



University
of Stavanger

Faculty of Arts and Education

MASTER'S THESIS

Study programme: Advanced teacher education for levels 8-13, specializing in English and the humanities

Spring semester, 2018

Open

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Title of thesis: A study of the types, frequency and perceived benefits of extramural activities on Norwegian 10th graders' development of English as a foreign language.

Keywords: Extramural English, motivation, attitudes to English, intermural vs extramural, language development, lower-secondary, gaming, digital media.

No. of pages: 69
+ appendices/other: 22

Stavanger, 10.05.2018
date/year

Abstract

This thesis is about extramural English activities among 10th graders in Norwegian lower secondary schools. The aim of the thesis was to map the 10th graders' use and influence of extramural English activities, the types and frequency of extramural English activities they engaged in, their attitudes toward English as both a language and a subject, where the pupils believed they learned most English from, and to see if any correlation between these factors and their oral and written grades in English could be found. Identifying similarities and differences based on gender was also an integral part of the research. In addition, how the pupils perceived the benefits of these activities for their English language development. Additionally, how they compared the influence of extramural English to intermural English was mapped.

A mixed methods approach with a digital questionnaire and a set of focus-group interviews were used to gather the data. The questionnaire was answered by 105 10th graders from two different schools in a metropolitan area on the south-west coast of Norway. The focus group interviews were conducted with four groups of four participants, two groups from each school. The questions were heavily influenced by Sundqvist (2009), and can be seen as a follow-up of the research done there.

The pupils spent on average about 14 hours on extramural English per week, although this number may be influenced by the reported numbers being exaggerated. Gaming was the activity which scored highest on the frequency of extramural activities, whilst reading scored lowest. The pupils also frequently spent time on movies, TV-shows and music. The data shows a strong correlation between the participants' use of extramural English activity, their attitudes toward the subject, and their grades. Furthermore, they claimed that they learned most English extramurally rather than in school.

This thesis, apparently being among the first of its kind in Norway, contributes to a field of study that may influence classrooms greatly. Extramural English has been identified as a major influence on language acquisition, and, if used correctly, may benefit pupils and teachers in English educational situations. By having mapped a group of 105 10th graders' use of extramural English, the data may be used in future research on the field. This data adds to other research, especially in the Swedish context (Sundqvist, 2009; Sundqvist & Sylvén, 2016).

Acknowledgments.

There are too many people who need acknowledgments for their help and patience throughout the last five years, so in fear of forgetting anyone. Thank you all.

This last year, and this thesis, would not be doable without the support and help from my family and friends. They have been there, watching me, and helping me working myself from a confused and befuddled first-year student to obtaining a master's degree. It has been a bumpy road to say the least. Their patience is truly remarkable. To my girlfriend who have had to listen to me complain and bluster about applied linguistics for the last year, thank you, and I promise that the years to come will be easier.

A special thanks to the people who helped proof-read the paper goes out to my father, Knut Henrik, my brother, Øyvind, my friend and fellow student, Kent Ivar, and my friend Øyvind, who all took time from their busy schedule to help me finish this thesis.

There has been a group of us from the start of 2013 who have survived all manner of shenanigans and I would like to thank them all for the discussions and ideas we all have shared. Kine, Martine, Abhiraami, Kent Ivar, Gabriel, Morten and Anja. Thank you for your undying patience.

Last, but not least, Ion: A student could not ask for a better supervisor. Without you, none of this would be possible. Words cannot express the gratitude I have for your support, guidance, and patience. You have given me insight into a world I thought I knew, but found to barely comprehend - a world full of possibilities for my future pupils. They will be the ones who will bear the fruits of this year's work. You are a true example of how a teacher should be, and I truly thank you for it. Never retire.

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1. Introduction

1.1. The present study and its aims

This thesis is a study of the types, frequency and perceived benefits of extramural English (EE) activities on Norwegian 10th graders' development of English as a foreign language (EFL). Extramural English is defined as:

English outside the walls' and by that we mean the English that learners come in contact with or are involved in outside the walls of the classroom. This contact or involvement is *not* initiated by teachers or other people working in educational institutions; the initiative for contact/involvement lies with the learner himself/herself or, at times, with someone else, such as a friend or a parent. (Sundqvist & Sylvén, 2016, p. 4).

A mixed methods study was used for the research. This was achieved through a digital questionnaire and focus group interviews with 10th grade pupils. Language learning may be affected by the amount of exposure people have to the English language (Sundqvist, 2009). Before the mass exposure to the English language, teachers were the main source of contact with the language. Nowadays, English is everywhere: in commercials, TV-shows, movies, cartoons, media, literature, gaming, and many of the sources on the Internet, such as YouTube, Reddit, and other sites.

Having had the fortune to be born in England and having two Norwegian parents, bilingualism has always been a natural part of my life. Knowing from early on how to communicate fluently with more than my own countrymen was, and still is, a considerable advantage in my life, both socially and professionally. This language-rich background inspired me to investigate how people learn languages. After reading Pia Sundqvist and Liss Kerstin Sylvén's book on extramural English (Sundqvist & Sylvén, 2016) describing the influence of English outside of the school walls, I knew that this was the topic I wanted to pursue.

The idea that almost everybody in Norway speaks English has become somewhat of an established truth. The majority of Norwegians speak English to such a degree that they can

be understood in the greater part of the world. This is mostly true in terms of informal speech, but not in academic English (Bonnet et al., 2004). The question then is how Norwegian pupils acquire English and to what extent learning is through intermural (in-school) or extramural (out-of-school) exposure.

The aim of the research was to find out the influence EE has on lower secondary language learners. Learning about the influence of the sources of English input e.g., computer-gaming, role playing games, TV-shows, movies, music and books, may lead to changes in the ways and norms through which teachers approach teaching English as EFL.

As mentioned, teachers are often no longer the main source of English for their learners as shown by the extent of EE. There are now teaching strategies such as flipped classroom¹, where input is viewed before attending class. This input is often made readily available online in a video-format. The pupils then use these tools when approaching different tasks in the classroom. This medium also gives the pupils the option to re-watch the input without interruption, which may often give more time in-class to help those that did not understand the subject matter, and thus give needed attention where it is most prominent (Khan, 2017; Yilmaz, 2017). It also makes the teacher less dominant as the sole authority figure. The role of the teacher is still prevalent in the classroom, but much of the time used in explaining concepts can be handled by other tools that are readily available.

The research questions this study will attempt to answer encompass elements such as types of activity, frequency, fields of interest, pupils' own views on their learning, and their comparison of extramural learning with intermural learning. These questions are as follows:

1. What kinds of extramural activities do the 10th graders engage in?
2. How often do they engage in these activities?
3. In what way does gender affect the areas of interest?
4. How do they perceive the benefits of these activities for their English language development?
5. How do they compare the influence of extramural learning of English with intermural learning?
6. Is there any correlation between high extramural English exposure and grades?

¹ Flipped classroom - where pupils are introduced to content at home, while the practice is done at school.

Since media, gaming and music are central parts of many teenagers' lives, it would not come as a surprise that the amount of EE for both genders would be relatively high. Data from other researchers has identify similar trends in other countries (Hayo & Sorada, 2011; Medietilsynet, 2016; Reinders & Wattana, 2014; Sylvén & Sundqvist, 2012a). It is believed that the collected data from the participants for the present research will especially support the conclusions from Sylvén and Sundqvist (2012a). Also, it is anticipated that gender will be a key factor for which EE activities the participants choose. This is supported by data from the Norwegian media authority (Medietilsynet, 2016) and through general impressions gained during my conversations with teenagers. In addition, motivation and attitudes towards English are expected to be positive due to the relative high frequency teenagers use the language. However, motivation to learn English intermurally is expected to be lower than interest in the language in general outside of school (Clement, Baker, & Macintyre, 2003; Hayo & Sorada, 2011; Henry, 2014; Lamb, 2012; Lasagabaster, Doiz, & Sierra, 2014; Reinders & Wattana, 2015).

Although Sundqvist's (2009) PhD dissertation and this thesis both use mixed methods as the main approach to data gathering, the tools and scope are significantly different. The questionnaire and interviews used in Sundqvist (2009) were a source of inspiration for the current research. The main difference is an update to terminology, location and a reduced scope.

1.2. Relevance and contribution

In essence, this thesis will attempt to contribute to a broader understanding of Norwegian teenagers' exposure to English in their free time, and attempt to see how this might affect their oral and written English skills. At present there is little to no research on pupils' extramural activities linked to English in Norway. For teachers who try to better understand what their pupils' extramural English interests are and how to tap into that interest, the results of this thesis may help them in constructing more effective and personalised assignments and other tasks intermurally. Also, mapping pupils' attitudes towards reading, writing, discussion, and what they listen to may give further insight into pupils' views on English and how to further optimise the time allocated to English lessons in Norwegian schools.

1.3. Outline of the thesis

The chapter on literature (chapter 2) will be divided into two main sections: Theories related to EE and research on EE. The methods used in acquiring the data will be presented in Chapter 3. It will describe the research design, participants, tools used in processing the datasets, the validity and reliability of the research, and the ethical considerations needed to be taken into account when interviewing the 10th graders, and in managing the data. Chapter 4 contains the data, which are presented as graphs in connection with the questionnaire. A discussion of the findings is presented in Chapter 5. Finally, a brief conclusion will be presented in Chapter 6 including recommendations for further research.

2. Literature review

2.1. Introduction

In this chapter, the main sources of literature considered relevant to this thesis are reviewed. Reviewing previously written research is an important step in understanding the field of study. Whilst reviewing the literature, the following might occur: identifying new lines of inquiry, removing different approaches, incorporating new methods, and adherence to other researchers' recommendations (Gall, Gall, & Borg, 2007, p. 97). The main sources used in this thesis are Sundqvist's (2009) PhD dissertation and Sundqvist and Sylvén's (2016) recent book on extramural English.

Sundqvist's (2009) research aims encompass several areas, many of which map the extent of EE use. Although Sundqvist (2009) coined the term extramural English (EE) in her dissertation, it is important to have an understanding of theories closely related to EE, e.g. that of S. D. Krashen (1982). This is done at great length early in the dissertation and gives the readers a good theoretical foundation to better understand the data in the coming chapters. A description of the main differences between intentional and incidental learning is provided (Sundqvist, 2009, p. 10). This gives the readers understanding of one of the key aspects of EE. The person exposed to EE may not have a motive to learn the language, but it happens regardless. Following this, the difference between learner-initiated and teacher-initiated activities is provided. All of these aspects are instrumental for the understanding and scope of EE.

Sundqvist and Sylvén's (2016) book on extramural English is in many ways groundbreaking. Sundqvist and Sylvén write extensively on the various aspects of EE. Going into detail regarding different styles of learning, teacher empowerment, and assessment, they provide a comprehensive overview of EE. The book also sheds light on many of the theories of second language acquisition (SLA) and many of the existing methods of language learning. It also presents numerous studies in the field, so the book is firmly grounded in peer-reviewed data and work done by other scholars and researchers in the field.

Through these two main sources (Sundqvist, 2009; Sundqvist & Sylvén, 2016), several articles were read and reviewed by the author. These other sources were important in understanding the theories that were the foundation for this thesis. Additionally, this thesis identifies factors such as gender, correlation between vocabulary, oral skills, and whether the

diverse elements of EE have different effects on oral proficiency or not. In addition, the participants' attitudes to several linguistic elements are mapped.

The remainder of the chapter is divided into two main sections. One encompasses the theories related to EE, the other relates to research conducted on EE.

2.2. Theoretical perspectives related to extramural English

Insight into the areas of L2 acquisition, both the terminology and the different aspects of it, e.g. awareness of implicit and explicit L2 learning, individual learner differences, gender, and individual cultures (Lightbown & Spada, 1999; Sundqvist, 2009, p. 14), are all important factors in understanding the theories used in developing EE.

2.2.1. Krashen's Monitor theory

Krashen's Monitor theory is relevant for extramural English (Krashen, 1982). Krashen (1982) proposes five hypotheses for second language acquisition: the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. The acquisition-learning hypothesis makes a distinction between acquisition (a subconscious process) and learning (a conscious process). For Krashen, acquisition is much more important than learning, i.e. he claims that most language is acquired subconsciously, not learned consciously. The natural order hypothesis proposes that language learners acquire the grammatical structures of a language in a similar 'natural' order. The monitor hypothesis proposes how the rules of language learned consciously function mainly as a 'monitor' or self-corrector for oral and written language. The input hypothesis proposes that one acquires language that is just beyond one's current level, i.e. ' $i + 1$ ', through comprehensible input. Finally, the affective filter hypothesis proposes the importance of motivation, self-confidence, and low anxiety for successful second language acquisition. The acquisition-learning hypothesis, the input hypothesis and the affective filter hypothesis are especially important in connection with EE, as EE implies that learners acquire language through comprehensible input and they do this because they are motivated to do so and have positive attitudes to the input in low-anxiety situations.

