaming

As previously mentioned, it is hard to overstate the significance of video games in the current cultural landscape, and one statistic that bears this out is their economic impact. While the year 2020, which saw the world stopped in its track by a global pandemic, was not a good year economically for many industries, revenues from video games soared to new heights. Business Insider reported a hard-to-fathom projected \$179.7 billion of worldwide revenue for 2020, which supersedes the combined total that was taken in by the movie industry plus the North American sports market (although these both were affected by the pandemic, due to closed theaters and stadiums) (cf. Gilbert 2020).

In Austria, a survey by ÖVUS (Österreichischer Verband für Unterhaltungssoftware) revealed how widespread videogames were in 2019. 5.3 million people reported playing video games, or approximately 60% of the population. A third of the population even played on a daily basis. By far the most popular platform for games was the smart phone, while around a quarter of players preferred PC gaming and consoles, respectively. Both genders reported high numbers of active players throughout the different age brackets. Nevertheless, men typically spend more time with video games on, playing an average of 13.3 hours per week compared to women's 9.5 hours. While gaming did pick up pace across the general

population, young people aged 10-15 reported playing on a regular basis (at least a couple of times per week) most frequently with 90% (OTS 2019).

Of course many of the video games do get translated, so much of that time is spent playing games in German. To find out more about EE gaming, we can once again turn to Rasztovits. Around 12% of his survey participants reported playing games in English daily for at least an hour, with around an additional 22% doing so at least on a weekly basis. The majority of test subjects thus did not play video games in English very frequently. For those who did, however, the three most-cited reasons for doing so were simply liking the English language, a need to do so in order to communicate with international players, and preferring to play games in their original language (2020: 66-67).

2.3.2. Videos & Movies

Different studies on EE activities have shown time and time again that the consumption of audiovisual media is one of – if not the most - popular form of EE engagement. It is also this category of media where the changes in the way that they are produced, distributed and consumed have been the most far-reaching. At first, technological advances led to an enormous increase in the availability of traditional content. Subsequently, the technological changes brought about profound shifts in terms of the formats themselves, so that now adolescents do not necessarily primarily view TV series, movies or documentaries, which could be considered traditional audiovisual forms of media, but rather video clips of varying lengths that comprise a plethora of different formats with varying conventions, which are in the process of developing right now and are evolving very quickly. The following section will provide a very brief overview of the recent history of streaming and online video services as well as provide a snapshot of the current audiovisual landscape. In order to do so, the most relevant platforms for different types or formats of online videos/streaming will be presented.

Netflix, Amazon Prime, Disney+

Streaming services like Netflix, Amazon Prime or Disney+ most closely resemble the form and function of more traditional audiovisual media (TV, VHS or DVDs) in that they mainly provide similar content. They offer big-budget productions by film or TV studios on-demand, and have thus revolutionized the media landscape in their own right.

The company Netflix was founded in the United States in 1997 and initially provided a mail-in order service for DVD's, but changed its strategy in 2007, when it began providing video-streaming of A-list titles for a monthly fee. It launched its Austrian branch in 2015, and has

been growing ever since its conception. Other companies soon followed, and now a handful of companies compete for the viewers' attention, among them the aforementioned behemoths of streaming (cf. Jecke 2017).

A 2020 study of media consumption habits in Austria concluded that more than 90% of Austrians older than 14 consume audiovisual media daily in one form or another. While in general, the old-fashioned TV still reigns supreme in the general population, this is no longer true for young people. Between the ages of 14 and 29, children and young adults spend an average of 240 minutes a day, or four whole hours, watching some sort of audiovisual media. 60% of that viewing takes place online, with around 12% of it taking place on Netflix alone. This illustrates the significance that these streaming platforms have in today's media landscape (OTS 2020).

Unfortunately, there are no statistics on how much of that viewing time is in English, but we can assume, not least due to the studies done by Schwarz, that it is a significant portion. The most sensible assumption would in all likelihood be that it is in fact very significant for certain parts of the population, namely those who are in the habit of watching content in its original language, and very rare for the other parts. While there will be no extensive discussion about dubbing and its effects on EFL proficiency, it is worth stating that the German-speaking parts of Europe are prolific in dubbing, and it is still the default way to consume foreign films on TV and in theaters, which is why we can assume that the same goes for online streaming services.

YouTube

YouTube was launched in 2005, and was bought by the internet giant Google a year later, when already more than 25.000.000 videos were available. It soon became clear that YouTube was to inherit the title of the most popular video sharing site on the internet, and, as a consequence, the amount of footage that is hosted by the website is beyond human grasp. Originally intended to be a platform where regular people can upload their home videos, today all manner of videos can be found on there, from hastily recorded snapshots of private users to full length feature films (cf. Britannica).

It is hard to accurately account for the impact that YouTube, and to a lesser degree similar video sharing sites like dailymotion.com, had on the internet and viewing habits of young people. On one hand, the sheer time people spend on there is remarkable, and the 2020 study by OTS mentioned in the previous section indicates that YouTube is used even more

frequently than streaming sites such as Netflix. On the other hand, the medium was arguably responsible for a revolution in the media landscape in that it allowed for a democratization of (audiovisual) media dissemination. Regular people were successful in launching wide-reaching YouTube-channels, covering an incredibly diverse range of subjects, from video games, to sports, lifestyle, beauty, music, and everything else people might be interested in. While the trends in these areas are fast-lived, certain entirely novel genres of videos (such as Let's Play videos, where the audience watches someone playing video games) have been established since the conception of YouTube, and they continue to thrive. Some of them have in fact been so successful, that they now support entirely new video or streaming services.

Other video streaming services

While there is of course a wide range of other video sharing or streaming sites, two of them will be presented here very briefly, as they garner a significant audience among young people at this moment in time. Both of them, as mentioned above, can be argued to have their roots in specific genres that developed on YouTube.

Twitch is a website that lets users film themselves while playing computer games and comment on what is happening. In 2014, Twitch accounted for 1.8% of internet traffic in the US, trailing only the three internet giants Netflix, Google and Apple (Cook 2014). The aforementioned study on media consumption in Austria shows that only 10% of test subjects have consumed content on Twitch in the past (OTS 2020). It can be assumed, however, that that portion is significantly higher among teenage boys.

Another service, which can be expected to be widely consumed not only among boys, but teenagers in general, is the App/video sharing site TikTok. Launched in 2004 in Shanghai, it lets users share only short clips of 15 seconds, and seems to be intended for lip-syncing and dancing videos, although once again there are numerous and fast-evolving trends. This is not some fringe phenomenon either, as in 2019, the app exceeded one billion downloads. The name has further made its rounds in the media quite frequently due to data security concerns as well as attempts of banning it by the Trump administration (as well as other countries) in 2020 (Tidy & Smith Galer 2020).

TikTok also has some of the characteristics of a social media network, and many of the more “traditional” social media sites like Facebook or Instagram increasingly also integrate video in their services, blurring the line between these two categories more and more. Nevertheless,

the most important social media platform will be presented in the next category, as it can be argued that reading is still the most salient part of the social media experience.

2.3.3. Reading

There is no doubt that technological advancements have made it a lot easier to have access to (English) texts, be it “traditional” genres like books or magazine articles, or relatively recent phenomena like text messages, social media posts or blogs. And while books consistently rank relatively low in terms of time spent with them in various EE studies, EE reading is still a frequent and widespread occurrence. Far north of 60% of students in Schwarz’ study (2020: 215) report regularly reading song lyrics, articles, information texts, social media posts or text messages.

The category of EE reading can broadly be subdivided in EE reading for communicative purposes and reading for information/pleasure. The latter category would include reading books and articles and is highly stratified in terms of technological access to these types of texts. Suffice it to say that websites - either of traditional media companies or more recent online journalism, blogs, or lifestyle websites - as well as E-books, have greatly increased the ease with which EE texts can be accessed.

Reading for communicative purposes would, on the other hand, include the reading of text messages, including of course those sent by messenger apps such as WhatsApp, Snapchat, Signal and so forth, as well as texts associated with social media. In terms of reach, the most successful social media platform at the time of writing among young people is Instagram. According to a study that investigated young people’s online habits, 84% of 11-17 year olds in Austria used Instagram in late 2020 (IFJ 2020).

Now, after having detailed the role of English in the world, embedded within its historical context, as well as having elaborated on the concept of EE and having provided a brief overview of recent technological developments, which have fundamentally transformed the reality of young people when it comes to said concept, the second part of the theoretical basis of this thesis will now concern itself with the concept of motivation.

3. Motivation

To state that motivation is conducive to scholastic success is something of a truism. After all, according to most definitions of it, heightened motivation will result in students investing more work as well as having a more positive attitude towards the subject in question overall, which in turn would be expected to result in better grades at school. When it comes to language learning, motivation is, next to language aptitude, “the other major ID variable that has been found to significantly affect language learning success” (Dörnyei 2005:65). This will not come as a surprise to most people, since learning a language is a work-intensive endeavor, as it requires a considerable amount of practice to master a new tongue.

The following section will attempt to provide a definition of the rather abstract concept of motivation, and the academic discourse on it will be briefly reviewed. Then the role of motivation in the EFL classroom will be discussed. Subsequently, the literature will be reviewed to identify driving factors that generally lead to increased motivation. Finally, the link between motivation and authenticity in the EFL classroom will be examined and an attempt will be made to make an informed guess with regard to the nature of the relation between motivation and EE.

3.1. Defining Motivation

In general language usage, the term motivation can denote different concepts. On the one hand, every action carried out by an individual has some sort of motivation behind it, i.e. a root cause. On the other hand, we refer to motivation as the extent to which a person is willing to work hard in order to achieve something. The American Psychological Association (APA) offers the following definitions of the term:

1. the impetus that gives purpose or direction to behavior and operates in humans at a conscious or unconscious level [...]. Motives are frequently divided into (a) physiological, primary, or organic motives, such as hunger, thirst, and need for sleep; and (b) personal, social, or secondary motives, such as affiliation, competition, and individual interests and goals. An important distinction must also be drawn between internal motivating forces and external factors, such as rewards or punishments, that can encourage or discourage certain behaviors.

[...]

3. a person’s willingness to exert physical or mental effort in pursuit of a goal or outcome.

It is important to note that these two definitions refer to two quite distinct concepts, and yet both are relevant when it comes to educational success. The correlation between one’s

willingness to work hard and scholastic achievements should be obvious. The first definition, however, describes what psychologists are mainly interested in, which is a more all-encompassing understanding of why people act the way they do. Insights of this kind would of course allow people, including language teachers, to embed their instruction within a fertile environment, aimed at eliciting as much motivation of the latter definition as possible. This requires a sound understanding of the workings of the human mind.

The astute reader will notice that this is of course not something that psychology, or any other branch of science, for that matter, can offer, since the complexity of human thinking is, quite unfortunately, beyond the grasp of human thinking. This complexity perhaps accounts for the multitude of different approaches when it comes to motivational theory. As Dörnyei (1998: 117) notes, “[r]esearchers seem to agree that motivation is responsible for determining human behaviour by energising it and giving it direction, but the great variety of accounts put forward in the literature of how this happens may surprise even the seasoned researcher.”

If motivation is to be investigated in conjunction with language learning – itself an incredibly complex topic – the picture does not get any clearer. As Dörnyei (1998: 118) also points out, language is a very intricate construct, and its role and purpose are multifaceted:

Language is at the same time: (a) a communication coding system that can be taught as a school subject; (b) an integral part of the individual's identity involved in almost all mental activities; and also (c) the most important channel of social organisation embedded in the culture of the community where it is used

As Dörnyei rightly concludes, any definition of motivation – especially when it comes to the language classroom – can therefore only be partial and can only pertain to specific aspects of the complex concept that is motivation. This thesis will refrain from providing a fixed definition of motivation for that reason, but rather will attempt to specify which area of motivation is addressed whenever the need may arise.

3.2. Research History

Research into motivation, as a psychological construct as well as with regard to language learning, has a long and rich history that goes back to the 1950s/1960s. Not least due to the complexity of the issue, which was touched upon in the section above, there is a vast array of different approaches to the topic, which in turn manifested in different schools of thought and a plethora of books and articles on the subject. Dörnyei (2005: 66-67) divides the research

into the field into three separate phases along a chronological axis: the social psychological period, the cognitive-situated period and the process-oriented period.

The social psychological period was spearheaded by Gardner, among others, who began researching motivation in the early 1970s. He coined the term integrative motivation, which he described as “a complex of attitudinal, goal-directed, and motivational variables”. (Gardner 2001: 1) Two of the factors that determine the extent of a student’s integrative motivation are his or her integrativeness and his or her attitude towards the learning situation. The former would include factors such as a person’s interest in the language as well as their attitude towards the L2 community, while the latter would subsume a student’s feelings towards the classroom or the teacher (Gardner 2001: 4-6).

Gardner made a point of embedding the L2 learning or acquisition process in a wider societal and cultural context, as he realized that learning a language is unlike learning other subjects. Since language is not merely a means of transmitting information, but of forming a cultural and individual identity, he argued that treating it as such can have a beneficial impact on language learning.

The 1990s saw what Dörnyei calls the cognitive-situated period. The researchers of this era did not reject what had been postulated by their colleagues earlier, but they placed their focus on more narrow and more individual cognitive aspects of motivation. Researchers began to investigate the impact of different methodological approaches in the EFL classroom on students’ motivation (Dörnyei 2005: 74-75).

What Dörnyei (2005: 76) calls one of the most influential approaches in motivation research came at the hands of Deci and Ryan in the form of self-determination theory (1985), which very famously distinguishes between intrinsic and extrinsic motivation. The concepts are still relevant today, and to foster intrinsic motivation with regard to language learning, i.e. children wanting to learn the language for the sake of it without the prospect of monetary or societal incentives, is still one of the ultimate goals of many EFL instructors.

The third phase in motivation research was initiated by Dörnyei himself, and is called the process-oriented phase. Beginning in the early 2000s, he and other researchers began to point to the dynamic nature of the complex concept of motivation, necessitating a more process-oriented approach. Motivation is not a fixed parameter, but rather an ever-changing variable that has its peaks and valleys over the course of school years, weeks, and even over the course of individual lessons. He thus saw a need to shift to a process-oriented paradigm, and therefore, in collaboration with Ottó, devised a model of L2 motivation that splits up the

process of motivation along a temporal axis and puts its focus on the processes involved in L2 learning that are involved with motivation (Dörnyei 2005: 84).

