

Supplementary Material: Recruitment Procedures and Data Collection

1. The design of the [name] project

In the main project, the purpose was to investigate effective motivational practice in English teaching in Sweden. In Sweden, students have extensive encounters with English outside the classroom. One of major motivational challenges facing teachers is therefore to create goal-directed learning opportunities that connect with students' out-of-school experiences. With the purpose of investigating effective motivational practice, in the [name] project ethnographic research was carried out in the classrooms of 16 English teachers.

2. Recruitment

Instrumentation

An electronic questionnaire focusing on motivational practices and teachers' awareness of students' out-of-school English encounters was sent to 252 teachers of English in grades 6–9 (students aged 12–16) at 64 randomly selected secondary schools in two regions of western Sweden. An email containing information about the project and a link to the questionnaire was sent to the designated address of every English teacher at the each school. The questionnaire included two multi-item, 5-grade Likert scales. The Awareness scale (4 items, $\alpha .78$) measured teachers' awareness of students' out-of-school encounters with English. The Motivational Practices scale (4 items, $\alpha .73$) assessed the use of activities connecting school and free-time English encounters.

Awareness

I believe I know about the different forms of English my students encounter outside school.

I believe I know about what my students do when they use English outside school.

I am interested in how my students use English in different ways in their free-time.

I sometimes talk with my students about how they use English in their free-time

Motivational Practices

I give my students rich opportunities to use the English they have learnt outside school when working in the classroom.

It is important for me to make many connections between English in and outside school.

I try to bring in as much English as possible from the world outside school.

I often encourage my students to bring texts to use in lessons that they themselves find interesting.

In addition, an item measuring teachers' perceptions of students' classroom motivation was also included: *"My general experience is that students in my classes are motivated"*. This item had 4 response options: *most of my lessons—hardly any of my lessons*. Finally, the questionnaire additionally contained the following open question: *"Describe an activity or task that you have carried out with your pupils which you experience has motivated them."* Following a series of reminders, completed questionnaires were received from 112 teachers (response rate: 44%).

Procedures

The identification and recruitment of teachers was conducted in five steps.

Step One: Scores on the Awareness and Motivational Practices scales were used as variables in a K-means cluster analysis. Three meaningful clusters were identified (Figure 1). Concurrently, a content analysis of the open question was jointly conducted by the authors and the two other members of the research team. Activity descriptions were coded for

motivational properties and were categorized as ‘low,’ ‘medium.’ or ‘high.’ In each case, discussions continued until a consensus on motivational quality was reached.

Step Two: Teachers with a successful motivational practice were identified. These were teachers in cluster 1 (scoring high on Awareness and Motivational Practices), who scored ‘high’ on the open question, and who reported students to be motivated in a majority of lessons.

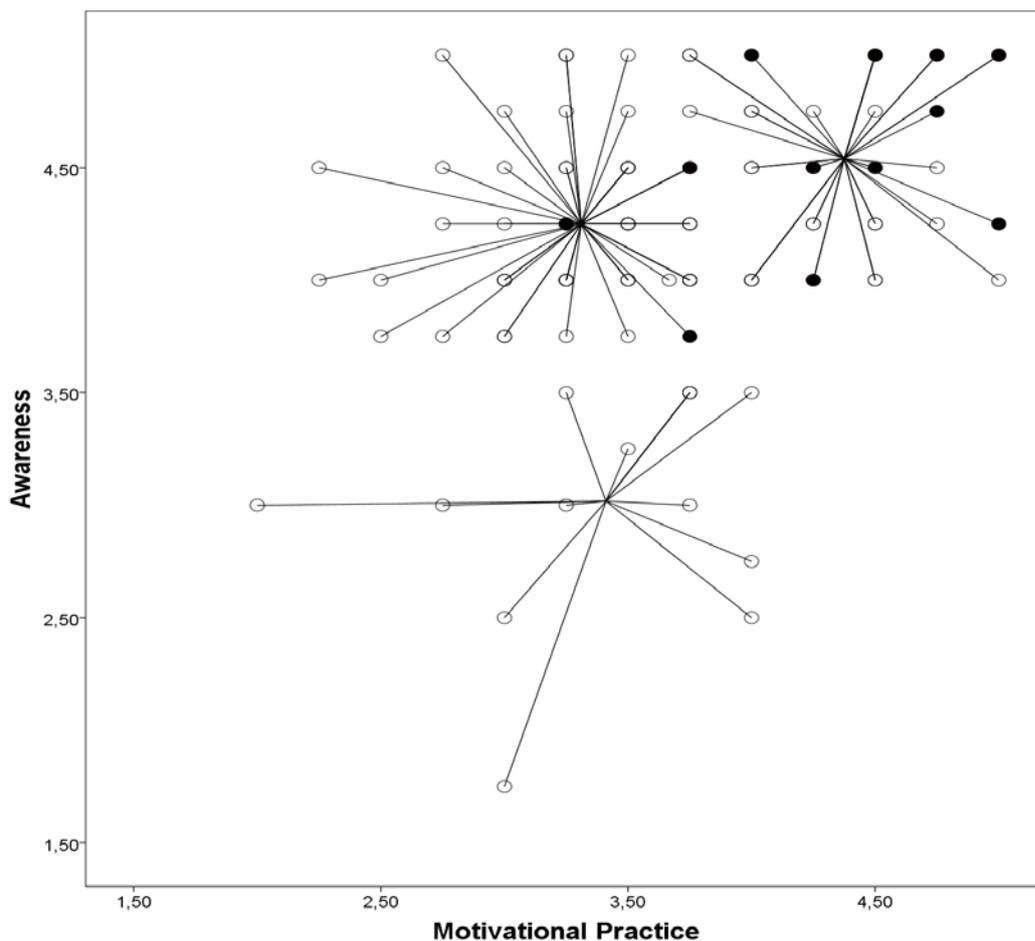
Step Three: Invitations to participate were sent to these teachers. Not all were willing or able to take part, and nine teachers were recruited in this way. Because motivational practice can differ widely, it was decided a priori to investigate the practice of 16 teachers. Additional recruitment was therefore necessary.

