Motivation and Out-of-Class Language Learning

by Jack Duncan

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Abstract

With ever-growing opportunities to access English outside of classroom settings, out-of-class language learning can constitute a substantial and impactful part of second language acquisition. This dissertation explored the out-of-class language learning of 26 ESL learners via a questionnaire and 10 semi-structured interviews. Specifically, the study focused on the types of out-of-class language learning participants engaged in and their motivations for doing so.

Results showed that participants slightly favoured activities involving reading and writing over speaking activities and asynchronous communication over face-to-face communication. Additionally, they were more likely to spend over seven hours per week on activities which were solely listening-based. Many of the most popular activities that participants tended to spend the most time on were informal and not specifically designed for language learning.

Identified regulation and convenience both played an important role in sustaining language learning habits. Career advancement, educational goals and access to a global, English-speaking community were also strong motivators and reflected participants' strong Ideal L2 Self conceptions. Work and education contributed further to motivation via external regulation. Intrinsic motivation was also a strong motivator for inherently enjoyable activities and indicated a positive L2 Learning Experience. Lastly, whilst participants were motivated by a need for social communication, they also experienced introjected regulation, which manifested in a desire to avoid embarrassing miscommunications.

The results suggest that intrinsically motivating activities which can be conveniently integrated with learners' everyday lives, and which relate to learners' values and Ideal L2 Selves, would be ideal forms of out-of-class learning, provided that any negative effects of embarrassment can be mitigated.

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Chapter 1 – Introduction

1.1 – Personal Background

The inspiration for this dissertation comes from my own experiences as an EFL teacher. Whilst teaching in Thailand, I observed considerable differences between my students in terms of both the amount and type of learning they engaged in outside of class. These differences mirror Benson's (2011a, p. 140) observations that 'there is typically a good deal of variation in the degree to which individuals within a group engage in out-of-class learning', an observation corroborated by several previous studies (Knight, 2007, pp. 44-48; Lai *et al.*, 2015, p. 289; Sundqvist, 2009, p. 118).

Secondly, I noticed that some students improved their English proficiency relatively rapidly, whilst others, unfortunately, saw far slower progression. This piqued my interest regarding the effect out-of-class language learning (OCLL) could have on developing students' English proficiency and the reasons some students appeared to be far more motivated to engage in OCLL than others.

1.2 – Rationale

The rationale for conducting this research comes not only from my own experiences, but from previous research in the field of TESOL. Whilst achievement in first language acquisition is fairly uniform, success in second language acquisition is far more varied (Breen, 2001, p. 2). There are many variables influencing this differential success (Griffiths, 2008). However, much of the research in this area has focused on in-class instruction, with far less exploring learning outside of class (White, 1995, p. 218; Benson, 2011b, p. 7).

From those studies which have been conducted this area, several found correlations between time spent on OCLL and L2 proficiency gains (Knight, 2007, pp. 59-62; Sundqvist, 2009, pp. 191-198; Baker-Smemoe *et al.* 2012; De Wilde, 2020). The benefits of OCLL are further supported by a study conducted by Cole and Vanderplank (2016) on ESL learners in Brazil. This study found that learners who had learnt English in predominantly out-of-class

settings showed higher levels of proficiency than learners with far more in-class experience. Additionally, learners themselves often perceive OCLL as beneficial for improving their English abilities (Suh *et al.*, 1999; Inozu *et al.*, 2010; Chanjavanakul, 2017; Orhon, 2018).

Not only does OCLL appear to have a positive impact on English proficiency, but it is also arguably more widely available than ever before. Developments in technology mean that there is now an abundance of English-language input available in the form of videos, movies, TV series, books, language learning applications and social networks (Richards, 2015). These opportunities are quickly and easily accessible to many via the internet and can allow learners to bypass classrooms and access target-language content and users directly (Benson, 2011c, p. 17). Given the accessibility of OCLL and the possible benefits for learners' English proficiency, encouraging engagement in these types of activities would appear to be advantageous for both students and teachers.

In 1967, linguist Pit Corder wrote, '*given motivation*, it is inevitable that a human being will learn a second language if he is exposed to the language data' (p. 164, original emphasis). Since then, numerous studies have linked motivation to greater intended learning effort (Dörnyei *et al.*, 2006, pp. 89-91; Ryan, 2009; Taguchi *et al.*, 2009; Papi, 2010; Kong *et al.*, 2018; Takahashi and Im 2020). Furthermore, Spratt *et al.* (2002, pp. 257-260) found a direct correlation between higher levels of motivation and more frequent engagement in OCLL. Considering this evidence, prioritizing activities which learners are typically highly motivated to engage in could be an effective means of encouraging OCLL.

Furthermore, if teachers can understand the types of OCLL that students tend to engage in, they can determine which language skills will likely see most improvement as a result of this. Understanding this provides three key advantages to teachers. Firstly, they can help students better coordinate their in-class and out-of-class learning (Benson, 2011a, pp. 216-217) so that skills focused on in class complement the skills students practise most out of class. Secondly, they may find opportunities to integrate in-class learning with out-of-class learning, for instance, by utilising English-language media which students are already interested in for in-class projects. Thirdly, teachers may be able to raise awareness of, or provide access to, OCLL activities which would likely be highly motivating for students, but in which they are not currently engaging.

1.3 – Dissertation Aims and Scope

It was with these advantages in mind that this dissertation explored the OCLL of ESL learners, along with their motivations for engaging in this activity. This was accomplished by surveying 29 second language learners via a questionnaire (3 for the pilot study and 26 for the main study). This was followed by 10 interviews which were recorded and coded in order to gain a deeper understanding of participants' motivations. It is hoped that the knowledge gained from researching this topic will aid myself and other educators in setting and recommending OCLL activities which are both effective forms of practice and sufficiently motivating for learners to persist with long term.

1.4 – Dissertation Structure

This first chapter (chapter one) has discussed the background, rationale, aims and scope of the study. Chapter two reviews relevant literature relating to L2 motivation and OCLL. Chapter three details the study's methodology, including research-instrument design. Chapter four discusses the study's key findings. Lastly, chapter five outlines the study's implications and draws final conclusions.

Chapter 2 – Literature Review

2.1 – The L2 Motivational Self System

Between 1959 and 1990, a large proportion of research into motivation to learn a second language was influenced by social psychology (Dörnyei and Ushioda, 2011, p. 39-41). The majority of this research took place in Canada, with two of the most prominent researchers being Robert Gardner and Wallace Lambert (Dörnyei and Ushioda, 2011, p. 39-41; Dörnyei and Ryan, 2015, p. 73). During this period, Gardner developed the Socio-Educational Model (Gardner, 1985, pp. 145-166; Gardner, 2010; Dörnyei and Ryan, 2015, p.73-76), a key aspect

of which was the concept of learner orientations. Gardner and Lambert (1959, p. 268) proposed that learners could be integratively orientated, meaning that they had a 'willingness to become a member of another language group' (Gardner, 1960, p. 12), or instrumentally orientated (Gardner and Lambert, 1959, p. 268), meaning they sought to learn the language for 'its instrumental value in goal attainment', which encompassed goals such as 'school credits' or 'job opportunities' (Gardner, 1960, p. 13).

By the early 1990s, there was a shift in L2 motivation research away from social psychology and towards a cognitive-situated period (Dörnyei and Ushioda, 2011, pp. 46-49), which involved an effort to integrate cognitive motivation concepts with existing theoretical frameworks (Dörnyei and Ushioda, 2011, p. 47). As part of this effort, elements of Gardner's theory would be reinterpreted by Dörnyei in his L2 Motivational Self System (L2MSS). The research which led to the formulation of this system was a large, longitudinal study on 13391 Hungarian language learners (Dörnyei *et al.*, 2006, p. 23) which collected data in the years 1993, 1999 and 2004. This study used several measures from Gardner's theory (including integrativeness and instrumentality) (Dörnyei *et al.*, 2006, pp. 9-13) and compared them with the languages participants chose to study and their intended learning effort (Dörnyei *et al.*, 2006, p. 23, 28).

Using structural equation modelling (SEM) the authors found that integrativeness was the only measure that directly impacted the criterion measures of intended learning effort and language choice (Dörnyei *et al.*, 2006, pp. 89-91). This was in spite of the fact that there were extremely few L2 speakers in Hungary for learners to integrate with. Dörnyei proposed that the predictive power of integrativeness was better explained as part of a broader concept, the Ideal L2 Self (Dörnyei *et al.*, 2006, pp. 91-94). Dörnyei proposed that members of the L2-speaking community provided a close parallel to learners' Ideal L2 Selves, and that, therefore, being integratively orientated towards these speakers was indicative of a more attractive Ideal L2 Self conception (Dörnyei *et al.*'s, 2006, p. 92). In Hungary, Dörnyei speculated that the 'imagined L2 community' (Dörnyei *et al.*, 2006, p. 92), and, by extension, learners' Ideal L2 Selves, were based on non-native speakers who used English as an international language rather than native speakers. Therefore, Dörnyei saw the Ideal L2 Self as having more explanatory power than integrativeness as it better described motivation in contexts where a native L2-speaking community was absent (Dörnyei *et al.*, 2006, pp. 91-94; Ushioda and Dörnyei, 2009, pp. 3-4).

Dörnyei differentiated instrumental orientations into two forms based on the work of Higgins (1998): 'instrumentality-promotion' and 'instrumentality-prevention' (Dörnyei, 2009, p. 31). Instrumentality-promotion was associated with the Ideal L2 Self and represented learners' own internalised desires such as career advancement (Dörnyei *et al.*, 2006, pp. 92-93). Conversely, instrumentality-prevention was linked with a sense of obligation or fear of negative outcomes such as failing a test. This was part of the construct Dörnyei termed the 'Ought to L2 Self' (Dörnyei *et al.*, 2006, p. 93). This 'refers to the attributes that one believes one *ought to* possess' (Dörnyei *et al.*, 2006, p. 17, original emphasis) and 'therefore may bear little resemblance to the person's own desires or wishes' (Dörnyei *et al.*, 2006, p. 17). In Dörnyei's L2MSS, one may be motivated by a desire to reconcile one's present L2 self with either one's Ideal L2 Self or Ought to L2 Self (Ushioda and Dörnyei, 2009, pp. 3-4). Additionally, the system contains a third element, the L2 Learning Experience, which refers to the specific influences of second language learners' environments and learning experiences (Dörnyei, 2005, p. 106).

Dörnyei's system represents an important development in the field of L2 motivation as it incorporated the theory of 'possible selves' (Markus and Nurius, 1986) from the field of psychology (Dörnyei, 2005, pp. 93-105; Ushioda and Dörnyei, 2009, pp. 3, 10-15) and brought L2 motivation theory more in line with research in mainstream SLA and sociolinguistics (Ushioda and Dörnyei, 2009, p. 5). Because of this, much research has been conducted using the L2MSS, and using it to research motivation in the current study allowed the results to be more easily compared and contrasted with this prior research.

An additional reason the L2MSS is highly suitable for researching motivation is that its validity and applicability are supported by empirical evidence. For instance, the results of Dörnyei *et al.*'s (2006) study in Hungary were later corroborated by research from other countries and contexts. A study on Japanese students by Ryan (2009, pp. 132-133) and a study by Taguchi *et al*. (2009, p. 77-78) on Chinese, Iranian and Japanese students both found that the Ideal L2 Self was correlated more strongly with intended learning effort than integrativeness was. This demonstrated that the validity of the L2MSS was not limited to the Hungarian context. These studies, along with others such as those by Papi (2010), Kong *et al*. (2018) and Takahashi and Im (2020), have provided further evidence that the Ideal L2 Self has a strong influence on learners' intended learning effort.

Regarding the Ought to L2 Self, the study from Taguchi *et al*. (2009, pp. 78-82) found that instrumentality-prevention correlated more strongly with the Ought to L2 Self whilst instrumentality-promotion correlated more strongly with the ideal L2 Self, which validated the distinction made by Dörnyei *et al*. (2006, pp. 92-93; Dörnyei, 2009, p. 31). Evidence supporting the relationship between the Ought to L2 Self and intended learning effort is more mixed. For instance, whilst Taguchi *et al*.'s (2009) and Yashima *et al.*'s (2017) studies found that the Ought to L2 Self was correlated with intended learning effort, Dörnyei *et al*. (2006, p. 93) and Kormos *et al*. (2011) found no correlation. In 2018, Al-Hoorie conducted a meta-analysis of 32 quantitative studies that examined components of the L2MSS. This meta-analysis found that all three elements of the L2MSS were, in fact, positively correlated with intended learning effort (Al-Hoorie, 2018, pp. 731-732).

The impacts of these different forms of motivation on intended learning effort are likely as applicable to out-of-class learning as they are to in-class learning. OCLL activities which align with learners' Ideal L2 Selves, for instance, may engender greater intention to engage in these activities. This, in turn, may lead to higher levels of sustained engagement compared with activities that are at odds with learners' Ideal L2 Selves. Therefore, understanding the components of the L2MSS and their differing impacts on learning may allow for a more rigorous exploration of OCLL in the present study and could have implications for the approach educators take to encouraging learning outside their classrooms.

Regarding the third component of the L2MSS, the L2 Learning Experience, it was observed in Al-Hoorie's (2018) meta-analysis that this construct showed an 'unusually high correlation' with intended learning effort (p. 733). The author (2018, p. 733) notes that this may be caused by a substantial overlap in the wording between items designed to measure these two components, meaning that they are essentially measuring the same phenomenon. Dörnyei (2019) also notes that many studies showing a strong correlation between the L2 Learning Experience and intended learning effort in fact measure 'attitudes towards L2 learning' (p. 23), which 'reflects a larger issue concerning the unspecified theoretical nature of the L2 Learning Experience construct' (p. 23).

Despite this limitation, the L2MSS has been widely researched and is supported by empirical evidence. Consequently, it serves as a suitable theoretical framework through which to interpret results from the current study. Where the present study differs from the

studies reviewed thus far, however, is that this study will focus on motivation as it relates to OCLL specifically.

2.2 – Self-Determination Theory

A second theory of motivation relevant to the current study is Self-Determination Theory (SDT), which comes from the field of empirical psychology (Ryan and Deci, 1985, p. 9; 2017, p. 3).   This theory has been used to research a variety of educational contexts (Ryan and Deci, 1985, p. 10; Niemiec and Ryan, 2009), and, as noted by Dörnyei and Ushioda (2011, pp. 56-57), its application to the field of second language learning in particular was pioneered by Kimberly Noels and colleagues (e.g. Noels *et al*., 1999; 2001; Noels *et al*., 2000). As with the L2MSS, support from empirical evidence along with the ability to compare results with many previous studies in the field makes SDT is a useful framework through which to explore motivation in the current study.

The theory states that humans have a basic need for self-determination, which involves being capable of determining one's own actions through one's own choices rather than having them determined by other forces or contingencies (Ryan and Deci, 1985, p. 38). This self-determination need is fulfilled through experiences of autonomy, competence and relatedness (Ryan and Deci, 2002, pp. 6-7; 2017, p. 86).

In SDT, autonomy refers to the perception that one is the initiator of one's own behaviour. Whilst they remain affected by external influences, autonomous individuals act on these in a manner that is congruent with their own values and interests (Ryan and Deci, 2002, p. 8; 2017, pp. 97-98). Competence refers to the ability to effectively interact with one's environment to meet one's needs (Ryan and Deci, 1985, p. 27). Doing so is inherently rewarding and therefore motivating as long as it is appropriately challenging (Ryan and Deci, 1985, pp. 31-32; 2002, p. 7; 2017, pp. 96, 152-153). Lastly, relatedness describes a need to feel belonging and engage in close relationships in which one feels connected to others (Ryan and Deci, 2002, p. 7; Ryan and Deci, 2017, pp. 96-97, 293).

2.3 – Cognitive Evaluation Theory

Self-determination theory encompasses six mini theories (Ryan and Deci, 2017, pp. 123-316), two of which are of particular relevance to the present study. The first is Cognitive Evaluation Theory (CET), which concerns the manner in which intrinsic motivation is affected by social contexts and inputs (Ryan and Deci, 2002, p. 9; 2017, pp. 123-124). Intrinsic motivation, here, refers to motivation to engage in activities which are inherently rewarding (Ryan and Deci, 1985, p. 11). People choose to engage in these activities freely, meaning intrinsic motivation is prototypical of self-determined activity (Ryan and Deci, 2002, p. 10). Additionally, the aforementioned needs for autonomy and competence are integrally involved in intrinsic motivation (Ryan and Deci, 2002, p.11).

In SDT, autonomy is supported by events which promote an internal perceived locus of causality (Ryan and Deci, 1985, p. 62). Ryan and Deci's conception of a locus of causality builds and expands upon the work of Heider (1958) and deCharms (1968). Ryan and Deci (1985, p. 7) describe an internal perceived locus of causality as the perception that actions are initiated by one's own interests and desires. Consequently, these actions are perceived as autonomous and integrated or congruent with one's sense of self (Ryan and Deci, 1985, p. 111; 2017, p. 127). Conversely, an external locus of causality describes actions which are experienced as being initiated by an external force (Ryan and Deci, 1985, p. 7). According to Ryan and Deci (1985, p. 62; 2002, p. 11; 2017, p. 129), events which lead to a more internal perceived locus of causality will increase intrinsic motivation, whereas events leading to a more external perceived locus of control will inhibit intrinsic motivation. Similarly, intrinsic motivation will be enhanced by events which lead to the perception of increased competence, whereas events which decrease perceived competence will have the opposite effect (Ryan and Deci, 1985, p. 63; 2002, p. 11; 2017, p. 130). CET is relevant to the present study as autonomy and, by extension, an internal perceived locus of causality, are arguably necessary for OCLL to take place when there is no external pressure from teachers or other parties such as employers. Furthermore, it seems likely that many OCLL activities such as watching movies or listening to music would be motivated more by intrinsic reward than by external pressures.

2.4 – Organismic Integration Theory

Whereas CET is focused on intrinsic motivation, Organismic Integration Theory (OIT) describes extrinsic motivation and the degree to which regulations arising from this are internalised and integrated within an individual (Ryan and Deci, 2002, pp. 15-16; 2017, pp. 179-180). Extrinsic motivation, here, refers to activity in which the reasons for engagement are extraneous to the activity itself (Ryan and Deci, 1985, p. 35). Tasks which are not experienced as 'interesting, optimally challenging, or aesthetically pleasing' (Ryan and Deci, 2002, p. 14) are likely to be undertaken for extrinsic reasons.

OIT assumes that people have a natural inclination to integrate their experiences, which includes the integration of external regulations of their behaviour (Ryan and Deci, 2017, pp. 180-181). In doing this, the individual integrates the initially external regulation into their sense to self (Ryan and Deci, 2002, p. 15). The more integrated a behavioural regulation is, the more autonomous this regulation becomes. Unintegrated regulation, however, even if it has been internalised to some degree, is experienced instead as controlling regulation. Therefore, regulation driven by extrinsic motivation exists on a continuum from the least integrated and most controlling forms to the most integrated and most autonomous forms (Ryan and Deci, 2002, pp. 15-16; 2017, pp. 191-192). Along this continuum, Ryan and Deci distinguish four types of regulation for extrinsically motivated behaviour (see figure 1).

Organismic Integration Theory Overview
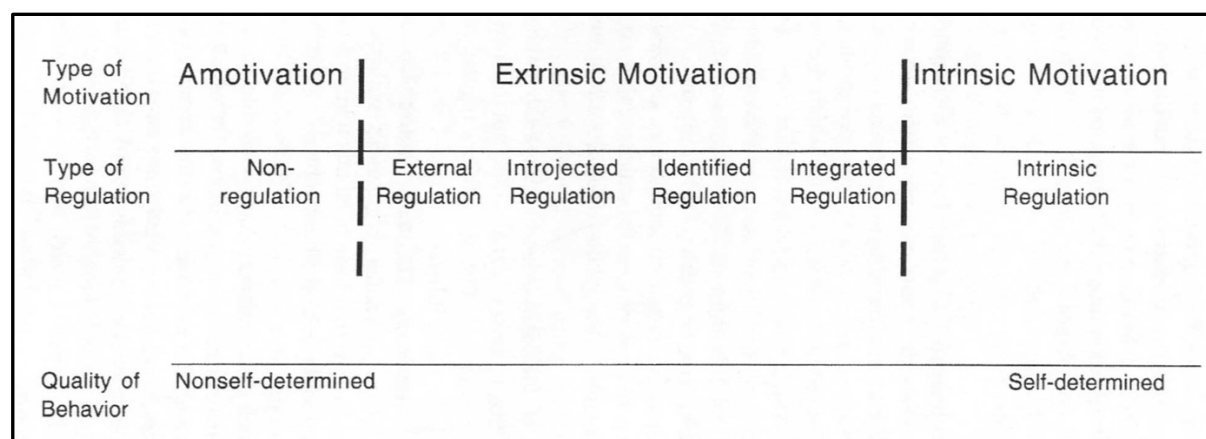
Figure 1 (Ryan and Deci, 2002, p. 16)

The first form is external regulation, the least autonomous type of extrinsically motivated regulation. This is entirely motivated by external demands or contingencies such as rewards or punishments. It has an external perceived locus of causality (Ryan and Deci, 2002, p. 17; 2017, pp. 184-185) and therefore tends to diminish perceived autonomy.

The second form, introjected regulation, describes external regulation which has been partially internalised but not integrated with the self. Typical emotional-motivational forces involved in this type of regulation include avoidance of guilt, shame or anxiety and attempts to attain contingent self-worth. Being an internally controlling type of regulation, introjected regulation tends to lead to a loss of intrinsic motivation (Ryan and Deci, 2002, p. 17; 2017, pp. 185-187).

Identified regulation represents behaviour which is personally valued and endorsed by an individual on a conscious level, but which is relatively separate from, or possibly even at odds with, an individual's overarching values. This type of regulation is indicative of a more internal perceived locus of causality relative to external and introjected regulations and therefore tends to be relatively more autonomous (Ryan and Deci, 2002, pp. 17-18; 2017, pp. 187-188).

In its most autonomous form, extrinsic motivation is based on integrated regulation. This is the result of identifications which have been made fully congruent with the pre-existing values, goals and needs of the self. Nonetheless, it remains extrinsically motivated as it is driven by a desired outcome separate from the behaviour itself (Ryan and Deci, 2002, p. 18; 2017, pp. 188-189).

Separate from both intrinsic and extrinsic motivation, SDT also describes amotivation. This entails action (or inaction) with a distinct lack of intention. This results from either not valuing the outcomes of an activity or from a perceived inability to achieve desired results (Ryan and Deci, 2002, p. 17; 2017, pp. 190-191). Consequently, amotivation may be facilitated by a lack of perceived competence.

In the present study, differentiating between the varying forms of regulation described in OIT can provide a deeper understanding of participants' extrinsic motivations for engaging in OCLL. As with the L2MSS, SDT provides a theoretical lens through which the results of the current study may be interpreted, allowing results to be examined in relation to existing literature.