The model “describes how initial wishes and desires are first transformed into goals and then into operationalized intentions, and how these intentions are enacted, leading (hopefully) to the accomplishment of the goal and concluded by the final evaluation of the process.” (Dörnyei 2005: 84) They divide the model into three stages. The preactional stage involves the forming of intentions and setting of goals, and factors that influence it are, among others, the learner beliefs and strategies, the support of the environment, and – crucially – the attitudes towards the L2 and its speakers. The actional stage encompasses the actual learning experience, which typically takes place within some sort of educational institution. Here, major factors for the motivational influence are the general quality of the experience, the influence of teachers and parents, and also the sense of autonomy the learner experiences, which will be discussed in a bit more detail in a subsequent section. The third stage is called the postactional phase and entails the retrospective evaluation of a how useful a specific learning experience was, which in turn will of course have an impact on how motivated one will be in a future event. Motivational influences for this period would be self-concept beliefs and the feedback that is received, perhaps in the form of praise or grades (Dörnyei 2005: 84-85).

To summarize, research on L2 motivation has evolved and developed over the years, with researchers viewing the concept through different lenses and having different foci at the heart of their investigations, and that process has by no means found a conclusion (cf. Gardner 2020). Nevertheless, a number of key tenets have basically been undisputed since the conception of the field, one of which is that the self-conception of the learner, and to what extent they associate themselves or indeed identify with not just the language, but the speaking community of the L2, and, by extension, the cultural and societal landscape of that community, are crucial factors with regard to the motivation of students. This concept, which Gardner called integrative motivation, is clearly of relevance when investigating EE, since students therein engage in English of their own accord, and it would likely not be a sensible assumption that learners do this exclusively out of consideration for their grades. Neither would it be prudent to assume that the specter of unemployment is the only factor that compels them to seek out contact with English native speakers and consume English media in their free time. They do so, at least in part, because they feel some sort of connection to a certain community and thus want to take part in that discourse. The next section will therefore attempt to elaborate on the concept of integrativeness and its role in motivation.

3.3. Motivation & Identity

Language is, among other things, a means of communicating with other individuals or groups. It is therefore not particularly far-fetched that a desire to belong to a certain community or having a positive attitude towards that community in general would be one of the aspects that can lead to heightened motivation. As established before, Gardner subsumes variables which pertain to social attitudes as integrativeness, which “is viewed as a complex of affective variables that reflect an individual’s openness to other cultures and languages. It includes attitudes toward other cultural communities and/or the target language community [and] an interest in learning language in order to communicate with members of the target community” (Gardner 2001: 23).

Now, the world has changed drastically since Gardner first theorized the integrative aspects of language learning motivation. In a more and more globalized world in which English is increasingly used as a lingua franca, what does it mean to have a positive attitude towards the target language or the culture of the target language? It should be plain to see that the complex of affective variables, which Gardner described in the previous paragraph, has grown to be much more complex on a societal level, and might vary considerably from individual to individual. In other words, one person might be motivated to learn (or engage in) English, because she would like to keep up with the results of some obscure E-Sports discipline that is only streamed on a Canadian website. Another person might enjoy Anime and shares his passion with others on an English-speaking forum with people from around the world. There is a near endless amount of examples one could think of (and a quite staggering amount of them have in fact transpired or will do so at some point in the future).

Does it, in light of this rapid change of what it means for one’s identity to speak English, make sense to still use integrativeness as a concept? It certainly does to Gardner, and other scholars as well. Dörnyei (2005: 97), for instance, addresses the issue as follows:

Thus, one way of extending the concept of ‘integrativeness’ is to talk about some sort of a virtual or metaphorical identification with the sociocultural loading of a language, and in the case of the undisputed world language, English, this identification would be associated with a non-parochial, cosmopolitan, globalized world citizen identity. In several parts of the world there is a clear indication that such a ‘world identity’ exists, and it is merely a terminological issue as to whether we label this a modified version of integrativeness or in some other way.

In other words, identifying with a certain community is no longer confined to identifying with the complex cultural constructs of nation states or whole language communities.

Integrativeness, at least when it comes to English, can also denote a self-conception as a world citizen, who speaks the global language English. It could also be argued, as alluded to earlier, that the identification with certain (perhaps quite distinct and insignificant) cultural subsets that are made up of an international audience could be another way of extending the concept of integrativeness.

At this point, it is important to reiterate that integrativeness is by no means the only aspect that contributes to motivation as a whole. What Gardner, in his seminal work (1972), referred to as instrumental motives, or Deci and Ryan (1985) called extrinsic motivation, is without a doubt still a factor when it comes to learning English in general, and when engaging in EE activities as well. While Rasztovits (2020: 64) did find that his participants mainly watched films in English due to what he describes as intrinsic motivation, extrinsic or instrumental factors, such as watching films with the express purpose to improve one's English or even to prepare for exams, reached non-negligible scores as well.

To investigate the link between identity and motivation, as this brief subchapter has done, is to define the meaning of motivation as the root cause for one's action. The desire to belong to a specific discourse community can be useful for ascribing reasons to someone's actions, i.e. why does a person want to master a new language in the first place. However, that says absolutely nothing about how a person might go about learning that language. As stated further above, motivation can also be defined as a willingness to work hard. A person might be motivated to learn a language in the sense that she or he has a positive attitude towards that language. That motivation does not necessarily translate into good grades in that subject at school, for obvious reasons.

3.4.Motivation in the EFL Classroom

Students' motivation, in the sense of having goals and discipline, has been shown again and again to be one of the main predictors for success in school in general. (cf. Steinmayr & Spinath 2009, Taylor et al 2014) More to the point, "motivation is one of the main determinants of second/foreign language learning achievement". (Dörnyei 1994: 272) While motivation is a popular subject of investigation in the field of language learning, "empirical studies directed specifically at instructed second language acquisition [...] are still relatively scarce and the differentiation between L2 motivation in instructed and naturalistic settings is usually not explored." (Csizér 2017: 418)

In order to explore that differentiation, it bears hearkening back to Dörnyei's own process model of motivation. As stated, motivation is a dynamic concept that is subject to fluctuations. Focusing on classroom situations, this dynamic nature becomes even more obvious, since a classroom is an incredibly complex arena of social interaction, where students of course not only learn, but live a big part of their lives. Since the emotional backdrop of students very much has an impact on students' motivation, it is virtually impossible to adequately account for all the different factors that can affect classroom motivation.

The process model is depicted in full in Figure 1. It attempts to portray learning as a process, and motivation and its different subcategories can influence it in manifold ways at different stages of said process.

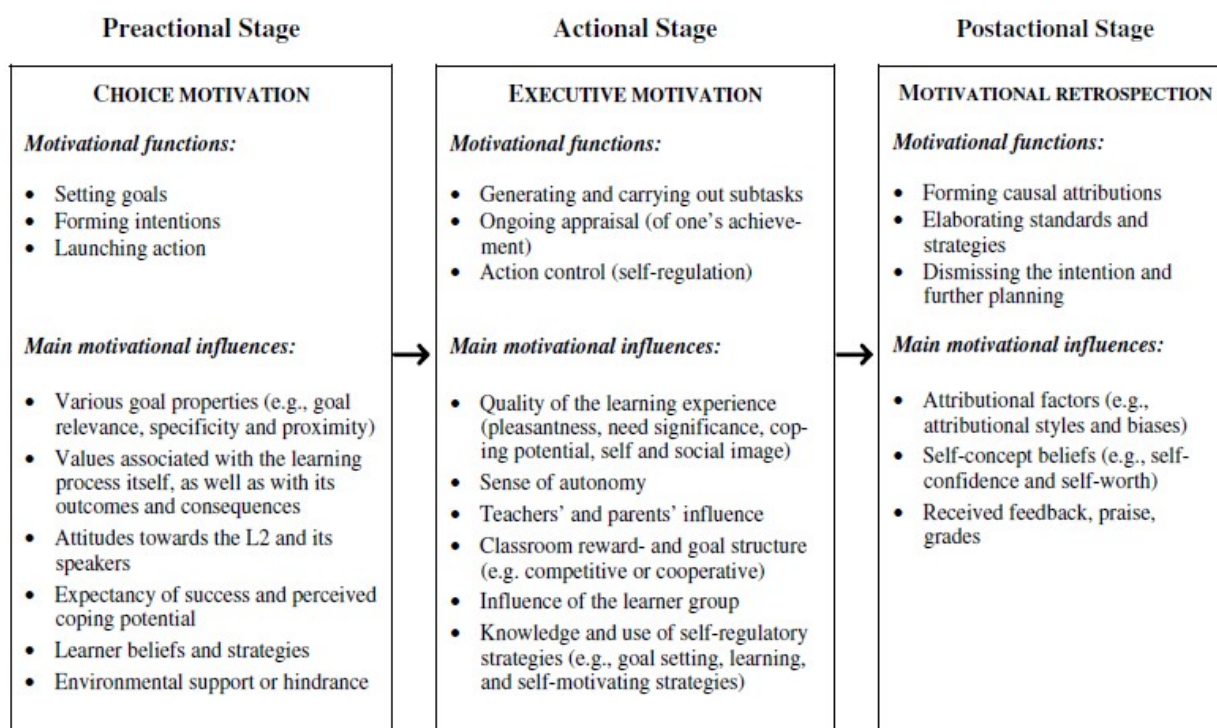


Figure 1. Dörnyei's Process Model of Motivation (2005: 85)

While the section further above already touched upon the concept of the three chronological stages, it is interesting to note that all the different factors that make up those stages pertain to both naturalistic and instructional aspects of language learning. While the distinction might not always be a hundred percent dichotomous, many of them can generally be thought of as being a part of the classroom experience.

The preactional stage sees the students setting goals and forming intentions, and thus its “motivational dimension [...] can be referred to as *choice motivation*” (Dörnyei 2005: 84,

emphasis his). While integrative aspects like attitudes towards the L2 and its speakers play a role here, classroom-specific influences, such as learner beliefs and strategies, expectancy of success, and to a degree the values associated with the learning process itself come into play during this stage, and thus account for a large portion of what the model determines to be the main motivational influences of this stage.

The actional stage is comprised of actions that constitute what would typically be thought of as learning, and its motivational dimension is called executive motivation. At this stage, motivation needs to be maintained this stage and “is particularly relevant to sustained activities such as studying an L2, and especially to learning in classroom settings, where students are exposed to a great number of distracting influences”. (Dörnyei 2005: 84)

This becomes apparent when looking at the motivational influences for this stage too, as many are classroom-specific, such as the quality of the learning experience, the influence of parents and teachers, as well as the learner group, the classroom reward and goal structure, and the sense of autonomy.

The last stage, which goes by the name of postactional stage, consists of an evaluation of how the learning experience unfolded and drawing conclusions for future experiences – its motivational dimension is therefore referred to as motivational retrospection. Some of the main motivational influences of this stage directly pertain to the classroom too, be it in an obvious manner, like feedback, grades or praise from the teacher, or be it in a less straightforward manner, like students’ self-concept beliefs such as their self-confidence and self-worth. Those attributes are not shaped exclusively by students’ experience in school, but rather by a complex interaction of personality traits, life experience, and said experiences.

To sum up, motivation in the classroom is determined and affected by different factors that occur at various points of all three stages of Dörnyei’s motivational process model. While some of the motivational influences described by that model illuminate more why a person might be moved to learn a language in the first place, others pertain to experiences in the classroom directly. While it is likely that there is significant overlap for many students, it is entirely conceivable that the differentiation mentioned by Czisér between naturalistic and instructed settings shows a marked difference in motivation levels for other students. So the levels of integrativeness might be high for a student, for instance, but a lack of quality of the learning experience or the influence of the learner group might lead to reduced executive motivation.

Before moving on to discussing any possible effect that EE might have on students' motivation, one more aspect will be presented. Authenticity in the context of EFL teaching has been shown to increase motivation and, since EE of course happens in an authentic context as well, can perhaps provide some insight into the link between motivation and EE.

3.5.Motivation & Authenticity

The link between what is commonly referred to as authenticity and classroom and language learning motivation has been well established in the field of SLA research (cf. Pinner 2019: 1-3 for a concise summary of the research). As Pinner notes, both of these concepts are oft-cited terms in discussions around language teaching and “yet [are] highly elusive constructs.” (2019: 1) While the previous chapters have demonstrated that motivation can be construed to mean different things to different scholars, the concept of authenticity is similarly described by Pinner (2019: 1) as “one that is fraught with much debate and confusion.”

Very broadly stated, authenticity in the realm of language instruction is most often defined as a sample of language that has some genuine communicative purpose and was not originally intended for use in the classroom. In other words:

The most pervasive definition of authenticity usually refers to materials, and is often reduced to some kind of inherent trait based largely on the original intention of the materials not having been for language teaching. In other words, authenticity in language teaching tends to mean materials designed for anything *but* language teaching (Pinner 2019: 1, original emphasis)

As evidenced by the whole chapter that Pinner devotes to an attempt of a definition of the term in his seminal work on authenticity (2016: 63 ff), the above definition is of course only one of many and is contested by quite a few researchers. Pinner calls it the classic definition, and goes on to critique that definition for various reasons, and then provides an overview and a discussion of several alternative conceptions of the term. Before a definition is provided that fits the purpose of this thesis, however, it worth discussing why authenticity should be of relevance at all.

The concept of authenticity is usually discussed within the context of instructed language learning. Since all manner of language exercises are made up of contrived samples of speech, it is useful to draw a distinction between those types of exercises and more natural speech. When it comes to EE, however, students engage exclusively in what would be described as authentic language. While there are some definitions that define authentic language as

language that is used by native speakers for native speakers, these definitions were among the first and are, in our connected society with English as a lingua franca, dated. Some other definitions would in fact capture the essence of EE, so to speak, as they simply define authentic language as language used in the real world. It can therefore be argued that, for the purpose of this thesis, the intricacies of what is referred to as the authenticity debate can be disregarded, and all instances of EE shall be considered authentic.

Turning our attention back to the question of why authenticity should be relevant in the first place, the link between authenticity and motivation is worth being investigated a little more thoroughly. Authenticity and motivation have often been linked and it has been the established belief of the field that the former can increase the latter. Empirical studies on the subject are unfortunately not as frequent as the general discussion of these terms, but do exist nonetheless, and seem to confirm that belief (cf. Peacock 1997, Pinner 2019). If this claim is accepted, the question then arises why authenticity should lead to heightened student motivation. Further, is it conceivable that that same mechanism might also heighten language learning and classroom motivation in students who engage in EE?