2.2.2. The importance of reading

When looking at the influence of having reading materials readily available, Chomsky (1972) argues that having literature on hand for children to immerse themselves in will improve both syntax and vocabulary. Chomsky's research was used in a project called Books aloud. Their main aim is to 'enhance the language and literacy opportunities for children' (Neuman & Celano, 2001, p. 550). It is through this form of input that children expose themselves to EE, and the research shows that early exposure to literature normalises the reading of literature. The mentioned project has had a specific goal, to raise children out of poverty through literature.

The importance of reading is also emphasised by Krashen (1989). According to Krashen (1989), writing development is closely linked to the amount of reading and is in line with his input hypothesis, which 'assumes that we acquire language by understanding messages. More precisely, comprehensible input is the essential environmental ingredient...' (S. Krashen, 1989, p. 440). Krashen (1989, p. 442) also argues that sustained silent reading may result in 'superior vocabulary development'.

2.2.3. The social context

According to Tarone (2007), social context changes how we acquire language. This also affects how a person uses a language. In some cases, the user sounds more fluent given the situation. Tarone stresses that one of the major problems in previous research has been sociocognitive², e.g. all the variations of speech one may find in different situations e.g. sociolects, different work jargon, individual interests. As can be seen in Norwegian classrooms, when a teacher or pupil is on unfamiliar ground, reverting back to their L1 is often a result (Rye, 2014). Both stress and fear of making mistakes (Clement et al., 2003; Schraml, 2013) may make a person sound less fluent. According to Tarone (2007), the option of speaking about a topic within the pupil's realm of interest, may make the target language more meaningful to use better. Tyrone emphasises grammar, fluency and identity in relation to second language acquisition. It is further argued 'that participants who were members of close-knit multiplex social networks of Norwegians used linguistic features similar to those of their group members, whereas learners whose social networks were open and uniplex

² Sociocognitive – how groups effect cognition.

developed fewer native-like linguistic features.’(Tarone, 2007, p. 844). This indicates that social context has a significant effect on the language acquisition of the group that immerses itself with native speakers.

2.2.4. Individual learner differences

Individual differences in pupils’ ability to acquire an L2, such as personality, aptitude and motivation, are all factors that teachers need to consider when trying to teach any subject (Sundqvist, 2009, p. 16). Factors such as whether the pupil is an extrovert or an introvert, shy or direct, reluctant or confident, all affect a person’s ability to function in class. Some claim that extroverts have an easier time learning a second language due to their inhibition and willingness to interact socially (Lightbown & Spada, 1999, p. 49). Furthermore, language anxiety is an important element in discussing EE (cf. Krashen, 1982). Since anxiety can influence people’s behaviour, it may also affect a person’s SLA (Sundqvist, 2009, p. 18). Furthermore, motivation and positive attitudes play a key role in SLA (Lightbown & Spada, 1999; Sundqvist, 2009). Lightbown and Spada (1999, p.56) refer to Gardner and Lambert (1972) who made the distinction between ‘integrative motivation’ (i.e. wanting to be integrated within the target culture) and ‘instrumental motivation’ (i.e. learning a language for practical reasons, such as getting a job).

Having a grasp of the gender differences connected to language learning is also important to take into account. Being a major point of discussion in several countries, boys’ diminishing results in school were shown not to be the case in English classes in Sweden (Sundqvist, 2009). Some researchers claim this may be due to their EE exposure (Bennett & Royle, 2015; Hayo & Sorada, 2011; Reinders & Wattana, 2014, 2015; Sundqvist & Sylvén, 2016; Sylvén & Sundqvist, 2012a).

2.3. Research on extramural English

Sundqvist’s (2009) PhD dissertation is one of the main sources for the present thesis. English, being a lingua franca³, has by the extent of its influence more countries speaking the language than any other. This makes the importance of learning and becoming proficient in English a

³ Lingua franca – A language used as a bridge language and/or trade language.

high priority in many countries. Bilingualism and multilingualism for its own sake has its benefits, but English is seen as the dominant business language in most countries.

A dissertation about EE cannot leave out its opposite, Intermural English (IE). IE in contrast to EE is all about teacher initiated-activities, everything one learns in school as long as it is dictated by a teacher or other school-like functions. Dedicating parts of the dissertation to the L2 English classroom and how it has developed, gives the reader insight into how English as a subject is taught and the individual differences between pupils. More time is spent on EE than IE, although the implications for this are unclear. For example, Språkrådet (2017) has come with critique on the adverse effect of EE on the native language.

The understanding of the various effects EE has on pupils will greatly benefit any new research done in this field. The insight given to the different learning processes pupils have while exploring language acquisition is thorough in the dissertation. The dissertation has an immense amount of historical information on theories, English in general, pedagogical practices, and several other aspects of English. The scope of the dissertation gives an abundant amount of information, sources and suggestions on how to research EE in other countries. It is from here that most of the inspiration on how to conduct the questionnaire and focus-group interviews in this research was taken from. The dissertation goes far in making sure that any researcher within the field of EE has tools readily at hand to make the data as valid as possible.

Sundqvist's method of acquiring data was a mixed methods approach: an oral proficiency test, a vocabulary test and a questionnaire where 'background variables, motivation, and students' views on English' were elucidated (Sundqvist, 2009, p. 99). This was done in several ways. The participants had to create a language diary where they recorded the instances of EE. Also, a speaking test to assess their oral proficiency was carried out. Sundqvist's results found that the correlation between vocabulary and oral proficiency was strong, although there was a significantly higher correlation between EE and vocabulary. In addition, the type of EE activity mattered and some activities were seen as more important than others. Productive EE activities, e.g. gaming, reading, and the Internet, were seen as having a greater impact on oral proficiency and vocabulary than passive activities, such as music movies and TV. Also, gender differences were identified. Boys spent more time than girls on productive EE activities, and the impact of high exposure of EE on oral proficiency and vocabulary were thus higher for boys. "The conclusion was that EE was an independent variable and a possible path to progress in English for any learner, regardless of his or her socioeconomic background."(Sundqvist, 2009, p. i). In researching whether EE has an

“impact on students’ oral proficiency and vocabulary” or not (Sundqvist, 2009, p. 5), Sundqvist lays the groundwork for similar research in the EE field. Although the dissertation’s samples are different from those of the present study in size and age, the tools to gather the data are partly comparable.

The inclusion of the different tests and questionnaires the test-subjects answered regarding EE gives good insight into how to conduct similar research, and was used to some extent in the present research. Consequently, Sundqvist (2009), combined with Sundqvist and Sylvén (2016), are invaluable sources for comparing and analysing similar data.

It needs to be said that Sundqvist’s dissertation is from 2009, which may make some of the items asked about in the questionnaire less valid in 2017. Also, other EE activities have become popular after 2009. The number of hours spent on watching live-streaming of computer-games has risen significantly. According to Sullygnome⁴(2018), Twitch⁵ had on its most viewed stream 1,084,257 viewers at its peak during the last 365 days. These viewers spent a total of 117,183 years and 343 days’ worth of time viewing others’ games (Sullygnome, 2018). In addition, streaming services of TV-shows have made complete seasons of these shows available, resulting in an increase in hours spent watching TV (Time, 2016).

In another study, Sylvén and Sundqvist (2012b) report on aspects of the influence *World of Warcraft* (WoW) has had on a group of pupils. Sylvén and Sundqvist discovered that boys who frequently use English extramurally outperform girls of the same age (Sylvén & Sundqvist, 2012b, p. 118). Furthermore, their research shows that certain types of computer-games have a profoundly positive effect on oral skills, but also an increase in low frequency words and other elements of vocabulary. Since most games come with the language defaulted to English, the players often choose to use the language the game was created for. This further exposes the users to EE. The findings show clearly that gaming has clear gender differences as well. The choice of games varies significantly. Boys enjoy *massively multiplayer online role-playing games* (MMORPGs)⁶, while girls often choose single player games, such as *The Sims*⁷. As such, the amount of EE exposure will differ greatly between boys and girls since the games preferred by boys are more interactive, which makes them use the language more than other games. Since gaming and watching TV contribute more hours of

⁴ Sullygnome - a website analyzing statistics on view-time for Twitch

⁵ Twitch - the leading streaming application on the market

⁶ MMORPG – Online games where a very large number of players participate.

⁷The sims – A life-simulator where you take on the life of several characters.

exposure than any other activity (Løkke, 2016; Sylvén & Sundqvist, 2012a, 2012b; Time, 2016), not paying extra attention to these types of media would diminish the validity of the data. In light of the nature of online gaming, where one is dependent on cooperating with other players, acquiring better English is imperative for the parts of the game where cooperating is needed to be successful. This again adds an incentive to acquire better understanding of the target language and, as a result, may lead to more motivation.

The tools used in gathering the data in Sylvén and Sundqvist (2012b) were a one-week language diary and a questionnaire, which, as in the current research, mapped the amount of time used on specific activities. Here, seven EE activities were mapped: reading books, reading newspapers/magazines, watching TV, watching films, using the Internet, playing digital games, and listening to music. At the end there was an additional open category where the respondents could list any other English-related activities they had been involved in (Sylvén & Sundqvist, 2012a, p. 308). Many of the same issues addressed in the current research are also found in Sylvén and Sundqvist (2012b), e.g. the participants' struggle to remember exactly how many hours they spent on the specific activities.

The time spent on EE was 10,6 hours per week for boys and 8,4 for girls, where boys spent significantly more time on games than the girls. This was the only significant statistical difference in relation to gender. Taking into account that the games the boys played were more interactive than the ones the girls played, the significance of the extra amount of time spent on this EE activity should have been discussed to a greater extent than it was. On the other hand, the article does mention that the games the boys played had 'opportunities for engagement with rich target language input as well as for scaffolded interaction' (Sylvén & Sundqvist, 2012a, p. 315). It should be noted that the participants were Swedish 5th graders in this study. Therefore, the data here is hard to compare to either Sundqvist and Sylvén (2016) or the current research due to the age differences in the samples.

In another study, Henry (2014) focuses on how learners' beliefs regarding language acquisition affect motivation for language-learning in Swedish classrooms. Using the information readily available about Sweden as a small nation, and how Swedes excel in several areas in English as a second language, Henry lays the grounds to impress on the reader what could be the reason for why Swedish 14-15-year-olds outperform other similar nations. Not dubbing movies and TV-shows, with the exception of those for the youngest children, and being at the top of the world in Internet accessibility, are two of the examples he uses. Mapping the extent of computer-game use by Swedish 13-16-year-olds found significant gender differences with regard to both the amount of time allocated to playing and the types

of games played. Henry also problematizes aspects of the Swedish school-system's methods in EFL-teaching, e.g. how the pupils find the classes uninteresting and de-motivational. However, this is not unique to Sweden. Henry refers to social identities and the importance for EFL teachers to use the interest of each pupil in trying to make the subject more interesting. He argues that a new pedagogical method is needed to spur interest amongst pupils. The pupils' self-perception and ideal-self is important for many pupils when it comes to motivation. Henry comments on the differences between internal locus, i.e. acquiring skills in a naturalistic manner, and external locus, i.e. acquisition through classroom teaching. These differences are important to take into account in connection with the current thesis, which also focuses on internal locus and EE.

A number of studies on computer gaming (Hayo & Sorada, 2011; Reinders & Wattana, 2014, 2015; Sylvén & Sundqvist, 2012a, 2012b), e.g. massive multiplayer online role-playing games (MMORPGs), have shown to have had a beneficial effect on pupils' level of English and their ease in utilizing it (Sylvén & Sundqvist, 2012a). Furthermore, increased vocabulary that usually follows an increase in extramural activities makes pupils more relaxed in learning and testing situations, so that they in effect perform better in intermural activities (Reinders & Wattana, 2015; Wood, 2016). Sylvén and Sundqvist (2012b) report in their research that higher exposure to the target language (TL) leads to an increase in high frequency words (HFW) and low frequency words (LFW). The link between HFW and LFW and pupils' use of the TL is also a factor.

Furthermore, a person's willingness to communicate (WTC) is an integral part of making use of language. This willingness to communicate influences how and how much a person uses language (Clement et al., 2003; Hayo & Sorada, 2011). In their article on WTC, Hayo and Sorada (2011, p. 7) argue that WTC will '...increase the likelihood of learners actually using the target language, not only in class, but in more naturalistic settings'. This theory on WTC is further backed by several other researchers and seems to be a commonly held belief in applied linguistics (Clement et al., 2003; MacIntyre, Baker, Clément, & Conrod, 2001; Reinders & Wattana, 2015). The studies Hayo and Sorada (2011) refer to go far to indicate that learners who score high on WTC interact actively in their target language, and consequently increase their EE exposure. Games are referred to as an important element in increasing WTC. Games, generating 'low anxiety environments'(Hayo & Sorada, 2011, p. 8) are often seen as fun and engaging amongst the users. They stimulate social interaction, and thus exposure to EE.