The validity of the OIT continuum in a second language learning context in particular has been demonstrated by Noels *et al*. (2000), whilst other studies such as Hiromori's (2003, pp. 173-174) have provided evidence to support the validity of the three psychological needs: autonomy, competence and relatedness. As SDT would predict (Ryan and Deci, 2017, p. 130, 203), studies of second language learners have shown that greater perceived competence and relatedness can lead to higher intrinsic motivation (Otoshi and Heffernan 2011; Hiromori, 2005) and identified regulation (Agawa and Takeuchi, 2016, p. 22-23).

Furthermore, studies of language learners in Canada (Noels *et al*., 2001, p. 431; Noels *et al*., 2019, pp. 835-836) found that higher levels of perceived autonomy correlated with increased intrinsic motivation and identified regulation. In contrast, some studies in Japan found either no strong relationship between autonomy and intrinsic motivation (Otoshi and Heffernan, 2011) or even an inverse relationship (Agawa and Takeuchi, 2016). In the latter case, Agawa and Takeuchi (2016, pp. 26-28) attribute the negative impact of autonomy on intrinsic motivation in their study to cultural expectations related to support and guidance from educators in Asian contexts.

Despite these discrepancies, two of the more autonomous motivation-related constructs in SDT, namely intrinsic motivation and identified regulation, appear to be advantageous for language learning. One or both of these forms have been shown to correlate with increased motivational intensity (Noels *et al*., 1999, 2001), stronger intended learning effort (Takahashi and Im, 2020) and greater intention to continue studying English (Noels *et al*., 1999, 2001). Additionally, in the case of studies by Pae (2008, p. 20) and Takahashi and Im (2020) it was found that intrinsic motivation indirectly led to greater second-language achievement.

Whilst these studies were focused on in-class language learning, the benefits described above may well be equally applicable in out-of-class contexts. More generally, Ryan and Deci (2017, pp. 184-189) note that intrinsic motivation and more internalised forms of extrinsic motivation have greater long-term persistence and stability, demand less energy to maintain and are accompanied by more positive affect. Considering these apparent advantages, identifying OCLL activities associated with these more self-determined forms of motivation in the present study may indicate that these are activities conducive to long-term practice and, consequently, greater improvements in English proficiency.

2.5 – Autonomy

In 1979, Holec defined autonomy as an 'ability' to 'take charge of one's own learning' (Holec, 1981, p.3). Holec elaborated that this involves the learner being responsible for their own objectives, content, progression, methods, monitoring and evaluation. Benson (2011a, p. 2) later proposed a similar definition which acknowledged that autonomy involves the ability to 'control' the learning process. By the early 1990s, around the same time as the shift towards cognitive psychology in L2 motivation research, there was an increasing interest in learner autonomy in the field of language education (Dörnyei and Ushioda, 2011, p. 57). In SDT, autonomy can be considered a prerequisite for learners to engage in self-determined behaviour. It is also an important element in encouraging independent learning as part of a broader movement towards more learner-centred teaching methods (Littlewood, 1996). For these reasons, autonomy is an integral element of OCLL as this often takes place without direct oversight from anyone other than learners themselves.

2.6 – Out-of-Class Language Learning

According to Benson (2001, p. 62), out-of-class language learning (OCLL) consists of three forms. The first is 'self-instruction' (p. 62), which encompasses any deliberate attempt to master or acquire the target language. The second is 'naturalistic learning' (p. 62), which involves learning the language through communication. Compared to self-instruction, there is less deliberate intent to acquire the language when engaging in naturalistic learning. The third form is 'self-directed naturalistic learning' (p. 62), which involves learners deliberately creating opportunities for communication with language acquisition as the primary goal.

OCLL is also referred to as 'extramural English' or 'EE'. The originator of this term, Pia Sundqvist (2009, pp. 25-26), states that it differs from Benson's (2001) definition in that extramural English does not necessarily imply intent and can describe language learning which occurs incidentally. As the current study is focused on *motivation* to engage in OCLL, Benson's definition has more utility as intent is a prerequisite for motivated action, and a lack of intent is inherent to amotivation in SDT. This does not mean, however, that this

study will focus exclusively on OCLL in which language acquisition is the primary goal. It will also include intentional activity driven by other motives such as a desire to communicate or rewards intrinsic to the activity itself.

2.7 – Trends in Out-of-Class Language Learning

Numerous studies have explored which specific OCLL activities learners participate in most frequently. Watching movies, watching TV, listening to music, reading books, reading the news and reading or writing emails have repeatedly been found to be amongst the activities most frequently engaged in by learners. For example, one or more of these activities was found to be amongst the most frequent in all of the following studies: Pickard (1996), Hyland (2004), Spratt *et al*. (2002), Sundqvist (2009), Inozu *et al.* (2010), Wu (2012), Aydin and Eksi (2013), Lai *et al*. (2015), Orhon (2018) and Chen (2019).

Additionally, several trends have been observed regarding the types of OCLL most frequently engaged in. The first is a tendency for learners to engage more frequently in receptive OCLL activities than in productive ones (Pickard, 1996; Hyland, 2004; Chusanachoti 2009; Marefat and Barbari, 2007; Inozu *et al*., 2010; Al-Bulushi and Al-Issa, 2012; Aydin and Eksi, 2013; Lai *et al*., 2015; Orhon, 2018; Honarzad and Rassaei, 2019). Additionally, some studies have found that, when learners do engage in communicative productive activities, they tend to engage more frequently in those that do not involve face-to-face communication, such as writing emails (Hyland, 2004; Orhon, 2018).

Lastly, there appears to be a trend in several studies for learners to engage more frequently in informal activities not specifically designed for language learning, such as using social media or watching movies, than in more formalised learning tasks such as using textbooks (Suh *et al*., 1999; Murray, 2008; Brown, 2017).

2.8 – Factors Influencing Learners' Choice of OCLL Activities

Several factors influencing learners' choice of OCLL activities have been identified. The first is availability. Participants in several studies (Pickard, 1996; Suh *et al*., 1999; Inozu

et al., 2010; Vo Ngoc, 2017) have reported a lack of opportunity to practise speaking, which could partly explain a preference for receptive over productive activities. This explanation is further supported by the findings of Knight (2007) and Milliken (2016), who each studied OCLL in the USA. In this setting, where opportunities to speak English were presumably more abundant, a preference for receptive activities over productive ones was not found.

A second explanation for the receptive-over-productive trend is negative pressure against using English in communicative tasks. For instance, in studies by Ferdous (2013, pp. 74-75) and Inozu *et al*. (2010), feelings of anxiety and dislike of making mistakes were amongst the most commonly reported difficulties in engaging in OCLL. This could conceivably discourage learners from taking part in face-to-face, spoken communication as there is relatively little time to monitor speech for mistakes. Learners in Hyland's (2004, p. 187) and Brown's (2017, p. 10) studies were concerned that speaking English would be perceived as 'showing off'. In Chusanachoti's study (2009) learners stated that speaking English in public might be perceived as 'arrogant' (p. 246) or overvaluing 'Western culture over native culture' (p. 246). If learners are motivated to avoid shameful feelings associated with making mistakes or disapproval from others when with speaking English, then, according to SDT, this could be an example of introjected regulation. Additionally, this could be interpreted as influence from learners' Ought to L2 Selves as their actions are motivated by perceptions of how they ought to behave in order to avoid negative outcomes.

Whilst these examples illustrate negative cultural influences on engagement in OCLL, interest in foreign cultures may have a positive effect. When Murray (2008) explored the life histories of Japanese EFL learners, interest in American pop culture was found to be a major motivator for OCLL. Because of this, most participants in Murray's study used foreign media and content such as movies, TV series, music and books to gain input in English rather than purposefully designed EFL learning materials. This could partly explain the trend also found by Suh *et al*. (1999) and Brown (2017) for learners to engage more frequently in informal leisure activities out of class rather than formal language practice.

Many of these informal activities are ones which learners find inherently rewarding, which is in line with a tendency observed in numerous studies for learners to engage more frequently in activities they found enjoyable, interesting or entertaining (Pickard, 1996; Lai and Gu, 2011; Al-Bulushi and Al-Issa, 2012; Orhon, 2018, p. 8; Murniati, 2019; Chen, 2019, pp. 20-21). Similarly, Chanjavanakul (2017, pp. 137-138) found that EFL learners in Thailand

perceived OCLL as a way to *make* learning English enjoyable by relating it to their personal hobbies and interests. Interpreted through SDT, these are examples of intrinsic motivation driving engagement in OCLL.

Lastly, it appears that learners in some studies may chose certain types of OCLL activities in order to compensate for the perceived shortcomings of their in-class learning. Brown (2017) found that university students majoring in English in Taiwan perceived their in-class learning to be heavily focused on test preparation and deductive grammar teaching. They felt that this left them ill-equipped for tasks involving speaking, listening or informal language use, and, consequently, they sought more informal out-of-class activities to improve in these specific areas. Highschool EFL students in a study by Lai *et al*. (2015, pp. 287-289) held similar views on their in-class learning and consistently described their heavily grammar-focused classes as 'boring' (p. 288). This could be another reason behind the lower engagement in more formal OCLL activities observed in some studies.

The above trends and possible explanations may also be applicable to the OCLL of participants in the present study. Consequently, understanding these trends could lead to a deeper understanding of the factors which motivate participants to engage OCLL. Furthermore, whilst there appear to be numerous factors which can motivate learners to learn English out of class, findings from Spratt *et al*. (2002, pp. 257-260) indicate that higher overall levels of motivation do indeed correlate with more frequent engagement in OCLL. Similarly, a lack of motivation was reported by Spratt *et al*. (2002, p. 256) and Murniati (2019, pp. 16-17) to be one of the main barriers to OCLL. This indicates that the theories of motivation discussed above (the L2MSS and SDT) may well have explanatory power regarding the factors that drive engagement in OCLL.

Chapter 3 – Research Methodology

3.1 – Study Aims & Research Questions

The aim of this study is to gather information on ESL learners' OCLL. This includes all forms of intentional, voluntary activities that involve English, from those which are intrinsically rewarding to those which may be instrumental in achieving a future goal. Additionally, participants' motivations for engaging in these activities will be explored. There are three specific research questions that will guide this study:

1) What types of out-of-class language learning do learners engage in?
2) How much time do they typically spend on these activities?
3) Which factors motivate learners to engage in these activities?

3.2 – Participants

This study included two groups of participants. The first group consisted of Canterbury Christ Church University (CCCU) students who were either taking a Pre-Sessional English course or studying English on a Foundation Year Programme. The second group was comprised of students whom I had previously taught in Thailand, along with former colleagues from my time working in Thailand who spoke English as their second language.

In order to recruit the participants who were studying at CCCU, I requested some time after one of their lectures. I used this opportunity to explain the research aims and how I intended to collect data using a questionnaire and interview. Students who were interested in participating were then contacted via email. Participants who were not living in the UK were contacted using instant messaging applications (LINE Mobile and Messenger).

All participants were sent an information sheet and consent form followed by the online questionnaire. At the end of the questionnaire, participants were asked if they were available for a short discussion about their OCLL. Those who were available were then

contacted to arrange an interview, either online or face-to-face depending on their preference. All participants were informed that their participation was completely voluntary and that they were free to decline the invitation.

Recruiting from both English-speaking and non-English speaking countries was advantageous as it allowed access to a larger potential pool of participants. In addition, although the aim was not to conduct a comparative study, recruiting language learners from multiple contexts made a broader overall exploration of OCLL possible and could have potentially allowed a broader range of activities and motivations to be studied. A detailed account of which participants responded to the questionnaire and which were interviewed is given below in the 'data collection' section.

3.3 – Ethics

According to Aluwihare-Samaranayake (2012, p. 67), if participants' experiences and voices are to be represented, then 'respect for persons, justice, nonmaleficence, and beneficence' should all be given consideration. Following these considerations, personal information was not collected from participants unless it was necessary to achieve the study's aims. This helped maintain a level of anonymity for participants. Two pieces of personal information which were required for the study were participants' names and a point of contact, either via instant messaging or email. In these cases, participants were reminded that any information they provided was completely confidential (Dörnyei and Taguchi, 2009, pp. 79-81). Additionally, all data were stored on password-protected devices, encrypted using macOS FileVault, and will be stored for no longer than one year. Lastly, all participants in this study were aged 18 or older so that they could give their informed consent.

Ethical considerations apply not only to the participants of a study, but also to the nature and purpose of the research. In the words of Anderson (2017, pp. 47-48) 'the researcher is part of the research', and, in selecting certain study aims, the researcher assigns value to these areas over others. Therefore, it is important that the researcher clarifies whom the study benefits and determines that the benefits outweigh any potential drawbacks. As outlined in the preceding paragraphs, I have made efforts to limit any

potential ethical issues, and the potential benefits for language learners and educators are clarified in the introduction.

3.4 – Research Approach (Rationale)

Research into second language learning often follows a quantitative, qualitative or mixed methods approach. A quantitative approach is suited to gathering numerically quantifiable data (Brown, 2015, p. 46; Paltridge and Phakiti, 2015, pp. 12-13) in distinct categories, whereas, in a qualitative approach, the researcher may use methods such as conversation analysis in order to describe their observations or form hypotheses (Paltridge and Phakiti, 2015, p. 12; Brown, 2015, p. 46).

This study, followed a mixed methods approach, utilising both quantitative and qualitative research instruments. This was based on the approaches of previous studies into OCLL by more experienced researchers such as Pickard (1996) and Hyland (2004). In a mixed methods approach, quantitative and qualitative methods can complement and expand upon each other (Paltridge and Phakiti, 2015, p. 14), and it was hoped that this approach could 'provide the most informative, complete, balanced, and useful research results' (Johnson *et al.*, 2007, p. 129).

3.5 – Questionnaire – Advantages & Disadvantages

The main advantage of using a questionnaire in this study was that it could be produced and distributed with negligible financial costs (Dörnyei and Taguchi, 2009, p. 6). This enabled a relatively large number of potential participants to be contacted within a short timeframe.

Secondly, administering the questionnaire online enabled access by participants residing outside the UK. However, the lack of researcher presence during the questionnaire completion process meant that clarifying misunderstandings became more challenging than in a face-to-face interaction.   This was especially true for the current study as participants completed the questionnaire in their second language. Therefore, in order to be easily

understood by all participants without direct guidance from the researcher, items needed to be sufficiently simple. A pilot study using the questionnaire was conducted with this aim and is discussed in further detail in the 'pilot study' section below.

Unfortunately, this necessary simplification leads to a limitation of questionnaires (Gu, 2016, p. 567), and quantitative research in general, as simplified items tend to produce relatively superficial data. Lack of depth in responses is further exacerbated by the limited time and effort most respondents are willing or able to invest in completing questionnaires (Dörnyei and Taguchi, 2009, p. 7). In this study, interviews were used in conjunction with the questionnaire with the aim of overcoming this limitation and exploring participants' motivations in more depth.

A final limitation of questionnaires is that there are several biases which affect participants' responses (Dörnyei and Taguchi, 2009, pp. 8-9). For instance, when participants are uncertain of a choice, they are more likely to agree with a statement than disagree. This is known as acquiescence bias. In addition, when asked to answer using a scale, participants may be biased towards the middle option (Dörnyei and Taguchi, 2009, p. 28). As detailed below, steps were taken to reduce or mitigate these biases when designing the questionnaire.

3.6 – Questionnaire Design (see Appendix 2)

Following the recommendations of Dörnyei and Taguchi (2009, p. 40), the questionnaire items from 15 previous studies on OCLL (Son, 2018, p. 246; Murniati, 2019, pp. 22-23; Bala, 2020, p. 40; Hyland, 2004; pp. 199-200; Orhon, 2018, p. 7; Ferdous, 2013, pp. 92-94; Chen, 2019, pp. 37-40; Vo Ngoc, 2017, pp. 371; Sun, 2016, pp. 94-95; Intaraprasert, 2007, p. 18; Al-Bulushi and Al-Issa, 2012, pp. 293-294; Aydin and Eksi, 2013, p. 199; Knight, 2007, p. 82; Honarzad and Rassaei, 2019, p. 40; Thobileng, 2001, p. 79) were aggregated to form a large item pool. This drew upon the expertise of other researchers and ensured a wide variety of activities were covered. Next, duplicate or near duplicate items were removed. Items of little to no relevance were also removed, for instance, the item 'I use English with native and non-Arabic speakers when I meet them' (Al-Bulushi and Al-Issa, 2012, p. 294). Similar items were combined. For example, the items 'speaking English at home' (Son, 2018, p.

246), 'I speak English with family members at home' (Sun, 2016, p. 94) and 'speak with family members' (Hyland, 2004, p. 200) were combined into the single item, 'speaking with family in English'. The wording of many items was then simplified for easier intelligibility. Finally, additional items were added based on the researcher's personal experience, leaving a total of 29.

Once the items had been defined, a method for measuring time spent on OCLL was chosen. Previous studies such as those by Pickard (1996) and Hyland (2004) have used indefinite adverbs of frequency such as 'sometimes' to measure this. However, as Broca (2015, pp. 431-432) points out, these words are not exact measures and the difference between them is, to some degree, subjective. Additionally, there may be translation inaccuracies. Therefore, the questionnaire used in the current study measures time in hours, based on the example of Riffer (2012, p. 20).

To create items for the motivation section of the questionnaire, an item pool was made from two previous studies which used the L2MSS (Papi, 2010; Taguchi *et al.*, 2009), one which used SDT (Noels *et al.*, 2000) and one which compared both systems (Takahashi, and Im, 2020). Firstly, items were selected to measure three constructs from the L2MSS: the Ideal L2 Self, the Ought to L2 Self and the L2 Learning experience. Next, items were chosen to measure one construct from CET, intrinsic motivation, and four constructs from OIT: identified regulation, introjected regulation, external regulation and amotivation. Some items were then combined and simplified for easier intelligibility. Integrated motivation, the most self-determined form of external regulation, has often been excluded from previous studies (e.g. Noels *et al.*, 2001; Otoshi and Heffernan, 2011; Dincer and Yesilyurt, 2017; Takahashi and Im, 2020). This is likely due to the fact that, as noted by Noels (2001), the construct 'is not easily discernible from identified regulation' (p. 111), and because of this, it was not measured in the current study. As the questionnaire aimed to form only a general overview of participants' motivations, and in order to keep the questionnaire relatively short, each construct measured on the questionnaire was assigned only one or two items.

To measure each motivation-related item, a Likert scale was used. Participants were given six options ranging from 'strongly disagree' to 'strongly agree'. The rationale behind choosing six items specifically was to avoid any bias towards a middle response option (Dörnyei and Taguchi, 2009, p. 28). Two spaces were provided for participants to describe

any OCLL or motivations which were not listed in the questionnaire. After this, a final question was added to determine whether participants were currently living in an English-speaking country in case this affected the types of OCLL they engaged in.

3.6 – Pilot Questionnaire

A pilot study was conducted by contacting seven potential participants, either via instant messaging applications (LINE mobile or Messenger) or via email, and requesting they complete the questionnaire. The initial message clarified that their participation was voluntary, gave a summary of the study's aims, provided an information sheet and requested they complete and return a consent form in order to receive a link to the online questionnaire. Of the seven contacted, four completed the pilot questionnaire. One of these responses was not included as it was submitted after the pilot study had concluded.

Following the pilot, a number of adjustments were made to the questionnaire (see Appendix 4). Firstly, in order to streamline the data collection process, the consent form was integrated into the online questionnaire as the first page. This may have reduced the fatigue effect (Dörnyei and Taguchi, 2009, p. 9), potentially increasing the accuracy of responses and number of participants.

Secondly, most of the potential participants studying at CCCU had only been in the UK for approximately three months at the time of this study. Given that moving to the UK may have had an effect on these participants' OCLL, the time period referenced on the questionnaire was changed to 'in the last three months' rather than 'in the last year'. Thirdly, the response option 'reading or writing poems' was removed because a participant had contacted the researcher expressing confusion between the terms 'poems' and 'lyrics'. Fourthly, an item in the motivation section was adjusted to avoid the use of a negative contraction as these are more prone to being misunderstood or mistranslated (Dörnyei and Taguchi, 2009, p. 42). Lastly, the response options measuring the number of hours spent on OCLL were simplified. Options were adjusted so that they all measured hours per week as this was deemed to be more consistent and easily understood.

<u>3.7 – Interviews – Advantages & Disadvantages</u>

The questionnaire items were designed to provide only an overview of participants' motivations. In order to explore motivations in more depth, a qualitative approach using semi-structured interviews was deemed more appropriate (Parcell and Rafferty, 2017, p. 2). A semi-structured interview format was chosen because, according to Hermanowicz (2002), this can bring us 'arguably closer than many other methods to an intimate understanding of people and their social worlds' (p. 480). In this format, the interviewer has the opportunity to clarify misunderstandings, recast questions and ask follow-up questions (Hermanowicz, 2002, p. 486; Parcell and Rafferty, 2017, p. 3). This provides participants with more chances to share important information. As participants were interviewed in their second language, there was a greater likelihood of misunderstandings and miscommunication, making opportunities for recasting and clarification all the more important (Yook, 2017).

Audio was recorded during all interviews in this study. This had an advantage over taking notes by hand as it produced more objective records and allowed the researcher to dedicate their full attention to the interview participants (Parcell and Rafferty, 2017, p. 4).

<u>3.8 – Interview Design (see Appendices 5, 6 and 7)</u>

The first interview question was designed to be open-ended and allow participants to describe their motivations in their own words. The second and third questions provided opportunities to explore the reasoning behind participants' questionnaire responses.   The fourth question aimed to determine whether moving to an English-speaking country had made a significant impact on participants' OCLL. Although I did not set out to conduct a comparative study, participants living in non-English-speaking countries were also asked this question as it could have allowed a comparison in this particular area if the groups had been closer in number. The fifth question aimed to explore possible negative outcomes motivating OCLL as avoidance of negative outcomes is linked to the Ought to L2 Self and less internalised forms of extrinsic motivation in SDT (Dörnyei, 2005, p. 106; Ryan and Deci, 2002, p. 17). The sixth question aimed to uncover potential barriers or improvements to OCLL from participants' own points of view. Lastly, the seventh question explored

participants' beliefs on the relative benefits of in-class and out-of-class learning as differing perceptions of the two were significant in previous studies (Brown, 2017; Lai *et al*., 2015, pp. 287-289).

3.9 – Data Collection

43 potential participants were contacted for this study, either via email or via instant messaging applications (LINE mobile or Messenger). From those contacted, 13 were living in the UK and studying at CCCU. The remaining 30 were living in countries where English was not commonly spoken as a first language. From the former group of 13, 4 completed the questionnaire and 1 agreed to be interviewed. From the latter group of 30, 22 completed the questionnaire and 16 agreed to be interviewed.