In order to attempt to answer this question, it is worth looking back on the section on motivation and identity. As established by Gardner, integrativeness is a major force for language learning motivation and is a complex variable that accounts for a person's desire for being a part of a certain discourse community. When a person deals with an authentic sample of language, they are, at least to a certain extent, participating in that discourse. It then follows that authentic language should lead to heightened motivation. Not only is authentic language in language teaching a means to an end (i.e. learning the language), in some ways it can already be considered an end (i.e. engaging with a certain discourse community). This would be, of course, contingent on not only authenticity by itself, but dependent on the identity of the student and its relation to the content matter. In other words, authenticity will lead to heightened motivation if, and only if, the material in question pertains to the identity of the student in some manner (cf. Pinner 2019: 12-13).

There is, however, an additional possibility of how authenticity might lead to an increase in motivation, which can be summed up in one word: autonomy. In fact, Pinner suggests that autonomy is as important as motivation and authenticity when it comes to language learning, and thus proposed the model of the 'Language Impetus Triad'. According to him (2019: 29-30), the relationship can be described in the following way:

[A]*uthenticity* is being true to the self and a belief in what one is doing. This belief is embedded in the individual, but it also relies on social factors in order to be validated. Next, *autonomy* is the capacity the individual has to realise or act on their authentic beliefs. Authenticity is *what* we do when we have the autonomy *to do* it. Autonomy is influenced not simply by an authority figure such as a teacher or a department chair, but a myriad of internal and external factors such as time, ability and so on. The final component of the triad, *motivation*, describes the psychological state of the individual as it relates to the authentic action and the physical reality of undertaking it. Again this is influenced by potentially innumerable internal and external forces, requiring that motivation be conceptualised as a dynamic system.

The above conceptions of all three components of the triad intimately relate to the concepts of identity and the self. As has been demonstrated in this chapter, motivation, especially when it comes to language learning, is also thought to be closely linked to identity and how that identity relates to other cultures. Since authenticity has been empirically shown to correlate with motivation, this could be considered an indication as to the relationship between EE and motivation. It is that relationship that is at the heart of this thesis, after all, and it will be discussed in the final section of the theoretical framework.

3.6.Extramural English & Motivation

The connection between the extent to which students engage in EE and their levels of motivation lies at the heart of this thesis. Since it will attempt to explore some new territory when it comes to EE research, naturally there is not an abundance of empirical data available that would give clues as to the nature of that relationship. That does not mean, however, that such data does not exist at all, as motivational variables have been used in previous studies.

Sundqvist, for instance, included two ‘motivational factors’ in her 2009 dissertation. One of them was self-efficacy, i.e. the students’ judgment of their own language speaking abilities. While she did find a positive correlation between EE engagement and self-efficacy, this value was statistically significant only for the boys, whereas no such (statistically significant) correlation showed up for the girls. Sundqvist further found that the students who spent the least amount of time on EE also had the lowest scores on self-efficacy. She took this as a clue that students with low self-efficacy might not engage with EE due to the fact that they do not feel they have the adequate skills necessary to engage with it. She further investigated students’ level of anxiety with regard to speaking, and did not find a general statistically significant correlation with EE. She did, however, find a negative correlation between the EE subcategory ‘Playing video games’ and anxiety. In other words, subjects who reported high

levels of gaming indicated lower levels of anxiety. The correlation was weak, however, and Sundqvist readily admits that the data is not entirely convincing (Sundqvist 2009: 200).

The specificity of the two factors as well as the unconvincing nature of the data does not allow for the drawing of any conclusions with respect to EE and motivation. Therefore, our attention will turn to Schwarz' dissertation, which also has also served as a source of information for this thesis repeatedly. On the one hand, Schwarz (2020: 294) found a connection between EE and motivation repeatedly in the qualitative part of her study. During her focus group interviews, "[p]articipants [...] emphasize that EE activities have a positive impact on motivation because they engage in them of their own volition." Statements like these are made more than once. Thus, they offer a somewhat reliable indication that EE might have a positive impact on motivation. However, since motivation, as the chapter on it has established, is a complex and difficult to define variable, precise statements with regard to the nature of that impact can unfortunately not be deduced from those interviews.

However, Schwarz touched upon the area of motivation in her quantitative strand as well. While she did not explicitly refer to motivation in her discussion of it, she did probe the students' attitudes toward English, which is one of the constituents of English learning motivation, as previously demonstrated. In fact, she included (2020: 209-210) 21 items in her questionnaire that evaluated the students' attitudes towards English with regard to "five specific functions of English: its role in (their personal) future, in international communication, in young people's lives, in Austria and in relation to German." Her results (2020: 210-211) suggest that overall, the students that took part in the survey held English in high regard. The perceived importance of English was particularly pronounced with regard to the students' own future as well as international travel, but did score highly among all five functions.

Now, while a student's attitude towards a language is certainly an important factor for his or her motivation, are there any conclusions to be drawn from that particular data set with regard to EE and motivation levels? It would not appear to be so for two main reasons. First and foremost, Schwarz did not correlate the data on attitudes on English with the students' EE habits, so all the data tells us is that Viennese students have positive attitudes towards English in general. Secondly, attitudes towards a language, while certainly important, do of course not determine motivation levels on their own.

To sum up, on an empirical level, it is impossible to make any definitive statements on the nature of the relationship between motivation and EE that would stand up to scientific

scrutiny. Therefore, an attempt shall now be made to make some educated guesses with respect to that relationship on the hitherto established theoretical framework as well as anecdotal evidence and introspection.

In the previous section, it was established that authenticity in the classroom (most often in the form of classroom materials that were not originally conceived for the purpose of learning) has empirically been shown to lead to heightened motivation in students. Further, I have argued that any EE activity is intrinsically authentic, (almost) no matter to which of the many definitions of authenticity one subscribes. It would therefore stand to reason that EE should have a positive impact on motivation. Now, this should of course be taken with a grain of salt, as there are some key differences between EE and incorporating authentic materials in the classroom, first and foremost that the former occurs of the students' own volition. Nevertheless, there is some empirical data here that supports what most people would in all likelihood tend to guess, and what the interviewees in Schwarz' study seemed to confirm: that EE is positively correlated with motivation.

Merely using common sense, we can assume that a person, who voluntarily engages with a specific language to consume media, communicate or engage in a specific hobby, takes an interest in at least a specific subset of that language's cultural sphere and/or discourse community. That fact alone would lead us to expect heightened levels of integrative and/or instrumental motivation.

Further, we have the fact EE has been shown to have a positive impact on language proficiency. Once again simply contemplating the consequences of this would lead us to believe that EE should be positively correlated with motivation, and a whole host of reasons can be imagined for such a correlation. The reasoning might go along the following lines: Improved proficiency would lead to better grades at school, which in turn would lead to a more positive outlook on the subject and the language as a whole, which in turn would be analogous to heightened motivation. Similarly, improved proficiency might lead to higher levels of self-efficacy, which again would result in higher motivation. In general, improved proficiency would simply be expected to have a marked impact on the postactional stage, or motivational retrospection, of Dörnyei's process model of motivation, to come back to the theoretical framework.

Now, if the relation between EE and motivation can in fact be solved by common sense and a bit of theory, the question of course arises why one would expend considerable effort to investigate said connection. The prime reason is rather straightforward, and that is that

intuition can often be misleading. That is the reason we have to do experiments in science, and cannot rely solely on our wits to describe what goes on in the universe. This is of course especially true for matters as complex as the human mind and the vast sea of possibilities of how one part might affect the others and vice versa. Further, as was established in section 3.4., it is useful to distinguish between instructed and natural language learning motivation. So far, the statements and predictions that have been made have (mainly) been concerned with the latter. As will be pointed out again later on, this thesis is equally as interested in motivation when it comes to the actual classroom (not least due to the fact that I am a language teacher myself).

What statements or informed guesses can be made then about EE and instructed language learning motivation? We can look yet again to an article by Sundqvist, in which, back in 2013, she discussed with her co-author Olin-Scheller the phenomenon of declining motivation levels among Swedish students, uncovered by a national evaluation of the Swedish Schools Inspectorate. Apparently, the EE habits of students aged 13-16 was responsible for the demotivation of the students. More precisely, the article suspects it is the so-called authenticity gap that is to blame for the demotivation. In other words, the lack of authenticity in instructed language learning is only highlighted by the frequent encounters of authentic language of students in their free time. Teachers, according to the authors, may find it hard “to bridge the gap between the English used in school (school English) and the English used outside of school” (Sundqvist & Olin-Scheller 2013: 329).

A demotivating effect like that certainly seems plausible. What is more, it not hard to imagine other mechanisms that might lead to a decrease in motivation levels, especially when it comes to instructed language learning. Extensive EE engagement might lead to increased proficiency and consequently students might not feel challenged, at least in certain areas, and, by extension, bored. Conversely, it is also not very difficult to picture scenarios in which EE might lead to increased levels of motivation with regard to instructed language learning. Higher levels of self-efficacy, which were mentioned in the beginning of this section, may well have a positive impact of instructed language learning motivation. The point is that, not least due to complex nature of the subject matter and the vast amount of possibilities of interplay between the different variables, there is no way of predicting how EE might affect motivation. However, since that effect is, in all likelihood, of major importance for generations to come, the data has to be collected and analyzed, and the implications of said data have to be discussed. The next chapter, which will aim to do just that, can hopefully make a contribution to that discussion.

4. Methodology

The following chapter's aim is to first describe the rationale of the thesis within the context of the theory and then specify the study's research questions. Subsequently, the chapter will lay out how the data was collected. In order to do so, the design of the questionnaire as well as the administering of said questionnaire will be explained in more detail.

4.1. Research Aims

As mentioned in chapter 2, the term of EE was coined in 2009, but researchers have of course taken an interest in the concept of students engaging with English in their free time before then. Nevertheless, while research into EE has been getting traction in the field of EFL/ESL recently, there is still a vast amount of research left to be carried out if we are to understand the impact of it. On one hand, this is simply due to the incredibly quick rate of change that is inherent to the new digital landscape that largely determines the media habits of today's youth. On the other hand, it is also due to the sheer amount of research that will be necessary to grasp the impact of these changes, since it is likely no exaggeration to say that the digital revolution marks one of the biggest shifts for language learners (and teachers) in decades, as it has significantly increased the amount of language input (a section of) learners get.

Due to a range of constraints that limit the scope of this thesis, it will not purport to break any significant ground when it comes to understanding the realities of EE. It will, nevertheless, hope to be one of many future puzzle pieces that will hopefully allow the field to begin to understand the impact that these developments have. It will only be a snapshot in space and time, but one from which we may learn something of value, even if that may simply be a starting-off point for future research.

With these caveats in mind, what does the present study hope to find out? The first aim, which is inherent to any study on EE, is simply to investigate the extent to which the participants engage in EE. Further, it will attempt to shed light on the question of whether these developments have any impact on, or are in some way correlated, with one of the most important variables when it comes to language learning success – motivation. While the topic of motivation has certainly been broached in several studies on EE, it has not yet been the focus of EE research, perhaps somewhat surprisingly, given its significance.

Further, as was discussed in section 3.4., it is sensible to differentiate between L2 motivation in naturalistic and instructed settings. It is entirely plausible that a student's attitude towards a

language, a language community, and indeed the learning of that language improves by way of engaging with that language on his or her own terms, while his or her motivation to study for an English test within the context of the classroom may suffer, perhaps because he or she may conclude that simply engaging in EE is a more enticing way of learning English.

To sum up the paragraphs above, four research questions can be formulated:

RQ1: What kinds of EE activities do Viennese students engage with?

RQ2: To what extent do they engage with these activities?

RQ3: What is the correlation between different types of EE and naturalistic language learning motivation?

RQ4: What is the correlation between different types of EE and instructed language learning motivation?

The research questions will be addressed with a quantitative study in the form a questionnaire, the design of which will be explained in the following section.

4.2. Questionnaire Design

The questionnaire (cf. appendix) can be divided into three distinct parts with separate functions. The first part is intended to collect demographic data that was deemed to be of interest. The second part's aim is to evaluate what types of EE the students engage in and to what extent they do so. The third and final part was included to gauge students' motivation for instructed and naturalistic language learning. The questionnaire was designed in German to make answering it as easy as possible for the participants.

One of the challenges of designing a questionnaire is of course to find out as much information as possible while using as few items as possible. The questionnaire was designed in an attempt to heed Dörnyei's and Tatsuya's advice and keep it as short as possible (2009: 12), and thus the parts consist of items that were viewed as essential. The first part therefore consists of only four short items with which students indicate their gender, the class they attend, the language they speak at home, as well as the education of their parents.

The second part is, as mentioned, intended to collect data on the students' media consumption and of course the proportion of said consumption that pertains to EE. The first item of the second part asks the students to indicate which electronic appliances the students or the students' families own. Afterwards, they are asked to reveal which activities they use these

gadgets for by indicating on a 5-point Likert-scale from ‘daily’ to ‘never’ how often they engage in a list of pre-selected activities. This list was intended to be a comprehensive list of the most popular EE activities, but, lest an important activity be overlooked, the option of filling in any relevant additional activities was given to the participants. That same list of activities is then used again to let participants reveal to what extent they engaged in them in English. Once again, this is realized via a Likert-scale, which this time consists of four degrees from ‘exclusively in my mother tongue’ to ‘exclusively in English’ and the extra option of ‘never’. The next item focuses on the format of video specifically, and asks participants to estimate the time spent on different video ‘genres’, like film streaming websites or shorter video clips from other websites, and the proportion in which they are consumed in English. The last item asks participants to list the three EE activities they engage in most often and to provide an estimate of the weekly time spent on that activity in minutes.