Hayo and Sorada's study had two research questions:

- 1) What effects does playing a MMORPG have on a) the quantity and b) quality of second language interaction?
- 2) What effects does playing a MMORPG have on learners' willingness to communicate?

These questions fall much into the same category as Sylvén and Sundqvist (2012a) on gaming as EE. There are, of course, substantial differences between the two articles, yet both show that gaming as a tool for EE can be quite effective in increasing one's WTC and, as such, skills in English in general. In mapping the quantity and quality of the users' English on second language interaction, the study showed that playing the game in question had a positive effect on the participants' skill level. Being an analysis of chats⁸, the method was less relevant to the current thesis, but the end results gave validity to the gathered data. Clement et al. (2003) suggested that WTC, and the social context models of Clément and Kruidenier (1985), ultimately determine L2 usage.

According to a study made by the Norwegian media authority (Medietilsynet, 2016), 96% and 76% of boys and girls ages 9-16 respectively spend time playing digital games. This number drops significantly at the age of 16. Time allocated to this activity increases significantly between age 11-16 for boys, but remains stable for girls. The time spent on movies, 25 hours, and on the Internet, 65-70 hours, were almost identical when it comes to gender (Medietilsynet, 2016). These numbers are quite similar to the ones found in the studies mentioned earlier.

Gee's book on gaming and its effect on learning and literacy impresses on the reader how many different learning principles one encounters through gaming (Gee, 2003). It touches upon how people adapt their identity while playing and how they interact with others. The ability to personify a different identity while playing and also learning from the consequences of the actions of that character gives a gamer a unique perspective on how to interact with different people. In his chapter on identity and learning, Gee (2003, p. 67) mentions several learning principles. One of these is the *Psychosocial Moratorium Principle*. This states that elements involved in risk-taking are minimized due to the lowering of consequences. Since virtual reality is becoming more mainstream, building an environment where pupils can safely experiment may benefit all areas of study. Another principle mentioned is the *Achievement principle*. This entails giving rewards on accomplishments, which further incentivizes the

⁸ Chats – digital dialogue between two or more individuals.

player to further develop the mastery of the game. Rewards and grades are heavily discussed in schools, and there seems to be little agreement on where the pendulum will finally stop.

36 learning principles were identified by Gee when looking into computer gaming. These encompass everything from Krashen's (1982) incidental learning principle, to semiotic domains principles (Gee, 2003, p. 211). The totality of principles within gaming is hard to find in other EE activities and, as such, gaming may be viewed as a powerful EE tool.

As with real life situations, little comes to one that does nothing. By seeing that one becomes better by practising and increasing the difficulty level of the game may influence the person in striving for better achievements in real life. An important distinction presented here is that it is not what they learn, but rather how they learn it. Bad morals, using loopholes, and having the opportunity to torture are all negative actions available in a computer game. Yet, an abundance of historical information may be found, and positive role models may be created as well.

3. Method

3.1. Introduction

In this chapter, the methods and tools used for gathering the data will be presented. First, the research design is presented in section 3.2, an explanation of the way the data was collected and why it was collected in this way. Section 3.3 explains how the sample was found and also gives a description of the participants. The research tools are presented and described in section 3.4. This section is divided into sub-sections: section 3.4.1 explains in detail the format of the questionnaire, while section 3.4.2 concerns the focus-group interviews. Section 3.5 is divided into three sub-sections: 3.5.1 concerns the validity of the study, while 3.5.2 addresses the reliability. The last section informs about the ethical considerations taken into account. Finally, the limitations and how the method affected the gathered data is addressed.

3.2. Research design

The thesis presents a study of Norwegian 10th graders' exposure to EE, attitudes to and perceived benefits of learning English as a foreign language (EFL) inside and outside of school. To gather adequate data, a mixed-methods approach was used, namely both quantitative and qualitative data (Dörnyei, 2007). The quantitative data was gathered by using an electronic questionnaire through Google forms (Dörnyei, 2007, p. 101). The qualitative data was gathered through conducting and recording focus group interviews with 10th graders. This type of open face-to-face interview gave the opportunity to acquire personalized responses which could be used to supplement the quantitative data gathered through the questionnaires. Also, the participants in the group interviews answered some questions based on their own answers in the questionnaire. To strengthen the reliability of the collected data, a comparison of the pupils' answers from the questionnaire and their answers during the group interviews was made during the focus group interviews in an attempt to bring clarity to several questions from the questionnaire. The participants answered specific questions based on their answers from the questionnaire, e.g. if a participant had answered in the questionnaire that reading was important, but also that they read no books, the pupil was asked to explain the discrepancy.

3.3. The schools and participants

Through channels with contacts and former co-workers, access to two schools that were interested in this project was gained. It was difficult to gain access to other schools because of the existing workload of the schools, which made the choice to use these two schools a necessity. The samples were thus a convenience sample⁹ (Dörnyei, 2007). This approach, however, may decrease the credibility of the data (Dörnyei, 2007), but due to time constraints and the nature of this thesis, it seemed sufficient to use the selected schools. Two different lower secondary schools in an urban area were the main source of data. The initial hope was that four schools would be gained access to in an attempt to directly compare the findings of this thesis to Sundqvist's (2009) research, but only two were available for participation. Also taken into consideration was the time allocated to gathering data. By contacting the schools via e-mail, all the information, including a copy of the questionnaire, made the meetings with the principals and teachers easier to conduct. Previous contact had been made with one of the two principals through the researcher's work. The other one was selected by accessibility and location. Schools that were closest to the city centre were prioritised, and gradually expanding the area when the schools closest denied access finally produced access to another school.

The participants came from two separate schools from a metropolitan area on the south-west side of Norway. In total, 105 pupils chose to answer the questionnaire. There were two classes per school. The first school had two classes. There were 26 pupils (17 girls and 9 boys) in one class, and 29 pupils (14 girls and 15 boys) in the other. In school number two, the first class consisted of 29 pupils (16 girls and 13 boys), while the other class had 21 pupils (11 girls and 10 boys). These classes were selected by the principals of the schools. None of the pupils opted out of the project.

Focus group interviews were conducted with four groups of 10th graders, two from each school. The groups consisted of four pupils each, two girls and two boys per group. The participants were chosen based on the teacher's recommendations and wishes from the researcher. These were: gender balance in both schools and key data gathered in the questionnaire (grades, motivation, frequency of different types of exposure etc.). Gender balance in each group was also achieved without any problems.

Convenience sampling – to use participants available at hand.

3.4. Research tools

While conducting research on different sources for this thesis, it was decided early on to use a digital questionnaire for the quantitative data, basing much of the design on Sundqvist's (2009) questionnaire used in her PhD dissertation. Since Sweden and Norway have similar socio-cultural factors, a comparison of the data would be possible. However, not all the questions used by Sundqvist suited this research since the scope and aims of both projects were different, and the technology had developed significantly from 2009. Nevertheless, there are many similarities between this thesis and that conducted by Sundqvist. The questions in the focus group interviews were inspired by Hellekjær (2005, pp. 263-284) and Sundqvist and Sylvén (2016), although these have been modified in style and method to better suit this study. Using a Gmail account and creating the digital questionnaire in Google Forms made the work of categorising the data simpler.

3.4.1. The questionnaire

The main method for collecting data was an electronic questionnaire. A questionnaire, as Dörnyei (2007, p. 101) puts it is '...extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible.'. As the scope of the study surpassed 100 participants, it was a natural choice to use an electronic questionnaire as the primary tool for data-gathering. By choosing to use a digital format for the questionnaire, the processing of data was done more efficiently. This significantly reduced the possibility of human errors in the input of information. Having the opportunity to use digital programs simplified the whole process and allowed for more time on analysing the data. There was also no need to manually input any information since it was easily exported into Excel and further into IBM's SPSS Statistics¹⁰. SPSS was, amongst other things, used to make all the graphs presented in Chapter 4. Furthermore, using a digital format which the test subjects were already acquainted with, eased the process significantly for both researcher and participants. Both participating schools had digital devices readily available. This further reduced the amount of time needed to instruct the pupils on how to answer the questionnaire properly.

There are several aspects to be aware of while using a questionnaire-form: Length, language and motivation are three factors that might affect the data in a questionnaire

¹⁰ SPSS - a program used primarily for the processing of raw datasets.

(Dörnyei, 2003, pp. 10-18). Considering that this project aimed to study 10th graders' use of and attitudes towards English, the pupils' attitude to non-obligatory school assignments needed to be addressed. Even though participation was voluntary, some of the pupils, might have felt an obligation to participate and it was thus necessary to narrow down the number of questions. Losing focus mid-test could make some of the data corrupt, and therefore less valid.

Language is often a crucial element in a questionnaire. Since the questionnaire was in English, the participants' English skill level needed to be taken into account. Being concise, yet clear enough for the participants to readily understand the questions, was imperative in the data-collection process. Also, clear and understandable questions may alleviate much of the potential work explaining the different parts of the questionnaire before the participants answer it. According to Low (1999), participants may simply not understand the question or misinterpret its meaning. In addition, when working with Norwegian 10th graders, it is important to remember that English is not their first language. Even though many of them have had extensive EE exposure to the English language, their view on their own skill-level may be exaggerated or even played down.

A 10th grader is likely to have had several tests and forms they will have had to fill out during their time in school. This might hinder them from participating altogether or they may lose interest while answering the questionnaire. They might be tired from the day they have just had at school, and some may be biased. According to Dörnyei (2003, pp. 11-12), social desirability or prestige bias¹¹ may affect the data. The types of questions asked in the questionnaire may be interpreted such that the more EE the pupils are exposed to, the better the answers. The participants may choose to add many hours of exposure because they themselves feel that it would be closer to their ideal-self¹². This, of course, would corrupt the data.

The questionnaire itself consisted of 42 questions (see Appendix 1), some of which had multiple sub-questions e.g. 'What is your attitude towards these elements of English language learning?' (Appendix 1, Question 13). There were three main parts to the questionnaire. The first part was merely to gather factual information about the participants. This was needed to show the individual differences between the participants so that the data could be used in the interviews, and also to ascertain their gender, which was used when

¹¹ Social desirability (prestige) bias – a participant reports what they want others to believe of them rather than the truth.

¹² Ideal-self – the person you want to be, rather than real-self; Who you really are.

comparing differences between the boys and the girls. The second part revolved around the participants' attitudes towards English, e.g. 'English interests me; I believe it is important to have a good grasp on the English language; I am comfortable talking English in class' (see Appendix 1). These statements were on a Likert-scale with five possible answers: *Very true*, *somewhat true*, *no opinion*, *somewhat wrong*, and *very wrong*. The last part attempted to map the frequency of EE exposure. Here the participants were to answer in different ways. Some items were closed multiple choice questions, e.g. 'Who do you speak English to?' *Friends*, *family*, *people through online-gaming*, or *no one*, were possible answers. However, the main part of this section mapped how many hours the participants spent on the different EE activities.

Mid-January was considered to be the most pertinent time to gather the data. This was due to the Norwegian school typically holding mock exams in December. The grades the pupils achieved on the December tests were more recent and relevant for the current research than their 9th grade results. Also, December was a month where the pupils were preparing for the mock exams and several other activities in and outside of school. In effect, this could have made them less focused and motivated to do non-mandatory assignments. Having a group of rested and focused participants in January was a more preferable option.

In the questionnaire, the pupils' oral and written grades were asked for. This, combined with their names, made it possible to do a preliminary check of how relatively honest the participants answered, and presented the possibility to contact the teachers to double-check the information, and in doing so, increased the validity of the gathered data.

3.4.2. The focus-group interviews

Focus-group interviews were used to gather the qualitative data. Typically, focus-group interviews can be utilized to acquire more comprehensive answers to open questions (Dörnyei, 2007, p. 136). There is little to no guarantee that the test-subjects will give sufficient or honest answers on open-ended questions in a questionnaire. It is therefore important to have conducted interviews to ensure and improve the quality of the research. While conducting these interviews, it was important to make sure that the participants were recorded, but that the recordings were only to be transcribed, not used in a way to identify them. There was an interview-guide to help structure the interview (see Appendix 3). By allowing the participants a modicum of freedom in the answering of the questions, more

details could emerge. Also, using the data from the questionnaire made it possible to question the participants on their answers.

In the interviews, the participants were asked open-ended questions regarding English. These questions elicited qualitative data that could add to the quantitative data from the questionnaire. By doing so, the data could increase the validity of the research. All of the main questions were attitudinal:

1. How would you like to be taught?
2. What are your thoughts on the way you are taught now?
3. What do you think of the statement “Being exposed to English outside of school makes me better at it”?
4. How do you see watching TV, playing computer games, reading, and listening to music to be of help in learning English?