For the interviews a total of ten participants were selected as this was deemed to be the largest number manageable within the timeframe of this study. 9 of the participants who had stated they would be available for this were selected at random. In addition, the 1 participant living in the UK who had agreed to be interviewed was also selected as this provided an opportunity to explore how moving to the UK might have affected their OCLL. This participant was interviewed face to face on the CCCU campus, and the 9 participants living overseas were interviewed using the video call function on Skype or the audio call function on the Messenger application.

3.10 – Data Analysis

To determine the types of OCLL participants engaged in, the number of participants who never engaged in each activity was compared with the number who spent any amount of time on the same activity (see Appendix 8). Activities which at least 20 of the participants (over 75%) engaged in were then isolated for closer examination. These activities were compared based on various qualities: receptive versus productive (see Appendix 9); four language skills: listening, speaking, reading and writing (see Appendix 10); and asynchronous versus face-to-face communication (see Appendix 11). These comparisons

allowed more detailed and specific qualitative judgements to be made on the types of OCLL participants engaged in. Activities submitted on the questionnaire by participants were all either variations on activities already listed or were only engaged in by one participant. These were, therefore, not included in the data analysis but can be viewed in Appendix 8.

To compare the amount of time participants spent on each activity, modal averages were calculated. Modal averages were used rather than median or mean averages as the response options did not all measure time within equal ranges and were not all equidistant from each other. For instance, the difference between '3 to 4 hours per week' and '5 to 7 hours per week' is not the same as the difference between '5 to 7 hours per week' and 'more than 7 hours per week'. Consequently, the data had to be treated as ordinal data rather than interval data (Gu, 2016, p. 568). Questionnaire items related to OCLL were then ranked based on the modal average response for each. When two items shared the same modal average response, they underwent additional ranking, firstly, based on the number of responses below modal average, and, secondly, based on the number of responses higher than the modal average. Ranking questionnaire items in this way gave an approximate, relative indication of which activities participants spent the most and least time on (see Appendix 12).

Having done this, it was possible to further examine the data in order to answer the first research question in more detail. Firstly, items for which the modal average response was either 'less than one hour per week' or 'never' were excluded in order to focus on the activities which participants typically spend the most time on. The remaining items were again compared based on the same qualities: receptive versus productive (see Appendix 14); listening, speaking, reading and writing skills (see Appendix 15); and asynchronous versus face-to-face (see Appendix 16). From these comparisons it could be determined whether participants typically spent more or less time on OCLL activities with the any of the above attributes. In addition, these items were compared against the items engaged in by the highest number of participants (see Appendix 13).

Lastly, modal average responses were calculated for each of the motivation-focused questionnaire items. Each of these was then ranked in the same manner as the items for OCLL. This gave a broad overview of the average relative strength of each motivation-related construct (see Appendices 17, 18 and 19). Motivations submitted on the

questionnaire by participants all fell within the scope of the existing items and were therefore not included.

3.11 – The Coding Process

After analysing questionnaire data, the interview recordings were coded in order to explore participants' motivations in more depth. Rather than use the motivational constructs from the L2MSS and SDT as a priori categories in a deductive coding process, inductive coding was chosen (Saldaña, 2021, pp. 40-41). This involved creating codes spontaneously whilst listening the audio recordings and allowed me to remain open to participants' perspectives. In vivo coding appeared to be highly suitable for this as it involves creating codes using participants' own words (Saldaña, 2021, p. 138). In addition, process coding was used as it is suitable for activities and routines (Saldaña, 2021, p. 144), both of which are elements of OCLL. To maintain 'coding flexibility' (Saldaña, 2021, p. 99) descriptive coding (Saldaña, 2021, p. 134) was also utilised later on as it appeared to succinctly capture the meaning of certain data such those later categorised as 'perceived competence'.

Initially, I took a 'micro-coding' or 'splitter' approach (Saldaña, 2021, p. 34) which involved applying many codes to small sections of the data. Saldaña (2021, p. 12) states 'rarely is the first pass or first cycle of coding data perfectly attempted', and, in the case of this analysis, it resulted in 'code proliferation' (Saldaña, 2021, p. 34), with a total of 160 codes. Therefore, in the second coding cycle, I aimed to consolidate the initial codes (Saldaña, 2021, p. 13) and synthesise new categories (see Appendix 20). This led to the creation of 13 categories, which are outlined below (see Appendix 21 for an in-depth explanation with examples).

Category	Meaning
Access	OCLL activities facilitated access to information, opportunities, media or other countries
In-Class Benefits	The perceived benefits of in-class learning
Out-of-Class Benefits	The perceived benefits of out-of-class learning

Perceived Competence	Motivation maintain or improve perceived competence in English
Habit	A focus on frequency and consistency in OCLL activities
Positive Affect	Experiencing positive feelings as an inherent reward of engaging in OCLL activities
(In)Convenience	The relative ease or difficulty of engaging in OCLL due to time, logistics, availability or energy levels
Communicative needs	OCLL activities meeting a need for communication
Unawareness	A lack of awareness of certain OCLL activities
Family Influence	The influence of family on OCLL
Social Influence	The influence of friends on OCLL
Embarrassing miscommunication	The desire to become more competent in English in order to avoid embarrassing miscommunications
Improved Competence	The desire to improve competence in specific English-language skills such as reading, speaking, listening or writing

After these categories were established, the data were reanalysed, and subcategories were added in order to better describe qualitative differences between certain codes (see Appendix 20). One example of this was the category 'communicative needs'. In some of the original codes that were used to synthesise this category such as 'meeting native speakers', 'speaking with friends' and 'speaking English with family', I differentiated between particular groups of people. However, in most of these instances, the underlying motivation to communicate appeared to be the same. As this research was focused on motivation, it seemed appropriate to group these codes under one category. The same also applied to codes such as 'messaging friends' and 'speaking with friends' as social communication was the underlying motive behind each. Other codes, meanwhile, did not fit this new category. For instance, 'communicating with customers' and 'speaking with kid's teachers' did not appear to be primarily socially motivated, although they were driven by a need for communication. Therefore, the three subcategories of 'social communication', 'context-specific communication' and 'work communication' were created.

After categories and subcategories had been established, these were put into a codebook based on an example from Saldaña and Omasta (2018, pp. 228-229 cited in

Saldaña, 2021, pp. 42-43) along with explanations and transcribed excerpts from the data (see Appendix 21). In addition, one interview has been transcribed in full and coded using the categories and subcategories in the codebook to demonstrate precisely how these were applied (Appendix 22). Filler words and sounds have been omitted from transcriptions as there is evidence these could create a perception of uncertainty for readers (Collins *et al*., 2019). Small grammatical errors have also been adjusted for greater readability although care has been taken not to alter the meaning of participants' utterances.

Saldaña (2021, p. 38) suggests that 'quantitizing' qualitative data may be suitable for mixed methods studies as it can provide a means of corroborating quantitative data and allows the qualitative data to be viewed through a different lens (Saldaña, 2021, p. 39). In the current study, this entailed counting the number of times each participant mentioned something related to each category or subcategory in response to each interview question or topic (see Appendix 23). This process was used to assign a numerical value to each category or subcategory. These numerical values were then assigned as the font size of each (sub)category to create a rough visual overview of the relative prevalence of each in the interviews (see Appendix 24).

Chapter 4 - Findings & Discussion

4.1 – Research Question 1

Table 1 displays the total number of participants who engaged in each OCLL activity compared with the number who never engaged. This answers the first research question, 'what types of out-of-class language learning do learners engage in?' By examining the activities in which at least 20 of the participants (over 75%) engaged, the most commonly utilised activities could be determined (see table 1). Examining these revealed an equal number of receptive and productive activities, indicating no clear preference for either (see Appendix 9). There did, however, appear to be a preference for reading and writing activities over speaking activities (see Appendix 10), with the exception of 'speaking to friends in English'. Listening activities showed the most variation in engagement, and no

clear trend was evident regarding these. Lastly, there appeared to be a slight preference for asynchronous communication over face-to-face communication, but 'speaking to friends in English' was again the exception (see Appendix 11).

Table 1

The number of participants who spent any amount of time on each OCLL activity versus the number who never engaged.

OCLL Activity	No. Participants	
	Did Not Engage in Activity	Engaged in Activity
Watching movies in English	0	26
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	1	25
Speaking to friends in English	1	25
Reading or writing on social media (Facebook, Instagram, Twitter, etc)	1	25
Reading and writing text messages (SMS)	1	25
Watching TV series or documentaries in English (on TV or online)	2	24
Reading or writing e-mails	2	24
Looking up English words in a dictionary	2	24
Reading online news or e-magazines in English	2	24
Watching online videos or livestreams (YouTube, Twitch, etc)	3	23
Listening to music with English lyrics	3	23
Watching news programmes in English (on TV or online)	4	22
Speaking to native English speakers in English	6	20
Phone calls (or online audio calls) in English	6	20
Textbook activities (e.g. grammar practice, reading practice, etc)	7	19
Listening to podcasts in English	8	18
Reading books or e-books in English	8	18
Reading newspapers or magazines in English	8	18
Video calls in English	9	17
Speaking English with service staff in shops, restaurants, etc	9	17
Reading academic books or articles in English	9	17
Listening to the radio in English	11	15
Speaking with family in English	11	15
Writing a diary	12	14
Using English-language learning apps (Duolingo, Babbel, etc)	13	13
Using English while playing videogames	15	11
Reading comic books in English	15	11
Practising English through tandem learning	17	9

Most commonly utilised activities (bracket spanning from "Watching movies in English" to "Phone calls (or online audio calls) in English")

Table 2 presents OCLL activities ranked by the modal average number of hours spent on each. This answers the second research question, 'how much time do learners typically spend on out-of-class language learning?' Seven of the out-of-class activities that were amongst those utilised by highest number of participants were also amongst those that participants tended to spend the most time on (see Appendix 13). This shows that participants were both relatively likely to engage in these activities and likely to spend relatively large amounts of time on them. Notably, the majority of these activities were informal activities not specifically designed for language learning, which mirrors the findings of previous studies by Suh *et al*. (1999), Murray (2008) and Brown (2017). These informal activities included movies, TV, music and email, which were also involved in the activities most frequently engaged in by the participants of many previous studies (Spratt *et al*., 2002; Hyland 2004; Sundqvist, 2009; Aydin and Eksi, 2013; Orhon, 2018). This indicates these activities remain popular across multiple contexts and cultures.

Table 2 – OCLL Activities Ranked by Modal Average Number of Hours Spent on Each

= Modal Average

Activities participants typically spent the most time on

OCLL Learning Activity	0 hours (never)	Less than 1 hour per week	1 to 2 hours per week	3 to 4 hours per week	5 to 7 hours per week	More than 7 hours per week
Watching movies in English	0	4	3	8	2	9
Watching TV series or documentaries in English (on TV or online)	2	3	5	5	3	8
Watching online videos or livestreams (YouTube, Twitch, etc)	3	3	4	6	4	6
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	1	3	3	10	2	7
Listening to music with English lyrics	3	3	5	9	0	6
Reading and writing text messages (SMS)	1	7	4	10	0	4
Reading or writing e-mails	2	3	7	11	0	3
Speaking to friends in English	1	4	10	4	2	5
Reading or writing on social media (Facebook, Instagram, Twitter, etc)	1	5	9	4	2	5
Looking up English words in a dictionary	2	6	9	4	2	3
Speaking to native English speakers in English	6	3	7	4	2	4
Reading online news or e-magazines in English	2	15	3	3	1	2
Watching news programmes in English (on TV or online)	4	10	3	5	1	3
Phone calls (or online audio calls) in English	6	8	3	4	0	5
Textbook activities (e.g. grammar practice, reading practice, etc)	7	9	5	4	1	0
Reading books or e-books in English	8	9	5	2	1	1
Reading newspapers or magazines in English	8	10	7	0	0	1
Reading academic books or articles in English	9	9	3	5	0	0
Listening to podcasts in English	8	6	4	5	1	2
Speaking English with service staff in shops, restaurants, etc	9	7	3	6	0	1
Video calls in English	9	6	4	4	1	2
Listening to the radio in English	11	5	1	4	0	5
Speaking with family in English	11	8	2	2	1	2
Writing a diary	12	4	6	3	1	0
Using English-language learning apps (Duolingo, Babbel, etc)	13	6	3	3	1	0
Using English while playing videogames	15	2	5	2	2	0
Reading comic books in English	15	5	5	1	0	0
Practising English through tandem learning	17	1	3	2	2	1

4.3 – Research Question 1: Further Detail

Once it had been determined *which* OCLL activities participants typically spent the most time on (see table 2), it was possible to examine these activities' differing qualities. This enabled the *types* of activities that participants typically spent the most time on to be ascertained, allowing the first research question to be answered in greater detail.

To achieve this, items with modal average responses of '0 hours (never)' or 'less than one hour per week' were excluded in order to focus solely on the activities which participants dedicated the most time to. From these, receptive and productive activities were compared. Many previous studies have found a preference for receptive over productive activities (Pickard, 1996; Hyland, 2004; Marefat and Barbari, 2007; Chusanachoti, 2009; Inozu *et al.*, 2010; Al-Bulushi and Al-Issa, 2012; Aydin and Eksi, 2013; Lai *et al.*, 2015; Orhon, 2018; Honarzad and Rassaei, 2019). The current study found a similar trend but only for activities which most participants spent over 7 hours per week on (see Appendix 14), namely, 'watching movies in English', 'watching TV series or documentaries in English' and 'watching online videos or livestreams'. Notably, these three activities solely involve listening (see appendix 15), showing that, amongst activities on which most participants spent the most time, there was a clear preference for listening over speaking, reading or writing. Therefore, whilst participants were no more likely to engage in listening activities than those involving other skills (see Appendix 10), when they did engage, participants were likely to dedicate more time to activities that were solely listening-based (see Appendix 15).

Additionally, amongst activities participants spent the most time on, the majority of activities which involved both reading and writing had higher average responses for time usage than activities which involved both listening and speaking (see Appendix 15). This indicates that, in addition to being slightly more likely to engage in activities involving reading and writing over most of those which involved speaking (see Appendix 10), participants typically spent slightly longer on the former than the latter (see Appendix 15).

Lastly, amongst activities participants dedicated the most time to, participants typically spent slightly longer on asynchronous communicative activities than they did on face-to-face communication. This is similar to the results of previous studies (Hyland, 2004; Orhon, 2018) which found that learners engaged relatively infrequently in face-to-face OCLL activities.

Table 3 – L2 Motivational Self System Items Ranked by Modal Average Response   = Modal Average

Questionnaire Item	Theoretical Construct	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I can imagine using English in my future job.	Ideal L2 Self	0	1	2	0	7	16
I need English for my plans in the future.	Ideal L2 Self	0	1	1	4	6	14
I like using English out of class because I can choose a nice place to practise.	L2 Learning Experience	2	0	3	7	3	11
I feel time goes faster when I practise English out of class.	L2 Learning Experience	1	4	2	2	9	8
I practise English because my friends think it is important.	Ought to L2 Self	6	3	6	6	4	1
I practise English because my family want me to learn English.	Ought to L2 Self	7	7	1	6	1	4

Table 4 – Self-Determination Theory Items Ranked by Modal Average Response   = Modal Average

Questionnaire Item	Theoretical Construct	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I practise English because English is important for me.	Identified Regulation	1	1	0	1	3	20
I must practise English because I need it for work/university	External Regulation	1	2	1	3	3	16
I practise English out of class because I enjoy it	Intrinsic Motivation	0	0	1	3	10	12
If I do not practise English, I feel bad.	Introjected Motivation	2	3	0	6	6	9
I feel embarrassed when I fail to communicate well in English.	Introjected Motivation	2	2	1	3	11	7
Learning English is a waste of time.	Amotivation	21	4	0	1	0	0

4. 4 – Research Question 3

In order to answer the third research question, 'which factors motivate learners to engage in out-of-class language learning?', questionnaire items relating to motivation were ranked by their modal average responses. Amongst the L2MSS constructs, the Ideal L2 Self was the strongest motivator (see table 3), closely followed by the L2 Learning Experience. In contrast, the Ought to L2 Self was ranked the lowest of the three constructs. Notably, however, the Ought to L2 Self also showed the most variation, and, although the majority of participants disagreed with items measuring this construct, there were a significant minority who agreed.

Concerning SDT constructs, ranking questionnaire items related to these by their modal average responses shows that identified regulation was the strongest motivator (see table 4). The second strongest was external regulation, closely followed by intrinsic motivation, indicating that participants were motivated by both external pressures (work or university) and enjoyment intrinsic to their OCLL. Ranked slightly lower than intrinsic motivation was introjected motivation. All four of these constructs had either 'agree' or 'strongly agree' as the modal average response, indicating they were all significant motivators. Lastly, amotivation was by far the lowest ranked construct with 21 out of 26 respondents selecting 'strongly disagree'.

4.5 – Interview Data

Figure 1 presents a rough visual overview of the prevalence of each category that emerged from coding interview data (see Appendix 21), with the size of each category representing how frequently it was mentioned (see Methodology and Appendix 23 for further details). The most prevalent categories will now be analysed, accompanied by selected excerpts from interviews in the spirit of presenting data from participants' own perspectives. In addition, the first mention of each category has been colour-coded for easier cross-referencing with the codebook (see Appendix 21).

Figure 1 – Visual Representation of Interview Data Categories

It is clear that 'access' was a major motivator for participants. This category consisted of four subcategories: 'accessing information', 'accessing media', 'accessing opportunities' and 'global access'. The first two of these refer to using English to access information or media, such as films or videos, which were not available in participants' first languages. Participants also saw English as a means to access various opportunities, including higher education and career advancement. 'Global access' was the most prevalent of the 'access' subcategories and referred to English usage as a means to access places, people, information and opportunities abroad.

The second major motivating factor identified in interview data was 'communicative needs'. The majority of this fell under the subcategory 'social communication'. Some participants also used English for 'work communication' or 'context-specific communication' but, 'social communication' appeared to be of greater significance for the majority as this was mentioned more far frequently.

'Improved competence' was another category frequently mentioned and referred to participants improving specific elements of their English abilities such as vocabulary knowledge. However, whilst most participants appeared to be highly aware of the benefits of OCLL with respect to this, high awareness does not necessarily signify a high motivational impact for this category. In fact, the several participants indicated that 'improved competence' was of equal or secondary importance to other factors, which included 'access', 'social communication' and 'positive affect'. Positive affect, here, refers to any

positive feeling inherent in an activity, for example, enjoyment, fun, excitement, relaxation, happiness or interest.

> *Participant 9: 'Reading English a lot is important...important for being good at English, for fun and for study.'*
>
> *Researcher: 'And is it mostly for study or mostly for fun?'*
>
> *Participant 9: 'Mostly for fun.'*

Participants indicated that 'positive affect' was their primary motivation for watching movies, TV series, online videos and news programmes; reading social media, online news articles and books; and listening to music. The finding that 'positive affect' and 'social communication' were both prominent motivators for OCLL is similar to the trend observed by Spratt *et al*. (2002) that almost all the most widely practised OCLL activities in their study 'could be related to communication and entertainment' (p. 256).

A fourth factor influencing participants' engagement in OCLL was '(in)convenience'. One example of this was situations in which participants were motivated to spend more time speaking English, but perceived a lack of opportunities to do so, the same issue reported in previous studies by Pickard (1996) Suh *et al*. (1999) Inozu *et al*. (2010) and Vo Ngoc (2017).

Two more categories which emerged from interview data were 'habit' and 'perceived competence'. These were frequently brought up together and appeared to be related to participants' self-perceptions as language learners. When asked why they had agreed with the statement 'if I do not practise English, I feel bad' or 'what would happen if you stopped practising English out of class?'. Many indicated that if they did not engage in OCLL, they would experience strong negative feelings because they would be losing their 'habit' or 'hobby'. One participant elaborated that they would feel bad because this would contradict their own personal decision, and that they, therefore, must continue.

> *Participant 9: 'I already decided I [should] study English every day, at least one hour a day, so [if] I don't practise English, I feel bad. ... [I] have to practise; I decided.'*

Many participants also stated that a lack of engagement in OCLL would lead to potential negative feelings arising from diminished 'perceived competence'.

> Researcher: 'Why do you feel bad?'
>
> Participant 10: 'Because when I don't speak English, let's say for a week, I feel like I forgot so many words and I cannot speak. Like, for this, right now, I feel like I cannot think of the word[s], so that's why I need to practise every day.'

In addition to loss of perceived competence, other perceived negative outcomes from cessation of habits included loss of 'social communication', opportunities or 'positive affect.'

Another category related to strong negative emotions was 'embarrassing miscommunication'. This category described a desire to engage in OCLL in order to improve communicative abilities, and, as a result, avoid embarrassing miscommunications. Whilst not every participant made comments related to this category, the six who did all either described situations in which this could occur or recalled past experiences. Several of these experiences appeared to be highly impactful and elicited strong negative emotions, which one participant described as 'wounds' and another as 'trauma'.

> *Participant 8: 'I ha[d] to say, "go straight", right? "Go straight, and turn left, then right", but I just said "go away". ... that ma[de] me [realise] that I have to learn English much more to make it right, to make it correct.'*

This is similar to the findings of Chanjavanakul (2017, pp. 53-75) who observed that students' OCLL trajectories were often affected by a critical past event, although, for Chanjavanakul's participants, many of these events were positive. These events frequently involved a teacher or speaking with foreigners, which was also the case for many participants in the current study.

Differences between the perceived benefits of in-class versus out-of-class learning (categorised as 'in-class benefits and out-of-class benefits respectively) also influenced participants' decisions on the types of OCLL they chose to engage in. Generally speaking, participants viewed in-class learning as benefitting from being more organised and from 'student-teacher interaction'. Additionally, participants viewed the 'in-class focus' as being different from the 'out-of-class focus'. Participants frequently stated that in-class learning

allowed them to learn grammar and more formal, professional language suited to work environments. In contrast, OCLL was frequently seen as more authentic with greater suitability for 'real-life application' to everyday situations.

> Participant 4: 'Back in school we were so focused on using academic English and getting our IELTS done before we graduate[ed], blah blah blah, and we forgot that [in] the outside world, where we actually communicate, we don't actually use that kind of language unless we work. So, to be able to practise English outside a classroom with friends actually helps me more with my English'

As with participants in the current study, participants in Brown's (2017) study of ESL learners in Taiwan also perceived their in-class learning to be heavily grammar and exam focused with little connection to speaking, listening or informal language.

4.6 – Discussion

Examining the questionnaire and interview data holistically can reveal links between the two and help answer the third research question in greater depth. Firstly, 'accessing opportunities' corresponds with the Ideal L2 Self in the L2MSS. This is because participants perceived their English abilities as instrumental in promoting the achievement of internalised desires such as career advancement or education. Therefore, participants were motivated to engage in OCLL in order to reduce the discrepancy between their then current selves and their future Ideal Selves, specifically, their future selves who could competently use English in work or educational settings. 'Global access' was similar to the 'integrativeness' factor measured in Dörnyei *et al.*'s (2006) Hungarian study in that it was related to participants' desire to access an L2-speaking community. As with Dörnyei *et al.*'s (2006) participants, learners in the current study did not use English solely to access a native-English-speaking community. Instead they used English both with native English speakers and as a lingua franca with non-native speakers. As with the 'imagined L2 community' in Dörnyei *et al.*'s (2006, p. 92) study, these interlocuters, along with members the global English-speaking community as a whole, were likely seen as close parallels to participants' own Ideal L2 Selves.