In order to collect data on the participants’ motivation, only one (extensive) section was created as the third and last part of the questionnaire. The section consists of 32 Likert-scale statements that have almost all been adopted from the well-known Attitude/Motivation Test Battery (AMTB). The AMTB was first devised by Gardner in 1985 and was last updated in 2004. While the updated AMTB is still more than a decade old, and the field of motivation research has, as briefly outlined in section 3.2., certainly developed and matured, the AMTB is still widely used in L2 motivation research. Dörnyei states that it is “a useful self-report instrument and it has been adapted for many learning contexts all over the world. Its design followed the psychometric principles governing questionnaire theory and it is a scientific assessment tool both in terms of its presentation and its content.” (71)

The 2004 version includes 104 items in its main part. It was used as source material for two main reasons. First, it is well tested and, despite its age, on solid theoretical grounds, as there have been no true paradigm shifts in motivational theory since it was first conceived. Second, it is quite extensive and covers different aspects of L2 motivation in a quite a straight-forward manner. It covers categories such as integrative motivation, instrumental motivation, attitudes towards the discourse community, and so on (cf. Dörnyei 2005: 72).

For the purpose of this thesis, 31 items were adapted from the battery. One explicit point of interest was the differentiation between naturalistic and instructed language learning motivation, which is reflected in the item selection. Other items’ purpose is to gauge to which extent the students’ motivation has an integrative and/or an instrumental dimension. One item, which roughly translates to ‘I hardly feel challenged in my English lessons’, was created in

addition, since there was no such item to be found in the ATMB, and the questionnaire was also intended to discover a possible demotivation in the classroom caused by EE-induced increased proficiency, as speculated at the end of section 3.6., and as found out by Sunqvist & Olin-Scheller in 2013.

As for the questionnaire design itself, the most challenging aspect was to heed best-practice advice on how to design questionnaires while also keeping it as short and compact as possible. While it would be tempting to attempt to extract as much information as possible from the students, one also wants to impose on one's participants as little as possible, which is why I tried to stick to the lower limit of Dörnyei's and Czisér's (2012: 78) 4-6 page recommendation. Nevertheless, while it somewhat stands in contrast to the principle of brevity, multi-item scales were used, i.e. some items were repeated with a different phrasing of the same sentiment. This is done to ensure that the wording of the statement does not significantly interfere with the underlying meaning. Should two items that are intended to measure the same concept, but are merely phrased differently, produce diverging results, the data would have to be discarded, since the wording of the statement obviously interfered with the answers one way or another (cf. Dörnyei & Czisér 2012: 76). This practice, however, was limited to a few items. A rigorous implementation would have been beyond the scope of this thesis, and a sporadic use of multi-item scales should in theory at least suffice to weed out any possible instances of non-serious or random participation.

4.3. Participants and Questionnaire Administration

From the moment of its conception, the idea of this thesis was centered around a quantitative study. The reasons for this was rather straightforward, in that I teach at a school and therefore have relatively easy access to participants. And while access to data turned out not to be as easy as I had hoped, the context of the school and the students will first be elaborated on, and subsequently the (adverse) circumstances of how the data was gathered will be discussed.

The school in question is in the 3rd district of Vienna, was founded in 1919 and is an 8-year public secondary school (Allgemeinbildende Höhere Schule – AHS) attended by approximately 900 students. It has an integrated boarding school and students can choose one of three foci – art, music or ballet dancing – and they are instructed extensively in their chosen field. Students have to pass an entrance exam where they have to demonstrate their skills in their respective field. Roughly three quarters of the students are female with only one quarter being male. Especially students in the ballet dancing classes have diverse backgrounds

in terms of nationalities and languages, with many children coming from Italy and Eastern nations to attend the boarding school and study dancing. The dual school/dancing instruction is the only one of its kind in Austria and, after years of being trialed, will be included into the regular Austrian school system in the school year 2021/22.

While developing the idea for this thesis, I started talking to the year 4 students (13-14 years old), of which I teach two classes in English and one in Physics, about their EE habits. It was what I gleaned from these conversations that made me realize (or at least suspect) that the extent to which even students at such a young age engage in EE was perhaps greater than I had estimated. That, in combination with more easy access to the students, made me choose year four as my first pool of participants. Upon further thought, two further advantages of such a young pool of participants emerged – albeit admittedly only based in reflection and not data.

First, the effects of EE in general, whatever they might be, could be expected to be more pronounced the younger the children are when they start engaging with it. So if students in that age bracket do in fact engage with EE to a significant amount, and if EE does in fact have a measurable effect on motivation, it might be more significant simply due to the young age. Second, while the anecdotal evidence from the conversations with the students surprised me in the sense that there appeared to be more EE than I had thought, I would still expect a significant portion of students that young to not engage with EE to a significant extent. This would in fact be positive, since that would allow for an easier analysis of the data, especially with respect to the correlation between EE and motivation. In other words, if I am interested in the connection between EE and motivation, I need a sample of students who do not engage in EE. It is entirely conceivable that a sample of 16-olds creative urban females simply mostly use English to such a large extent that there is little room for detecting any correlations, especially when they are all constrained to their homes and thus the internet for weeks on end due to a global pandemic.

Nevertheless, having a contrast in ages is certainly interesting, and therefore I did decide to include another age bracket. The decision fell on grade 10 students (15-16 year-olds). That decision was mainly made due to practical reasons. The cohort of year six students was slightly larger and more easily accessible to me than that of grade 11 students. Further, the age gap to grade 8 students was, in my estimation, big enough to have a significant impact on their EE media habits.

After I had designed the questionnaire, decided on the pool of participants, and piloted the survey among a select group of people, the time came for the actual administration of the

questionnaire. As it turned out, collecting the data was more difficult than I had anticipated. In the original rough schedule, I planned on administering the survey in January or February of 2021. Due to a busy schedule, that time frame was pushed back by several weeks. By the end of March, the Austrian government announced another lockdown that would send the students into distance learning after the Easter holidays. I had originally intended to physically walk into classes and administer physical questionnaires. Now, under a certain time pressure and facing the uncertainty of when students would return to school, I had to contemplate carrying out the questionnaire digitally. That of course presented a new set of challenges, but after consulting with my supervisor and school management, I concluded that reverting to an online survey would be the best option.

One of the main issues of carrying out the survey online was that the parents' consent was a prerequisite. After considering different ideas on how to get their permission online, I set up an email account and sent the parents a message via the head teachers of the respective classes, asking them to send an email to that address that would grant me permission to send the survey link to their children. That plan was not free of risk, as it is easy to ignore such a request, especially when it is delivered by a third party in the form of an email.

I then had to digitalize the questionnaire, for which I bought a subscription to an online survey service (surveymonkey.com). That service allowed for the transferring of the questionnaire into a digital form while more or less keeping the original format and content of the questionnaire (cf. appendix).

After I had received an adequate amount of permissions from parents, I sent out the link to the students – either directly, in the three classes that I taught myself, or indirectly via the respective classes' English teachers. The data collection took place from April 11 2021 to April 22 2021. One of the main consequences of the convoluted data collection was a stark reduction in sample size from what had been anticipated in more normal circumstances. 87 students took part in the survey, while I had hoped to reach around twice as many with the approach that had been intended for data collection initially. To complicate matters further, most of those respondents were of one age bracket, namely grade 8 students, which in all likelihood is due to the fact that I teach numerous of those students myself. Unfortunately, only 10 participants of the grade 10 participant pool took part in the survey, which is why a direct comparison of age cohorts was unfortunately rendered impossible.

The online data collection was not entirely without benefits, as it allowed for an easy export of the data in different formats, and painstaking data entry thus was not necessary. The service

even featured different filter functions which enabled a preemptive structuring of the raw data and therefore facilitated the analysis of the results.

5. Results

In the following chapter, the most salient findings of the quantitative study will be presented. First, the data will be analyzed in three parts, corresponding to the three sections of the questionnaire that concerned demographic information, EE habits and motivation. Secondly and more importantly, the correlation between EE habits and motivational variables will be examined. The analysis of the data was carried out with SPSS.

Disclaimer: When referring to percentages, values were rounded to the nearest whole number for the sake of readability. Other values, such as time in minutes, were rounded too, since the uncertainty of such estimations is far greater than any deviance that would result from rounding.

5.1. Demographic Information

As already stated, the sample size for the following quantitative study was $N=87$. Out of those participants, 66 were female and 21 were male, with none of them being ‘unspecified’. That sex ratio is broadly reflective of the ratio of male and female students at the school in general. As already mentioned, the overwhelming majority of participants were year 4 (13-14 years old) students. Only ten students of the year 6 cohort (15-16 years old) took part, 8 of which were female and 2 male.

61% of students indicated that they only speak German at home, with 39% using other languages for domestic communication. The 35 people who reported that they use a language other than German at home listed a wide variety of languages, including Romanian, Arabic, Chinese, Bulgarian, Italian, Macedonian, Polish, Turkish, Georgian and Hindi. While all these languages were mentioned only once, other languages were named several times. Out of the pool of non-German speaking students (or not exclusively German speaking students), most students speak English at home (a total of 10, although many indicated using it only occasionally), followed by Serbo-Croatian (a combined 6), Spanish and Hungarian (4 each), and Russian (3 speakers).

The section about the parents' education revealed, unfortunately, the first design flaw of the questionnaire, something that remained undetected in the piloting phase. The item was (poorly and ambiguously) worded as "What type of education have your parents completed?" (roughly translated). The usual phrasing to elicit this kind of information would be something along the lines of: "What is the highest level of education your parents have completed?" It is phrased like that for good reason. Since I failed to use better wording, some of the participants indicated different levels of education that their parents have completed.

The data nevertheless revealed a reasonably clear and coherent picture, and that is one of a very high level of education. Almost 60% of mothers (52) and almost 50% (41) of fathers have a university degree or some kind of other completed tertiary education. The rest of the data was more or less evenly spread between vocational schools, nursing school, and teaching academies. While a good portion of students did not know what type of education their mother and father had completed (9 and 13 respectively), not a single parent has not completed some form of education.

5.2. Media & EE Habits

Before inquiring about the students' actual EE habits, item 5 asked students to indicate which types of entertainment devices they owned themselves or had access to in their homes. Figure 2 shows the results.

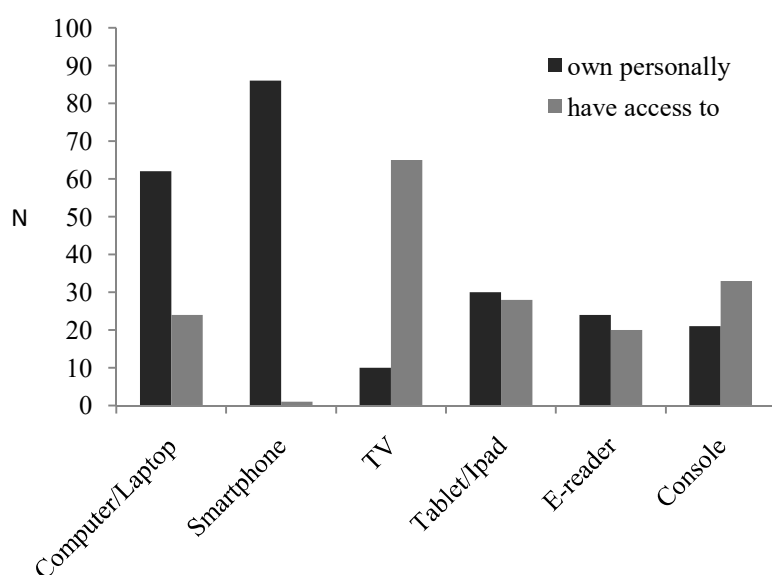


Figure 2. Ownership of different devices

The graph illustrates the results of the two different ‘degrees’ of ownership. 100% of the students have access to laptops, 72% of which actually own their own laptop. Similarly, every single one of the participants has access to a smartphone. One of the students claimed to have shared access to the phone, while the rest all reported they have their own phone. When it comes to the next couple of categories, however, the picture becomes a bit more nuanced. Around 76% of participants say they have access to a TV set in their homes. An additional 12% say they own their own TV set, while another 12% of students do not have access to television. The numbers for tablets and iPads, E-readers and gaming consoles, are, interestingly enough, quite similar and also quite balanced with regard to the different degrees of ownership. In terms of personal ownership and access in general, the tablet/iPad received the highest score, with 37% of participants owning one and 34% having access to one. A combined 66% of students indicated they have access to a gaming console, and the E-book or E-reader is the least commonly owned electronic device among participants, at least in terms of general access. When it comes to personal ownership, however, the E-book is more common than gaming consoles, at approximately 31% personal ownership as compared to around 26% for the consoles.

Of greater interest is, of course, how these devices are being used by the students. Item 6 requested participants to reveal how often they engaged (or estimated to engage) in a list of 15 popular online activities, with the options being ‘daily’, ‘several times per week’, ‘several times per month’, ‘rarely’ and ‘never’. Table 1 illustrates the most salient results.

Table 1: *Most salient EE activities by frequency*

| | daily | several times week | several times a month | rarely a | never |
|----------------------|-------|--------------------------|-----------------------------|-------------|-------|
| messenger apps | 86,2% | 9,2% | 0,0% | 1,2% | 3,5% |
| social media | 54,0% | 21,8% | 1,2% | 4,6% | 18,4% |
| video clip platforms | 40,2% | 13,8% | 6,9% | 11,5% | 27,6% |
| video platforms | 41,4% | 43,7% | 6,9% | 6,9% | 1,2% |
| film streaming | 23,0% | 44,8% | 13,8% | 10,3% | 8,1% |
| books | 25,6% | 26,7% | 19,8% | 22,1% | 5,8% |
| music | 58,1% | 29,1% | 4,7% | 4,7% | 3,5% |
| gaming | 14,0% | 23,3% | 16,3% | 17,4% | 29,1% |

Perhaps not particularly surprisingly, messenger apps like WhatsApp or Snapchat are the most commonly used devices. An overwhelming 86% of students said that they use them on a daily basis. Search engines and online learning platforms have also achieved among the highest overall values. 72% of participants indicated that they used these sites or apps daily, and virtually all of the remaining students said that they used it several times a week. That result is of course somewhat of an artifact of the specific time the survey was taken, as students had to stay at home while schooling was carried out online, and in the case of our specific school, via the Microsoft application Teams. In the same vein, a combined 56% of students used email services daily or at least several times a week.

While students purported to use these types of media the most frequently, they are more or less negligible when it comes to the students' EE habits, as will become apparent below. That is, however, not the case for the next group of activities, which were also indicated to be frequently used among the students. Approximately 58% of students said they used music streaming on a daily basis, while an additional 29% reported doing so several times a week. Social media platforms, like Instagram or Facebook, are being used daily by 54% of students, with another 22% of them accessing them several times a week.