Examples of other questions were: ‘What are your thoughts on English? How much time do you spend on English? Do you believe you will be more competent in English if you use it often?’. The interviews were carried out in Norwegian since not all of the participants were likely to be competent or secure in their ability to talk in English. Giving them the opportunity to discuss in their mother tongue would likely help them to relax and discuss more in detail. Focus-group interviews have been used to market research where groups discuss pros and cons of a product (Dörnyei, 2007, p. 146). Much the same is true for this thesis. It is the attitudes towards English that are one of the areas of interest. Focus-group interviews, in contrast to individual interviews, are constructed so that everybody’s views are expressed. This could elicit conflicting points of view and make the participants discuss these views (Jacobsen, 2015). Also, having a group of class-mates in the same interview may alleviate stress amongst young teenagers, though it depends on the composition of the group e.g. if the group dynamic is skewed by hostility amongst the individual participants.

Several issues can come to pass if the group is either too small or too large. For these interviews, the groups did not surpass four participants. Having more participants might have made the group lose focus. A discussion dominated by a few could produce inactive participants and, as a result, make the potential depth of the answers less potent. Also, by having more participants, parallel discussions might ensue, which may negatively impact the focus of the participants (Jacobsen, 2015). There are no right or wrong answers as to how

many groups are needed to be sufficient. For this project, four groups were chosen, two for each school.

3.5. Reliability and validity

3.5.1. Validity

Validity is a key factor in research. If a piece of research is invalid, it ultimately becomes useless, and even worse, it might corrupt other collected data (Jacobsen, 2015, p. 230). It is therefore imperative that the data of any research be analysed to ensure its validity.

When considering the validity of the collected data gathered from the participants, several elements were needed to be taken into account. In this section, arguments are made to support the validity of the collected data. By having a pragmatic approach to the data, questions can be asked whether or not there is a proportionate correlation between reality and that of the researcher, i.e. the subject of investigations' level of truthfulness and honesty, while also identifying whether or not proper participants have been found (Jacobsen, 2015, p. 228).

According to Jacobsen (2015, pp. 229-232), there are four questions any researcher should ask themselves to ascertain internal validity¹³, i.e. the soundness of the research:

1. Do we have the correct sources?
2. Do the sources give correct information?
3. When during the project is the data collected?
4. Where does the information come from?

Addressing these four questions, faults and strengths in the tools and gathered data may be identified. The internal validity of this thesis was strengthened by focusing on testing the data-gathering tools, instrumentation, and selection (Cohen, Manion, Morrison, & Bell, 2011, p. 184). To ensure that the questionnaire was accurate and without any technical errors, a pilot of the questionnaire was performed by 12 different individuals, all of whom were known by the researcher to be technologically proficient and language-oriented, through three separate trial runs, each optimizing several errors and questions. As mentioned earlier, the reliability of a digital questionnaire format minimizes interpretation errors, lost documents,

¹³ Internal validity – Whether there is correlation between the presented data and reality.

fatigue on behalf of the researcher, and the efficiency by which the data is processed. By contacting the secondary schools in and around the city to gain access to the pupils, it was up to the principal of the school to choose a class to be available for participation in the research. This removed much of the potential biases the researcher might have had. However, it is important to mention that the author of this thesis was a substitute teacher at one of the schools that agreed to participate.

Several factors were important to focus on while working with the questionnaire. While introducing the prospective participants to the questionnaire and for them to receive permission from their legal guardians, some information needed to be withheld to ensure that the participants' potential bias towards the questions was avoided as much as possible. *The Halo effect*¹⁴ may occur unconsciously. This is closely related to a person's self-deceptive tendencies. Some of the participants might truly believe they spend more time than they actually do on an activity. To circumvent this, reminding the participants that they needed to answer honestly to ensure the validity of the data was done repeatedly before and during the answering of the questionnaire and focus-group interviews (Dörnyei, 2003, p. 14).

The participants in this research were all 10th graders, just as studies that are similar to this one also used participants in specific grades (Bonnet et al., 2004; Hayo & Sorada, 2011; Lamb, 2012; Reinders & Wattana, 2015; Sundqvist, 2009; Sundqvist & Sylvén, 2016; Sylvén & Sundqvist, 2012a). It was decided early on to use 10th graders. According to the Norwegian statistical agency (SSB), 200,731 people attend high-school in Norway and of these, 30,263 are aged between 19 and 35 or more (Statistisk sentralbyrå, 2017). One could assume that the knowledge the participants had of the questions in the questionnaire would increase by age and therefore 10th grade was considered an appropriate target group.

Since the information gathered comes from the primary source and the questions are relatable in a day-to-day basis, there was less chance for the participants to answer incorrectly due to forgetting. Being 10th graders, there should not be much confusion regarding the questions or the language. Also, since they had possible guidance available from both the interviewer and their own teacher in the room when they answered the questionnaire, misunderstandings were kept to a minimum.

¹⁴ The Halo effect - wanting to answer "correctly" instead of honestly in the questionnaire in an attempt to impress the researcher or make the researcher think positively about them.

3.5.2. Reliability

Being able to use the same tools to gather similar data is fundamental in establishing validity and reliability of most research (Cohen et al., 2011, p. 198). There are several ways to minimize the threats to the validity and reliability; these include, but are not limited to, the following points:

- a) Appropriate time scale for the study has to be selected;
- b) Appropriate methodology has to be chosen, taking into account the characteristics of the study;
- c) The most suitable sample method for the study has to be selected;
- d) The respondents must not be pressured in any ways to select specific choices among the answer sets.

After having handed out the information regarding participation in the project (see Appendix 4) to the pupils, e-mails were sent to their teacher, requesting that they encourage their pupils to return the confirmation letter (see Appendix 4). This was done to avoid drop-outs to the questionnaire. As mentioned earlier, none of the pupils opted to drop out. On the project-day, a document describing what they were about to do was handed out (see Appendix 5).

When observing the pupils while they completed the questionnaire, two pupils were observed randomizing all their answers and putting in false information. When confronted with this, they said they did not care about the consequences. These datasets have been omitted from the data. When in doubt about the answers in individual data sets, a message was sent to the teachers on whether they believed the answers to be plausible or not. This was only done in some extreme cases. Four of the participants' answers were re-checked in this way.

3.5.3. Ethical considerations

In doing any project where participants are needed, certain ethical considerations need to be taken into account. In this section several ethical questions encountered during the research will be described. Being conscious about the different ethical issues that might come up is a

necessary part of reducing doubt and insecurity amongst the participants and, in addition, will increase the validity of the data. There are different ethical issues depending on whether the research is qualitative or quantitative, or both as in the present mixed-methods study. It was therefore important to differentiate between the two.

Considering that the participants were Norwegian 10th graders between 14 and 15 years of age, informed consent was needed. Being under the legal age in Norway, the participants' parents needed to be informed of the range and scope of the project. Preparing and sending the consent form (see Appendix 4) was done after contacting the schools and after talking to the pupils. The consent-form was sent home with the pupils on paper to be handed in to the teacher after receiving a signature from their legal guardians. It was impressed on the pupils that after the signature was written, they had the final say in participating or not. They also had the option to back out of the project at any time.

Digitalizing the answer-sheets, the names and other identifying data in the responses made it easier to ensure the participants' anonymity. Even though nothing incriminatory was being asked of the participants, guaranteed anonymity made getting the participants to participate easier. In the final stages of the data-processing, the selected participants' identifiers, e.g. names and schools, were modified to ensure that nothing could be traced back to any specific person.

The complete nature of the thesis was never completely described to either legal guardians or pupils. This was to ensure that the answers were as uncorrupted as possible. Such deceptive measures might not have been needed, but in attempting to gather as much valid data as possible, it was deemed necessary. In addition, it was not feasible to inform everyone involved of the complete scope of the thesis. However, this did not include the principals and teachers of the respective schools, who were included and informed of the ultimate goals and the complete scope of the thesis.

The participants in the questionnaire were informed of their rights in advance and how they should go about answering the form. They were informed repeatedly that they needed to think about English while answering. None of the participants chose to leave during the session used for answering the questionnaire.

The participants in the focus-group interviews were informed about their rights and about the general nature of the questions. Before the interview started, a loose and brief discussion took place to lighten the mood. Here the rules of the discussion were explained, e.g. signal to speak, not to interrupt, and not to use names. They were informed that the

structure of the interview was informal and relatively open. The interviews were conducted without any serious issues.

The project was also approved by the Norwegian centre for research data (NSD), a company owned by the ministry of Education and Research. They describe themselves as ‘the Data Protection Official for Research for all the Norwegian universities, university colleges and several hospitals and research institutes.’ (Norwegian centre for research data, 2018). They are the ones responsible of certifying research projects in Norway. They have put a high priority in guiding students and research personnel in the ethical and legal guidelines regulating research. They have a form where, based on the answers given, the researcher is notified whether it is necessary to apply for an NSD certificate or not. Feedback is given on how to conduct the research and what steps need to be taken to assure that the legal requirements are met.

4. Results

4.1. Introduction

In this chapter, the data collected from the questionnaire and interviews will be presented. In section 4.2, the questionnaire data will be presented through figures showing the actual numbers and percentages. As a norm, genders are separated in the figures. Section 4.3 correlates some of the data with the pupils' grades at school. Section 4.4 presents the data collected from the focus group interviews. Differences and similarities between gender and the pupils' interests in and exposure to extramural English (EE) will be shown in these sections.

The collected data gives a certain impression of EE among the 10th graders in the study, but identifying the differences between the schools was not made a priority while analysing the data, so the two schools have been merged into one dataset. It is important to point out that these answers are self-reported and are thus based on self-assessment of the participants' experiences with and attitudes to English and EE exposure.

4.2. Questionnaire data

105 pupils participated in the questionnaire, 58 females and 47 males. As shown in Figure 1, the participants in the questionnaire had relatively good continuous assessment grades in oral English. Of the 105 participants, 93 of them achieved a score of 4 or higher (on a scale of 1 to 6 where 6 is the highest attainable grade). 15 girls and 21 boys achieved a grade of 4, 34 girls and 19 boys achieved a grade of 5, and 2 girls and 2 boys achieved a grade of 6. According to the education authorities of Norway, this is well within the national average of 4,3 for 10th graders' final grades for oral English (Utdanningsdirektoratet, 2017). Only 12 of the participants had a grade lower than 4.

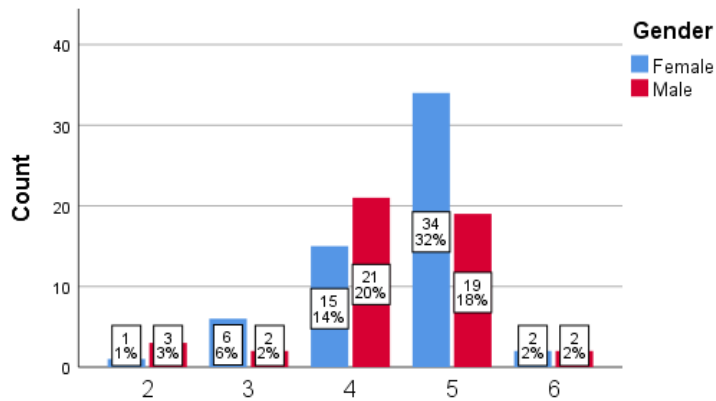


Figure 1: The participants’ oral grades by gender (n = 105)

The participants’ continuous assessment grades for written skills differed slightly from their oral grades, although not significantly (Figure 2). The most noticeable difference here was less difference between the boys and girls on grades 3 and 4. However, the girls excelled at a higher rate than the boys in the top two tiers. Almost twice as many girls as boys achieved grade 5 and three girls achieved grade 6, while no boys did so.

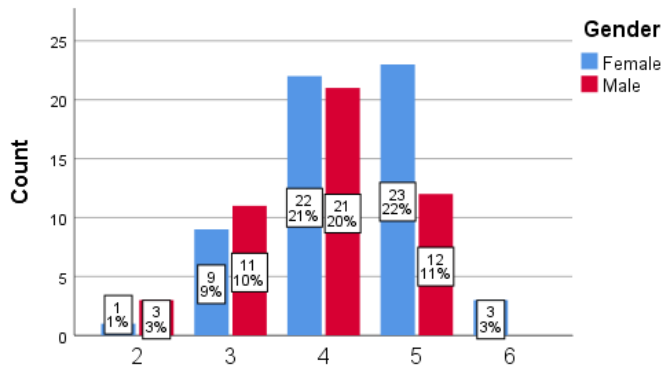


Figure 2: The participants’ written grades by gender (n = 105)

The participants reported a relatively high assessment of their own skills. Figure 3 shows that only 20 of the participants reported in the ranges 3-5 (on a scale out of 10) for their oral skills, whilst the remaining eight out of ten reported a level of 6-10. The difference between the genders was not considerable. However, more boys than girls (three compared to one) reported to be on level 10, and more girls reported a low assessment of their own oral skills.