'Accessing media' and 'accessing information' were mostly applied to activities that participants found inherently enjoyable, relaxing or interesting such as watching movies or reading online articles. This was reflected in the high levels intrinsic motivation indicated by the questionnaire responses. Some activities related to these two subcategories were also related to 'global access' and, by extension participants' Ideal L2 Selves. 'Watching movies in English', 'watching TV series or documentaries in English', 'watching online videos or livestreams', and 'listening to music with English lyrics' all fit these criteria as participants frequently stated these activities allowed them to learn about other countries and cultures.

Additionally, these activities were less likely than others to be negatively impacted by '(in)convenience'. For instance, low energy levels, COVID lockdowns or a lack of people to speak English with would likely not affect participants' ability to watch movies. Given that these activities were convenient, intrinsically rewarding and facilitated global access, this could be one reason they were amongst both the activities in which the highest number of participants engaged and the activities participants typically spent the most time on (see Appendix 13). Furthermore, the popularity of these four activities also helps explain the tendency for participants to spend longer on activities which involved listening compared to those which involved the other three skills.

Three other activities that were engaged in by a relatively large number of participants and which participants spent a relatively long time on were 'using instant messaging apps', 'reading and writing text messages' and 'reading or writing emails'. Convenience may have also played a role in the popularity of these activities, which could explain two trends observed in questionnaire data. The first is the tendency for participants to typically spend slightly longer on activities which involved reading and writing than on activities which involved listening and speaking, and the second is the trend of dedicating slightly more time to asynchronous communication than face-to-face communication.

Whilst (in)convenience probably influenced whether participants engaged in these activities, 'communicative needs' was likely an even more significant motivator as this was emphasised far more frequently. This category also applies to the two face-to-face communicative activities commonly engaged in by participants, namely, 'speaking to friends in English' and 'speaking to native English speakers'. The fact that the majority of participants engaged in these two activities is notable as many previous studies in ESL/EFL

contexts found that spoken OCLL activities were utilised relatively infrequently (Pickard, 1996; Hyland, 2004; Marefat and Barbari, 2007; Inozu *et al*., 2010; Lai *et al*., 2015; Orhon, 2018; Honarzad and Rassaei, 2019). This may partly be explained by the fact that these previous studies focused on frequency of engagement rather than the total proportion of participants who engaged in each activity. Assuming that frequency of engagement correlates with increased time spent on an activity, then the results of the present study are more aligned with this previous research as participants in the current study tended to spend relatively little time on the two speaking activities mentioned above.

Another explanation may be that, although the majority of participants in the current study were living in countries where English was not spoken as a first language, many of them used English as a lingua franca either for 'social communication' or 'work communication'. This is similar to the findings of Trakulkasemsuk (2015, p. 232) who found that residents of Bangkok (where the majority of the present study's participants lived) used English with other non-native speakers more frequently than with native speakers.

Within the category of 'communicative needs', the subcategories of 'social communication' and 'context specific communication' may, in part, also be motivated by a need for relatedness. In SDT, relatedness refers to a basic psychological need to feel connected with others and engage in close relationships (Ryan and Deci, 2002, p. 7; 2017, p. 293), and, therefore, it is highly plausible that social communication with others would fulfil this need. Additionally, several participants indicated that their social communication was intrinsically motivated. As with 'accessing media' and 'accessing information', this aligns with the high levels of intrinsic motivation indicated in the questionnaire responses.

Unlike the other two subcategories under 'communicative needs', there was no indication that 'work communication' was motivated by a need for relatedness or intrinsic reward. As Ryan and Deci (2017) point out, interactions between staff and customers are often 'role bound' and 'transactional' (p. 296), meaning that they are driven by external regulation. The questionnaire item relating to this was focused solely on external regulation from work or university, and the high levels of this form of motivation reported on the questionnaire may also be due to aspirations that fell under the subcategory of 'accessing opportunities' as this concerned goals such as finding a better job or higher education.

SDT posits that external regulation entails an external perceived locus of causality (Ryan and Deci, 2002, p. 17; 2017, p. 185) and that this tends to undermine intrinsic motivation (Ryan and Deci, 2002, p. 11). However, the fact that high levels of both external regulation and intrinsic motivation were demonstrated in the questionnaire responses appears to contradict this assertion. One possible explanation may lie in the relatively autonomous nature of OCLL compared with in-class learning. Essentially, whilst learning appeared to be partly motivated by the desire to achieve career- and education-related goals (external regulation), learners were able to autonomously select the forms of OCLL which they found most inherently enjoyable (intrinsic motivation).

The high levels of intrinsic motivation shown in the questionnaire data are also reflected in the interview data categorised under 'positive affect', in which participants confirmed they engaged in certain forms of OCLL due to the positive feelings inherent within these activities. In addition, Dörnyei (2009) stated that intrinsic motivation was 'a close match' (p. 30) with the L2 Learning Experience, which may explain the fairly close ranking of these two constructs in the questionnaire responses (see Appendix 19).

Turning to the category of 'habit', some participants indicated that they valued habits because they were comprised of inherently enjoyable activities. Other participants, however, stated that they were motivated to continue with habits specifically because they involved activities that participants themselves had chosen. This is indicative of an internal perceived locus of causality and suggests these activities were personally valued by the participants. These two factors suggest that participants adherence to certain language-learning habits was motivated by identified regulation, which was ranked highest out of all the motivational constructs measured in the questionnaire (see Appendix 19).

Maintaining 'perceived competence' was also frequently referenced in relation to participants' OCLL habits. Participants did not always make reference to external pressures or goals when discussing potential diminishment of their perceived competence. Instead, many appeared to perceive losing competence as inherently negative. Comments also suggested that competence was valued as part of participants' self-conceptions. For instance, participant 6 stated, 'I see myself as someone who can communicate in English'. These observations suggest that participants viewed their competency in English as personally valuable rather than contingent on external pressures. This could, again, be

indicative of identified regulation or even internalised regulation (which was not measured in the questionnaire).

Regarding introjected regulation, whilst this construct did not rank as highly as the others discussed above, the questionnaire responses indicated it was a relatively strong motivator nonetheless. The prevalence the 'embarrassing miscommunication' category in the interviews can be seen as a reflection of participants' introjected regulation. This is because introjected regulation involves motivation to avoid diminished self-worth or negative emotions such as shame (Ryan and Deci, 2002, p. 17; 2017, pp. 185-186), both of which are often components of embarrassment.

Furthermore, the 'embarrassing miscommunication' category could also be seen as a consequence of participants' Ought to L2 Selves. Indeed, McEown *et al.* (2014) propose that the Ought to L2 Self is 'definitionally congruent' (p. 26) with introjected regulation, and studies by Nishida (2013) and Takahashi and Im (2020) found strong correlations between the two. However, unlike with introjected regulation, the majority of participants in the present study disagreed to some extent with questionnaire items measuring the Ought to L2 Self. One explanation for this discrepancy is that the Ought-to-L2-Self-related items on the questionnaire specifically referenced pressure from family or friends, but several participants referenced negative experiences with strangers or a teacher as the source of their motivation to avoid embarrassment. A second explanation is that the questionnaire items were interpreted as externalised obligations, whereas participants in fact experienced an internalised obligation to avoid miscommunications, essentially meaning that they felt ashamed of themselves, rather than feeling shame projected onto them by others. Teimouri (2017) describes these internalised and externalised forms of motivation as the 'ought to L2 self/own' and 'ought to L2 Self/others' (p. 701) respectively. These two forms of Ought to L2 Self could account for discrepancies in the present study between the low strength of the Ought to L2 Self indicated in the questionnaire results and the relatively high prevalence of the 'embarrassing miscommunication' category in interviews.

The final motivation-related construct measured in the questionnaire was amotivation, which represented a lack of intention to learn English. The fact that this construct ranked lower than any other is unsurprising for two main reasons. Firstly, many participants in this study were employed in roles which required English for workplace

communication. Secondly, most participants had either previously paid to study English in a classroom setting or were currently enrolled on courses which required a level of English proficiency. Therefore, selecting participants from these backgrounds likely preselected for highly motivated learners.

Another factor influencing participants' choice of OCLL was the perceived differences between in-class versus out-of-class learning. Participants tended to view in-class learning as more beneficial for grammar and formal language, and some viewed this as valuable in preparing them for formal contexts such as exams or professional communication. This may partly explain the relatively low engagement in more formalised out-of-class practice activities such as 'textbook activities' or 'reading academic books or articles in English' (see Appendix 8).

Conversely, OCLL was viewed as having greater applicability to real-life situations. This helps explain the prevalence of the categories of 'social communication', 'context-specific communication', 'work communication' and '(in)convenience' as participants were looking to utilise English in a manner that did not disrupt their day-to-day routines and which facilitated communication in everyday contexts.

Chapter 5 – Implications & Conclusion

5.1 – Implications

It should be emphasized that, unless the findings of this study are supported by further research, they cannot be generalized to broader student populations as the sample size (26 for the questionnaires and 10 for the interviews) is too small. However, the implications for this particular group of learners can be discussed, especially where the findings are corroborated by those from previous research.

In the current study, many participants perceived interactions with a teacher as one of the main benefits of in-class learning. Furthermore, a previous study on ESL learners by Baker-Smemoe *et al*. (2012) found that the OCLL task which had the greatest positive

impact on proficiency gains was deliberately trying to use what had already been learnt in class. It appears, therefore, that teachers are well positioned to guide learners in choosing the OCLL activities most suited to their developmental needs.

One method of achieving this is to recommend activities that learners are typically highly motivated to engage in and spend time on, the rationale being that learners are more likely to spend time on such activities than those they typically find unmotivating. With this in mind, by examining the motivational factors driving engagement in OCLL in the current study, it is possible to determine some key criteria for selecting activities which are likely to result in high levels of OCLL, at least for this group of participants.

Firstly, OCLL activities should be intrinsically motivating, meaning that learners should find them inherently interesting, fun, exciting, enjoyable or relaxing. In the present study, this frequently involved English-language media such as movies, videos and music. According to SDT, autonomy, which entails an internal perceived locus of causality, is necessary for promoting intrinsically motivated behaviour (Ryan and Deci, 2002, p. 11). Consequently, whilst teachers can provide guidance on activity selection, maintaining some level of learner control over this process is essential for encouraging intrinsically motivated OCLL. In practice, this could involve recommending a format for learning but not the content. For instance, teachers might recommend online videos in English as a method of acquiring new vocabulary and improving listening skills. However, the video content can remain a choice for learners, allowing them to relate this activity to their own interests.

Secondly, activities should be instrumental in promoting the achievement of learners' future goals. For this study's participants, these goals included improved career prospects, educational achievement and accessing a global English-speaking community. Other learners, however, may have different ambitions. This highlights the need for educators to understand their students' future English-related goals. In doing so, they can develop a better understanding of students' unique Ideal L2 Selves and choose OCLL activities which enable students to realise these ideals. Identified regulation, which was found to correlate strongly with the Ideal L2 Self in studies by Takahashi and Im (2020, p. 685) and Yashima (2009, pp. 156-159), can be considered in much the same manner. Specifically, teachers can endeavour to recommend OCLL activities which align with students' personally valued goals.

Thirdly, activities should facilitate social communication. For many, this activity is already intrinsically rewarding. Viewed through the lens of SDT, it fulfils a basic psychological need for relatedness as it helps build and maintain close relationships (Ryan and Deci, 2017, pp. 295-298). However, as noted by Hyland (2004), when encouraging productive language activities out of class, teachers must be aware of challenges stemming from 'contextual factors in which the language use is taking place' (p. 196). In this study specifically, it was found that many participants were motivated by introjected regulation, and, possibly, an internalised Ought to L2 Self. This resulted in a desire to improve English competency in order to avoid what participants experienced as embarrassing miscommunications. At first glance, this might appear to be beneficial given that participants were motivated to improve. However, both the Ought to L2 Self and introjected regulation entail avoidance of negative emotions or outcomes (McLachlan *et al.*, 2009; Dörnyei, 2005, p. 106) and have been linked to language anxiety in previous research (Papi, 2010; Alamer and Almulhim, 2021). According to Arnold and Brown (1999, p. 8), anxiety is 'the affective factor that most pervasively obstructs the learning process', and, according to Krashen (1982, pp. 30-32), anxiety contributes to an affective filter which prevents new language from being acquired. These assertions are supported by studies which show language anxiety is correlated with worse performance outcomes (Saito and Samimy, 1996; Aida, 1994; Sundqvist, 2009, pp. 177-179). Therefore, when recommending communicative activities, teachers should take steps to reduce language anxiety. One method would be to create a supportive, non-judgmental environment inside the classroom, and, where possible, extend this to out-of-class activities. For instance, requesting that students take time outside of class to prepare for in-class, group presentations could help link their in-class and out-of-class learning environments.

Additionally, participants in the present study appeared to spend relatively large amounts of time on online written communicative activities. In their review of several theories of second language acquisition and their applications to OCLL, Cole and Vanderplank (2016, pp. 32-34) highlighted key features of online environments which could reduce language anxiety: the ability to control the speed of interaction, exposure to large amounts of input before needing to produce the language and opportunities to participate in increasingly challenging tasks in online communities. Given these benefits,

recommending tasks which involve asynchronous written communication may be another route to encouraging communicative OCLL without high levels of anxiety.

Lastly, activities should be convenient with minimal barriers to engagement caused by time, logistics, availability or energy levels. These factors may vary depending on the context. For example, watching online videos may only be convenient for learners with stable, highspeed internet. The best method for ensuring OCLL activities are convenient, then, may be to recommend learners incorporate English into their pre-existing habits and routines.

For many participants in this study, their choice of OCLL activities was influenced by perceived differences between the focus of in-class and out-of-class learning, with in-class learning being associated with grammar and formal language and out-of-class learning with real-life application and communication. This poses a question for educators; between their in-class and out-of-class activities, are learners developing a balanced selection of language skills? In the present study, several participants did not view the in-class environment as conducive to improving their speaking skills, yet, overall, participants dedicated more time to OCLL activities which involved listening, reading or writing than they did to speaking (see Appendix 15). Furthermore, Inozu *et al*. (2010) found that Turkish EFL learners were less likely to engage in OCLL to improve their weaknesses than they were to engage because of recommendations from a teacher. In situations such as these, it would likely be advantageous for teachers to encourage students to adopt new language-learning habits in order to develop language skills which would otherwise be neglected.

Whilst it may be suboptimal to achieve this by pushing participants to engage in activities they typically find unmotivating, there may be forms of OCLL which are unpopular due to non-motivational factors. Specifically, if learners do not engage because they are unaware of an activity or because it is unavailable, then teachers could encourage engagement by providing access or raising awareness. For instance, in the present study, some participants stated the amount of time they spent speaking English was lower than desired due to limited opportunities for spoken communication. In situations such as this, teachers may be able to create new opportunities for learners to practise speaking out of class. This could involve setting up group projects such as presentations or asking learners to create videos on topics that interest them. Alternatively, educators may be able to raise

awareness of opportunities which already exist. For instance, Honarzad and Rassaei (2019, p. 35) suggest that teachers aid students in making contact with English speakers via the internet in contexts where face-to-face contact is not feasible. In the current study, two participants seemed unaware of, or confused about, tandem learning. Applications facilitating tandem learning are often free (e.g. Tandem, 2022; HelloTalk, 2022) and easily accessible via the internet. Considering this, if these participants had been made aware of this activity, it may have provided an additional opportunity to speak English out of class.

5.2 – Conclusion

In summary, this study had number of key findings. Firstly, 14 OCLL activities were identified in which at least 20 participants (over 75%) engaged (see Appendix 8), answering the first research question, 'what types of out-of-class language learning do learners engage in?' Secondly, the modal average number of hours per week spent on each activity was calculated (see Appendix 12). This answered the second research question, 'how much time do learners typically spend on out-of-class language learning activities?'

Additionally, several trends were observed related to the types of out-of-class activities participants engaged in. A preference for receptive skills over productive skills was observed, along with a preference for activities which involved listening over those which involved speaking, reading or writing. However, these preferences were only true for activities which participants typically spend over 7 hours per week on. With the exception of 'speaking to friends in English', more participants engaged in activities which involved reading and writing than those which involved speaking. Lastly, a slightly higher number of participants engaged in activities which involved asynchronous communication than those which involved face-to-face communication.

Turning to the third research question, 'which factors motivate learners to engage in OCLL activities?', questionnaire responses measuring motivational constructs from the L2MSS indicated strong motivation related to the Ideal L2 Self and L2 Learning Experience. In contrast, the majority of participants did not appear to be strongly motivated by the Ought to L2 Self. Regarding constructs from SDT, participants' responses indicated high

levels of identified regulation, external regulation, and intrinsic motivation. Levels of introjected regulation were slightly lower but still relatively high for the majority of participants. Lastly, the vast majority of participants showed low levels of amotivation.

Interview data indicated that many participants' engagement in OCLL was motivated by improved career prospects, higher education, the ability to move abroad or access a global English-speaking community. Rewards intrinsic to many OCLL activities such as enjoyment or relaxation were also a motivating factor for the majority of participants. Social communication, likewise, appeared to be a strong motivator but was affected by a desire to avoid embarrassing miscommunications, which may have resulted in counter-productive language anxiety.

Finally, participants viewed OCLL as being more applicable to real-life situations than in-class learning, and convenient integration with their day-to-day routines and habits appeared to be an important factor influencing participants' choice of OCLL activities.

In possible future research on this topic, it would be advantageous to explore OCLL a more specific context. As Benson (2011a, p. 217) points out, this can allow 'motivational and affective factors' that lead to differences in individuals' OCLL to be identified. This, in turn, may allow recommendations to be made that are generalisable to other learners within the same specific context. In addition, whereas this study relied on time estimates due to time constraints, in future research, time diaries could instead be used, following the example of Sundqvist (2009, pp. 89-91). If these were completed closer to the time OCLL took place, this would likely measure time usage more accurately (Visgatis, 2014, pp. 29-43).

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Appendix 1 – Pilot Study Consent Form

Canterbury
Christ Church
University

CONSENT FORM

Title of Project: Motivation and Out-of-Class Language Learning

Name of Researcher: Jack Duncan

Contact details:

Address: Faculty of Arts, Humanities and Education, North Holmes Road, Canterbury, CT1 1QU

Tel: 01227 922308

Email: j.duncan275@canterbury.ac.uk

Please initial box

1. I confirm that I have read and understand the participant information for the above project and have had the opportunity to ask questions.	
2. (If applicable) I confirm that I agree to any audio and/or visual recordings.	
3. I understand that any personal information that I provide to the researchers will be kept strictly confidential and in line with the University Research Privacy Notice	
4. I understand that my participation is voluntary and that I am free to withdraw my participation at any time, without giving a reason.	
5. I agree to take part in the above project.	

Name of Participant:	Date:	Signature:
Researcher: Jack Duncan	Date:	Signature:

Copies: 1 for each participant
              1 for researcher

Appendix 2 – Pilot Questionnaire

ENGLISH LANGUAGE LEARNING OUT OF CLASS

This questionnaire aims to gather information on the activities you engage in outside of the classroom to improve your English skills. Please give your most honest answers. Your participation is completely voluntary and the contents of this form are absolutely confidential.

You may contact the researcher or withdraw consent at any time by emailing: j.duncan275@canterbury.ac.uk

Thank you!

🚫 jackoliverduncan@gmail.com (not shared) Switch accounts

*Required

Name *

Please write your name here

Your answer
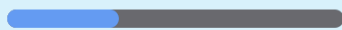
Next   Page 1 of 3   Clear form

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ENGLISH LANGUAGE LEARNING OUT OF CLASS

jackoliverduncan@gmail.com (not shared) Switch accounts

*Required

Learning English Out of Class

1. Time Spent on English Out of Class *

In the last year, how much time did you usually spend on the following things outside of class?

	0 hours (never)	Less than 1 hour per month	1 to 3 hours per month	1 to 3 hours per week	4 to 7 hours per week	More than 7 hours per week
Reading books or e-books in English	○	○	○	○	○	○
Reading newspapers or magazines in English	○	○	○	○	○	○
Reading online news or e-magazines in English	○	○	○	○	○	○
Reading academic books or articles in English	○	○	○	○	○	○
Looking up English words in a dictionary	○	○	○	○	○	○
Reading comic books in English	○	○	○	○	○	○
Reading and writing text messages (SMS)	○	○	○	○	○	○

2. Time Spent on English Out of Class *

In the last year, how much time did you usually spend on the following things outside of class?

	0 hours (never)	Less than 1 hour per month	1 to 3 hours per month	1 to 3 hours per week	4 to 7 hours per week	More than 7 hours per week
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	○	○	○	○	○	○
Reading or writing e-mails	○	○	○	○	○	○
Writing a diary	○	○	○	○	○	○
Reading or writing poems	○	○	○	○	○	○
Textbook activities (e.g. grammar practice, reading practice, etc)	○	○	○	○	○	○
Speaking to friends in English	○	○	○	○	○	○
Speaking to native English speakers in English	○	○	○	○	○	○

3. Time Spent on English Out of Class *

In the last year, how much time did you usually spend on the following things outside of class?

	0 hours (never)	Less than 1 hour per month	1 to 3 hours per month	1 to 3 hours per week	4 to 7 hours per week	More than 7 hours per week
Speaking with family in English	○	○	○	○	○	○
Speaking English with service staff in shops, restaurants, etc	○	○	○	○	○	○
Phone calls (or online audio calls) in English	○	○	○	○	○	○
Video calls in English	○	○	○	○	○	○
Listening to music with English lyrics	○	○	○	○	○	○
Listening to the radio in English	○	○	○	○	○	○
Listening to podcasts in English	○	○	○	○	○	○

4. Time Spent on English Out of Class *

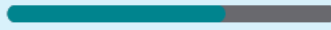In the last year, how much time did you usually spend on the following things outside of class?

	0 hours (never)	Less than 1 hour per month	1 to 3 hours per month	1 to 3 hours per week	4 to 7 hours per week	More than 7 hours per week
Watching movies in English	○	○	○	○	○	○
Watching TV series or documentaries in English (on TV or online)	○	○	○	○	○	○
Watching news programmes in English (on TV or online)	○	○	○	○	○	○
Watching online videos or livestreams (YouTube, Twitch, etc)	○	○	○	○	○	○
Reading or writing on social media (Facebook, Instagram, Twitter, etc)	○	○	○	○	○	○
Using English-language learning apps (Duolingo, Babbel, etc)	○	○	○	○	○	○
Using English while playing videogames	○	○	○	○	○	○
Practising English through tandem learning	○	○	○	○	○	○

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5. Are there any other activities you do outside of class to practise English? If yes, please write which activities.