Without a doubt an oft-used source of entertainment among young students are the different forms of film and video. Around 41% of participants said they use video sharing websites like YouTube daily, with an additional 40% doing the same with video clip portals like TikTok. Interestingly enough, however, sites like YouTube are used several times per week by an additional 44%. That number drops to 14% for sites like TikTok, while 28% of students never use them (only 1% of students never use video services like YouTube). We get comparable figures for film and series streaming services like Netflix, which 'only' 23% of students use on a daily basis, but a considerable 45% report using it several times a week, and only a combined 18% indicated to rarely or never use film streaming services.

So far, all of the services mentioned are used at least several times per week by a majority of the students, and the last activity that clears that mark is reading books (E-readers or normal books), which 26% reported doing daily and 27% several times a week. The same, however, cannot be said for the remaining activities. 0% use internet forums or meme platforms on a daily basis, and more than 65% never use them. Similarly, only a bit more than a quarter of the participants use news websites at least a couple of times a week. One result that is perhaps surprising is the relatively low usage of computer games. Around 14% said they played them daily, with another 24% ticking the several times a week category. 29%, however, claimed

never to play video games. These low numbers are likely part of the explanation why video-game streaming services like Twitch also received low scores when it comes to frequency, with only a combined 13% using them daily or several times a week, and the overwhelming majority of 65% never using them at all. With regard to video games, however, a radically different picture emerges if the data is sorted by gender. Around 80% of boys play video games several times a week, and almost 50% do so on a daily basis.

Now that we have some background and know which activities are carried out frequently by the students, we will now analyze what this study is concerned with – the students' EE habits. Item 7 listed the same group of activities, but this time asked students what language they used for this activity, and how frequently. The options for this were 'exclusively in German/my mother tongue', 'sometimes in English', 'often in English', 'exclusively in English', and 'never'. Table 2 shows the activities that ranked highest in terms of relative English usage.

Table 2. *Frequency of English usage for select activities*

| | exclusively in my mother tongue | sometimes in English | often English | in exclusively in English | not at all |
|----------------------|--|-------------------------|------------------|------------------------------|------------|
| music | 3,5% | 3,5% | 37,2% | 53,5% | 2,3% |
| video clip platforms | 3,5% | 9,3% | 40,7% | 18,6% | 27,9% |
| video platforms | 3,6% | 26,2% | 46,4% | 21,4% | 2,4% |
| film streaming | 11,6% | 27,9% | 25,6% | 23,3% | 11,6% |
| books | 37,7% | 36,5% | 15,3% | 2,4% | 8,2% |

As we can see, a majority of students, or 53%, listen to music exclusively in English, with an additional 37% doing so frequently, which means that around 90% of students listen to English speaking music on a regular basis, which is the highest value out of all the activities (note that this survey question was about relative frequency and does not say anything about the absolute length of time spent on any certain activity). The next highest proportions of English use were found to be among the different video services, namely video clip platforms (TikTok etc.), regular video streaming sites (YouTube etc.), and film and series streaming platforms (Netflix etc.). Out of these three, it appears that the regular video streaming sites are used in English most commonly overall, with 21% watching videos exclusively in English and an additional 46% doing so frequently. In contrast, not even 4% of students indicated that they watch these videos exclusively in their mother tongue. When it comes to monolingual

use, film streaming achieved an even higher score in English, with 23% using these services exclusively in English, although ‘only’ an additional 26% indicated to do so often. Still, the number of monolingual English users is exactly twice the number of monolingual German (or mother tongue) users. A similar picture emerges with respect to the short video clip portals, which are used by a combined 59% of students either exclusively or frequently in English, with comparatively few participant using them frequently in German, and comparatively many not using them at all, with 28%.

As alluded to above, the activities carried out with the highest frequency are not being carried out in English to quite the same degree. The highest values for monolingual use were achieved by email services and learning platforms, which around 60% of students indicated they only used in their native tongue. With messenger applications – the most frequently used activity overall – that value drops to 36%. 39% say that they sometimes use them in English with an additional 21% doing so often. The numbers tilt much more heavily towards English when it comes to social media, however. 12% use them only in English (which is more than the 7% who say they only use it in their mother tongue), 35% frequently use them in English and an additional 29% do so at least sometimes. Perhaps one further interesting result was that while 38% of participants indicated that they read books exclusively in German, 37%, 15%, and 2% said that they read books sometimes, frequently, or exclusively in English, respectively.

Item 8 was concerned with audiovisual media specifically, and asked students to estimate their weekly consumption of five different categories (YouTube, TV, streaming, TikTok, social media) and further estimate the percentage of that consumption that is carried out in English. Table 3 illustrates those results.

Table 3. *Average time spent on different video platforms & percentage of English*

| | hours weekly mean | SD | percentage in English mean |
|----------------|-------------------|------|----------------------------|
| YouTube | 4.02 | 5.59 | 59.9 % |
| TV | 1.49 | 3.20 | 2.3 % |
| Film Streaming | 4.10 | 4.92 | 53.7 % |
| TikTok | 2.55 | 5.32 | 60.5 % |
| Social Media | 2.32 | 3.32 | 53.5 % |

The table shows the average time that students spend each week on each form of audiovisual entertainment, as well as the estimated percentage of that time that they use it in English. As

we can see, the two platforms that are used most extensively are YouTube and film streaming services such as Netflix, both averaging a mean of around 4 hours of viewing time per week per students. TikTok clips average the third highest mean weekly viewing time, which is interesting in so far as it had the highest percentage of respondents saying that they do not use TikTok at all, at 42%, just above regular TV, at 39%. While videos on social media also account for around 2.3 hours of audiovisual viewing among students, traditional television is used the least, with students watching just around an average of 1.5 hours a week. Combined, the students watch around 14.5 hours of films and videos a week, or just over two hours a day.

The percentages at which students consume the content in English are quite high, in so far as the mean of the percentage is above 50% for every type of media listed except for traditional television. On average, these videos are being consumed in English around 53% (social media) to 60% (YouTube and TikTok) of the time. What is more is that between a quarter (social media and YouTube) to more than a third (TikTok and film streaming) of students indicated that they use these services (almost) exclusively in English.

The last item that was intended to gauge the students' EE habits was item 9, which simply asked students to list the top three activities that bring them into contact with English in their daily lives, and estimate the average weekly amount of time for each activity. Table 4 shows the activities by how often they were mentioned.

Table 4. *EE activities rated most frequent*

| Activity | mentions most frequent | mentions 2 nd most frequent | mentions 3 rd most frequent | total mentions |
|------------------|---------------------------|---|---|-------------------|
| Music | 40 | 17 | 6 | 63 |
| Films and videos | 20 | 35 | 25 | 80 |
| Social Media | 5 | 7 | 8 | 20 |
| Reading | 8 | 6 | 8 | 22 |
| Video Games | 0 | 6 | 6 | 12 |
| Communication | 9 | 4 | 15 | 28 |

Different forms of audiovisual media were clearly mentioned most often with 80 mentions, and music being a relatively close second at 63 mentions. Among the first places (number one most frequent activities), music was mentioned most often, interestingly enough. Online gaming, social media and books took the next spots at 12 to 20 mentions. The category 'communication' was used to pool answers from conversations with friends to school lessons and so on.

With regard to the average weekly time spent on these activities, Table 5 lists the mean for each of the categories.

Table 5. Average time spent on different activities in minutes

| Activity | mean | median | SD | N |
|------------------|------|--------|-----|----|
| Music | 520 | 315 | 530 | 56 |
| Films and videos | 390 | 300 | 330 | 72 |
| Social Media | 360 | 400 | 270 | 24 |
| Reading | 290 | 210 | 235 | 19 |
| Video Games | 300 | 180 | 300 | 20 |
| Communication | 150 | 130 | 120 | 10 |

It is important to note that these times are the mean values for people who a) mentioned the activity and b) made a meaningful guess for weekly time spent on the activity – and not the mean weekly time spent on that activity among the whole population. Since this item was more open, more of the answers had to be disregarded, as some participants neglected to provide a guess, made vague statements (e.g. ‘basically all the time’), or provided guesses that were deemed unrealistic (e.g. 8000 minutes of music a week). The values were rounded to the nearest multiple of 5.

The highest mean weekly time spent on activity is around 520 minutes that are spent listening to (English-language) music, or more than 70 minutes a day. Different forms of audiovisual media got the second-highest value at around 390 minutes a week on average, or not quite one hour daily, which agrees neatly with the value found in item 8 of not quite 2 hours a day at around an average of a little over 50% English language content. Social Media, books, and online gaming all also amassed a mean of between around 3-4 hours of mean weekly engagement. Here, however, it is important to note that they were mentioned a lot less, so the true average is likely well below that. In a similar vein, it is worth having a look at the standard deviation of these values, which are in most cases almost as large, if not larger, than the mean value itself. This points to a very pronounced variance in engagement time among the students. While some spend considerably less time on the activities than the mean value, others spend much more.

5.3. Motivation

The third part of the questionnaire was intended to measure students' instructed and naturalistic language learning motivation and consisted of 31 5-point Likert scale items. The results will be presented numerically. A value of five corresponds to 'I agree', whereas a value of one corresponds to 'I disagree'. In general, students' motivation levels were high across all categories, and the more detailed results will be presented in suitable motivational categories. Table 6 shows a table with mean values for students' instructed language learning motivation.

Table 6. Numerical results for approval for motivational statements regarding instructed language learning

| Statements | mean | SD | N |
|---|------|------|----|
| I work hard for good English grades | 4.15 | .98 | 86 |
| I work harder for English exams than for other exams | 2.53 | 1.89 | 85 |
| I enjoy studying English | 4.07 | .98 | 86 |
| I mostly look forward to my English lessons | 3.60 | 1.01 | 86 |
| I feel comfortable speaking English in front of the class | 3.34 | 1.24 | 86 |
| I enjoy English more than most other subjects | 3.47 | 1.03 | 86 |

As we can see, motivation is moderately high across these categories. The highest value was achieved by the statement 'I work hard for good English grades' at 4.15, which perhaps is also the statement that best encapsulates the spirit of the entire category, as it pertains to the students' English lessons (instructed language learning motivation) and the effort they are willing to expend. The lowest value was achieved by the statement 'I work harder for English exams than for other exams' at 2.53. Overall, this category, which consists only of positive statements that pertain to instructed language learning, reaches a mean of 3.53, which can be considered moderately high.

In light of these results, it is also useful to add that participants rate the subject English as moderately challenging. The statement 'English is a challenging subject' reached a value of 3.55, and the statement 'I hardly feel challenged in my English lessons' reached 2.53, agreeing quite neatly, if we view the value 3 as a pivot point.

Another group of statements were also concerned with language learning instruction, but were phrased in a negative way and designed to measure students' classroom anxiety. The group consists of four statements and in this case, naturally, low values indicate low anxiety/antipathy and therefore point towards high motivation. Among them, the statement 'My English lessons are a waste of time' achieved the lowest mean value at 1.33, confirming

that students hold the subject in high regard. The highest mean value was calculated for the statement ‘I feel uncomfortable speaking English in front of the class’ at 2.6, indicating that there is some anxiety in that regard, and indeed around 15% of respondents agreed with that statement.

The largest group of statements was concerned with naturalistic language learning motivation, and consisted of 7 statements that were intended to measure integrative motivation. Table 7 shows the mean values for the different statements.

Table 7. Numerical results for approval for motivational statements regarding naturalistic language learning

| Statements | mean | SD | N |
|---|------|------|----|
| English allows me to form a connection with people from all over the world | 4.45 | .94 | 86 |
| I would like to know more Native Speakers | 3.97 | 1.12 | 86 |
| English is useful when travelling | 4.54 | .56 | 85 |
| I'm interested in English-speaking culture | 3.52 | 1.27 | 86 |
| English is a beautiful language | 4.38 | .92 | 86 |
| English is important because I can use it to talk to people from all over the world | 4.80 | .53 | 86 |
| I would like to live in an English-speaking country at some point | 4.58 | .82 | 86 |

Naturalistic language learning motivation, i.e. attitudes towards the language and speaking community is more or less consistently higher than instructed language learning motivation. This is reflected in the overall mean motivational average value for this group of statements at 4.35, although it is crucial to note that the comparison of the average between the groups only serves an illustrative point and does not have any real explanatory power in a scientific sense.

The statement with the highest degree of approval was ‘English is important because I can use it to talk to people from all over the world’, which underscores the students’ perception of the integrative function of English. The lowest agreement was found for the statement ‘I’m interested in English-speaking culture’ at 3.52. A negatively phrased statement – ‘I hate English’ – confirmed the findings above, in that it received very low levels of approval at 1.22, the lowest score among all the statements.

Instrumental motivational aspects are clearly relevant for students as well. The statement ‘I think that English is important for my professional future’ received a mean of 4.72, indicating very high levels of agreement. By extension, the negatively phrased ‘I do not think that English is important for me’ achieved a value of only 1.29, confirming the result (once again

with respect to a pivot point value of 3). The statement ‘I think English is an important part of education’ received a mean score of 4.87, indicating universal agreement.

Lastly, 5 statements were intended to measure scholastic and language learning (not specifically English) motivation in general, and once again, motivation levels were moderately high to high. The statement ‘I’m a good student’ reached a value of 4.06. Similarly, the statement ‘I’m a hard-working student’ received a mean score of 3.73. Concerning foreign languages in general, the statement ‘I enjoy learning foreign languages’ averaged an approval of 4.23, while the statement ‘I think it’s important to learn different languages’ received a mean of 4.60, indicating that there is high integrative as well as instrumental motivation when it comes to the value of learning languages in general.

5.4. Correlation between EE & Motivation

The results from the previous items have confirmed that audiovisual forms of entertainment like online video clips and streaming are, apart from music, the most prominent forms of EE the students engage with. Therefore, the section that specified the students’ video consumption was used to calculate possible correlations by carrying out a Spearman analysis between the percentage of English that students use for different video and streaming platforms and the motivational statements. Spearman correlation is a ranked-based system, which is more sensible to use in this case, since it is strictly speaking not necessarily scientifically valid to assign a numerical value to concepts like motivational Likert scales, as we have done in the section above for illustrative purposes.

For the percentage of English at which students view YouTube videos, the analysis has found several statistically significant correlations, that are presented in Table 8.