The main difference here is on level 6, where 11 girls and only one boy answered, and five girls reported level 4, whereas no boys did the same.

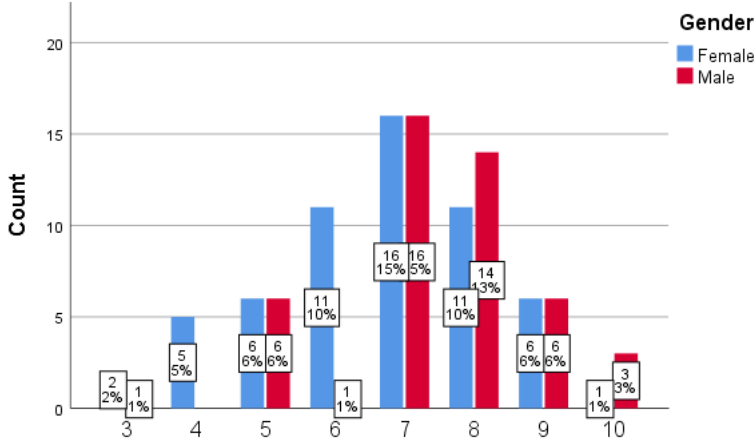


Figure 3: The pupils’ self-assessment of their oral English on a scale from 1-10 (n = 105)

Figure 4 shows the pupils’ self-assessment of their written skills, of which the data shows that the participants had a generally high assessment. Only 13 pupils reported to have a proficiency below level 5. Unlike the reported assessment of their oral skills, two of the pupils reported a level of 2. In addition, only two reported a level of 10 in contrast to four of the pupils reporting level 10 for their oral skills. Many of the same tendencies between the genders can be seen here. More girls than boys reported to be on levels 4 and 5. From levels 6 up to 10, the differences are minor.

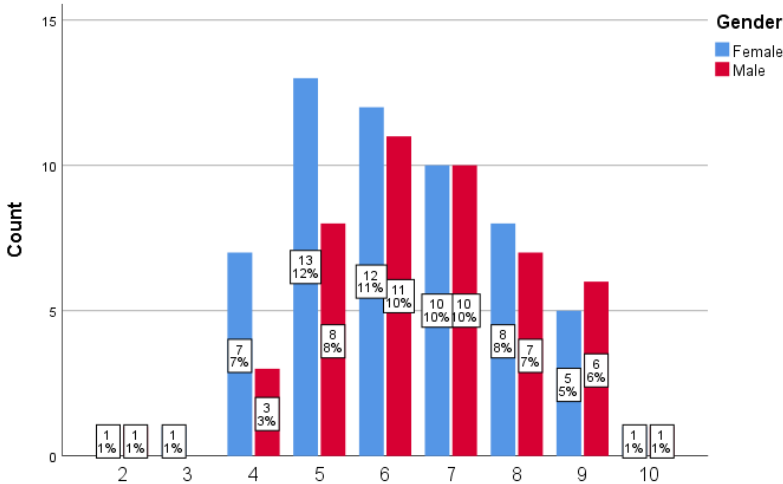


Figure 4: The pupils’ self-assessment of their written skills on a scale from 1-10 (n = 105)

By having the participants answer the question regarding their believed exposure to extramural English (EE) before presenting them with the different types of EE, the perceived number of hours spent on EE a week by each individual could be calculated. The data show that 37% of the participants spent 1-10 hours on EE, where 18% were girls and 17% boys. 33% (22% female, and 11% boys) spent 11-20 hours on EE and the remaining 33% spent between 21-91+ hours. Apart from the ones that reported 11-20 hours, four main differences between girls and boys occur: for 31-40 hours (six girls and two boys), for 61-7 hours (one boy), for 81-90 hours (one girl), and 91+hours (one boy).

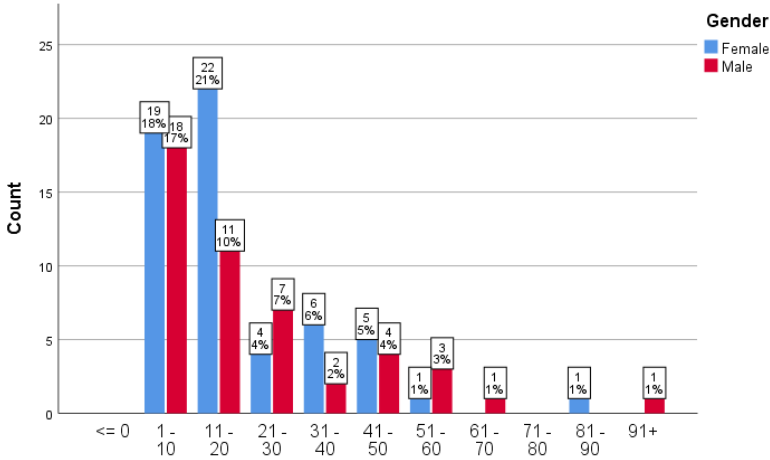


Figure 5: Number of perceived hours (on average) spent on English per week (n = 105)

The participants’ attitude towards grammar, reading, discussions, and writing in English was also documented. In Figure 6 the participants’ answers regarding grammar is presented. This shows a trend among some of the girls to have a slightly lower interest in grammar than the boys. That said, six boys reported to be very uninterested in grammar, whereas only two girls did the same. At the opposite end, more girls reported to be very interested. 32% of the participants showed little interest in grammar, and 43% reported a positive attitude to it.

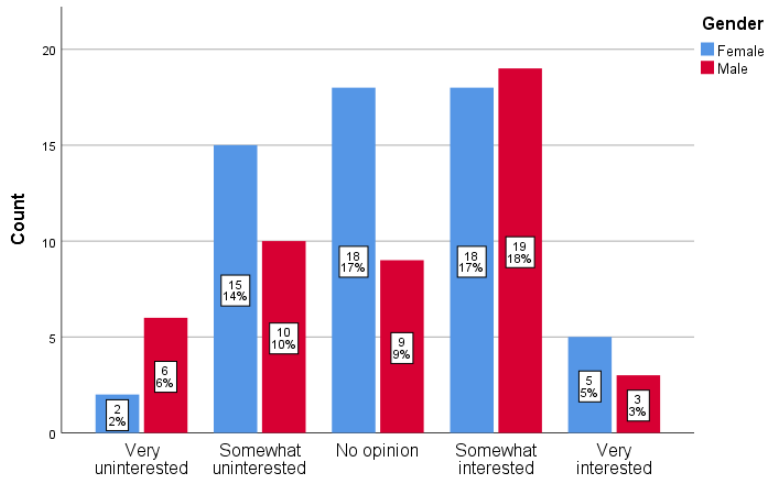


Figure 6: Attitude towards grammar (n = 105)

There was a more positive trend amongst both genders on the participants’ self-reported attitude towards reading (Figure 7). Approximately two thirds showed a positive attitude towards reading and only 22 of the pupils reported a negative attitude towards reading. As Figure 7 shows, roughly two out of three of the pupils were either somewhat interested or very interested in reading (46% and 19% respectively). In comparison, roughly one in five of the pupils were somewhat uninterested or very uninterested in reading (18 % and 3% respectively). 15% of the pupils had no opinion.

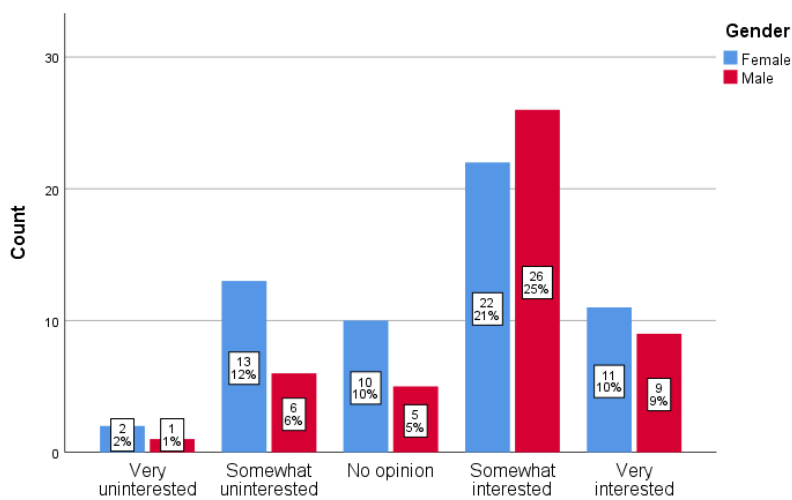


Figure 7: Attitude towards reading (n = 105)

The participants' attitude towards discussion is shown in Figure 8. Very few of the participants answered negatively here. Five were very uninterested and ten were somewhat uninterested. A large number of the answers show that the participants were either somewhat interested or very interested in discussions. The main differences between the genders here appeared to be that 18 boys and 11 girls reported to be very interested in discussion, while 25 girls and 14 boys reported to be somewhat interested. Also, there were more girls (8 girls compared to 5 boys) on the negative spectre of the reported answers.

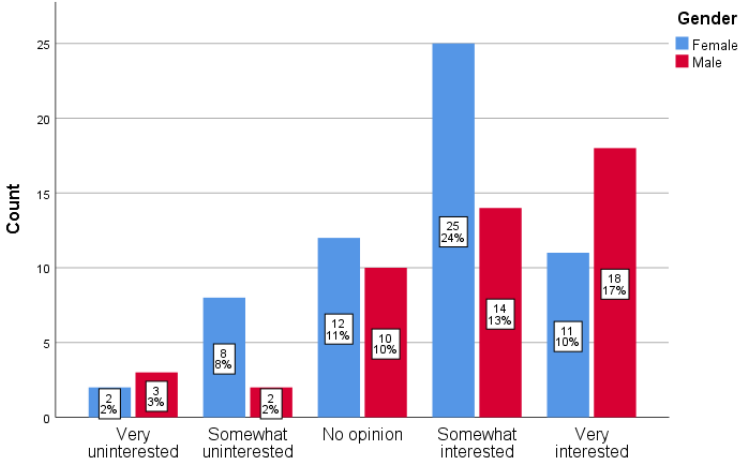


Figure 8: Attitude towards discussion (n = 105)

As can be seen in Figure 9, roughly half of the pupils showed a positive attitude towards writing. In contrast, roughly one in three reported negatively. There was a significant difference between boys and girls on the top tier. Eight girls and only one boy reported to be very interested in writing.

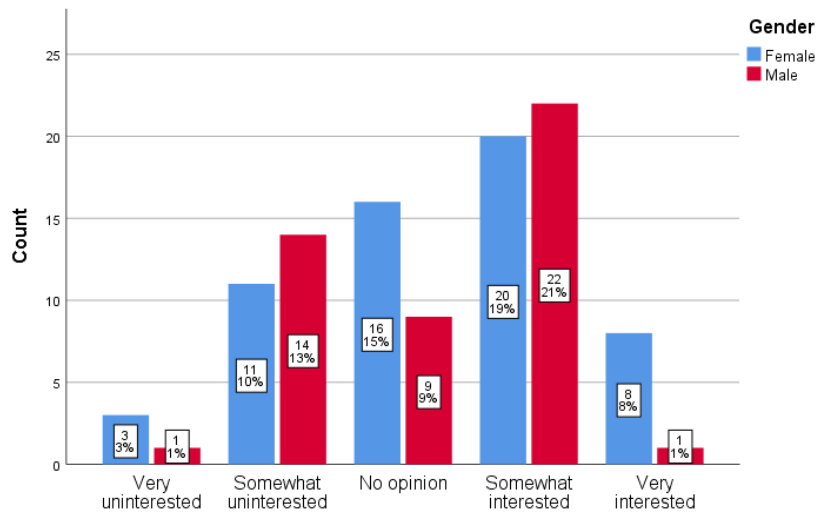


Figure 9: Attitude towards writing (n = 105)

Concerning whether English interested the pupils, whether it was important to be good at it, and whether they would be needing it in the future (Figure 10), a large majority of the pupils reported this to be somewhat true or very true for all three (40% answered very true and, 43% somewhat true). There were no significant differences between the genders here. Both genders answered positively in general, but more girls than boys (five compared to one) showed a slightly negative attitude regarding the question.