Your answer

ENGLISH LANGUAGE LEARNING OUT OF CLASS

jackoliverduncan@gmail.com (not shared) Switch accounts

*Required

Motivation

6. Motivation to Practise English Out of Class *

How much do you agree with these statements?

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I practise English out of class because I enjoy it.	○	○	○	○	○	○
I can imagine using English in my future job.	○	○	○	○	○	○
If I don't practise English, I feel bad.	○	○	○	○	○	○
I practise English because I feel embarrassed when I can't communicate well in English.	○	○	○	○	○	○
I practise English because my friends think it is important.	○	○	○	○	○	○
Learning English is a waste of time.	○	○	○	○	○	○

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7. Motivation to Practise English Out of Class *

How much do you agree with these statements?

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I must practise English because I need it for work/university	○	○	○	○	○	○
I need English for my plans in the future.	○	○	○	○	○	○
I like using English out of class because I can choose a nice place to practise.	○	○	○	○	○	○
I feel time goes faster when I practise English out of class.	○	○	○	○	○	○
I practise English because my family want me to learn English.	○	○	○	○	○	○
I practise English because English is important for me.	○	○	○	○	○	○

8. Is there anything else which motivates you to practise English out of class? If yes, please explain what.

Your answer

9. In the country where you are living right now, do most people speak English as their first language? *

◯ Yes

◯ No

10. Do you have any feedback about this questionnaire? Please explain if you had any problems, if anything was difficult to understand or confusing, or if you think any questions should be changed.

Your answer

Thank You
You have now finished the questionnaire.

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Appendix 3 – Main Study Consent Form

Consent Form

A copy of this form will be sent to your email after completing the questionnaire.

jackoliverduncan@gmail.com Switch accounts ☁

*Required

Email *

Your email address

Title of Project: Motivation and Out-of-Class Language Learning.

Name of Researcher: Jack Duncan

Contact Details
Address: Faculty of Arts, Humanities and Education, North Holmes Road, Canterbury, CT1 1QU
Tel: 01227 922308
Email: j.duncan275@canterbury.ac.uk

*

☐ I confirm that I have read and understand the participant information for the above project and have had the opportunity to ask questions.

☐ (If applicable) I confirm that I agree to any audio and/or visual recordings.

☐ I understand that any personal information that I provide to the researchers will be kept strictly confidential and in line with the University Research Privacy Notice

☐ I understand that my participation is voluntary and that I am free to withdraw my participation at any time, without giving a reason.

☐ I agree to take part in the above study.

Name of Participant: *

(Please write your name here).

Your answer

Date: *

Your answer

Signature: *

(Please type your full first name and last name here).

Your answer

Nickname

(If you use a nickname, please write it here).

Your answer
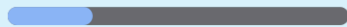
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Consent Form

jackoliverduncan@gmail.com Switch accounts

ENGLISH LANGUAGE LEARNING OUT OF CLASS

This questionnaire aims to gather information on the activities you engage in outside of a classroom to improve your English skills. Please give your most honest answers. Your participation is completely voluntary and the contents of this form are absolutely confidential.

You may contact the researcher or withdraw consent at any time by emailing: j.duncan275@canterbury.ac.uk

Thank you!

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Learning English Out of Class

1. Time Spent on English Out of Class *

In the last 3 months, how much time did you usually spend on the following things outside of class?

	0 hours (never)	Less than 1 hour per week	1 to 2 hours per week	3 to 4 hours per week	5 to 7 hours per week	More than 7 hours per week
Reading books or e-books in English	○	○	○	○	○	○
Reading newspapers or magazines in English	○	○	○	○	○	○
Reading online news or e-magazines in English	○	○	○	○	○	○
Reading academic books or articles in English	○	○	○	○	○	○
Looking up English words in a dictionary	○	○	○	○	○	○
Reading comic books in English	○	○	○	○	○	○
Reading and writing text messages (SMS)	○	○	○	○	○	○

2. Time Spent on English Out of Class *

In the last 3 months, how much time did you usually spend on the following things outside of class?

	0 hours (never)	Less than 1 hour per week	1 to 2 hours per week	3 to 4 hours per week	5 to 7 hours per week	More than 7 hours per week
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	○	○	○	○	○	○
Reading or writing e-mails	○	○	○	○	○	○
Writing a diary	○	○	○	○	○	○
Textbook activities (e.g. grammar practice, reading practice, etc)	○	○	○	○	○	○
Speaking to friends in English	○	○	○	○	○	○
Speaking to native English speakers in English	○	○	○	○	○	○
Speaking with family in English	○	○	○	○	○	○

3. Time Spent on English Out of Class *

In the last 3 months, how much time did you usually spend on the following things outside of class?

	0 hours (never)	Less than 1 hour per week	1 to 2 hours per week	3 to 4 hours per week	5 to 7 hours per week	More than 7 hours per week
Speaking English with service staff in shops, restaurants, etc	○	○	○	○	○	○
Phone calls (or online audio calls) in English	○	○	○	○	○	○
Video calls in English	○	○	○	○	○	○
Listening to music with English lyrics	○	○	○	○	○	○
Listening to the radio in English	○	○	○	○	○	○
Listening to podcasts in English	○	○	○	○	○	○
Watching movies in English	○	○	○	○	○	○

4. Time Spent on English Out of Class *

In the last 3 months, how much time did you usually spend on the following things outside of class?

	0 hours (never)	Less than 1 hour per week	1 to 2 hours per week	3 to 4 hours per week	5 to 7 hours per week	More than 7 hours per week
Watching TV series or documentaries in English (on TV or online)	○	○	○	○	○	○
Watching news programmes in English (on TV or online)	○	○	○	○	○	○
Watching online videos or livestreams (YouTube, Twitch, etc)	○	○	○	○	○	○
Reading or writing on social media (Facebook, Instagram, Twitter, etc)	○	○	○	○	○	○
Using English-language learning apps (Duolingo, Babbel, etc)	○	○	○	○	○	○
Using English while playing videogames	○	○	○	○	○	○
Practising English through tandem learning	○	○	○	○	○	○

5. Are there any other activities you do outside of class to practise English? If yes, please write which activities.

Your answer

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Motivation

6. Motivation to Practise English Out of Class *
How much do you agree with these statements?

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I practise English out of class because I enjoy it.	○	○	○	○	○	○
I can imagine using English in my future job.	○	○	○	○	○	○
If I do not practise English, I feel bad.	○	○	○	○	○	○
I feel embarrassed when I fail to communicate well in English.	○	○	○	○	○	○
I practise English because my friends think it is important.	○	○	○	○	○	○
Learning English is a waste of time.	○	○	○	○	○	○

7. Motivation to Practise English Out of Class *
How much do you agree with these statements?

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I must practise English because I need it for work/university	○	○	○	○	○	○
I need English for my plans in the future.	○	○	○	○	○	○
I like using English out of class because I can choose a nice place to practise.	○	○	○	○	○	○
I feel time goes faster when I practise English out of class.	○	○	○	○	○	○
I practise English because my family want me to learn English.	○	○	○	○	○	○
I practise English because English is important for me.	○	○	○	○	○	○

8. Is there anything else which motivates you to practise English out of class? If yes, please explain what.

Your answer

9. In the country where you live right now, do most people speak English as their first language? *

◯ Yes

◯ No

10. Thank you for completing the questionnaire. I would really appreciate hearing more about what motivates you to learn English out of class, and I would like to invite you for a short discussion about this. Please let me know if you are available. *

◯ A) Yes, I am available for a short discussion online.
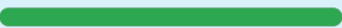
◯ B) Yes, I am available for a short discussion at Canterbury Christ Church campus.

◯ C) No, thank you. I am not available for a discussion.

A copy of your responses will be emailed to the address that you provided.

Back   Submit   ━━━━━━━━━━━━━━━━   Page 4 of 4   Clear form

Appendix 5 - Interview Questions (Researcher's Copy)

1. Why are you studying English?

   - Any other reasons?

2. Let's talk about motivation.

   - In the questionnaire, you put _____. Why is that?

   - How about _____?

3. Let's talk about your out-of-class activities.

   - In the questionnaire, you put _____. Why is that?

   - How about _____?

4. Are the activities you do out of class different now (that you are in the UK or the same as before? / from three months ago?)

   - If yes, what has changed?

5. What would happen if you stopped practising English outside of class?

6. What would help you to spend more time practising English outside of class?

7. Which is most important, learning English in class or out of class? Why?

Appendix 6 - Interview Questions (UK Participants' Copy)

1. Why are you learning English?

2. Your questionnaire answers about motivation

3. Your questionnaire answers about out-of-class learning

4. Are the activities you do out of class different now you are in the UK or the same as before?

5. What would happen if you stopped practising English out of class?

6. What would help you to spend more time practising English outside of class?

7. Which is more important, learning English in class or out of class? Why?

Appendix 7 - Interview Questions (Non-UK Participants' Copy)

1. Why are you learning English?

2. Your questionnaire answers about motivation

3. Your questionnaire answers about out-of-class learning

4. Are the activities you do out of class different now from three months ago?

5. What would happen if you stopped practising English out of class?

6. What would help you to spend more time practising English outside of class?

7. Which is more important, learning English in class or out of class? Why?

Appendix 8 – OCLL Activities Ranked by No. of Participants Who Engaged

This table displays the number of participants who spent any amount of time on each OCLL activity versus the number who never engaged.

Out-of-Class Language Learning Activity	No. Participants	
	Did Not Engage in Activity	Engaged in Activity
Watching movies in English	0	26
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	1	25
Speaking to friends in English	1	25
Reading or writing on social media (Facebook, Instagram, Twitter, etc)	1	25
Reading and writing text messages (SMS)	1	25
Watching TV series or documentaries in English (on TV or online)	2	24
Reading or writing e-mails	2	24
Looking up English words in a dictionary	2	24
Reading online news or e-magazines in English	2	24
Watching online videos or livestreams (YouTube, Twitch, etc)	3	23
Listening to music with English lyrics	3	23
Watching news programmes in English (on TV or online)	4	22
Speaking to native English speakers in English	6	20
Phone calls (or online audio calls) in English	6	20
Textbook activities (e.g. grammar practice, reading practice, etc)	7	19
Listening to podcasts in English	8	18
Reading books or e-books in English	8	18
Reading newspapers or magazines in English	8	18
Video calls in English	9	17
Speaking English with service staff in shops, restaurants, etc	9	17
Reading academic books or articles in English	9	17
Listening to the radio in English	11	15
Speaking with family in English	11	15
Writing a diary	12	14
Using English-language learning apps (Duolingo, Babbel, etc)	13	13
Using English while playing videogames	15	11
Reading comic books in English	15	11
Practising English through tandem learning	17	9
*Translation (Chinese to English)**	Unavailable	1
*Part-Time Work**	Unavailable	1
*Bible Study**	Unavailable	1

Most commonly utilised activities (bracket label spanning from "Watching movies in English" to "Phone calls (or online audio calls) in English")

*Participant-generated items

Appendix 9 – Receptive Vs Productive Activities Ranked by No. of Participants

This table displays receptive versus productive activities amongst those which 20 participants or more (over 75%) engaged in.

Out-of-Class Language Learning Activity	Activity Type	No. Participants	
		Did Not Engage in the Activity	Engaged in the Activity
Watching movies in English	**Receptive**	0	26
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	**Productive**	1	25
Speaking to friends in English	**Productive**	1	25
Reading or writing on social media (Facebook, Instagram, Twitter, etc)	**Productive**	1	25
Reading and writing text messages (SMS)	**Productive**	1	25
Watching TV series or documentaries in English (on TV or online)	**Receptive**	2	24
Reading or writing e-mails	**Productive**	2	24
Looking up English words in a dictionary	**Receptive**	2	24
Reading online news or e-magazines in English	**Receptive**	2	24
Watching online videos or livestreams (YouTube, Twitch, etc)	**Receptive**	3	23
Listening to music with English lyrics	**Receptive**	3	23
Watching news programmes in English (on TV or online)	**Receptive**	4	22
Speaking to native English speakers in English	**Productive**	6	20
Phone calls (or online audio calls) in English	**Productive**	6	20

Appendix 10 – Listening, Speaking, Reading & Writing Activities Ranked by No. of Participants

This table compares the four skills: listening, speaking, reading and writing, in activities which 20 participants or more (over 75%) engaged in.

Out-of-Class Language Learning Activity	Skill Type: Listening (L) Speaking (S) Reading (R) Writing (W)				No. Participants	
					Did Not Engage in the Activity	Engaged in the Activity
Watching movies in English	L				0	26
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)			R	W	1	25
Speaking to friends in English	L	S			1	25
Reading or writing on social media (Facebook, Instagram, Twitter, etc)			R	W	1	25
Reading and writing text messages (SMS)			R	W	1	25
Watching TV series or documentaries in English (on TV or online)	L				2	24
Reading or writing e-mails			R	W	2	24
Looking up English words in a dictionary			R		2	24
Reading online news or e-magazines in English			R		2	24
Watching online videos or livestreams (YouTube, Twitch, etc)	L				3	23
Listening to music with English lyrics	L				3	23
Watching news programmes in English (on TV or online)	L				4	22
Speaking to native English speakers in English	L	S			6	20
Phone calls (or online audio calls) in English	L	S			6	20

Appendix 11 - Asynchronous Versus Face-to-Face OCLL Ranked by No. of Participants

This table displays asynchronous versus face-to-face communication in activities which 20 participants or more (over 75%) engaged in.

Out-of-Class Language Learning Activity	Type	No. Participants	
		Did Not Engage in the Activity	**Engaged in the Activity**
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	**Asynchronous**	1	25
Speaking to friends in English	**Face-to-Face**	1	25
Reading or writing on social media (Facebook, Instagram, Twitter, etc)	**Asynchronous**	1	25
Reading and writing text messages (SMS)	**Asynchronous**	1	25
Reading or writing e-mails	**Asynchronous**	2	24
Speaking to native English speakers in English	**Face-to-Face**	6	20
Phone calls (or online audio calls) in English	**Face-to-Face**	6	20

Appendix 12 – OCLL Activities Ranked by Modal Average Number of Hours Spent on Each

Key: = Modal Average

This table displays out-of-class language learning activities ranked by the modal average number of hours participants spent on each.

Out-of-Class Language Learning Activity	0 hours (never)	Less than 1 hour per week	1 to 2 hours per week	3 to 4 hours per week	5 to 7 hours per week	More than 7 hours per week
Watching movies in English	0	4	3	8	2	9
Watching TV series or documentaries in English (on TV or online)	2	3	5	5	3	8
Watching online videos or livestreams (YouTube, Twitch, etc)	3	3	4	6	4	6
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	1	3	3	10	2	7
Listening to music with English lyrics	3	3	5	9	0	6
Reading and writing text messages (SMS)	1	7	4	10	0	4
Reading or writing e-mails	2	3	7	11	0	3
Speaking to friends in English	1	4	10	4	2	5
Reading or writing on social media (Facebook, Instagram, Twitter, etc)	1	5	9	4	2	5
Looking up English words in a dictionary	2	6	9	4	2	3
Speaking to native English speakers in English	6	3	7	4	2	4
Reading online news or e-magazines in English	2	15	3	3	1	2
Watching news programmes in English (on TV or online)	4	10	3	5	1	3
Phone calls (or online audio calls) in English	6	8	3	4	0	5
Textbook activities (e.g. grammar practice, reading practice, etc)	7	9	5	4	1	0
Reading books or e-books in English	8	9	5	2	1	1
Reading newspapers or magazines in English	8	10	7	0	0	1
Reading academic books or articles in English	9	9	3	5	0	0
Listening to podcasts in English	8	6	4	5	1	2
Speaking English with service staff in shops, restaurants, etc	9	7	3	6	0	1
Video calls in English	9	6	4	4	1	2
Listening to the radio in English	11	5	1	4	0	5
Speaking with family in English	11	8	2	2	1	2
Writing a diary	12	4	6	3	1	0
Using English-language learning apps (Duolingo, Babbel, etc)	13	6	3	3	1	0
Using English while playing videogames	15	2	5	2	2	0
Reading comic books in English	15	5	5	1	0	0
Practising English through tandem learning	17	1	3	2	2	1

Appendix 13 – OCLL Activities Most Commonly Engaged in Versus the Modal Average Time Spend on Each

Out-of-Class Language Learning Activity	Number of Participants Who Engaged in Activity	Modal Average Hours Spent on Activity Per Week
Watching movies in English	26	7+
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	25	3-4
Speaking to friends in English	25	1-2
Reading or writing on social media (Facebook, Instagram, Twitter, etc)	25	1-2
Reading and writing text messages (SMS)	25	3-4
Watching TV series or documentaries in English (on TV or online)	24	7+
Reading or writing e-mails	24	3-4
Looking up English words in a dictionary	24	1-2
Reading online news or e-magazines in English	24	<1
Watching online videos or livestreams (YouTube, Twitch, etc)	23	3-4 / 7+
Listening to music with English lyrics	23	3-4
Watching news programmes in English (on TV or online)	22	<1
Speaking to native English speakers in English	20	1-2
Phone calls (or online audio calls) in English	20	1-2

Appendix 14 – Modal Average Time Spent on Receptive Versus Productive Activities

Key: [ ] = Modal Average

This table displays receptive versus productive activities amongst those with a modal average response of '1 to 2 hours per week' or higher.

Out-of-Class Language Learning Activity	Activity Type	0 hours (never)	Less than 1 hour per week	1 to 2 hours per week	3 to 4 hours per week	5 to 7 hours per week	More than 7 hours per week
Watching movies in English	Receptive	0	4	3	8	2	9
Watching TV series or documentaries in English (on TV or online)	Receptive	2	3	5	5	3	8
Watching online videos or livestreams (YouTube, Twitch, etc)	Receptive	3	3	4	6	4	6
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	Productive	1	3	3	10	2	7
Listening to music with English lyrics	Receptive	3	3	5	9	0	6
Reading and writing text messages (SMS)	Productive	1	7	4	10	0	4
Reading or writing e-mails	Productive	2	3	7	11	0	3
Speaking to friends in English	Productive	1	4	10	4	2	5
Reading or writing on social media (Facebook, Instagram, Twitter, etc)	Productive	1	5	9	4	2	5
Looking up English words in a dictionary	Receptive	2	6	9	4	2	3
Speaking to native English speakers in English	Productive	6	3	7	4	2	4

Appendix 15 – Modal Average Time Spent on Listening, Speaking, Reading and Writing Activities

Key: [yellow] = Modal Average

This table compares the four skills: listening, speaking, reading and writing, for activities with a modal average response of '1 to 2 hours per week' or higher.

Out-of-Class Language Learning Activity	Skill Type: Listening (L), Speaking (S), Reading (R) or Writing (W)			0 hours (never)	Less than 1 hour per week	1 to 2 hours per week	3 to 4 hours per week	5 to 7 hours per week	More than 7 hours per week
Watching movies in English	L			0	4	3	8	2	9
Watching TV series or documentaries in English (on TV or online)	L			2	3	5	5	3	8
Watching online videos or livestreams (YouTube, Twitch, etc)	L			3	3	4	6	4	6
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)		R	W	1	3	3	10	2	7
Listening to music with English lyrics	L			3	3	5	9	0	6
Reading and writing text messages (SMS)		R	W	1	7	4	10	0	4
Reading or writing e-mails		R	W	2	3	7	11	0	3
Speaking to friends in English	L	S		1	4	10	4	2	5
Reading or writing on social media (Facebook, Instagram, Twitter, etc)		R	W	1	5	9	4	2	5
Looking up English words in a dictionary		R		2	6	9	4	2	3
Speaking to native English speakers in English	L	S		6	3	7	4	2	4

Appendix 16 – Modal Average Time Spent on Asynchronous Versus Face-to-Face OCLL

Key: ▮ = Modal Average

This table displays asynchronous versus face-to-face communication in activities with a modal average response of '1 to 2 hours per week' or higher.