Table 8. *Correlations of English viewing percentage of YouTube with different statements*

| Statements | correlation coefficient r | Sigma p | N |
|--|---------------------------|---------|----|
| I would like to know more Native Speakers | .316** | .008 | 81 |
| I feel comfortable speaking English in front of the class | .294** | .008 | 81 |
| I enjoy English more than most other subjects | .398** | <0.001 | 81 |
| English is a challenging subject | -.339** | .002 | 79 |
| I'm looking forward to not having to study English anymore | -.380** | <0.001 | 81 |
| I'm interested in English-speaking culture | .444** | <0.001 | 81 |
| I hardly feel challenged in my English lessons | .357** | .001 | 80 |

**correlation is significant at the 0.01 level (2-tailed)

Note that only statistically significant correlations are reported. While there were hints to many more, the limited sample size does not allow us to draw conclusions with any kind of certainty for most of the examples. The percentage of English video viewing is positively correlated with the statement ‘I would like to know more Native Speakers’ ($r = 0.316$, $N = 81$, $p = 0.004$). The same goes for the statements ‘I feel comfortable speaking English in front of the class’ ($r = 0.295$, $N = 81$, $p = 0.008$) and ‘I enjoy English more than most other subjects’ ($r = 0.398$, $N = 81$, $p = 0.001$). As has been established in the chapter on EE, heightened EE engagement leads to increased proficiency, and this also seems to be apparent in the data in the following way. Increased English viewing is moderately negatively correlated with the statement ‘English is a challenging subject’ ($r = -0.339$, $N = 79$, $p = 0.002$). Similarly, there is a positive correlation with the statement ‘I hardly feel challenged in my English lessons’ ($r = 0.357$, $N = 80$, $p = 0.001$). In general, however, positive effects can be seen with regard to instructed language learning as well as naturalistic language learning. The former is apparent, among others, from the negative correlation with the statement ‘I’m looking forward to not having to study English anymore’ ($r = -0.380$, $N = 81$, $p = 0.001$). The latter, on the other hand, can be inferred from the positive correlation with the statement ‘I’m interested in English-speaking culture’ ($r = 0.444$, $N = 81$, $p = 0.001$), which is the strongest correlation that was found.

While YouTube was the richest source of correlations, the analysis of the percentage of English viewing of streaming websites also yielded some apparent connections between the (English) watching of Netflix and co. and different statements from the motivational part. Table 9 presents the statistically significant results.

Table 9. *Correlations of English viewing percentage of film streaming with different statements*

| Statements | correlation coefficient r | Sigma p | N |
|--|---------------------------------|---------|----|
| English allows me to form a connection with people from all over the world | .262* | .023 | 75 |
| English is important for my professional future | .343** | .003 | 75 |
| I would like to know more Native Speakers | .239* | 0.39 | 75 |
| English is a challenging subject | -.354** | .002 | 75 |
| I'm interested in English-speaking culture | .345** | .002 | 75 |
| I would like to live in an English-speaking country at some point | .251* | 0.30 | 75 |

**correlation is significant at the 0.01 level (2-tailed)

*correlation is significant at the 0.05 level (2-tailed)

Using streaming services in English is moderately positively correlated with the statement 'English is important for my professional future' ($r = 0.343$, $N = 75$, $p = 0.003$). Further, there were two connections that were quite similar to the YouTube results, in that the statement 'English is a challenging subject' was negatively correlated with a high percentage of English language usage ($r = -0.339$, $N = 79$, $p = 0.002$) and positively correlated with interest in culture from English-speaking countries ($r = 0.345$, $N = 75$, $p = 0.002$). Other than that, three motivational statements have cleared the lower significance threshold of $p = 0.05$, namely the statements 'English allows me to form a connection to people from all over the world', 'I would like to know more Native Speakers', and 'I would like to live in an English-speaking country at some point'. The correlations are rather weak, however, with an r between 0.239 and 0.262.

TikTok only yielded two statistically significant correlations, which was one positive one with 'I feel comfortable speaking English in front of the class' ($r = 0.262$, $N = 61$, $p = 0.041$) and a negative one with 'English is a challenging subject' ($r = -0.256$, $N = 60$, $p = 0.048$), and as is apparent from the p -value, they just barely cleared the mark of $p = 0.05$.

For social media, two sound correlations with a p below 0.01 were found between the percentage of use in English and the statements 'I feel comfortable speaking English in front of the class' ($r = 0.337$, $N = 69$, $p = 0.005$) and 'I hardly feel challenged in my English lessons' ($r = 0.402$, $N = 68$, $p = 0.001$). Four more statements were found with a p -value of $0.05 > p > 0.01$. While two of these were not surprising and have shown up with the other forms of media as well, two were perhaps not what was to be expected of users that like to use social media in English. Both the statements 'I think it's important to learn different languages' and 'I think English is important because it allows me to talk to people all over the world' have a (low) negative correlation with the percentage of social media videos watched in English.

6. Discussion

Having presented some of the relevant data gathered from the questionnaire, these results will now be discussed in the following chapter. The numbers will be put into context, their implications will be debated, and certain caveats will have to be considered. Eventually, of course, I will attempt to answer my original research questions. The discussion will follow the structure of the original questionnaire, just like the previous chapter, and will therefore start with the demographic data.

6.1.Demographic Information

The sample size, the gender ratio, and the distribution of the age groups had a massive impact on the quality of the data and, by extension, on the type of analysis which was possible to carry out. As mentioned in chapter 4, I had originally intended to collect significantly more data, especially with regard to the year 6 cohort, but that plan was unfortunately thwarted by government restrictions in response to a global pandemic, as countless other plans were during that time period.

First and foremost, the relatively small N of 87 has adverse effects on the validity and statistical significance of the data that was collected. The smaller the sample size, the more difficult it is going to be to analyze trends and habits with any kind of certainty. In addition, the gender ratio is heavily skewed towards females, which makes any sort of comparison between genders questionable, since one of the populations is too small to make meaningful statistical inferences. It is for that reason that I have mostly foregone splits along gender lines in my analysis. The same goes for the different age groups, where the contrast in participation was even starker. Due to the small number of participants aged 15-16, a separate analysis would not have been of much value.

While the small number of participants in general is regrettable, it is possible to see a silver lining with regard to the low participation of boys and older students. On the one hand, the gender proportions are, as was already mentioned in chapter 5, representative for the school. While that does not say anything about representativeness in general, it of course has implications for the data's validity with regard to that particular population, and it seems that, at least in terms of gender, there was nothing that held back a particular group of people from responding to the survey.

With regard to the small number of older students that responded, it is also possible to look on the bright side of things, if one is so inclined. Having mainly 13-14 year olds in the sample size means that the study represents an analysis of EE habits of a markedly younger target group than many studies done before, especially when it comes to other EE studies carried out in Austria. Schwarz (2020), Ringl (2014), Rasztovits (2020) or Hahn (2017) have all carried out studies on EE, but all of them have surveyed teenagers aged 15-16 or older, rendering the findings somewhat unique. Further, the young age of respondents of this study simply adds another layer of gravitas to these results, since, as we know from section 2.2.2., it would likely not be unreasonable to assume that age is a factor when it comes to what impact EE might have on the students.

Since we touched upon the topic of representativeness in the previous paragraphs, discussing the data on education and non-German speaking households is a good opportunity to have a word on that topic in more general terms and also compare the demographics of the school to that of the larger population. It goes without saying that the study population is not representative of any larger subset of the population, like Viennese school children, AHS students, or even students at the school where the data was gathered. The questionnaire was sent out to two age-groups and was taken up voluntarily by some of the students. This obviously already pre-selects for a certain type of student. One could argue that there might be a bias in the data, especially when it comes to motivation, in that students who are more willing to answer a non-mandatory survey are exactly the type of students who might be more motivated in scholarly matters anyway.

With regard to the more general student population, however, we can draw some general conclusions with respect to the question of gender and educational as well as linguistic background. In terms of the latter, the proportion is actually representative of Viennese lower secondary students, to which most of the study population belonged. Around 16 000 out of around 36 000 Viennese lower secondary students speak a language other than German at home, which comes out at around 40%, which is almost exactly the same value found in the study at 39%. The languages that students speak at home, however, are not representative of the Viennese population. English is vastly overrepresented, while more traditional Austrian migrant languages, such as Turkish, Bulgarian, Romanian, and Arabic, are underrepresented (cf. ÖIF 2019). Concerning education, the percentages also diverge quite significantly from the national average, which becomes most apparent when considering the prevalence of university degrees. Those numbers are, at around 50% (fathers) to 60% (mothers), significantly higher among the participants' parents than the average rate of university graduates among the population, which, depending on which age brackets one chooses to look at, is somewhere between 15 and 25% (cf. Statistik Austria 2018).

Summing up, the questionnaire has yielded a linguistically diverse population whose background might be considered somewhat privileged, if the educational background of the parents is anything to go by. The sample is thus part of a very specific population, which will thus not allow us to infer anything about a broader section of students, but can nevertheless be analyzed for trends with regard to EE. A reduction in sample size due to outside circumstances unfortunately resulted in reduced statistical significance of various analyses. As a silver lining, however, the study has brought forth valuable insights into the EE habits of the youngest participants so far examined in any EE study in Austria.

6.2. Media & EE Habits

Item 5 revealed universal access to laptops and smartphones, which once again lends credence to the notion that the study population can be considered somewhat privileged, as a lack of electronic devices among certain student populations made the headlines during the nationwide lockdowns that made it necessary for students to stay at home and use their computers to study. It is perhaps also noteworthy that around a quarter of students do not have a TV set at home. It seems plausible to assume that that number would have lower just a few years ago, and it is the first of various results that confirm that television as a medium is decreasing in relevance and has, among students, clearly been left behind by non-linear online forms of media.

Item 6 gives us an overview over the activities the students generally engage in, regardless of language, in order to have a backdrop against which to compare their EE activities, and in item 7 students revealed how often they used said services in English. Since these items are closely connected, it seems sensible to discuss them together. This discussion will mark the first answer to one of the research questions, specifically regarding what activities students engage in, and to what extent they do so.

Communication services like messenger apps and email do reach the highest usage frequencies, but are, as is already mentioned in the results section, quite insignificant when it comes to the students' EE habits. Both of these results are not particularly surprising. Also not particularly surprising is the fact that listening to music came out on top when it comes to both frequency and proportion at which it is carried out in English. As discussed in section 2.3.3., English-speaking music is so pervasive in Western-European culture that it is simply part of most people's media diet. Similarly, it is not the focus of this study, for two main reasons. On the one hand, it is not really a new phenomenon and has been studied quite extensively by other researchers, and on the other, listening to music is often quite a passive activity, and it is hard to tell to which degree the lyrics are actually being followed.

What is in fact the focus of this study, however, are different forms of audiovisual media, and the results for the viewership of these are very enlightening. Video portals, video clip portals, and film and streaming services are all used at high frequency. More than half to more than 80% of students, depending on the platform, use them at least several times a week, and around 50% to more than 65% use them predominantly or even exclusively in English. These results are quite significant and these two items clearly show already that audiovisual EE

engagement is highly prevalent among students at that (young) age, thus confirming and even exceeding my expectations that had been formed in informal conversations with the students.

Two more EE activities that should not be overlooked in this discussion are video gaming and reading. Video gaming can be said to be one of the most important EE activities and has been shown to be tightly correlated to English proficiency (cf. Sylvén & Sundqvist 2012). Prior to the questionnaire design, I had decided, however, not to focus on video games, since previous studies had shown a marked slant towards male teenagers with regard to video game usage. I therefore assumed that my place of work, which is female-dominated in terms of students, was simply not the right arena to investigate gaming. That hypothesis turned out to be absolutely correct, as the numbers for gaming were heavily skewed with regard to gender. Around 80% of boys indicated they play video games at least several times a week, while only 23% of girls did. Reading books is interesting in so far as it can constitute the direct training of a skill that is absolutely essential in school, which makes it somewhat unique among the EE activities. While the frequency for reading in general is quite high, with more than half of students reading books at least several times a week, the proportion at which that reading takes place in English is rather low. However, considering the young age and the required cognitive effort, one can argue that more than half of the students at least occasionally reading books in English is quite a significant finding.

While some general caveats will be offered at the end of this section, this is perhaps a good time to mention some flaws of the two items in question. First and foremost, the item prompt does not mention the students' free time, which means they might have included activities for school as well. While this is not a problem for most of the activities, the data on reading mentioned above, for instance, cannot be regarded as reliable EE data, unfortunately. Further, there is of course the issue of vagueness. The categories of frequency are quite broad, which does not allow for any precise insight on how much time the students actually spend on these activities. On the other hand, self-reporting is notoriously inaccurate, and a 14-year-old's (or an adult's, for that matter) estimate of how many minutes they spend on any given activity should be taken with a grain of salt anyway. We can, however, trust them to judge whether an activity is carried out daily as opposed to several times a month, for instance.

This brings us to the discussion of item 8, which was the attempt to measure more precisely the time spent and English use of the students, specifically with regard to audiovisual forms of media. First of all, it is important to note that the calculated means for this item are not statistically valid. Since the time was estimated in discrete categories, a mean cannot be

calculated, strictly speaking. For the purpose of easy comparability, this was done anyway by assigning an index to each category. The category 2-4 hours, for instance, was assigned a value of 3 hours, which was then used to calculate the mean. The same was done with the proportion of English categories, which were just 5 categories of 20% increments. Considering the general uncertainty of the results, this method of computation seems like an acceptable workaround, as long as one is aware of the added limitations. Keeping these hedges in mind, the results of this item were quite revealing. Since video and film was the focus of the questionnaire, I did expect the numbers for average viewing time to be significant, but the rate at which these video streaming services are being used in English, despite the participants' rather young age, is remarkable. Disregarding traditional TV, which was by far the least used platform anyway, all of these services were on average used in English more than half of the time. To reiterate, students as young as 13-14 watch more videos in English as compared to their mother tongue.