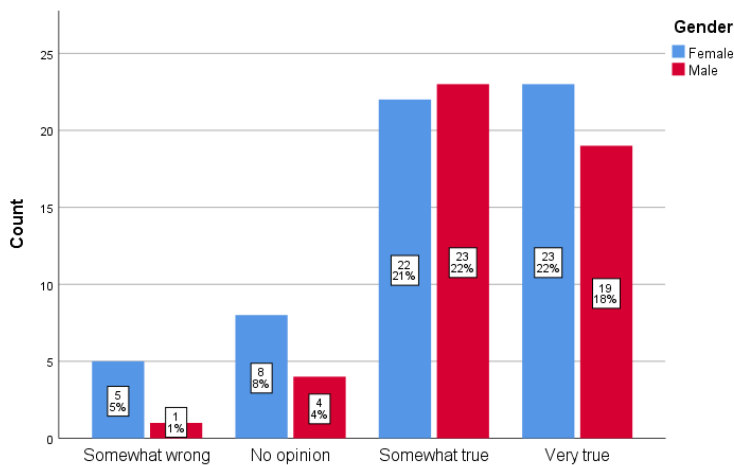


Figure 10: Interest in English (n = 105)

Concerning the statement regarding whether it was important or not to have a good grasp of the English language (Figure 11), eight out of ten of the pupils reported this to be very true

and 17% reported it to be somewhat true. Only one girl, and no boys, did not consider it important to have a grasp of the English language.

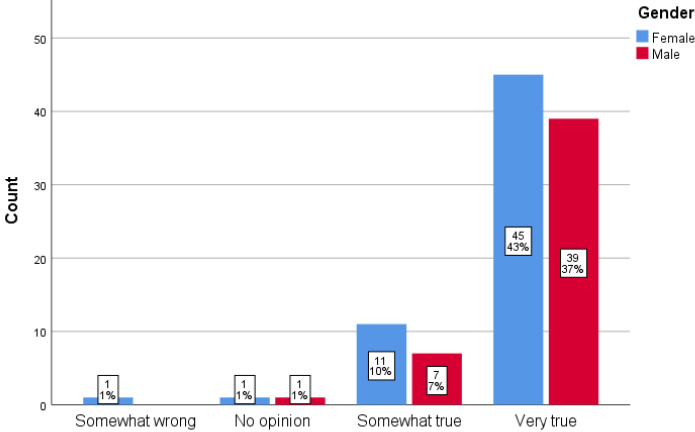


Figure 11: Importance of having a good grasp of the English language (n = 105)

As for whether they would need English in the future (Figure 12), an overwhelming majority (97 pupils) reported ‘very true’, seven answered ‘somewhat true’, and only one disagreed. More girls than boys considered they would need English in the future.

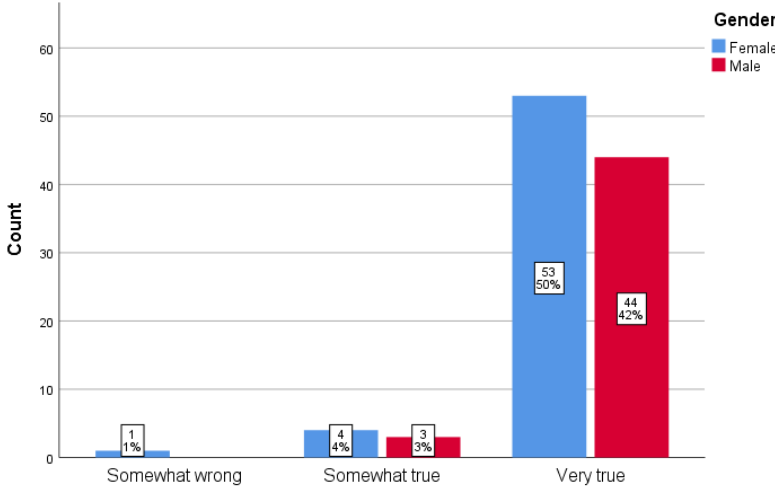


Figure 12: Need of English in the future (n = 105)

The participants showed an almost even spread on the level of difficulty of intermural English. Only eight pupils reported that it was ‘very true’ that English lessons were difficult, though an equal number reported it to be either ‘somewhat true’ or ‘somewhat false’ (26

participants). The number of girls reporting ‘somewhat true’ was higher than the boys (16 compared to 0), while 23 and 22 pupils respectively reported either to have no opinion or completely disagreed that English lessons were difficult.

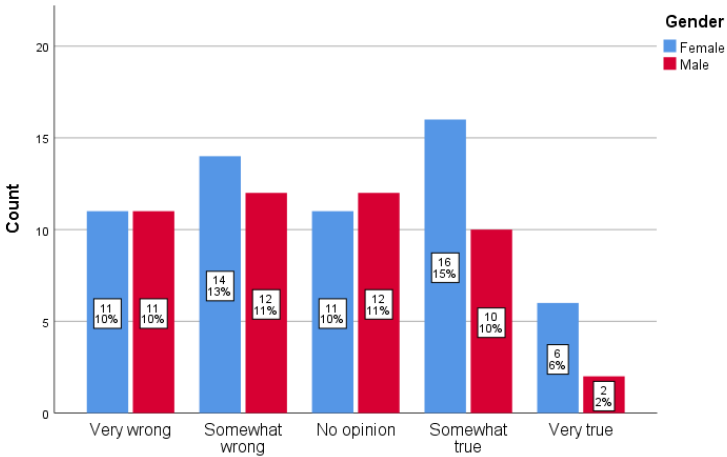


Figure 13: Belief that English lessons were difficult (n = 105)

As shown in Figure 14, a large majority of the pupils felt reasonably comfortable or very comfortable talking English in class (35% and 40% respectively). Ten more boys than girls felt very comfortable about speaking English in class. 19 girls felt somewhat uncomfortable or totally uncomfortable about speaking English in class, while only one boy fell into these categories, as shown in Figure 14.

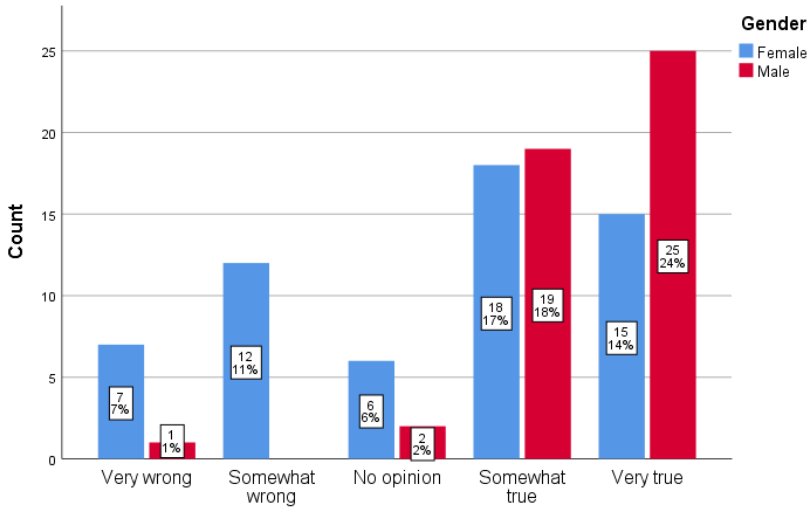


Figure 14: Comfortability talking English in class (n = 105)

A large majority of the pupils (87%) reported positively when asked about their level of comfortability in talking English outside of class (Figure 15). Although the trends were similar to in-class use when asked about how comfortable they felt using the English language outside of class, more girls reported positively here. Only nine girls reported negatively. In contrast, no boys reported negatively.

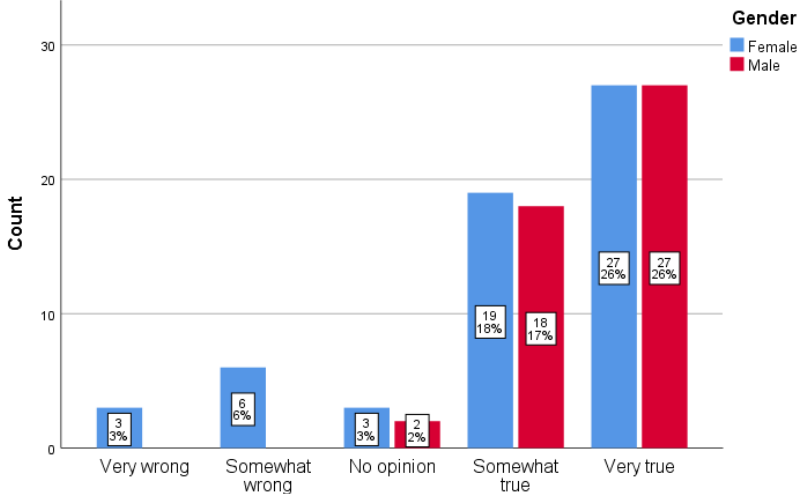


Figure 15: Comfortability talking English outside of class (n = 105)

Regarding whether they felt nervous while talking in English, roughly four out of ten of the participants reported this to be the case, while just under half did not (Figure 16). There were more girls feeling nervous talking English than boys, but there were also a few more girls than boys feeling confident as well.

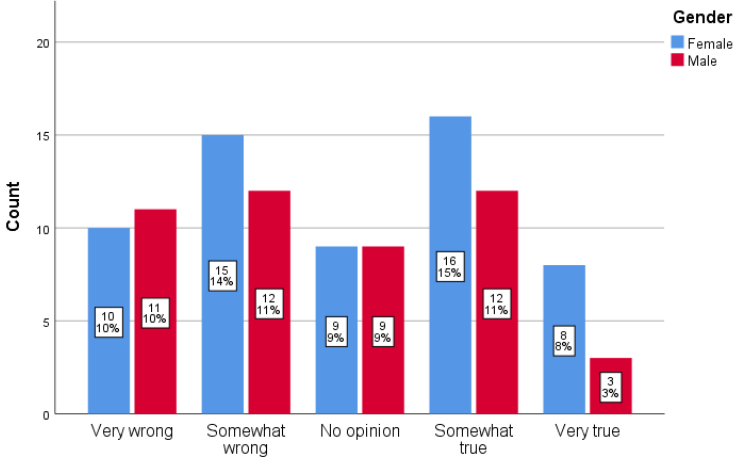


Figure 16: Feeling nervous while speaking in English (n = 105)

Figure 17 shows that 57% of the pupils felt somewhat or very worried about making mistakes in class. The girls were generally much more confident than the boys in this respect.

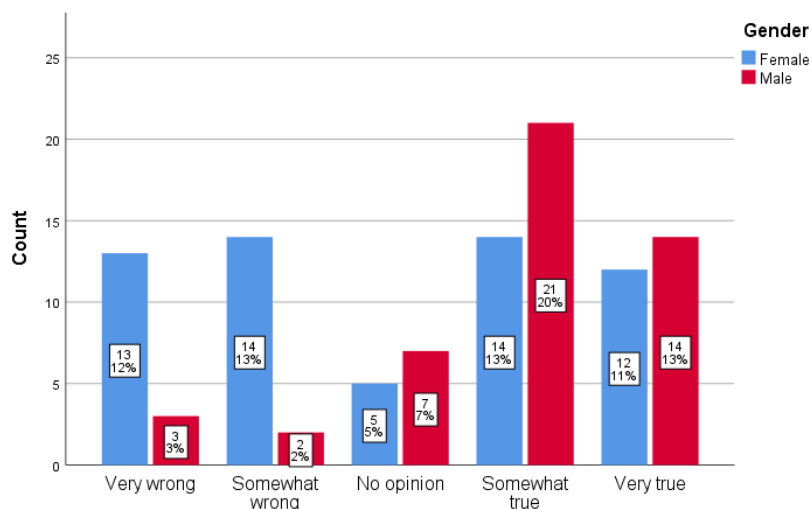


Figure 17: Worried about making mistakes (n = 105)

When asked whether they learned English intermurally or extramurally (Figure 18), two thirds of the pupils reported that they believed that most or all of their English was learned extramurally. Only two pupils reported that they believed that almost all of their English was learned through school. More girls than boys (38 compared to 30) believed that extramural English was more effective than intermural English.

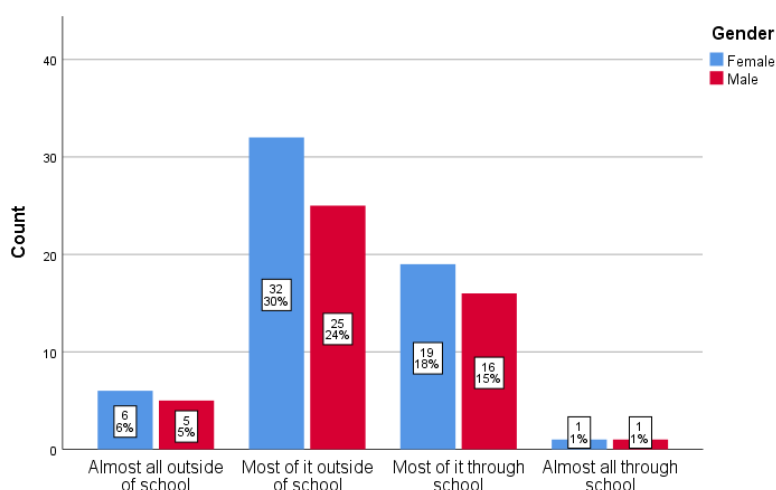


Figure 18: Where learning English occurs (n = 105)

Regarding how often the participants spoke English (Figure 19), roughly seven out of ten of the pupils either spoke English every day or almost every day. The main difference between the genders was that far more girls than boys only spoke English now and again (23 compared to 6). Only three of the pupils reported to almost never speaking English, two girls and one boy.