Out-of-Class Language Learning Activity	Activity Type	0 hours (never)	Less than 1 hour per week	1 to 2 hours per week	3 to 4 hours per week	5 to 7 hours per week	More than 7 hours per week
Using instant messaging apps (WhatsApp, LINE, WeChat, etc)	Asynchronous	1	3	3	10	2	7
Reading and writing text messages (SMS)	Asynchronous	1	7	4	10	0	4
Reading or writing e-mails	Asynchronous	2	3	7	11	0	3
Speaking to friends in English	Face-To-Face	1	4	10	4	2	5
Speaking to native English speakers in English	Face-To-Face	6	3	7	4	2	4

Appendix 17 – L2 Motivational Self System Items Ranked by Modal Average Response

Key: = Modal Average

Questionnaire Item	Theoretical Construct	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I can imagine using English in my future job.	Ideal L2 Self	0	1	2	0	7	16
I need English for my plans in the future.	Ideal L2 Self	0	1	1	4	6	14
I like using English out of class because I can choose a nice place to practise.	L2 Learning Experience	2	0	3	7	3	11
I feel time goes faster when I practise English out of class.	L2 Learning Experience	1	4	2	2	9	8
I practise English because my friends think it is important.	Ought to L2 Self	6	3	6	6	4	1
I practise English because my family want me to learn English.	Ought to L2 Self	7	7	1	6	1	4

Appendix 18 – Self-Determination Theory Items Ranked by Modal Average Response

Key: ▢ = Modal Average

Questionnaire Item	Theoretical Construct	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I practise English because English is important for me.	Identified Regulation	1	1	0	1	3	20
I must practise English because I need it for work/university	External Regulation	1	2	1	3	3	16
I practise English out of class because I enjoy it	Intrinsic Motivation	0	0	1	3	10	12
If I do not practise English, I feel bad.	Introjected Motivation	2	3	0	6	6	9
I feel embarrassed when I fail to communicate well in English.	Introjected Motivation	2	2	1	3	11	7
Learning English is a waste of time.	Amotivation	21	4	0	1	0	0

Appendix 19 – L2 Motivational Self System Items & Self-Determination Theory Items Ranked Together by Modal Average Response

Key: ▨ = Modal Average

Questionnaire Item	Theoretical Construct	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I practise English because English is important for me.	Identified Regulation	1	1	0	1	3	20
I must practise English because I need it for work/university	External Regulation	1	2	1	3	3	16
I can imagine using English in my future job.	Ideal L2 Self	0	1	2	0	7	16
I need English for my plans in the future.	Ideal L2 Self	0	1	1	4	6	14
I practise English out of class because I enjoy it	Intrinsic Motivation	0	0	1	3	10	12
I like using English out of class because I can choose a nice place to practise.	L2 Learning Experience	2	0	3	7	3	11
If I do not practise English, I feel bad.	Introjected Motivation	2	3	0	6	6	9
I feel embarrassed when I fail to communicate well in English.	Introjected Motivation	2	2	1	3	11	7
I feel time goes faster when I practise English out of class.	L2 Learning Experience	1	4	2	2	9	8
I practise English because my friends think it is important.	Ought to L2 Self	6	3	6	6	4	1
I practise English because my family want me to learn English.	Ought to L2 Self	7	7	1	6	1	4
Learning English is a waste of time.	Amotivation	21	4	0	1	0	0

Appendix 20 - Category and Subcategory Synthesis from Initial Codes

Initial Codes	→	Synthesised Subcategories	Synthesised Categories
• Accessing Information • The internet has everything	→	**Accessing information**	**Access**
• Closing the door to opportunities • English for future work • Getting a better job • Getting a better life • Living abroad • Needing English for education • Needing English for work • Passing exams • Providing opportunities • Using English for future work	→	**Accessing opportunities**	
• Accessing media • Accessing content in English • Content lacking in native language	→	**Accessing Media**	
• Exchanging Knowledge • Global Language • International language • Learning about other cultures • Learning new perspectives • Moving abroad • Travelling • Understanding the world	→	**Global Access**	

Initial Codes	→	Synthesised Subcategories	Synthesised Categories
• Asking teachers • Asking teachers questions • Being managed • Benefiting from teachers • Benefitting from teachers • Cannot push myself • Preparing questions for teachers • Receiving assignments Student teacher relationship • Teacher directing • Teacher evaluating • Teaching guiding	→	Student-Teacher Interaction	In-Class Benefits
• Deadlines motivating • In-class is more organised • In-class time is more valuable • Needing to be managed • Teacher choosing textbooks	→	In-Class Structure	
• Classmates' input	→	Classmate Interaction	
• By myself means improving slowly. • School means improving quickly	→	In Class Speed	
• In class is for grammar • In class is for textbooks • In class is more formal • In class is more professional • In class is more specialised • In class material is more suitable • Theoretical knowledge	→	In-class Focus	

Initial Codes	→	Synthesised Subcategories	Synthesised Categories
• In class means improving slowly	→	Out-of-Class Speed	Out-of-Class Benefits
• Choosing categories • Choosing how you learn • Choosing own learning	→	Exercising Autonomy	
• Authentic • In class is not for real life • Learning the rules of engagement • Not communicating in class • Out-of-class is for daily life • Out-of-class is for real life • Out-of-class is more real • Out-of-class is more unpredictable	→	Real-Life Application	
• Being left behind by others • Declining ability • Forgetting grammar • Forgetting vocabulary • Going backwards • Losing ability • Missing challenging things • Self-conception • Standing still • Wanting to be perfect • Wanting to be the best	→		Perceived Competence
• Cannot do hobbies • Habit • Hobbies • Learning Environment • Losing my hobby	→		Habit
• Enjoyment • Exciting • Increasing interest • Interesting • Loving the language • Out-of-class is more fun • Relaxing • Time flies when you're focused • Time flies when you're happy • Time flies with friends	→		Positive Affect

Initial Codes	→	Synthesised Subcategories	Synthesised Categories
• Busy • COVID messaging • COVID problems • Convenience • Feeling lazy • Feeling tired • Finding time • Having time • If I had time • If I have time • More time means more proficiency • No one to practise with • No time means English gets worse 100 • Not having time • Time constraints	→		**(In)convenience**

Initial Codes	→	Synthesised Subcategories	Synthesised Categories
• Expressing emotions • Feeling sad • Making foreign friends • Making friends • Meeting native speakers • Meeting new people • Messaging family • Messaging friends • Missing people • Reading about friends • Sharing information • Speaking English with family • Speaking with friends • Speaking with host family • Speaking with partner	→	Social Communication	Communicative Needs
• Going to church • Hobby-related vocabulary • Social event • Speaking with kid's teachers • Speaking with staff	→	Context-Specific Communication	
• Communicating with business partners • Communicating with clients • Speaking with customers • Using English for work • Wanting to be professional • Writing for work	→	Work Communication	
• Confusion over activity types	→		Unawareness
• Family constraints • Family event • Family norms • Family support • Setting a good example	→		Family Influence
• Cultural norms • Friends' recommending • Supporting friends' learning	→		Social Influence

Initial Codes	→	Synthesised Subcategories	Synthesised Categories
• Embarrassed over proficiency • Embarrassing lack of understanding • Embarrassing miscommunication • Embarrassing mistake • Making a fool of myself • Not nice for others	→		**Embarrassing Miscommunication**
• Feeling confident	→	Confidence	**Improved Competence**
• Improving communication	→	Communicative Ability	
• Improving speaking ability • Writing for speaking skills	→	Speaking	
• Improving pronunciation	→	Pronunciation	
• Improving listening skills	→	Listening	
• Improving grammar	→	Grammar	
• Improving writing skills	→	Syntax	
• Improving reading skills	→	Writing	
• Improving reading skills	→	Reading	
• Improving vocabulary • Learning new vocabulary • Learning new vocabulary/phrases	→	Vocabulary	
• Helping with Spelling	→	Spelling	
• Improving English • Improving English skills • Proficiency	→	General	

Appendix 21 – Codebook

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Access	**Accessing information**	P1-Q2 P2-Q1,3 P4-Q3 P5-Q2,3 P6-Q2,3,4 P8-Q2,3	Describes the motivation to use English as a means to access information.	Example 1 *P5: 'I love watching Ted talks. That's [a] very good way of knowing something apart from studying English.'*
	Accessing opportunities	P1-Q2 P2-Q1,2 P3-Q1 P4-Q2 P5-Q1,2,3,5,6 P6-Q1,2 P10-Q1,2	Refers to the use of English to access opportunities such as career advancement, educational goals or general lifestyle improvements. This differs from the subcategory of 'work communication' because 'accessing opportunities' does not refer to the requirement of English for specific work-related functions. If may, however, refer to using English as a tool, with the goal of gaining better employment which the participant did not have at the time of the study.	Example 1: *P2: '... [If] I learn English, I can get a better job. At least in my country, I have more chance to get better job, yes.'* Example 2: *R: '...why do you want to learn English?'* *P5: '... [the] second one is I want to go to graduate school in England and I need to pass the entrance examination.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Access	**Accessing Media**	P3-Q3 P4-Q3 P6-Q3,4 P7-Q2 P8-Q2,3	Refers to a participant using English to access media such as sports, TV series, documentaries, movies, music, online videos or social media which would otherwise be challenging to access or unavailable in the participant's first language.	Example 1: *P3: 'I like watching baseball game[s] from the US, major league baseball, and most of the information is [in] English, so I have to use English to understand that, yeah.'*
	Global Access	P1-Q1,2 P2-Q1,3,4,5,6 P3-Q1,2 P4-Q1 P5-Q1,2,3,4 P6-Q1,2,3,6 P7-Q2 P8-Q1,2,3 P9-Q1,2 P10-Q1,2	Describes the motivation to use English to access people, places, experiences or knowledge from countries outside of the country where the participant lived at the time of the study.	Example 1: *P1: '...it's really convenient if I travel around the world because English is really important now, so I need to speak English.'* Example 2: *P1: 'I want to learn English because...there are a couple of reasons. ... Then the second one [is] culture[s] from other countries like England and America. If I can speak very good English, right, then I can meet more English native speaker[s]. Then I can [learn] some thing[s] from them.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
In-Class Benefits	**Student-Teacher Interaction**	P1-Q7 P2-Q7 P7-Q6,7 P8-Q7P9-Q7 P10-Q6	Refers to participants describing their interactions with an English-language teacher as being beneficial in some way. This included asking questions to a teacher, being in rapport with a teacher, being guided, being encouraged and being evaluated.	Example 1: *P7: 'If I have classes, I think about questions [for the] teachers.'* Example 2: *P1: 'And, if I cannot go to school, right, maybe they [will] complain to me, "why [are] you not coming today?"'*
	In-Class Structure	P1-Q7 P6-Q7P7-Q6 P8-Q7 P9-Q3,7	Refers to participants describing the structure of in-class language learning as beneficial in some way. This included being more organised, being motivated by deadlines and having learning materials of a high standard.	Example 1: *P:6: '...you get motivated all the time because you know you have to, you have to do it, and you get everything organized, like okay so today we have to learn this chapter the next we have to this and that and those...'*
	Classmate Interaction	P7-Q7	Refers to participants describing interactions with classmates as a benefit of in-class learning.	Example 1: *P7: 'I can ask teachers. I can hear. I can listen to classmates and I can speak with English.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
In-Class Benefits	In-class Focus	P2-Q7 P3-Q2 P5-Q7 P6-Q7 P10-Q7	Refers to participants perceptions that in-class learning had a different focus to out-of-class learning. This included a focus on grammar, formal language, professional language, textbooks, exams and theoretical knowledge.	Example 1: P2: '...it's very important to write correct sentence[s]. [The] grammar ha[s] to be [good], and I think, a class, it will help a lot. We have the teacher [who] can help you very well [on] how to fix the grammar, how to write a professional email, yeah. So, I also think the learning in class is important.'
	In Class Speed	P1-Q7 P8-Q7	Refers to the perception that in-class learning facilitated rapid improvement of English language skills or that out-of-class learning resulted in slow improvement of English language skills.	Example 1: P1: 'Before, I [was] studying [at a] language school, right? [At] that time, I remember my English was getting better... very quickly.'
Out-of-Class Benefits	Out-of-Class Speed	P3-Q2,7 P7-Q7 P9-Q6	Refers to the perception that out-of-class learning facilitated rapid improvement of English language skills or that in-class learning resulted in slow improvement of English language skills.	Example 1: P3: 'if you can practise English out of class like going out with some foreigner friends and speak[ing] in person, right? Like, I can learn quicker like this than in school.'

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Out-of-Class Benefits	**Exercising Autonomy**	P3-Q2,4,6,7 P5-Q7 P6-Q3,7 P7-Q7 P8-Q2	Refers to participants viewing the ability to choose the manner in which they learn as a benefit of out-of-class learning.	Example 1: P3: 'In class the teacher will set a range that you can learn but outside class you can learn how[ever] you want, what you are interested [in] with what[ever] kind of people you want to talk to, so you can do everything you want to improv[e your] English.'
	Real-Life Application	P2-Q7 P3-Q7 P4-Q7 P5-Q3 P6-Q3,6,7 P8-Q7 P9-Q2,3 P10-Q7	Describes the belief that out-of-class language learning is in some way more real, authentic or applicable to real-life situations and communication.	Example 1: P4: 'Back in school we were so focused on using academic Englishi and getting our IELTS done before we graduate[ed] blah blah blah, and we forgot that [in] the outside world, where we actually communicate, we don't actually use that kind of language unless we work. ... So, to be able practise English outside a classroom with [my] friends actually helps me more with my English'

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Perceived Competence		P1-Q2,5 P3-Q2,4 P4-Q2,5 P5-Q1,5,6 P6-Q2,3,5 P7-Q2 P8-Q2 P9-Q5 P10-Q2	Describes motivation to maintain or improve perceived competence in English. It may also describe experiencing negative emotions in response to potentially diminished, or lacking, perceived competence. This included forgetting vocabulary and a perception of standing still or going backwards in terms of competency.	Example 1: *P5: 'For example, if I don't study for a while, for like one month, two months, I feel like I forgot some vocabulary and some grammar, and, actually, that happened to me, so I'm very scared of not studying [the] language every day.'* Example 2: *P6: 'I am learning every day, about English, and if I do not, or I do not have time for it, I feel like I [am] standing at the same point. You know what I mean, right? So, yeah, that's why I feel bad because I am just standing at the same point and closing the doors of opportunit[y] for me.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Habit		P1-Q3 P2-Q2,3,4,6 P3-Q2 P4-Q2,3 P5-Q2,3,6 P6-Q2,5,6,7 P7-Q2 P9-Q2 P10-Q2	Describes a focus on frequency and consistency in out-of-class language learning activities. This included habits, hobbies and efforts to integrate English into the participant's existing routine and environment.	Example 1: P5: *'I believe the most important way [to] learn [a] language is [to] keep studying every day. That's the best way, I think.'* Example 2: P2: *'English now is kind of like...[I] have a have a habit in my life, so if I don't practise English, I'm gonna feel like I don't do something, I lost [a] hobby.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Positive Affect		P1-Q3 P2-Q2,5,7 P3-Q2,3 P4-Q3 P5-Q2 P6-Q2,3 P7-Q2,3 P8-Q2,3 P9-Q3 P10-Q2,3,6	Describes experiencing positive feelings as an inherent reward of engaging in certain out-of-class learning activities. These feelings include enjoyment, interest, excitement, relaxation, happiness, fun and pleasure.	Example 1: *P10: 'I enjoy talk[ing] in English with friends and foreigners.'* Example 2: *P8. '..so we can choose what we learn. We can choose what we are interested in.'* Example 3: P6: '...I think it's more fun and more exciting for me to do it in English, you know? To play the games in English.' Example 4: P1: '...me and my husband, we watch a movie like every week, per week, weekly. So, I think, this is [a] relaxing time for our family...' Example 5: *P8: 'Normally, I just read something that make[s] me happy.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
(In)convenience		P1-Q2,4,7 P2-Q3,4,6 P3-Q2,3,4 P4-Q2,5,6 P5-Q7 P6-Q3 P7-Q1 P8-Q2,3,6 P9-Q3,6 P10-Q3,4,6	Refers to the relative ease or difficulty of engaging in out-of-class learning due to time, logistics, availability or participants' energy levels.	Example 1: *P3: 'To me it's the fact that it will take less time than a movie so [it] will be easier to find time to watch that. You can watch one drama in one or two days but one movie, maybe in one month or two weeks, yeah.'* Example 2: *P2 '...since COVID we cannot meet each other a lot of times, so we use text message[s] more. We talk [with] text message[s] in the group chat.'* Example 3: *P6 '...before I came here, I didn't have friends who can speak English and my family also don't speak English, so I studied English by myself for a long time...'* Example 4: *P9: 'Almost [every] day, I study languages, but sometimes I'm tired and then [I] watch online videos video for fun.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Communicative Needs	Social Communication	P1-Q1,3,5,6 P2-Q1,2,3,4,5,6,7 P3-Q3,6 P4-Q2,3,4,5,6 P5-Q1,3,7 P6-Q2,3,7 P7-Q2,3 P8-Q1,2,3, 4,5,6 P9-Q1 P10-Q2,3	Describes participants using English to facilitate social communication. It included both spoken and written communication. It covered various instances of communication including speaking with friends, speaking with family, meeting friends, meeting new people, and expressing emotions.	Example 1: *P9: 'I want to make friends all around the world.'* Example 2: *P2: 'I live in Thai[land] so I have friends [from] Thai[land], Korea, China and some different countries, so we all speak English because, when we meet, it's kind of like I told you. [There are people from] many countries, so we agree that we're gonna speak English.'*
	Context-Specific Communication	P1-Q1,6 P2-Q4 P8-Q4	Describes motivation to use English to communication in a specific context such as at a social, sports or religious event.	Example 1: *P1: 'So, if there's [a] new spot I didn't know [about], right, then, my friend[s] will [talk] to me, for example, [about] how to play tennis, right? Then, because you need to do tennis, sometimes my friend[s] will teach me some new words that I need to use in tennis. I think that helps me to [make] my English better.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Communicative Needs	**Work Communication**	P1-Q2 P2-Q7 P3-Q1,2 P4-Q2 P5-Q2 P6-Q2,3 P10-Q2,3	Refers to communication in English that was required as part of the participant's job or future job. It does not refer to intrinsically motivated communication between colleagues. It included speaking with customers, communication with business partners and clients, and professional communication within the company that employed the participants.	Example 1: *P4: 'Let's say I work for a Vietnamese company that has a partner in Japan. Even though I cannot speak Japanese, [I] at least have to be able to communicate in English in order to get the deals done and get stuff done for the company...'*
Unawareness		P1-Q3 P10-Q3	Refers to instances where participants lacked awareness of the existence of, or nature of, out-of-class language learning activities.	Example 1: *R: 'You also put here you spend some time practicing through tandem learning. Why do you do that?'* *P10: 'Tandem?'* *R: ...'Is that something you've heard about before? Or maybe not?'* *P10: 'No.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Family Influence		P1-Q3 P4-Q2 P5-Q3 P6-Q2 P7-Q1,3 P10-Q1,2	This refers to motivation to either use or not use English due to family influence. It includes using English due to family support, family communication or family pressure.	Example 1: *P10: '...my mom, she wanted me to to study English so she sent me to Melbourne, Australia to study English'.* Example 2: *P10: '...right now, I'm learning English because of my son too. Yes, he is the reason now for me to keep learning English because I want him to speak English well...'* Example 3: *P4: 'my parents raised me in a really traditional way like, you do not, it's not okay for you to actually speak too much English to them in a sentence. ...my parents, it's not that they don't like it. They just don't want me to say it in front of our grandparents. My parents are cool with it. My grandparents [are] not, so they really want me to be like Vietnamese and like really traditional Vietnamese.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Social Influence		P1-Q3 P4-Q2 P5-Q6	Refers to activities being encouraged or discouraged either directly or indirectly by the presence of friends, for example, friends recommending activities requiring English. It does not refer to English directly facilitating communication amongst peers; this falls under 'social communication'.	Example 1: R: 'Why do you like that application?' P1: 'Because my friends are [saying] that's what's good to learn other language[s] [such] as Thai [or] English now.'
Embarrassing Miscommunication		P1-Q2 P2-Q2,7 P3-Q2,5 P4-Q2 P8-Q2,3,4 P9-Q2,7	Describes the motivation to improve English proficiency in order to avoid mistakes or miscommunications that are experienced as embarrassing.	Example 1: R: 'You did mention on here you feel embarrassed if you can't communicate well in English. Why is that?' P8: '...I ha[d] to say, 'go straight', right? 'Go straight, and turn left, then right', but I just said 'go away'. ... that ma[de] me [realise] that I have to learn English much more to make it right, to make it correct.'
Improved competence	Confidence	P2-Q1	Describes improving confidence in using English.	Example 1: P10: 'I think just learn the vocabulary and build the confidence, build up the confidence to speak English with foreigner(s).'

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Improved competence	**Communicative Ability**	P2-Q7	Describes improving the ability to communicate in English.	Example 1: *P2: '...I also think learning English outside of class [is] much more fun. We meet many friends and have many things to talk [about]. My skill [at] communicat[ing gets] better...'*
	Speaking	P1-Q6 P2-Q7 P5-Q3 P7-Q5 P8-Q4,5 P9-Q3 P10-Q3,5	Describes improving the ability to speak in English.	Example 1: *P1: 'I mean like every time if I went to meet some friend[s], right, some English-speaker friend[s], I think [that] really helped me to improve my speaking.'*
	Pronunciation	P10-Q3	Describes improving pronunciation ability in English.	Example 1: *P10: 'I just like watch[ing] YouTube and watch[ing] movie[s] and I [am] practicing the pronunciation. I follow them, how they speak.'*
	Listening	P1-Q7 P5-Q3 P6-Q3 P7-Q3 P9-Q3	Describes improving English listening skills.	Example 1: *P6: 'I wanted to watch it naturally, so, if it's [an] English show, it doesn't have to be like on Netflix or on YouTube or [any]thing, I just watch [it] that way. It gives me more natural vibes, and, also, I could practise my listening skill[s] as well.'*

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Improved competence	Grammar	P2-Q6 P5-Q3	Describes improving English grammar knowledge.	Example 1: P5: 'Actually I still need to learn English grammar, vocabulary and reading [or] writing section[s] or something like that...'
	Syntax	P8-Q2	Describes improving knowledge of English syntax.	Example 1: P8: 'I learned new vocabulary and learn[ed] some structure'
	Writing	P1-Q3 P5-Q3 P8-Q3,4 P9-Q3 P10-Q3	Describes improving the ability to write in English.	Example 1: P8: '...when I make a sketch, like for my design[s], my book, I usually write in English to practise as well...'
	Reading	P5-Q3	Describes improving English reading skills.	Example 1: P5: 'Actually I still need to learn English grammar, vocabulary and reading [or] writing section[s] or something like that...'
	Vocabulary	P1-Q3,6 P2-Q3 P5-Q3 P7-Q3,5 P8-Q2 P10-Q7	Describes learning new vocabulary or being able to recall already existing vocabulary knowledge more proficiently.	Example 1: P7: 'When I read something, there are many words I don't know, so I need to use dictionaries.'

Category	Sub category	Participants / Questions	Category Description	Example(s) from Data
Improved competence	**Spelling**	P2-Q6	Describes improving the ability to spell in English.	Example 1: *P2 '…I would like to practise with people from [the] UK or US so I can spell better…'*
	General	P7-Q3 P8-Q3 P10-Q3,5	Describes improving general English skills which are not specified further.	Example 1: *P10: 'I think that if I talk in English a lot, I will keep my English with me'*

Appendix 22 - Interview Transcription (Participant 1)

Transcription Key	
P1	Participant 1
...	pause
{ }	overlap
[ ]	Errors adjusted for clarity
(inaudible)	Inaudible audio
" "	Quoted speech or thought
* *	*foreign language*
# #	Non-verbal
RC	Redacted for confidentiality
Bold Italics	Possible quotation for dissertation

Interview	Category
Researcher: Okay, so it's recording now, and, just to confirm, is it okay with you if we record this conversation? **Participant 1:** I'm okay. **Question 1** **Researcher:** Great, all right. So, P1, the first question, really, is just why do you want to learn English? **Participant 1:** I want to learn English because...there are a couple of reasons. The first one [is] because I need to communicate with my kid's teacher[s], and the staff and parents in the school. Then the second one [is] culture[s] from other countries like England and America. If I can speak very good English, right, then I can meet more English native speaker[s]. Then I can [learn] some thing[s] from them. **Researcher:** {Got it.} {And}, yeah and also mak[e] new friends. Actually, [they're] the same, right, learning [about] other culture[s] and making new friends. Also, it's really convenient if I travel around the world because English is really important now, so I need to speak English.	Context-Specific Communication Social Communication Global Access Social Communication Global Access Social Communication Global Access Social Communication Global Access

Question 2

Researcher: Yeah, I got it. That's interesting. You said, in your questionnaire, you said you could imagine using English in your future job.

Participant 1: Yeah. {That's right.}

Researcher: {Tell me} about why you put that.

Participant 1: Now I'm doing vlog[s] in Chinese, like [an] application, [a] Chinese platform [like] Instagram, so I hope one day I can [take] a good picture and it is like good English to show other people. So, I want to be perfect. I want to be like a professional, like a traveller, right? Traveller, right? Can we say that [for] people who people who [go] to travel and share information with other fans or friends?

| | Perceived Competence Work Communication Accessing Opportunities Global Access |

Researcher: You might call them a travel blogger.