Step Four: Contact was made with teachers from cluster 2 who scored ‘high’ on the open question and reported having motivated students in a majority of lessons. This resulted in the additional recruitment of three teachers. Finally, four teachers were recruited on recommendations of teachers previously recruited, and through personal contacts. None of these four teachers taught at schools included in the sample.

Step Five: Visits were made to each teacher to carry out an initial classroom observation, the aim being to ensure that the site would be suitable for the research.

FIGURE 1

K-Means cluster analysis with participants in bold



Note. Some points represent more than one teacher.

3. Fieldwork

During the 2015/2016 academic year, ethnographic research was conducted by the four researchers. In externally-funded projects team ethnographic research is increasingly common (Creese et al., 2008). Because team ethnography has the advantage of maximizing the coverage of people and events (Clerke & Hopwood, 2014), it was suitable for studying English teachers' motivational practice across different sites.

Each researcher observed four teachers, spending on average of 15 days with each. In two cases, teachers co-taught with a colleague. The practice of these co-teachers was also observed. During these periods, three types of data were collected:

- (a) *field data*: observations of lessons, including informal conversations with teachers and students,
- (b) *interview data*: semi-structured interviews with teachers and focus group interviews with students, and
- (c) *documentary data*: lesson plans, teaching materials, and artifacts produced by students.

When carrying out observations, the aim was to generate a descriptive corpus of field notes that could provide a record of classroom events and experiences with a focus on students' motivation. Using the 'teacher's motivational practice' category in the Motivation Orientation of Language Teaching (MOLT) instrument (Guilloteaux & Dörnyei, 2008), and additionally incorporating examples of practice theorized to generate motivation in contexts where English is extensively encountered outside the classroom, an inventory of motivational practice was created. This was used as a guide to practice of potential interest.

A semi-structured interview was carried out with each teacher, and use was made of a common interview schedule. Generally 1 hour long, interviews explored lesson design strategies, the teacher's pedagogical approach, and perceptions of students' motivational responses. Questions include, for example, '*Do you notice differences in your students' motivation from one lesson to another or during a lesson?;*' '*Are there particular activities that you have carried out where you have been aware that they have been (particularly) motivated?*'. Teachers were also asked about specific events observed in their classrooms.

Focus group interviews with students were also carried out. Two groups per teacher were interviewed, the interviews lasting for between 45 and 60 minutes. Here too, a common schedule was used. Questions focused on experiences of English in and out of school, and activities experienced as motivational. Questions included, for example, '*Have there been any times – any particular things you did in English – in the last few weeks when you have*

felt more motivated than normal in English classes? Why was this, do you think?'. Students were also asked about specific events and activities observed in the classrooms.

Procedures for teamwork

When research takes place across different sites, designs need built-in space for information-sharing and opportunities for team-members to “talk through what they think they are beginning to understand” (Erickson & Stull, 1998, p. 58). Specifically, it is recommended that observers witness and discuss the same event, read the fieldnotes of other members, and hold regular debriefing sessions (Creese et al., 2008; Erickson & Stull, 1998). Prior to the start of the research, and working in pairs, practice observations of English lessons taught by teachers not participating in the main study were carried out. Subsequently, all four team members met to discuss the field notes and the emerging interpretations. Further, during the first month of the research, observations were conducted concurrently. At the end of the first week, and again after the end of the third week, the four team members met to share experiences and discuss the generated data.

4. Ethical procedures

In accordance with the ethical guidelines provided by the Swedish Research Council, each teacher, the students, and the students’ parents/guardians were informed in writing about the study, its procedures, and ethical codes. Written informed consent to participate was obtained from the teachers and the students. For students in grades 6, 7, and 8, (i.e., those under 15), consent was additionally obtained from parents/guardians.

5. References

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