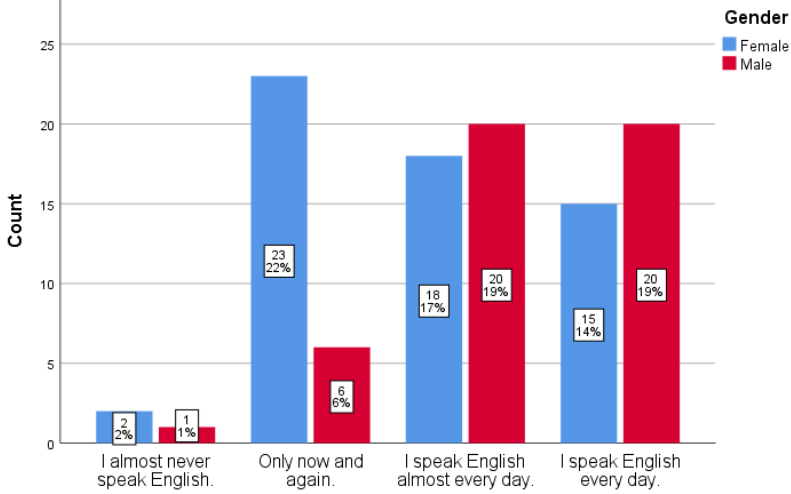


Figure 19: Frequency of spoken English (n = 105)

Roughly three out of four of the pupils read in English every day or almost every day (Figure 20), with four more girls than boys reading English every day. However, compared to how often they spoke English, more pupils (five) answered that they almost never read in English, while 26 read English ‘only now and again’.

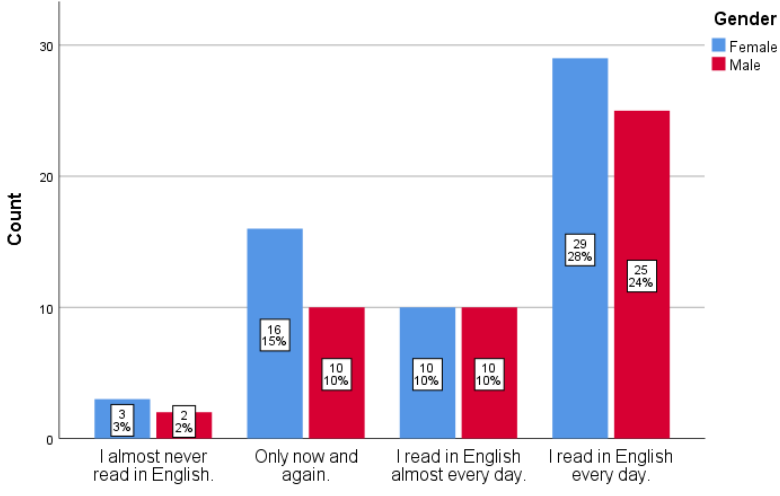


Figure 20: Frequency of reading in English (n = 105)

When asked about the number of books the participants had read in the last six months, roughly one third answered that they had not read one single English book, while another third answered that they had read one. More girls had read more than one book on average per month than boys. Roughly one in four of the pupils had read two to three books during the past six months and one boy reported having read 80 books during the period.

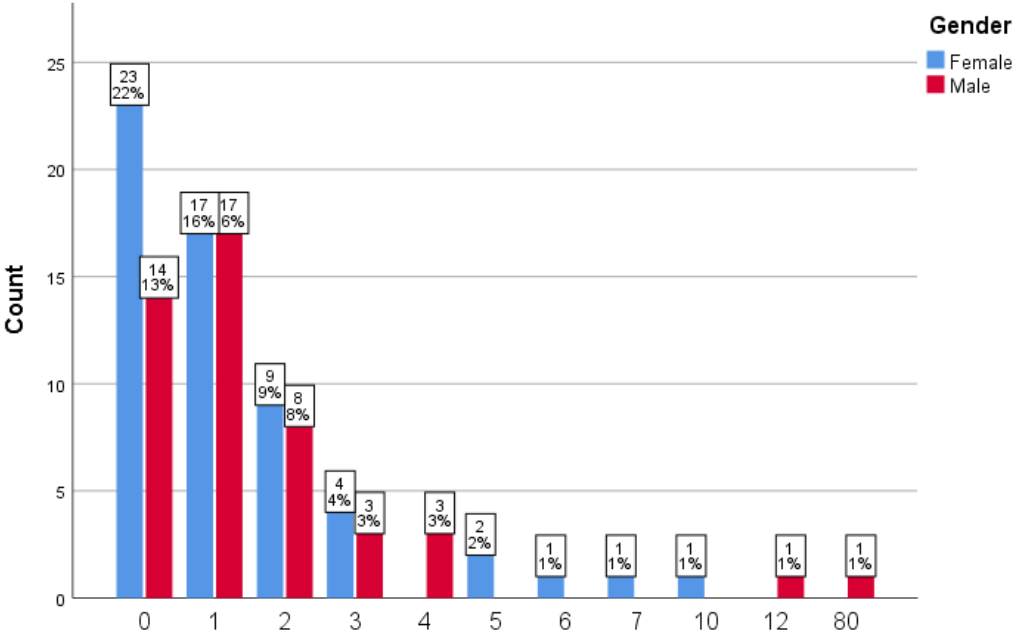


Figure 21: Number of read books in English (n = 105)

When looking at the type of literature the participants read, it is clear that fantasy was quite popular amongst this group. 27 girls and 26 boys reported that they read fantasy. However, there were major differences in the next two categories: romance and drama. Here 32 girls reported reading romance and 30 reported drama. Juxtaposed to this, only four boys read romance and five read drama. The differences were also present in crime and magazines. 17 girls reported to read magazines, while only four boys did the same. 20 girls reported to read crime, with only 11 boys doing the same. There were slight variations between the genders in the other categories.

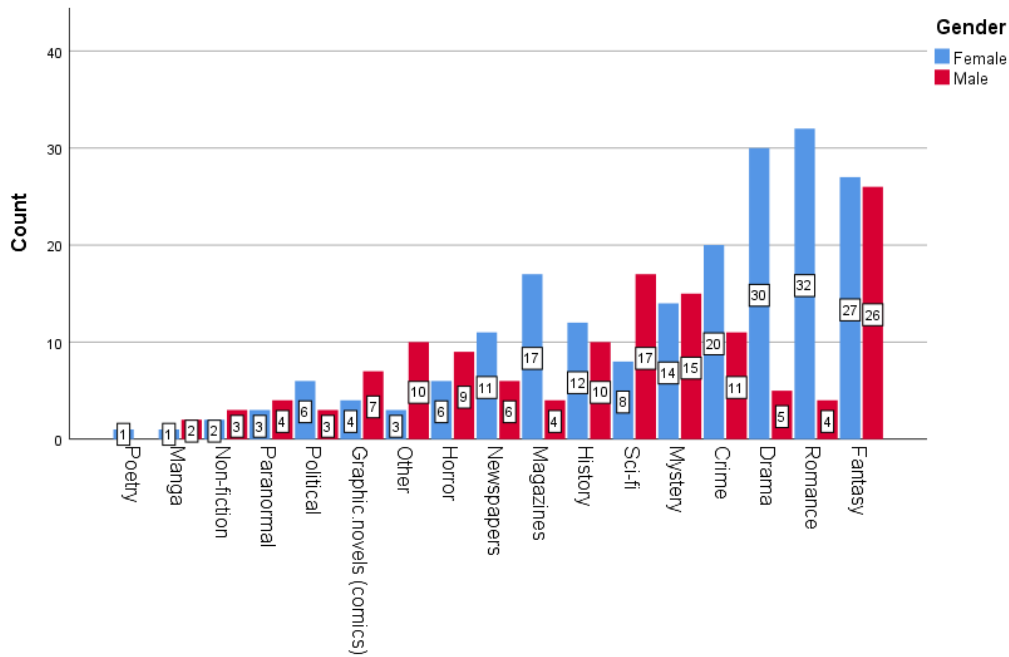


Figure 22: The type of literature the participants read in English (n = 105)

The number of hours the participants spent per week watching English-speaking TV included Netflix and other streaming services, even though the medium they watched was not always a television (Figure 23). This was due to the fact that many watched TV-shows on their ipads or another digital device. Roughly two out of three of the pupils spent between one and ten hours watching TV per week (33% 1-5 hours, 30% 6-10 hours). The most noticeable difference between the genders here was the number of boys (6) that reported watching zero hours of TV. Only one girl reported the same. On the other hand, only one boy reported 26+ hours of watching TV, while seven girls spent from 21 hours upwards of watching TV.

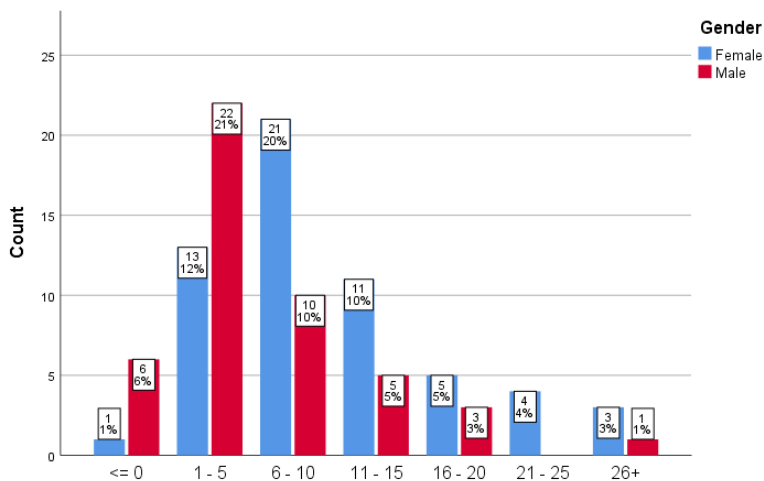


Figure 23: Number of hours spent watching TV-shows per week (n = 105)

Interestingly enough, all six participants who answered watching 18+ hours of English-speaking movies were girls (Figure 24). The most frequent answer was two hours per week (24%), which indicates that these participants watched on average one movie per week. Other than the six girls that watched 18+ hours, arguably an extreme number of movies, the only other figure that stands out is the six boys that did not watch any movies at all.

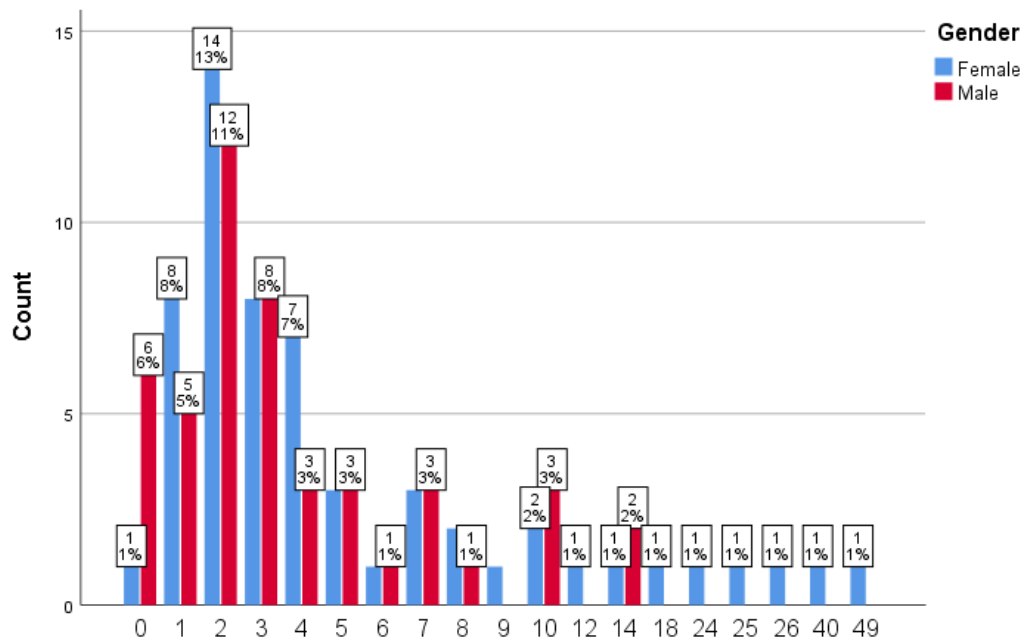


Figure 24: Number of hours spent watching English-speaking movies per week (n = 105)

Of all the data collected, the dataset about playing computer games in English illustrates the gender differences most clearly (Figure 25). 29 girls reported spending no time on computer gaming. 10 of the 26 girls who reported 1-10 hours only played for one hour, while five girls played for two. In comparison, 16% of the boys played for 1-10 hours, 15% for 11-10 hours, and 14% for 21-50 hours. One girl reported 61+ hours, but this girl has extremes in all the datasets.