Participant 1: Oh, travel blogger. Yeah, I want to be [a] travel blogger. Then, I think that I need to speak and read very good English

| | Accessing Opportunities Global Access Work Communication Perceived Competence |

Researcher: So you can communicate on Instagram {more}

Participant 1: {Yeah}, also I can apply the question[s]. I can see more English information from the website[s] or platform[s].

| | Accessing information |

Researcher: Interesting. Okay, and one other thing, you said here, "if I do not practise English, i feel bad." Why is that?

Participant 1: That's really true because, so far, I [have] learned Thai for like four [or] five months. Now, you know, it seems my English is getting worse because I need to spend more time on Thai class[es] and, also, I need to review Thai. Also, I get so [much] Thai homework that teacher[s] give me. Then, I think I don't have time to practise [or] to learn English. So, that make[s] me feel bad because I think now, like now I [am] talk[ing] to you, [but I] cannot be very fluent.

| | (In)Convenience Perceived Competence |

Researcher: I see. You feel bad because you want to be more fluent.

Participant 1: Yeah, yeah, like before, I [was] studying Thai language, right, actually, my English wasn't that good, but not bad like now. [I] feel I don't, sometimes, I need to think. I need to. I'm going to get [a] little confused about Thai and English, you know. In my brain, I need to [think], "okay what should I speak, Thai or English?" Sometimes, [that] just come[s] by accident. I want to study. I want to talk to my friend in English right, now, and [a] Thai word just come[s] out from my mouth. Do you understand me?	Social Communication
Researcher: Yeah, I understand, but don't worry; you're communicating with me very well, so that's fine.	
Participant 1: Oh, thank you. I'm really happy to hear that.	
Researcher: That's okay. When you say you want to communicate with your friends...	
Participant 1: Yeah.	
Researcher: Which friends do you mean? Who do you communicate in English with?	
Participant 1: Oh, like the friend from my son's school, like a parent. But now we are [have] become friend[s]... I mean some people, some parents, from my kid's school	Social Communication
Researcher: Are they Thai parents or are they not Thai?	
Participant 1: Some of them are Thai, but some of them are not. Where are they from? Form another land. One is [from] Myanmar. When I wanted to speak English with them, then the Thai language just [came] out like, "how are you?" Then, you know Thai language, like *"how are you?" in Thai* just come[s] out so that makes me a little awkward, right? Yeah, that's it.	Embarrassing Miscommunication
Question 3	
Researcher: Okay, I got it. Okay, that's really good (P1). Now, about the things you do out of class, so, I'm looking at those now. It says here you spend three to four hours on instant messaging, so, like, Whatsapp or WeChat, or Line.	
Participant 1: Yeah.	
Researcher: Why do you do that in English?	

Participant 1: Why?... Because I need to ... read some English that can keep [increasing] my English vocabulary, right? [I] just cannot read. Yeah, I mean I need to study English. Then, reading something from website[s], it's my way to learn new vocabulary.	Vocabulary
Researcher: Oh, okay, I understand. What kind of websites?	
Participant 1: Now, some...just a moment, let me see.	
Researcher: No problem.	
Participant 1: Yeah, do you know this? Actually, Instagram, Instagram, also Facebook, and I don't use Twitter often, yeah, just Instagram and Facebook, and do you know Hellotalk, the application Hellotalk?	
Researcher: I don't know that one, no.	
Participant 1: It's a social application [for] people who want to make foreigner friend[s] and learn [a] second language. They want to learn other language[s] [from] this application. Then they can make friends, and, also, they share their language. Then, for example, I know you. [If] I know you from the application, right? Then you can teach me English, and I will teach you Chinese or Cantonese [or] something.	Social Communication
Researcher: I got it. Yeah, that one we often call tandem, tandem learning.	
Participant 1: Oh, it's similar to tandem, but this, I know this application [is] only for studying. Maybe I just started. I just uploaded this application for a month. Yeah sometimes I practise [with] other English speaker[s].	Unawareness
Researcher: Right, very interesting, and why do you like that application?	
Participant 1: Because my friends are [saying] that's what's good to learn other language[s] [such] as Thai [or] English now, so you can make new friends. Also, you can learn some language[s] that you want to learn.	Social Influence Social Communication
Researcher: I got it. Okay, that sounds good. You also put here 'writing a diary'. Why do you write a diary in English?	
Participant 1: Just ...let me think. What can I say?... Just practise, I think because now, my kid, he's starting to write. He's starting	Writing

to writ[e]. Then, sometimes, I just write with my kid because I want to set a good example for him, {yeah}.	Family Influence
Researcher: So, you {can} help him with his writing as well.	
Participant 1: Actually, he helps me.	Family Influence
Researcher: Okay. #laughing#	
Participant 1: Yeah. #laughing#	
Researcher: But you can set an example for him, right? Show him {what to do}?	
Participant 1: {Yeah yeah} yeah we learn from each other.	Family Influence
Researcher: Oh, well, that's great. Now, there['re] just a few more things, just one or two. So, you said here you spend some time watching movies in English.	
Participant 1: Yeah	
Researcher: Why is that?	
Participant 1: Because a movie...like now, me and my husband, we watch a movie like every week, per week, weekly. So, I think, this is [a] relaxing time for our family, and, also, I can learn English from the movie because they put in the movie, there are Chinese subtitle[s], also, English, right? I think that's [a] good way I can learn some new sentence[s] or new words from the movie, yeah.	Habit Positive Affect Family Influence Vocabulary
Researcher: Yeah, yeah, I got it. Do you normally have Chinese subtitles or English subtitles?	
Participant 1: Both, like Chinese subtitle[s] on the [top] and English subtitle[s]... how can I say [it]?	
Researcher: {Do you mean...?}	
Participant 1: {There} [are] always two subtitles. One is [a] translation from English, do you understand me? Like Chinese [on] the [top] and the English under [the] Chinese subtitle[s].	
Researcher: Yeah, I understand.	
Participant 1: Yeah, yeah.	

Researcher: Right. Oh, that's great, and do you listen to it in English?

Participant 1: Yeah, I listen to [it in] English.

Question 4

Researcher: Okay, that's awesome. Thank you for that. Now, would you say, the things you do out of class, are they different now from three months ago?...

Participant 1: From now?

Researcher: Have you changed anything in the last three months or is it mostly the same?

Participant 1: Pardon me. I didn't get [it].

Researcher: So, for example, you said you spend time watching movies, reading social media, is this different now from three months in the past?

Participant 1: Oh! I think not too much [is] different. [I studied] Thai, last month, [all] of last month, so, now, it means I need to practise English, right, with my friend. And, sometimes, I need to read some English book[s] because doing the Thai classes, right, I stopped read[ing] any English book[s]. That book['s] not really mine. [Those] book[s] are my kid['s]. He has some, like a reading book from school, right? Sometimes, if I have time, I like to read the English book[s], but in the past three months I didn't do that. So, I think, maybe this month, my English is getting a little bit better. That's the difference, okay. So, maybe that's a little complicated. I mean in the past three months, right? I didn't study. I didn't spend [much] time on English, so in that time my English was getting bad, but this month, right, I start[ed] to read and watch, and also read some English book[s]. So, I think, yeah, if I spend time on English, right, my English will get better, a little bit, not too different.

Researcher: Yeah, yeah, so, if you spend more time, you might improve your English more. Is that right?

Participant 1: Yeah, yeah, correct.

(In)Convenience

Question 5	
Researcher: Interesting, and what would happen if you stopped practising English out of class?	
Participant 1: [I] just [could] not remember some specific English word[s] and maybe [I could] just remember some daily, basic conversation. Also, it's [about] getting to communicate with other people. I think that's the problem.	Perceived Competence Social Communication
Researcher: Yeah, so you might forget some vocabulary or find it more difficult to communicate.	
Participant 1: Yeah, yeah, yeah.	
Question 6	
Researcher: And what would help you spend more time practising English?	
Participant 1: Sorry, can you say that again?	
Researcher: Yeah. What would help you to spend more time practising English? What would {make it} easier for you to practise?	
Participant 1: {What?} Maybe talking to friend[s], talking to English native speaker[s]. I mean like every time if I went to meet some friend[s], right, some English-speaker friend[s], I think [that] really helped me to improve my speaking.	Social Communication Speaking
Researcher: Yeah, yeah, I understand, and you said, on your questionnaire, you said you spend maybe one or two hours a week speaking to friends in English or speaking to native speakers. What would help you spend more time doing that?	
Participant 1: What will help me, right? What will help me? That makes me.... You mean when I meet my friend, what will help me, right?	
Researcher: Yeah, for example, is there something that will let you spend more time speaking in English with friends?	
Participant 1: I think sharing some news, also, talking [about] hobbies like sport. So, if there's [a] new spot I didn't know [about], right, then, my friend[s] will [talk] to me, for example,	Social Communication

[about] how to play tennis, right? Then, because you need to do tennis, sometimes my friend[s] will teach me some new words that I need to use in tennis. I think that helps me to [make] my English better.	Context Specific Communication
Researcher: Okay, that's great.	
Participant 1: Can I say that?	
Researcher: Yeah, yeah, you [can] say 'help'. It helps me to improve my English.	
Participant 1: Yeah to improve my English, like new words that I don't know in that area.	Vocabulary
Researcher: So, if you do new activities, then you can learn new vocabulary and spend more time.	
Participant 1: Yes [that's it].	
Question 7	
Researcher: Great, there's one more thing, (P1), I'd like to ask you; which is more important, learning English in class or learning English out of class?	
Participant 1: Which is... you mean for me, right?	
Researcher: For you, yeah, for you.	
Participant 1: I think in class.	
Researcher: Why is that?	
Participant 1: Because I did two things (inaudible) outside the class, right?	
Researcher: Sorry, I couldn't quite hear you P1. Could you say that again please?	
Participant 1: I mean out of class. That means I study English outside of school, right?	
Researcher: Right, yeah, not in a classroom, yeah.	

Participant 1: Before, I [was] studying [at a] language school, right? [At] that time, I remember my English was getting better... very quickly. Can we say that?	In-Class Speed
Researcher: Yeah.	
Participant 1: Yeah, but now sometime[s], watching movie[s], right, and talking to friend[s] and also reading some information from website[s], that's the way I study English by myself. I think that the result['s] not so good because my English is getting better very slowly.	In-Class Speed
Researcher: Yeah, and why do you think... Oh, sorry, go ahead.	
Participant 1: Also, if I get lazy, then I just get scared to learn. Yeah, if I get lazy, right, and I don't want to do anything [in] English, then some people need to manage me. And, if I cannot go to school, right, maybe they [will] complain to me, "why [are] you not coming today?" But, *if I study outside of school, I cannot push myself to study hard.*	(In)Convenience In-Class Structure In-Class Structure Student-Teacher Interaction
Researcher: So, it helps you to have someone who pushes you to study harder?	
Participant 1: Yeah that's true. That's really important.	
Researcher: Interesting. Okay, I think that is everything I need to ask you about. Was there anything else you wanted to add? Anything else you think is important?	
Participant 1: No, I just want to...okay, one more question, now, if I don't go to school, right, how can I...? Do you have any method[s] to share with me? How can I study English by myself?	
Researcher: Well there['re] a lot of ways. It really depends on what you find works best for you.	
Participant 1: For example? Any example[s]?	
Researcher: Sure, I'll tell you what. Let me... I'll stop the recording here, and we can chat about it. So, let me just stop that.	
Participant 1: Okay.	

		Subcategories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Response Total (Subcategories)	Response Total
C a t e g o r i e s	**Access**	Accessing information	P2	P1, P5, P6, P8	P2, P4, P5, P6, P8	P6				11	59
		Accessing opportunities	P2, P3, P5, P6, P10	P1, P2, P4, P5, P6, P10	P5		P5	P5		14	
		Accessing Media		P7, P8	P3, P4, P6, P8	P6				7	
		Global Access	P1, P2, P3, P4, P5, P6, P8, P9 P10	P1, P3, P5, P6, P7, P8, P9, P10	P2, P5, P6, P8	P2, P5	P2, P4	P2, P6		27	
	In-Class Benefits	Student-Teacher Interaction						P7, P10	P1, P2, P7, P8, P9,	7	20
		In-Class Structure			P9			P7	P1, P6, P8, P9	6	
		Classmate Interaction							**P7**	1	
		In Class Speed							P1, P8	2	
		In-class Focus		P3					P2, P5, P6, P10	5	

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Categories		Subcategories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Response Total (Subcategories)	Response Total
Out-of-Class Benefits		Out-of-Class Speed		P3				P9	P3, P7	4	24
		Exercising Autonomy		P3, P8	P6	P3		P3	P3, P5, P6, P7	9	
		Real-Life Application		P9	P5, P6, P9			P6	P2, P3, P4, P6, P8, P10	11	
Perceived Competence			P5	P1, P3, P4, P6, P7, P8, P10	P6	P3	P1, P4, P5, P6, P9	P5		14	16
Habit				P2, P3, P4, P5, P6, P7, P9, P10	P1, P2, P4, P5	P2	P6	P2, P5, P6	P6	18	18
Positive Affect				P2, P3, P5, P6, P7, P8, P10	P1, P3, P4, P6, P7, P8, P9, P10		P2	P10	P2	17	18
(In)convenience			P7	P1, P3, P4, P8,	P2, P3, P6, P8, P9, P10	P1, P2, P3, P10	P4,	P2, P4, P8, P9, P10	P1, P5	23	23

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		Subcategories	Questions							Response Total (Subcategories)	Response Total
			Q1	Q2	Q3	Q4	Q5	Q6	Q7		
Categories	**Communic-ative Needs**	**Social Communication**	P1, P2, P5, P8, P9	P2, P4, P6, P7, P8, P10	P1, P2, P3, P4, P5, P6, P7, P8, P10	P2, P4, P8,	P1, P2, P4, P8,	P1, P2, P3, P4, P8,	P2, P5, P6,	35	49
		Context-Specific Communication	P1			P2, P8		P1		4	
		Work Communication	P3	P1, P3, P4, P5, P6, P10	P6, P10				P2	10	
	Unawareness				P1, P10					2	2
	Family Influence		P7, P10	P4, P6, P10	P1, P5, P7					8	8
	Social Influence			P4	P1			P5		3	3
	Embarrassing Miscommunication			P1, P2, P3, P4, P8, P9	P8	P8	P3		P2, P9	11	11

		Subcategories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Response Total (Subcategories)	Response Total
					Questions						
C a t e g o r i e s	**Improved competence**	Confidence	P2							1	39
		Speaking			P5, P9, P10	P8	P7, P8, P10	P1	P2	9	
		Pronunciation			P10					1	
		Listening					P5, P6, P7, P9		P1	5	
		Grammar			P5			P2		2	
		Syntax		P8						1	
		Writing			P1, P5, P8, P9, P10	P8				6	
		Reading			P5					1	
		Vocabulary		P8	P1, P2, P5, P7		P7	P1	P10	8	
		Spelling						P2		1	
		General			P7, P8, P10		P10			4	

Communicative Needs

Positive Affect

(In)convenience

Out-of-Class Benefits

Unawareness (5x Scale)

Social Influence (5x Scale)

Access

Improved competence

Perceived Competence

Habit

Embarrassing Miscommunication

In-Class Benefits

Family Influence
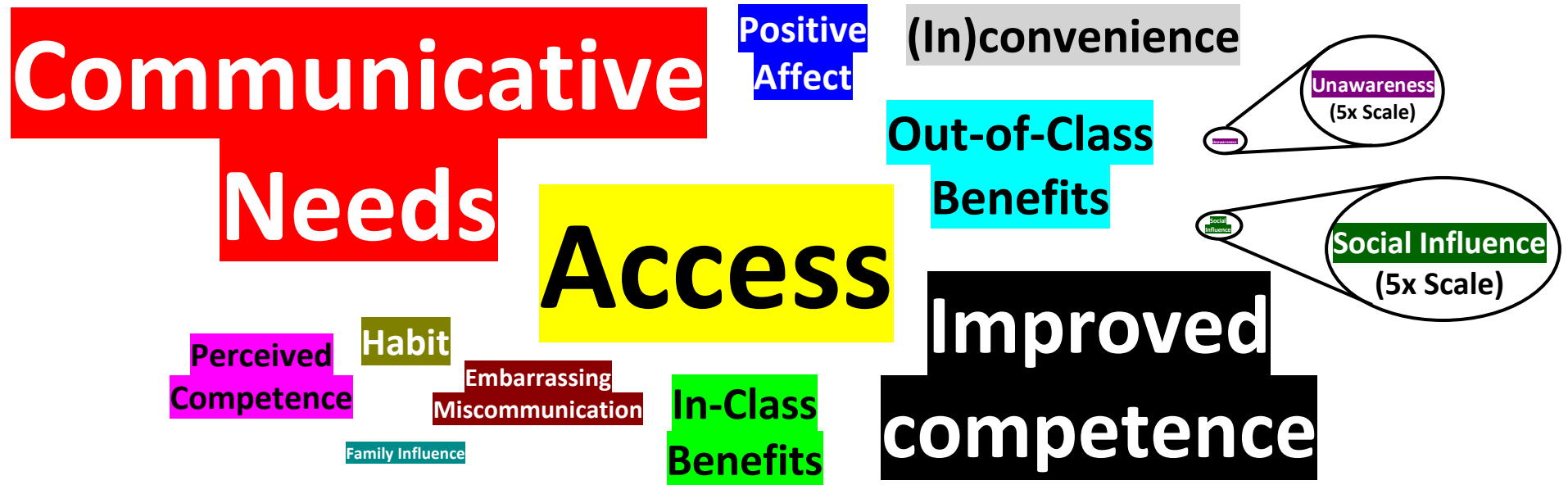
Appendix 25 – Ethics Review Form

Canterbury
Christ Church
University

ETHICS & GOVERNANCE REVIEW APPLICATION FORM
FOR STUDENTS ON TAUGHT PROGRAMMES

This form must be completed, reviewed, any actions taken and approved before potential participants are approached to take part in any research project. i.e. ethics approval must be received before any data collection can take place.

Your application **must** include the following (please tick the boxes below to indicate that each section is complete):

Complete Ethics & Governance Review Application Form for Students on Taught Programmes	☑
Participant information material(s)/details	☑
Consent material(s)/details	☑

Please attach copies of any research materials/tools to be used in the project:
(NB: These must be attached where they form part of your methodology)

Relevant permission letter(s)/email(s)	☑
Questionnaire	☑
Introductory letter(s)	☐
Data Collection Instruments	☐
Interview Questions	☑
Focus Group Guidelines	☐

Other (please give details): ……………………………

IMPORTANT INFORMATION FOR APPLICANTS

- All research involving human participants[1], sentient animals[2] or data not in the public domain undertaken by all staff, all students or anyone acting on behalf of Canterbury Christ Church University (CCCU) as part of formal University activity requires ethical review. No data collection can be undertaken until ethical approval has been given for the project.
- It is **your** responsibility in the conduct of your research to follow the policies and procedures set out in the University's Research and Enterprise Integrity Framework, and any relevant academic or professional guidelines. This includes providing appropriate research materials including participant information and consent forms, and ensuring confidentiality in the storage and use of data.
- You must include copies of participant information and consent materials or details of how informed consent will be sought. Templates on which to base these are available here.
- Copies of any research materials/tools such as questionnaires or focus group guidelines, and a **completed, approved & signed** Research Health & Safety Risk Assessment must be submitted.
- Any significant change in the question, design or conduct over the course of the project should be discussed with your academic supervisor. Depending on the nature of the changes, an Amendment Form or a new application for ethics approval may be required.
- This form will be retained by the Supervisor and/or Programme as part of the applicant's academic record.
- Your Supervisor should be involved in all ethically relevant aspects of the project, including the preparation of the ethics application and related materials such as participant information, consent forms, and research tools (e.g. interview questions, survey questions etc.). However, your Academic Supervisor should not act as Principal Investigator unless the project is embedded in a pre-existing staff project with prior ethical approval from the relevant Faculty Ethics Panel (or other designated external body).
- Supervisors or additional reviewers (as determined by School/Programme processes) can approve projects, impose conditions, or decide that a project is inherently unsuitable for the student applicant's level of experience and expertise and reject the application.

NEXT: Please complete Section A: Applicant Details ➲

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[1] 'Human participants' incorporates those participating in interviews, surveys, focus groups or experiments (including the use of human tissue) etc.; and the processing of **any** personal data.
All research that involves human participants, in any way, must comply with this policy and with any relevant University guidance or procedures, legislation or additional codes of ethics that apply in specific areas or organisations within which research is to be undertaken (e.g. NHS procedures, codes within Local Authorities, Research Councils' Research Ethics Frameworks etc.).
[2] The use of sentient animals in research and teaching at CCCU is restricted to observational and behavioural studies only. No research and teaching activities that fall within the scope of the Animals (Scientific Procedures) Act 1986 (Amendment Regulations 2012) are carried out.

SECTION A: APPLICANT DETAILS

Type of Project - please mark (x) as appropriate			
Research	X	**Knowledge Exchange**	
Status - please mark (x) as appropriate			
Undergraduate		**Postgraduate**	X

A1. Name of applicant:	Jack Duncan
A2. Student I.D.	DUN10012069
A3. Email address:	j.duncan275@canterbury.ac.uk
A4. Telephone number	07882590450
A5. Module name and number (if applicable):	Dissertation (P11725)
A6. Course:	MA TESOL
A7. Name of Supervisor(s) or module Leader:	Mark Almond

NEXT: Please complete Section B: Ethics Checklist ➲

SECTION B: ETHICS CHECKLIST

Please answer each of the questions below by choosing 'YES' or 'NO' in the appropriate box.

Consider each response carefully then check Section C for details on how to proceed:

		Yes	No
B1	**In carrying out your proposed project is there more than minimal risk of harm, detriment or disadvantage to participants, researcher(s), and/or the public beyond the risks encountered in normal daily life/the usual context of daily activity?** **Guidance notes**: If you are unsure of the answer to this question please discuss with your Supervisor before completing the rest of this form	☐	☑
B2	**Does your project include any activities or research methods included within the list of examples of likely unsuitable research for students on taught programmes as included within Section 14 of the University Research Ethics Policy?** **Guidance notes**: Please follow the link to the Policy to find the list of examples of likely unsuitable research for students on taught programmes	☐	☑
B3	**Does the project have the potential to impact on professional relationships?** **Guidance notes**: This question is intended to address: • Ethical issues with power relationships. (For example if your colleagues, own staff, students, or partner organisations are participants within your research additional measures will need to be in place to ensure that consent to take part is voluntary) • Impact on any professional relationships. (For example consider if your project (including the topic or choice of participants) will have the potential to impact on any professional relationships (either positively or negatively)	☐	☑
B4	**Does the project involve participants who would be considered vulnerable within the context of your project?** **Guidance notes**: The potential vulnerable groups are extensive; please consider the answer to this question carefully. A group that is not considered vulnerable in one context might be in another, so this has to be considered for **your** research project. If you are unsure of the answer to this question, please discuss with your Supervisor.	☐	☑
B5	**Does your project involve interaction with external bodies/organisations?** **Guidance notes**: This may include but is not limited to schools and hospitals. It includes any contact with external bodies/organisations including where they may act as a gatekeeper for initial access to: • any vulnerable groups • any individuals to be recruited (i.e. participants) • any data not in the public domain	☐	☑

NEXT: Please determine further actions by referring to Section C   ➲

SECTION C: HOW TO PROCEED

C1. If you have answered '**YES**' to question B1 then **please discuss with your Supervisor before you proceed with this ethics** application as it *may* be that your project is unsuitable and needs to be revised.