Item 9, the last item on EE, was the most open item, and first, some more methodological considerations are in order. The item allowed for the most exact measuring of the time the students spend on different EE activities. While it does provide us with a number for weekly minutes, that number is of course not to be taken at face value, since estimates like that simply cannot be expected to be accurate, for myriad reasons. By the same token, the method of calculating mean values for this item has to be taken into consideration. Since the item was open, only entries were considered which actually mentioned the respective activity and provided a reasonable estimate, which was not the case in each instance. So once more, while the presented values should not be taken as sound numerical data, they do nevertheless enable us to recognize certain tendencies. Comparing the activities, however, is not as straightforward, since the calculated mean will be much closer to the true value for the activities that were mentioned most frequently. Simply speaking, the mean for audiovisual media, which was mentioned by 80 out of 87 people will be more accurate than the mean for reading books, for instance, which was mentioned by only 22 people, and is thus in all likelihood heavily inflated. With all that being said, the results are, once again, very interesting and highlight once again the extent to which students engage with EE as part of their day-to-day lives. What is more is that the data for audiovisual media agrees quite well with the data from item 8, which does, to a degree, speak to the validity of the data. One more interesting aspect is the high standard deviation of all the values. On the one hand, this is of course to be expected, since the students very likely do have quite different EE habits. In part, however, it is likely

that, among a certain sample of students, some will likely underestimate and some overestimate their media consumption.

To conclude the section on EE activities, we will consider some more caveats that apply to the whole section, as announced above. These can be summarized very succinctly – social desirability bias. It is well established that respondents of surveys tend to over-report behaviors that they deem ‘good’, or that they suspect others to consider ‘good’, and under-report those that might be considered bad. This has numerous implications for the entire section on EE, and is in all likelihood exacerbated by the fact that the questionnaire was answered, at least in parts, by students of mine. It would therefore not be unreasonable to assume that certain answers are skewed in one way or the other, though it is of course not possible to know the extent or even the direction that slant might take. One possibility would of course be for the students to over-report their use of English for any given activity, as that certainly would seem socially desirable in the context of a questionnaire administered by your English teacher. Further, the time spent on activities with higher social prestige, such as reading books, could very well be over-reported, while the reverse might be true for activities with lower social prestige, such as video games.

These potential biases simply add another layer of uncertainty to the results. Uncertainty of this sort is part and parcel of any study that attempts to capture something as complex as human behavior in any type of meaningful numerical fashion. We can nevertheless conclude the discussion of this section with the conclusion that the focus of the thesis was well-selected, in that audiovisual media is consumed extensively in English by our sample population. In the next section, the results for the motivation part shall be discussed.

6.3.Motivation

The results demonstrated that motivation levels are quite high and attitudes towards the language are mostly positive. However, in order to contextualize these results, some of the items are of a more general nature and can serve as a control, so to speak. The statements ‘I am a good student’ and ‘I am a hardworking student’ both do not strictly pertain to language learning motivation, but they do offer us a baseline of the student’s scholarly motivation levels in general. The fact that both of these statements received high levels of approval should put into perspective the rest of the discussion. The same is true for the statement ‘My English teacher does a good job’. The high levels of approval for this statement certainly

have implications for the motivation levels in general, although this item in particular might have been subject to bias, but more on that later.

With that in mind, motivation was high across the board, and was, on average, slightly higher for naturalistic language learning motivation. In conjunction with the results mentioned above, we can conclude that students have a positive attitude towards and are quite highly motivated for school in general as well as English in particular, both when it comes to the school subject and the language in general. When English is compared to other school subjects, the respondents do not seem to have to put more effort into English. As an aside, these results are quite consistent with my impression of the students as a teacher. If I had to make a judgment, I would say the students are very conscientious, studious, and perhaps most importantly, that English has a very high status among students. Quite a considerable fraction of them use English not only for traditional EE activities, but even as their language of choice while they are at school. They talk to each other in English during breaks, lessons, and, as far as I can tell, in their free time.

Nevertheless, potential biases have to be considered once more, and once again, the social desirability bias comes into play. Even though students were told that the survey was anonymous, they may very well have been subconsciously impacted by the fact the questionnaire was administered by their/an English teacher. That might have led them to over-report positive attitudes towards English and under-report negative ones, as that would of course be desirable from the point of view of an English teacher.

What is further quite conceivable is a kind of halo effect, whereby the previous section of the questionnaire might have had an impact on the motivational part. Repeatedly associating English with pastime activities throughout the EE part of the questionnaire might have led to students reporting more favorable attitudes towards English, particularly with regard to instructed learning, than they might otherwise have.

One last effect that certainly has to be considered, and might in fact play the biggest role in distorting the data, is selection bias. The questionnaire was sent out for the students to answer on a voluntary basis, and so it would follow that the selection process itself already sorted for the type of student who is more motivated when it comes to school matters than his or her peers. While once again we cannot adequately estimate the extent of that effect, it is prudent to assume that it is quite significant.

Still, those factors do not take away from the fact that English learning motivation levels were consistently high. While that result is certainly reassuring as an English teacher, it did pose

certain problems for the analysis of the correlation between EE and motivation, as will be discussed in the next section.

6.4. Correlation between EE & Motivation

Several factors have unfortunately slightly hampered the correlational analysis, which was intended to be the core piece of research of this thesis. Nevertheless, the results do indicate that there seems to be a connection between EE and motivation.

There were two main limiting factors for the analysis, the first one being sample size. When trying to establish a correlation between any variables that are not very tightly correlated, more data will result in more certainty. For variables that describe something as complex as human behavior, like EE habits, or as abstract as human attributes, like motivation, it would be unreasonable to expect very strong correlational bonds. With less clear-cut connections, in order to have results that are statistically significant, the more data the better. As we know from section 4.3., the circumstances of the data collection unfortunately led to a sample size that was much smaller than I had originally hoped for. While the sample of $N=87$ did allow for the uncovering of several statistically significant connections, it is certainly plausible that a larger data set would have brought forth a larger number of statistically significant correlations, and further would have allowed for a more detailed analysis with regard to more specific categories such as gender and age.

Secondly, while the spread in the EE data was quite high, the results for the motivational items were often lopsided and tended to be quite uniform. This, naturally, is not at all conducive to analyzing for correlations. We could of course go a step further and conclude that these correlations simply do not exist. Since quite a few of them showed up in the data nevertheless, I would hesitate to jump to that conclusion, however. Rather, I would point to a methodological issue, as well as the biases discussed in the previous section. By extending the 5-point to a 7-point Likert scale, perhaps some of that data clustering could have been ameliorated. Further, it is entirely possible that social desirability bias and/or selection bias have skewed the data towards high motivation levels, which in turn limited the correlational analysis.

With all of that being said, we can set out to answer the final and main research question, since, even with all the caveats that had to be offered, the analysis still revealed numerous clear and statistically significant correlations. We can therefore conclude that the evidence

does very clearly hint at a connection between EE habits and motivation, in that the proportion at which students watch different video content in English is statistically significantly correlated with a range of different motivational markers. Interestingly, this pertains to instructed and naturalistic, or instrumental and integrative motivation to about the same degree. While the latter was definitely to be expected, that was not necessarily the case for the former.

The correlations were all positive for positively phrased statements and vice versa, meaning that a higher degree of English language video consumption is associated with higher levels of motivation. This was true for all but two correlations that showed up in the data for social media video consumption. Their p-value was, however, quite high, and the coefficient was relatively low. Combined with the small data set and the very lopsided scores for those particular items, it might well have been a fluke.

6.5.Implications, Limitations & Further Research

The general scope of this thesis in addition to the circumstances that have limited its statistical significance will not allow us to settle the matter of EE behavior and motivation, as was to be expected. Nevertheless, we can conclude that the evidence does point to a significant and positive correlation between English video consumption and naturalistic as well as instructed language learning motivation. In order to confirm this result, as well as perhaps delve in more detail into the nature of that relationship, further research would be necessary.

This of course begs the question in how far such research could benefit the EFL community, and, by extension, if the results of this study can tell us anything of value about the relationship of EE and EFL instruction. If we accept for a moment this existence of a positive correlation between EE and motivation, what does this mean for the future of language teaching?

It is perhaps necessary to point out that such a correlation would be non-directional, i.e. it would reveal nothing about any possible causal relationship between the two constructs. It would be possible that EE activity leads to higher motivation, that higher motivation leads to increased EE activity, or that there is indeed an interdependent relationship between the two. We would, however, not necessarily need to know the exact nature of that relationship in order to reap the benefits. There is, at this moment in time, nothing to suggest that this development of increasing EE activity by young adolescents, which in my opinion can be

regarded as a seismic change, will reverse in the future. There is evidence that this is beneficial to language proficiency. If evidence were to be amassed that it is indeed also beneficial to language learning motivation, which after all is one of the leading predictors of language learning success, there would come a time when a discussion would be needed on how to make use of these activities.

It is perhaps a somewhat contradictory notion that EE activities should be considered by language teachers, since language instruction is after all by definition excluded from EE. Nevertheless, I think it is inevitable that activities that are now very closely associated with EE will be included by more and more teachers in their English courses in the future. Be that in the form of making students watch movies, listen to podcasts, or integrating YouTube videos in their lessons. Activities like these may well be beneficial to motivation, and therefore be very useful. Further, if motivation is correlated with EE, we would want to encourage that behavior. It follows then, that if it is true, it is very much conceivable that EE activities of today might even be part of the curricula of tomorrow. Thus, at some point in the near future, a discussion on how to best implement them and encourage EE among students will have to get on its way.

7. Conclusion

In large parts due to the developments triggered by the digital revolution, extramural English, i.e. English that students encounter outside the walls of educational institutions, plays an increasingly important role in the way that young people learn English in many parts of the world. This thesis set out to investigate to what extent Viennese students, most of whom were between the ages of 13-14, engage in EE activities, in particular with regard to audiovisual media. Further, the correlation between students' English video watching habits and their motivation, both with regard to instructed as well as naturalistic language learning motivation, was examined.

The study, in line with other studies on the subject that have come before it, revealed that there is quite a diverse range of activities the students engage with and that the time spent with different types of new media is extensive. The focus of the study was on audiovisual media like video and film streaming, which did turn out to be one of the most significant EE activities. Remarkably, the students, despite their young age, reported that they used different

video streaming services in English a majority of the time. On average, they spend more than an hour a day watching English-speaking videos, video clips or films.

The results further revealed high levels of motivation among the students. That was true both for motivation with regard to instructed language learning motivation, i.e. concerning matters of school and their actual English class, as well as naturalistic language learning motivation, i.e. their general motivation for English learning due to its integrative function. While I would argue that elevated motivation levels are somewhat inherent to the school the study took place, it is important to consider that the results may well be biased, due to all or any of social desirability bias, the halo effect, and selection bias.

The correlational analysis, albeit being hampered by external circumstances and methodological choices, hinted at a positive correlation between watching video clips, films and other audiovisual content in English and motivation. This, once again, was true for motivational markers concerning instructed as well as naturalistic English language learning motivation. Unfortunately, statistically significant correlations were only found for a select number of motivational markers, so in order to definitively settle the matter, further research would without a doubt be necessary. That research may very well be worth doing, since I believe that, as I have posited numerous times throughout this thesis, EE has and will continue to have considerable impact on English language instruction. If professionals want to stay on top of those developments, and perhaps even use them to their advantage, one of the main objectives of the EFL teaching field should be to understand as well as possible the nature and extent of that impact – on language learning in general, and on motivation in particular.

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9. Appendix

9.1. Preliminary Original Questionnaire

Fragebogen zu englischem Medienkonsum und Motivation im Englischunterricht

Hinweis: Die erhobenen Daten werden ausschließlich **anonym** erhoben und weiterverarbeitet.

Teil 1 Fragen zu deiner Person

1. Geschlecht männlich ☐ weiblich ☐ divers ☐
2. Klasse _____
3. Sprichst du zu Hause neben Deutsch noch andere Sprachen? Ja ☐ Nein ☐
Wenn ja, welche? _____
4. Welche Ausbildung haben deine Eltern abgeschlossen?

Meine Mutter

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Pflichtschule (Volksschule, Hauptschule, Polytechnische Schule |
| <input type="checkbox"/> | Berufsschule (Lehre) oder berufsbildende mittlere Schule (Handelsschule, Fachschule, ...) |
| <input type="checkbox"/> | Schule mit Matura (Gymnasium, HAK, HTL, ...) |
| <input type="checkbox"/> | Meisterausbildung, Meisterprüfung |
| <input type="checkbox"/> | Schule für Gesundheits- und Krankenpflege oder Schule für medizinisch- technischen Fachdienst |
| <input type="checkbox"/> | Pädagogische Akademie, Sozialakademie oder eine andere Akademie /Kolleg |
| <input type="checkbox"/> | Studium an einer Universität/Fachhochschule oder pädagogischen Fachhochschule |
| <input type="checkbox"/> | keine Schule besucht/abgeschlossen |
| <input type="checkbox"/> | weiß ich nicht |

Mein Vater

- | |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Teil 2 Dein Medienkonsum

5. Auf welche der folgenden Geräte hast du in deiner Freizeit Zugriff? Kreuze bitte an, ob du das Gerät persönlich besitzt, oder es dir mit deiner Familie teilst!

| Gerät | besitze ich persönlich | haben wir zu Hause | kein Zugriff |
|--|------------------------|--------------------|--------------|
| Computer/Laptop | | | |
| Smartphone | | | |
| Fernseher | | | |
| Tablet, iPad | | | |
| E-Book | | | |
| Spielkonsole (Playstation, X-Box, ...) | | | |
| Sonstige: _____ | | | |

6. Elektronische Geräte können für viele unterschiedliche Aktivitäten genutzt werden. Kreuze nun bitte an, welche Möglichkeiten du wie oft verwendest!

| Ich verwende/spiele/lese | jeden Tag | mehrmals pro Woche | mehrmals pro Monat | selten | nie |
|--|-----------|--------------------|--------------------|--------|-----|
| Messenger-Apps (Whatsapp, Snapchat, Signal, ...) | | | | | |
| Soziale Medien (Instagram, Facebook, ...) | | | | | |
| Nachrichten-Websites (orf.at, buzzfeed.com, ...) | | | | | |
| Internetforen (reddit.com, quora.com, ...) | | | | | |
| Meme-Plattformen (9gag.com, reddit.com, ...) | | | | | |
| Videoclip Portale (Tik Tok, ...) | | | | | |
| Videoportale (Youtube, Vimeo, ...) | | | | | |
| Film- und Serien Streamingportale (Netflix, Amazon Prime, ...) | | | | | |
| Suchmaschinen (Google, Bing, ...) | | | | | |
| Lernportale (Microsoft Teams, Moodle, ...) | | | | | |
| Emailplattformen (Gmail, GMX, ...) | | | | | |
| Bücher (elektronisch oder normal) | | | | | |
| Musikstreaming (Spotify, Deezer, ...) | | | | | |
| Computerspiele/Online-Gaming | | | | | |
| Videospielplattformen (Twitch, ...) | | | | | |
| Sonstiges: _____ | | | | | |

| Ich verwende/spiele/lese | ausschließlich auf deutsch/ in meiner Muttersprache | manchmal auf Englisch | häufig auf Englisch | ausschließlich auf Englisch | nie |
|--|---|-----------------------|---------------------|-----------------------------|-----|
| Messenger-Apps (Whatsapp, Snapchat, Signal, ...) | | | | | |
| Soziale Medien (Instagram, Facebook, ...) | | | | | |
| Nachrichten-Websites (orf.at, buzzfeed.com, ...) | | | | | |
| Internetforen (reddit.com, Austauschplattformen zu Hobbies, ...) | | | | | |
| Meme-Plattformen (9gag.com, reddit.com, ...) | | | | | |
| Videoclip Portale (Tik Tok, ...) | | | | | |
| Videoportale (Youtube, Vimeo, ...) | | | | | |
| Film- und Serien Streamingportale (Netflix, Amazon Prime, ...) | | | | | |
| Suchmaschinen (Google, Bing, ...) | | | | | |
| Lernportale (Microsoft Teams, Moodle, ...) | | | | | |
| Emailplattformen (Gmail, GMX,...) | | | | | |
| Bücher (elektronisch oder normal) | | | | | |
| Musikstreaming (Spotify, Deezer, ...) | | | | | |
| Computerspiele/Online-Gaming | | | | | |
| Videospielplattformen (Twitch, ...) | | | | | |
| Sonstiges: _____ | | | | | |

7. Gib nun an, in *welcher Sprache* du die oben genannten Dienste hauptsächlich nützt. Dabei geht es nicht um die Einstellung bei der Benutzeroberfläche, sondern ob du z.B. englische Musik hörst oder englische Nachrichten verschickst.