C2. If you have answered **'YES'** to *any* of the questions B2-B5, this will indicate that your application will be reviewed by additional reviewer(s) according to School/Programme processes. Complete sections D–G of this form providing as much detail as possible on how you plan to deal with the ethical issues related to your project. Send this completed form to your Supervisor who will complete the Supervisor Declaration and forward the application to the appropriate reviewer(s). Please be aware that ethical approval is not guaranteed and your Supervisor and/or additional reviewer(s) reserve the right not to grant ethical approval for projects that are deemed unsuitable for students on taught programmes.

C3. If you have answered '**NO**' to *all* the questions in Section B, complete sections D–G of this form providing as much detail as possible on how you plan to deal with any ethical issues related to your project. Send this completed form to your Supervisor who will complete the Supervisor Declaration. The Supervisor will carry out the ethics review, however, if the Supervisor determines that the research project requires review by additional reviewer(s) then it may be referred to them as per School/Programme processes. This is at the Supervisors discretion based on the University Research Ethics Policy.

Summary of next steps:

Section B questions	Answers	
	Yes	**No**
B1	Discuss with your Supervisor before proceeding with this ethics application.	Complete Sections D–G as appropriate and send the completed and signed Ethics Review Application Form to your Supervisor for review.
B2-B5	Complete sections D–G providing as much detail as possible on how you plan to deal with the ethical issues related to your project. Send the completed and signed Ethics Review Application Form to your Supervisor who will forward to the Taught Programme Ethics Panel for review.	

SECTION D: PROJECT DETAILS

D1. Project title:	Motivation and Out-of-Class Language Learning
D2. Start date of fieldwork[3]	04/07/22
D3. End date of fieldwork[4]	16/08/22
D4. Project summary *(This should be written so it can be easily understood by any one even if they are not familiar with your field of research)*	*The purpose of this project is to explore the types of language learning students engage in out of class, how much time they dedicate to these activities and the motivations behind their out-of-class learning.* *Questionnaires will be used to gather data on the types of out-of-class learning undertaken along with time spent on each type. These will be followed up with interviews to gain deeper insights into learners' motivations for learning out of class.* *This research aims to provide educators with a better understanding of the types of out-of-class learning students typically engage in and their motivations for doing so. Understanding the types of out-of-class learning which learners are typically most motivated to engage in may allow educators to prioritise these activities when giving recommendations to students.* *Additionally, it may provide opportunities to integrate in-class learning with out-of-class learning. Educators may be able to focus in-class activities on the skills less commonly developed by students out of class, allowing in-class and out-of-class activities to better complement each other.*
D5. Human participants	*The participants for this study will be current students studying at CCCU, language learners who were previously my students in Thailand and other English language learners with whom I am acquainted.* *My estimated sample size will be approximately 50 participants for the questionnaire and 10 for the interviews.* *To recruit participants currently studying at CCCU I will request some time at the end of one of their lectures to briefly explain the project and offer them the opportunity to provide their email addresses if they are interested in participating.* *To recruit other participants, I will send them a message using instant messaging applications asking if they wish to participate. All who agree to be study subjects will then be sent the questionnaire (either via email or via an instant messaging application). After completing the questionnaire, they will be sent a second email if they state that they wish to attend a follow-up interview.* *Participants will be expected to complete the questionnaire online. The interviews will be offered either online or at the CCCU campus, depending on which option is most convenient to each participant.*
D6. Additional information	*Current CCCU students may mistakenly believe that the questionnaire or interviews could impact the marks they receive on their current course. To manage this, I will make it clear that their participation is entirely voluntary and will not have any impact on their current course.*

NEXT: Please complete Section E: Data Protection ➲

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[3] This date relates to the start of any data collection involving human or animal participants or data not in the public domain. Please note that no research can take place until ethics approval has been issued and approval cannot be issued retrospectively, as such, this date should always be in the future allowing sufficient time for the ethics review process.
[4] This date relates to the completion of any data collection involving human or animal participants or data not in the public domain.

SECTION E: DATA PROTECTION

The General Data Protection Regulation (GDPR) applies to the processing of personal data within the European Union (EU) and has been retained in UK law following departure from the EU as the UK GDPR. The Data Protection Act 2018 sets out the data protection framework in the UK.

Everyone responsible for using/processing personal data has to follow strict rules called 'data protection principles'. These principles make sure the information is:

- used fairly, lawfully and transparently
- used for specified, explicit purposes
- used in a way that is adequate, relevant and limited to only what is necessary
- accurate and, where necessary, kept up to date
- kept for no longer than is necessary
- handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

There is stronger legal protection for more sensitive information, such as race, ethnic background, political opinions, religious beliefs, trade union membership, genetics, biometrics (where used for identification), health, sex life or orientation. There are separate safeguards for personal data relating to criminal convictions and offences.

> **DATA PROTECTION EXPLAINED**
> Once you work through the language of the various data protection laws the basic concepts are relatively simple. Essentially, the purpose of data protection law is to safeguard people's personal information and, whilst there are laws and processes you must comply with, as long as this has been considered in the design of your research and continues to be considered throughout the delivery of your research then it should not be a cause for concern!
>
> There is an article by Stuart Rance titled **How to explain GDPR to a 5 year old** that breaks down the basic concepts and might help make sense of this section of the form.

Please refer to the University Research Privacy Notice before completing this section.

E1. Personal data	Will [Personal Identifiable Information](#) (also defined as personal data) be collected and/or processed? ***YES***

- If you answered 'YES' to the question above please complete the rest of this section providing as much detail as possible using the guidance questions. *It must contain as much information as possible on how your research will comply with the GDPR and UK data protection legislation.*
- If you answered 'NO' to the question above and having read the guidance are sure that no personal data will be processed please move on to section F.

E2. Data collection	*This study will collect email addresses, instant messaging contact details, names and information on whether participants are currently living in a country where English is spoken as a first language.*
	Emails and instant messaging contact details will be collected in order to provide information about the study, request participation, send questionnaires and arrange interviews. Names will be used to match questionnaires with interviews and distinguish participants from one another.
	The lawful basis for processing this personal data is ***consent.***
E3. Subject access requests	*Subject access requests can be made via the email supplied in the questionnaire.*
	Subjects may also withdraw consent at any time during the data collection stage via email. This should be completed by August 16th, 2022.
	Subjects cannot withdraw any personally identifiable data after the thesis has been submitted.
E4. Data access & sharing	*The researcher, supervisor and examiner will have access to the personal data.*
E5. Participant recruitment, privacy & confidentiality	*In the messages I send through instant messaging applications and email, I will inform participants that their participation is voluntary. Additionally, I will explain the purpose of the research and what is required. On the questionnaire itself, I will also reiterate that participation is voluntary.*
	Regarding the messages I will send, please see attached documents.
	Although instant messaging applications are often linked to social media profiles, I will not collect any information from these profiles.
	Individual participants' data will not be shared with other participants. Identifiable data such as names will be removed from interview transcripts.
E6. Data storage	*To ensure data are stored securely, all data collected will be password protected and encrypted using macOS FileVault.*
	Personal data will be stored for no longer than 1 year.

NEXT: Please complete Section F: Research Health & Safety Risk Assessment ➲

SECTION F: RESEARCH HEALTH & SAFETY RISK ASSESSMENT

- This risk assessment should capture health and safety risks **only**. You **do not** need to include insignificant risks. You **do not** need to include risks from everyday life unless your research activities increase the risk. It should include enough information to allow it to be a standalone document should this be necessary.
- Research projects will potentially carry certain risks to the physical or mental health and safety of the researcher(s), participants and the public. Your risk assessment should consider what in your project might cause harm, how it may cause harm and the people who might be affected. It should take into account any control measures which are already in place and identify what, if any, further controls are required.
- You should be able to show from your risk assessment that:
  - o a proper check was made;
  - o all people who might be affected were considered;
  - o all significant risks have been assessed;
  - o the precautions/control measures are reasonable; and
  - o the remaining risk is low.
- The potential health and safety hazards in research are many and varied. Each research project is different but included in the table below are suggestions for some things that you may wish to consider. Please note that this is by no means an exhaustive list and you should review the available guidance materials (see below) and consider your own project carefully to determine the risks and appropriate control measures:

Risk area	Potential hazards to consider
International travel	• Researcher safety due to lone travel in an unfamiliar location • Loss of travel documents/money • Potential of extreme weather due to season e.g. monsoon/cyclones
Domestic travel	• Lone travel on public transport • Driving long distances
Lone working	• Potential emotional/physical harm to researcher from participants • Researcher fatigue due to intense research schedule over multiple locations
Research location/Fieldwork	• Site specific safety • Access to emergency services/health care due to remote location
Mental overload/Stress	• Harm to researcher wellbeing from overworking due to intense research schedule
Emotional harm/hurt	• Distress to participants due sensitive research topic • Distress to researcher due to participant/general public negative reactions

Further guidance

- **For students:** Responsible research - Managing health and safety in research: guidance for the not-for-profit sector – this explores all aspects of Health & Safety within a range of research projects and includes case studies – for example 'Case Study 1 – A risk assessment of a social science research project' (p.18-19). For further guidance, please seek advice from your supervisor.
- **For supervisors:** Further guidance on Health and Safety Risk assessments can be found on the University web pages - these include example risk assessment forms.

NATURE OF ACTIVITY:	[Enter a brief description of the research activity/fieldwork/equipment/workplace covered by this risk assessment]. **Data collection via questionnaire and semi-structured interviews.**		DATE OF ACTIVITY: 04/07/22 to 16/08/22
LOCATION:	**Collection will take place online and face to face on CCCU campus.**	NEXT H&S RISK REVIEW DATE:	[maximum 3 years after date of assessment]
REVIEWED & APPROVED BY*:	[Academic Supervisor, print name & signature]	APRROVAL DATE*:	[Date risk assessment approved]

*In normal circumstances, review and approval should be carried out by the relevant Supervisor. Where the research project is particularly complex and contains a number of health & safety risks or where the supervisor has not undertaken the University Health & Safety Risk Assessment training they should seek advice from their line manager before approving the risk assessment.

Risk rating		Likelihood of Harm				
Severity		1 Very unlikely	2 Unlikely	3 - 50 / 50 likelihood	4 - Likely	5 - Very likely / certainty
1 - Minor injury or illness		Low	Low	Low	Low	Medium
2- Moderate injury or illness		Low	Low	Medium	Medium	High
3- "3 day injury" or illness		Low	Medium	Medium	High	High
4- Major injury or illness		Low	Medium	High	High	High
5- Fatality		Medium	High	High	High	High

Risk rating	Action to follow
Low	No additional actions. Ensure controls in place are maintained.
Medium	Improve risk reduction measures within specified timescale.
High	Stop or restrict activity and make appropriate improvements immediately

Hazard/Risk	Persons at Risk & Nature of harm	Current Control Measures	Risk Rating (High /Medium /Low)	Additional Control Measures Required	Revised Risk Rating (High/ Medium/ Low)	Action by who	Action by when	Date action complete
Student travel to CCCU campus at unsociable times	CCCU students' personal wellbeing	Offer participants to interview at a date and time which suits them.	Low		Low	Researcher	04/07/22	16/08/22
Researcher workload	Researcher's personal wellbeing	Follow a work plan with regular breaks.	Low		Low	Researcher	04/07/22	16/08/22

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All members of staff and relevant students affected by this risk assessment (i.e. the research team) are to sign and date to confirm they have read and understood it and will abide by it.

NAME	SIGNATURE	DATE
Jack Duncan	*Jack Duncan*	26/06/22
Mark Almond	Mark Almond	1 July 2022

NEXT: Please complete Section G: Applicant Declaration ⊃

- I certify that the information in this form is accurate to the best of my knowledge and belief and I take full responsibility for it.
- I certify that a Research Health & Safety Risk Assessment for this project has been carried out in compliance with the University's Health and Safety policy and has been approved and signed by the relevant persons.
- I certify that any required Disclosure & Barring Service (DBS) check has been carried out.
- I undertake to carry out this project under the terms specified in the Canterbury Christ Church University Research & Enterprise Integrity Framework.
- I undertake to inform my Supervisor of any significant change in the question, design or conduct of the research over the course of the project. I understand that such changes may require a new application for ethics approval.
- I undertake to inform my Supervisor when the proposed project is complete.
- I have read and understood the relevant ICO and University documentation and I am aware of my legal responsibility to comply with data protection legislation and appropriate University policies and guidelines relating to the security and confidentiality of participant or other personal data.
- I understand that project records/data may be subject to inspection for audit purposes if required in future and that project records should be kept securely for five years or other specified period.
- I understand that the personal data about me contained in this application will be held by my Supervisor and the relevant Programme and that this will be managed according to the principles established in data protection legislation and appropriate University policies.

As the Principal Investigator for this project, I confirm that:	(please tick)
• All the above statements are correct	☑
• This application has been shared with all other members of the project team	☑

Principal Investigator/Applicant
Name: Jack Duncan
Date: 26/06/2022

NEXT: Please send this completed and signed application to your Supervisor ➲

SECTION H: FOR COMPLETION BY SUPERVISOR

Please ensure that this form has been completed correctly and in full. It will likely delay the ethical approval process if the form is incorrect, incomplete or has not been proofread. (If relevant) please use the 'Comments from Supervisor' section to provide any additional subject relevant information that will assist in reviewing this application.

Please tick the appropriate boxes below. This application should not be submitted for review until all boxes are ticked:

The aims and/or objectives are clearly defined and it is clear how these will be achieved	X
The proposed methodology is adequately developed and appropriate for this project	X
I have reviewed the procedures for participant recruitment and obtaining informed consent and can confirm that they are appropriate	X
I can confirm that to the best of my knowledge all relevant ethical issues have been considered and addressed	X
I can confirm that to the best of my knowledge all relevant legal issues (e.g. data protection, Human Tissue Act, Mental Health Act etc.) have been considered and addressed	X
If a Disclosure & Barring Service (DBS) check is required, this has been carried out	X
The student has received training and/or support (as required) and has completed an appropriate Research Health & Safety Risk Assessment in line with CCCU policy that considers and addresses all relevant health and safety risks associated with this project	X
I can confirm that the applicant has the required knowledge and skills to carry out the project and that the chosen topic merits further investigation	x

Comments from supervisor:

I am satisfied that these meets ethical requirements.

Supervisor or module leader (as appropriate)
Name: Mark Almond
Date: 1 July 2022

NEXT: Supervisors - Please proceed as described in Section C ➲

Appendix 26 – Participant Information Sheet

Canterbury
Christ Church
University

MOTIVATION AND OUT-OF-CLASS LANGUAGE LEARNING

PARTICIPANT INFORMATION

A research study is being conducted at Canterbury Christ Church University (CCCU) by Jack Duncan.

Please refer to our Research Privacy Notice for more information on how we will use and store your personal data.

Background

This project is looking to explore the types of activities language learners use to improve their English out of class, how much time they spend on these activities and the motivations behind their out-of-class learning.

This may help teachers to give better recommendations on out-of-class learning activities to students.

Additionally, it may provide opportunities to integrate in-class learning with out-of-class learning so that the two complement each other.

What will you be required to do?

Participants in this study will be required to complete a questionnaire online. After this you may be invited to attend an optional interview on your out-of-class learning.

To participate in this research you must:

- *Be at least 18 years old,*
- *Have learnt English as a second or foreign language, **not** as your first language.*

Procedures

You will be asked to complete a short questionnaire online. At the end of the questionnaire, you may be asked if you want to attend a short interview. This is optional. You may choose to have the interview online or face to face at the CCCU campus. You may also choose a time for the interview.

Feedback

Participants may request a copy of any information given in the questionnaire or interview.

Confidentiality and Data Protection

The following categories of personal data (as defined by the General Data Protection Regulation (GDPR)) will be processed:

- Email addresses, instant messaging contact details, names and information on whether participants are currently living in a country where English is spoken as a first language.

We have identified that the public interest in processing the personal data is: **Consent**

- Personal data will be used to identify whether participants are learning in an environment where English is generally spoken as a first language, to distinguish participants from one another and to send relevant information.

Data can only be accessed by, or shared with:

- The researcher, the supervisor and the external examiner. Data will not be shared with any third parties.

The identified period for the retention of personal data for this project:

- Any personal data collected will be stored for no longer than 1 year.

If you would like to obtain further information related to how your personal data is processed for this project please contact *Jack Duncan: j.duncan275@canterbury.ac.uk or Mark Almond: mark.almond@canterbury.ac.uk.*

You can read further information regarding how the University processes your personal data for research purposes at the following link: Research Privacy Notice - https://www.canterbury.ac.uk/university-solicitors-office/data-protection/privacy-notices/privacy-notices.aspx

Dissemination of results

The results of this study will be published in my MA Dissertation available from the Canterbury Christ Church University library.

Process for withdrawing consent to participate

You are free to withdraw your consent to participate in this research project at any time without having to give a reason. To do this please email j.duncan275@canterbury.ac.uk or mark.almond@canterbury.ac.uk stating your name and that you wish to withdraw your consent.

You may read further information on your rights relating to your personal data at the following link: Research Privacy Notice - https://www.canterbury.ac.uk/university-solicitors-office/data-protection/privacy-notices/privacy-notices.aspx

Any questions?

Please contact Jack Duncan: j.duncan275@canterbury.ac.uk
or Mark Almond: mark.almond@canterbury.ac.uk.

Appendix 27 – Pilot Study – Messages Sent to Study Participants

Email Messages

Email 1

Dear (Name),

I would like to invite you to complete a questionnaire. This is part of my master's degree research into learning English outside of class and students' motivations.

If you have 5 to 10 minutes to complete the questionnaire, I would really appreciate hearing your opinion. If you can't complete the questionnaire, that's OK. It's completely up to you. This questionnaire has no effect on your marks for your CCCU course.

Please see the attached file for more information about the study. Then, please **complete the attached consent form and send it back** in a reply to this email. You may either type your first and last name under 'signature' or write your signature by hand.

I will then email you a link to the questionnaire.

Kind regards,

Jack Duncan

Email 2

Dear (Name),

Thank you for completing your consent form. Your copy is attached to this email.

Please click this link to complete the questionnaire:
https://forms.gle/aeVAXQ2x9PtAGbv36

You have been selected to be in the first group (pilot group) for this questionnaire, so please give feedback in question 10 if there was anything you found difficult or confusing.

Kind regards,

Jack Duncan

Instant Messaging Application Messages

Message 1

Hello (Name),

I hope you are well.

I am inviting people to complete a questionnaire for my master's degree.
It's about motivation and learning English outside of class.

If you have 5 minutes to complete the questionnaire, I would really appreciate hearing your opinion. If you can't complete the questionnaire, that's OK. It's completely up to you.

At the end of the questionnaire, there is also an option to schedule a short discussion if you are available.

Please see the information sheet below for more information.

Then, if you would like to complete the questionnaire, please sign and date the consent form below and sent it back to me here. After that, I will send you a link to the questionnaire.

Best wishes,

Jack

Message 2

Thank you for completing the questionnaire (Name). I appreciate your help.

I have sent your copy of the consent form below.

Please click this link to complete the questionnaire:
https://forms.gle/aeVAXQ2x9PtAGbv36

You are part of the first group (pilot group) to do this questionnaire, so please give feedback in question 10 if there was anything you found difficult or confusing.

Best wishes,

Jack Duncan

Email Messages

Email 1

Dear (Name),

I would like to invite you to complete a questionnaire. This is part of my master's degree research into learning English outside of class and students' motivations. You may remember me speaking about this at the end of Martin Spier's lecture last Tuesday.

If you have 5 minutes to complete the questionnaire, I would really appreciate hearing your opinion. If you can't complete the questionnaire, that's OK. It's completely up to you. This questionnaire has no effect on your marks for your CCCU course.

At the end of the questionnaire, there is an option to schedule a short discussion about your out-of-class learning if you are available.

Please see the attached information sheet for more information on the study. Then, please use this link if you would like to complete the questionnaire: https://forms.gle/L79fG3CF8qywH3q56

Kind regards,

Jack Duncan

Email 2 (On Campus Interview)

Dear (Name),

Thank you for completing the questionnaire for my research into out-of-class learning and motivation.

In the questionnaire, you stated that you would be available for a short discussion on this topic at Canterbury Christ Church campus. This is completely voluntary and would only take between 15 to 20 minutes.

If you are available for a discussion, please let me know a day and time that is convenient for you.

Kind regards,

Jack Duncan

Email 2 (Online Interview)

Dear (Name),

Thank you for completing the questionnaire for my research into out-of-class learning and motivation.

In the questionnaire, you stated that you would be available for a short online discussion on this topic. This is completely voluntary and would only take between 15 to 20 minutes.

If you are available for a discussion, please let me know a day and time that is convenient for you.

Kind regards,

Jack Duncan

Email 3 (Follow-up Message)

Dear (Name),

This is a quick reminder that my questionnaire on motivation and out-of-class learning is still available to complete.

If you can't complete the questionnaire, that's OK. It's completely up to you, but if you have 5 minutes to complete the questionnaire, I would really appreciate hearing your opinion.

Please see the attached information sheet for more information on the study.
Then, please use this link if you would like to complete the questionnaire:
https://forms.gle/7mJbXxSqaouY78Lr8

Kind regards,

Jack Duncan

Message 1

Hi (Name),

I hope you are well.

I am inviting people to complete a questionnaire for my master's degree. It's about motivation and learning English outside of class.

If you have 5 minutes to complete the questionnaire, I would really appreciate hearing your opinion. If you can't complete the questionnaire, that's OK. It's completely up to you.

At the end of the questionnaire, there is also an option to schedule a short discussion if you are available. Please see the information sheet below for more information.

Then, if you would like to complete the questionnaire, please use this link: https://forms.gle/L79fG3CF8qywH3q56

Best wishes,

Jack

Message 2

Thank you for completing the questionnaire, (Name). I appreciate your help.

I would like to invite you for a short online discussion about your out-of-class learning and motivation. This is completely voluntary. If you would like to attend, please let me know a date and time that is convenient for you.

Best wishes,

Jack

Message 3 (Follow-up Message)

Hello (Name),

Just a quick reminder that my questionnaire on motivation and out-of-class learning is still available to complete.

If you can't complete the questionnaire, that's OK. It's completely up to you, but if you have 5 minutes to complete the questionnaire, I would appreciate hearing your opinion.

Please use this link if you would like to complete the questionnaire:
https://forms.gle/7mJbXxSqaouY78Lr8

Best wishes,

Jack