8. Denke nun speziell an deinen *Videokonsum*. Schätze bitte, wie viele Minuten am Tag du in einer durchschnittlichen Woche mit den folgenden Plattformen verbringst. Gib bitte außerdem an, wie viel Prozent davon du die Plattform auf Englisch benutzt!

| Plattform | geschätzte wöchentliche Nutzung in Minuten | geschätzter Anteil englischer Sprache in Prozent |
|---|--|--|
| Youtube | | |
| Fernsehen | | |
| Netflix/Amazon Prime/Disney+ | | |
| Tik Tok | | |
| Social Media (Instagram, Facebook, ...) | | |
| Sonstige: _____ | | |

9. Als letztes, gib bitte die 3 Aktivitäten an, bei denen du im Alltag am häufigsten in Kontakt mit Englisch kommst, sei es Lesen, Videospiele, Musik oder anderes. Schätz bitte die wöchentliche Zeit in Minuten, die du mit dieser Aktivität verbringst!

| Aktivität (bitte selber einfüllen) | geschätzte Zeit pro Woche, in Minuten |
|------------------------------------|---------------------------------------|
| 1. _____ | |
| 2. _____ | |
| 3. _____ | |

Teil 3 Englisch und du

10. Abschließend sollst du bitte angeben, inwieweit du folgenden Aussagen zustimmst. Lies die Aussagen bitte aufmerksam durch und mache pro Aussage ein Kreuz.

| Aussage | 1 Stimme zu | 2 Stimme eher zu | 3 Weder noch | 4 Stimme eher nicht zu | 5 Stimme nicht zu |
|--|-------------------|------------------------|--------------------|---------------------------------|----------------------------|
| Ich bin ein/e gute/r Schüler*in. | | | | | |
| Englisch zu lernen bereitet mir Freude. | | | | | |
| Englisch erlaubt es mir, mit mehr Menschen eine Verbindung einzugehen. | | | | | |
| Ich glaube, dass Englisch für meine berufliche Zukunft wichtig ist. | | | | | |
| Ich würde gerne mehr Native Speaker kennen. | | | | | |
| Ich hasse Englisch | | | | | |
| Ich freue mich meistens auf meinen Englischunterricht. | | | | | |
| Ich fühle mich wohl, wenn ich in der Klasse Englisch reden muss. | | | | | |
| Ich denke nicht, dass Englisch für mich wichtig ist. | | | | | |
| Ich geb mir viel Mühe, um in Englisch eine gute Note zu bekommen. | | | | | |
| Mir macht der Englischunterricht mehr Spaß als die meisten anderen Fächer. | | | | | |
| Englisch hilft mir auf Reisen. | | | | | |
| Mir ist es unangenehm, im Englischunterricht reden zu müssen. | | | | | |
| Ich würde mich gern mehr wie ein Native Speaker anhören. | | | | | |
| Englisch ist ein wichtiger Teil der Bildung. | | | | | |
| Ich bin froh, wenn ich in Zukunft nicht mehr Englisch lernen muss. | | | | | |
| Es ist mir unangenehm, mich im Englischunterricht freiwillig zu melden. | | | | | |
| Ich interessiere mich für englischsprachige Kultur. | | | | | |
| Englisch ist eine schöne Sprache. | | | | | |
| Für Englischschularbeiten lerne ich mehr, als für andere Schularbeiten. | | | | | |
| Mir macht es Spaß, Fremdsprachen zu lernen. | | | | | |
| Mein Englischunterricht ist Zeitverschwendung. | | | | | |
| Mein/e Englischlehrer*in macht die Arbeit gut. | | | | | |
| Ich schiebe es oft hinaus, meine Hausaufgaben in Englisch zu | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| machen. | | | | | |
| Englisch ist wichtig, weil ich mich damit mit Menschen aus aller Welt unterhalten kann. | | | | | |
| Es ist mir unangenehm, mit Native Speakern Englisch zu reden. | | | | | |
| Ich finde es wichtig, verschiedene Sprachen zu lernen. | | | | | |
| Ich bin ein/e fleißige/r Schüler*in. | | | | | |
| Ich würde gern einmal Zeit im englischsprachigen Ausland verbringen. | | | | | |
| Ich fühle mich in Englischunterricht oft unterfordert. | | | | | |

9.2. Screenshots of Online Questionnaire

Umfrage zu englischem Medienkonsum

1. Geschlecht

- ☐ männlich
- ☐ weiblich
- ☐ divers

2. Klasse

- ☐ 4. Klasse
- ☐ 5. Klasse
- ☐ 6. Klasse
- ☐ 7.Klasse

* 3. Sprichst du zu Hause neben Deutsch noch andere Sprachen?

- ☐ Ja
- ☐ Nein

Wenn ja, welche?

4. Welche Ausbildung haben deine Eltern abgeschlossen?

| | Mutter | Vater |
|---|--------------------------|--------------------------|
| Pflichtschule (Volksschule, Hauptschule, Polytechnische Schule) | <input type="checkbox"/> | <input type="checkbox"/> |
| Berufsschule (Lehre) oder berufsbildende mittlere Schule | <input type="checkbox"/> | <input type="checkbox"/> |
| (Handelsschule, Fachschule, ...) | <input type="checkbox"/> | <input type="checkbox"/> |
| Schule mit Matura (Gymnasium, HAK, HTL, ...) | <input type="checkbox"/> | <input type="checkbox"/> |
| Meisterausbildung, Meisterprüfung | <input type="checkbox"/> | <input type="checkbox"/> |
| Schule für Gesundheits- und Krankenflege oder | — | — |

5. Auf welche der folgenden Geräte hast du in deiner Freizeit Zugriff? Gib bitte an, ob du das Gerät persönlich besitzt, oder es dir mit deiner Familie teilst!

| | besitze ich persönlich | haben wir zu Hause | kein Zugriff |
|---------------------------|------------------------|-----------------------|-----------------------|
| Computer/Laptop | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Smartphone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fernseher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tablet/iPad | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| E-Book | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Spielkonsole | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sonstiges (bitte angeben) | | | |

6. Elektronische Geräte können für viele unterschiedliche Aktivitäten genutzt werden. Gib nun bitte an, welche Möglichkeiten du wie oft verwendest!

| | jeden Tag | mehrmals pro Woche | mehrmals pro Monat | selten | nie |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Messenger-Apps (Whatsapp, Snapchat, Signal, ...) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Soziale Medien (Instagram, Facebook, ...) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nachrichten-Websites (orf.at, buzzfeed.com, ...) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Internetforen (reddit.com, quora.com, ...) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Meme-Plattformen (9gag.com, reddit.com, ...) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Gib nun an, in welcher Sprache du die oben genannten Dienste hauptsächlich nützt. Dabei geht es nicht um die Einstellung bei der Benutzeroberfläche, sondern ob du z.B. englische Musik hörst oder englische Nachrichten verschickst.

| | ausschließlich auf Deutsch bzw. in meiner Muttersprache | manchmal auf Englisch | häufig auf Englisch | ausschließlich auf Englisch | nie |
|---|---|-----------------------|-----------------------|--------------------------------|-----------------------|
| Messenger-Apps (Whatsapp, Snapchat, Signal, ...) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Soziale Medien (Instagram, Facebook, ...) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nachrichten-Websites (orf.at, buzzfeed.com, ...) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Internetforen (reddit.com, Austauschplattformen) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. Denke nun speziell an deinen Videokonsum. Schätze bitte, wie viele Minuten am Tag du in einer durchschnittlichen Woche mit den folgenden Plattformen verbringst. Gib bitte außerdem an, wie viel Prozent davon du die Plattform auf Englisch benutzt!

| | Geschätzte wöchentliche Nutzung | geschätzter Anteil in englischer Sprache |
|--|---------------------------------|--|
| Youtube | <input type="text"/> | <input type="text"/> |
| Fernsehen | <input type="text"/> | <input type="text"/> |
| Streaming (Netflix/AmazonPrime/Disney+/...) | <input type="text"/> | <input type="text"/> |
| TikTok | <input type="text"/> | <input type="text"/> |
| Social Media (Instagram, Facebook,..) | <input type="text"/> | <input type="text"/> |

9. Als letztes, gib bitte die 3 Aktivitäten an, bei denen du im Alltag am häufigsten in Kontakt mit Englisch kommst, sei es Lesen, Videospiele, Musik oder anderes. Schätz bitte die wöchentliche Zeit in Minuten, die du mit dieser Aktivität verbringst!

- Aktivität und Anzahl der Minuten
- Aktivität und Anzahl der Minuten
- Aktivität und Anzahl der Minuten

10. Englisch und du

Abschließend sollst du bitte angeben, inwieweit du folgenden Aussagen zustimmst. Lies dazu die Aussagen bitte aufmerksam durch.

| | Stimme zu | Stimme eher zu | Weder noch | Stimme eher nicht zu | Stimme nicht zu |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Ich bin ein/e gute/r Schüler*in | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Englisch zu lernen bereitet mir Freude | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Englisch erlaubt es mir, mit mehr Menschen eine Verbindung einzugehen | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ich glaube, dass Englisch für meine berufliche Zukunft wichtig ist | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ich würde gerne mehr | | | | | |

9.3.Abstract

The digital revolution of the past decades has reshaped numerous aspects of our lives and fundamentally changed the way that media is distributed and consumed. This has led to more and more EFL (English as a Foreign Language) students consuming or interacting with English-language content of their own volition, be it via video streaming, social media, or online gaming. To account for these fairly new phenomena, Sundqvist coined the term Extramural English (EE) in 2009, which subsumes any and all activities whereby students engage with English *outside the walls* of educational institutions.

While EE has gained traction in the field and is increasingly being studied, there is still a lot left to learn regarding the impact of these behaviors. The aim of this thesis was to gauge the extent to which Viennese students (AHS) come into contact with EE, and how that affects their scholarly motivation. For this purpose, a questionnaire was (digitally) distributed to students (N=87) at a Viennese public secondary school, the majority of whom were 13-14 years old.

The results show that students even at such a relatively young age spend a considerable amount of time with various EE activities. Many of them come into contact with English daily, and video streaming alone takes up on average almost an hour of their time every day. Although the data was not entirely conclusive due to several factors, several positive correlations were found between time spent with specific EE activities and various motivational statements, hinting at the fact that there is indeed a connection between EE and motivation. While further research is needed, that would certainly be a valuable insight for the EFL field.

Zusammenfassung

Die digitale Revolution hat unzählige Aspekte des gesellschaftlichen Lebens verändert, darunter nicht zuletzt wie Medien verbreitet und konsumiert werden. Dies hat unter anderem dazu geführt, dass immer mehr Schüler*innen sich in ihrer Freizeit mit Englisch beschäftigen, sei es über Social Media, Videostreaming oder Online Gaming. Im Jahr 2009 prägte Sundqvist den Begriff Extramural English (EE). Damit sind alle Aktivitäten gemeint, bei

denen sich Schüler*innen *außerhalb der Mauern* ihrer Bildungsinstitution mit Englisch beschäftigen.

Obgleich sich immer mehr Forscher*innen mit dem Thema beschäftigen, gibt es zweifelsohne noch viele Unklarheiten bezüglich dem Einfluss dieses Verhaltens auf verschiedene schulische Parameter. Ziel dieser Arbeit ist es einerseits, das Ausmaß des EE-Verhaltens von Wiener AHS-Schüler*innen zu bestimmen. Andererseits soll untersucht werden, ob EE einen Einfluss auf ihre schulische Motivation hat. Hierzu wurden 87 Schüler*innen an einer Wiener AHS mittels Fragebogen zu ihren EE-Gewohnheiten befragt. Der Großteil der befragten Schüler*innen war erst 13-14 Jahre alt.

Die Resultate verdeutlichen, dass die Kinder bereits in diesem jungen Alter mit einem beträchtlichen Ausmaß an Englisch in Kontakt kommen. Videostreaming in englischer Sprache allein nimmt im Durchschnitt beinahe eine Stunde ihres Alltags ein, und die meisten verwenden Englisch täglich in ihrer Freizeit. Außerdem wurden mehrere positive Korrelationen zwischen verschiedenen EE-Aktivitäten und Motivations-Statements gefunden. Dies weist auf einen Zusammenhang zwischen EE und schulischer Motivation hin. Während die Datenlage aufgrund verschiedener Limitationen nicht eindeutig war, und weitere Forschung nötig ist, so wäre diese Einsicht durchaus von Bedeutung für die Zukunft der schulischen englischen Sprachenbildung.