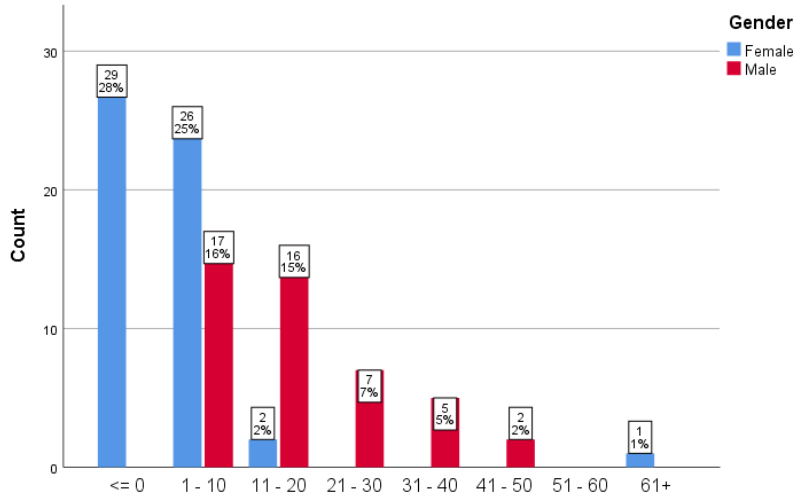


Figure 25: Number of hours spent playing computer games in English (n = 105)

Figure 26 shows the time spent on English through digital devices per week. It shows an excessive number of hours spent on mobile phones and other digital devices. The extreme 108+ hours belongs to the same person as mentioned above. However, the boy reporting 96-107 hours has a more balanced report on the other sections. The number of hours the participants spent on these devices varies greatly, but there seems to be little difference in terms of gender. Most of the answers were in the range of 1-37 hours, where 1-12 hours has the single highest number (32%) of reported answers.

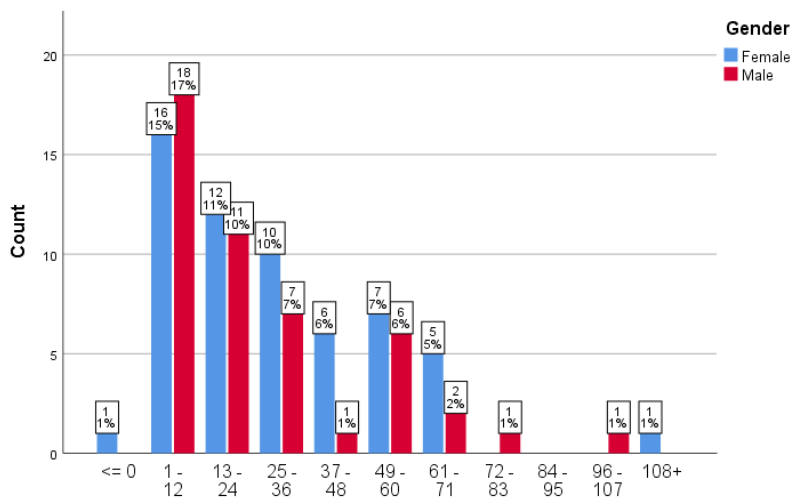


Figure 26: Number of hours spent on English through digital devices per week (n = 105)

When asked how many hours they spent listening to English music during a normal week, almost half of the participants (46%) answered 1-10 hours, and there were roughly twice as many boys as girls in this category. In contrast, twice as many girls than boys spent 11-20 hours listening to music and far more girls than boys spent between 21 and 61+ hours listening to music.

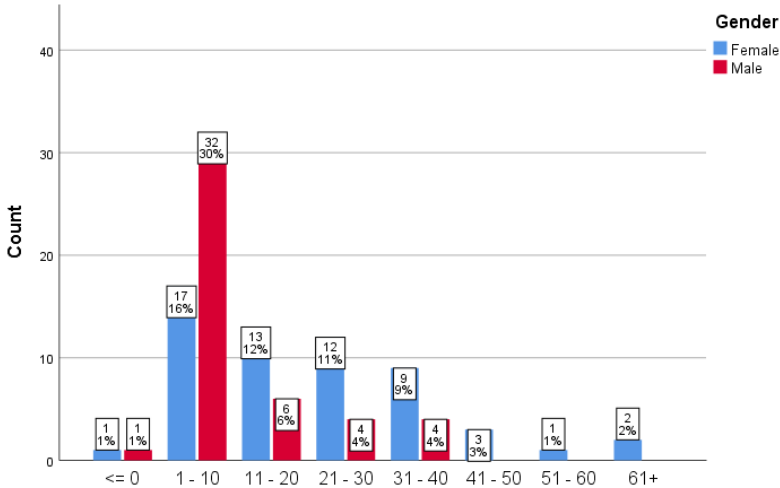


Figure 27: Number of hours spent listening to music in English a week (n = 105)

Very few of the participants played any form of tabletop-roleplaying game (RPG). Only seven of the participants played this kind of game, four girls and three boys. Even though some answered that they played this kind of game, the majority of those who answered played for one hour.

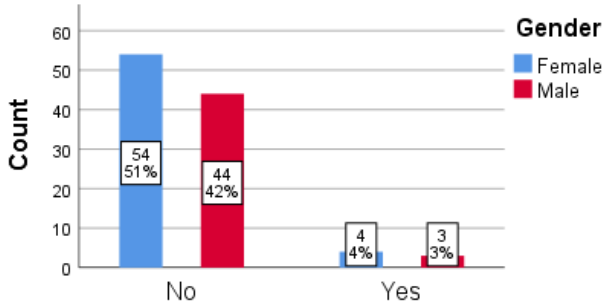


Figure 28: Roleplaying games (RPG) (n = 105)

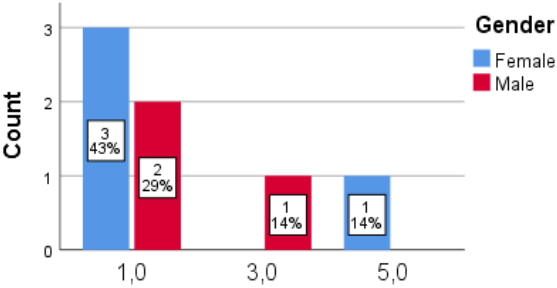


Figure 29: RPG frequency (n = 105)

4.3. Correlated datasets

When attempting to correlate datasets, it was important to view the data as segmented into four main categories: Reading, writing, speaking, and listening. By viewing the data set up against different factors, a broader image becomes clearer. Attempting to see which factors might influence the participants' written- and oral grade, also their motivation, is the aim of the following sub-sections. Although nothing definite can be said with regard to the correlations in the data, some information was significant to elucidate. Gender is not discussed in this section.

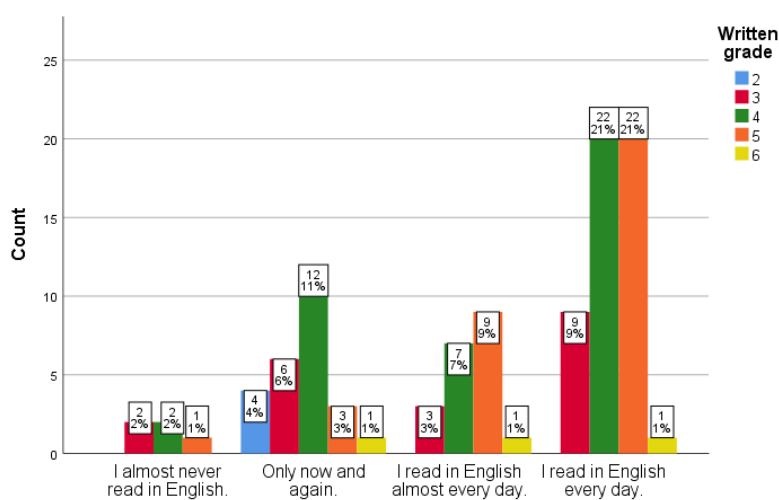


Figure 30: Correlated data between written grade and frequency of reading English (n = 105)

In Figure 30, the participants' written grade is seen in relation to the reported frequency of their reading. The main trend is that the 22 participants who reported receiving written grade 4, and the 22 pupils who reported written grade 5, all reported reading in English every day. In addition, it is noticeable that the ones reporting a grade of two, all report to only read English now and again. Also, 12 who reported grade 4 also reported to only read now and again.

Considering the participants' attitude to reading and their reported frequency of reading, 27 of those who answered to reading in English every day were also somewhat interested in reading, as might be expected (Figure 31). The very few participants who answered to almost never read in English were also somewhat uninterested, had no opinion,

or were somewhat interested. Only three of the participants reported to be very uninterested and they all answered that they read English now and again.

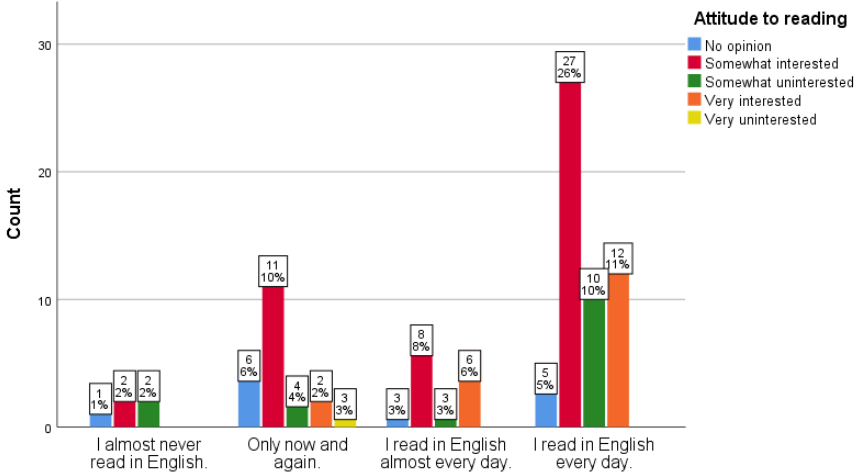


Figure 31: Attitude towards reading in relation to frequency of reading (n = 105)

When looking at the pupils’ attitude towards writing in relation to their written grades (Figure 32), all three of the respondents who achieved a 6 in written English answered that they were either somewhat interested or very interested in writing. Surprisingly, the four who reported to be very uninterested had achieved a grade of 4. On the other hand, 20 of those who had achieved a grade of 5 reported to be somewhat interested in writing.

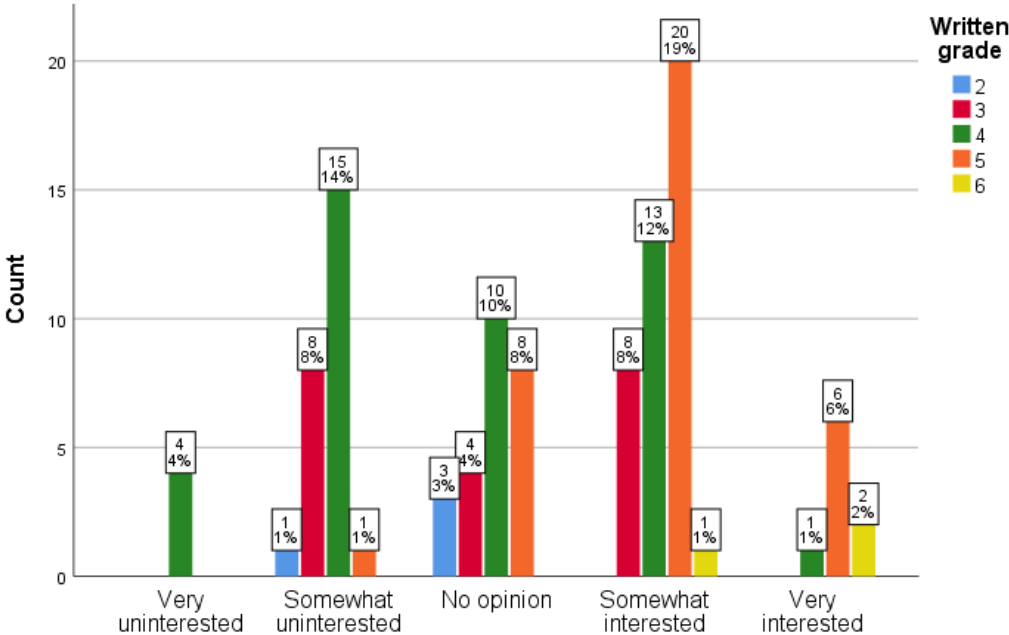


Figure 32: Attitude towards writing in relation to written grade (n = 105)

In the final figure (Figure 33), the participants’ oral grade is seen in relation to their attitude towards discussion.

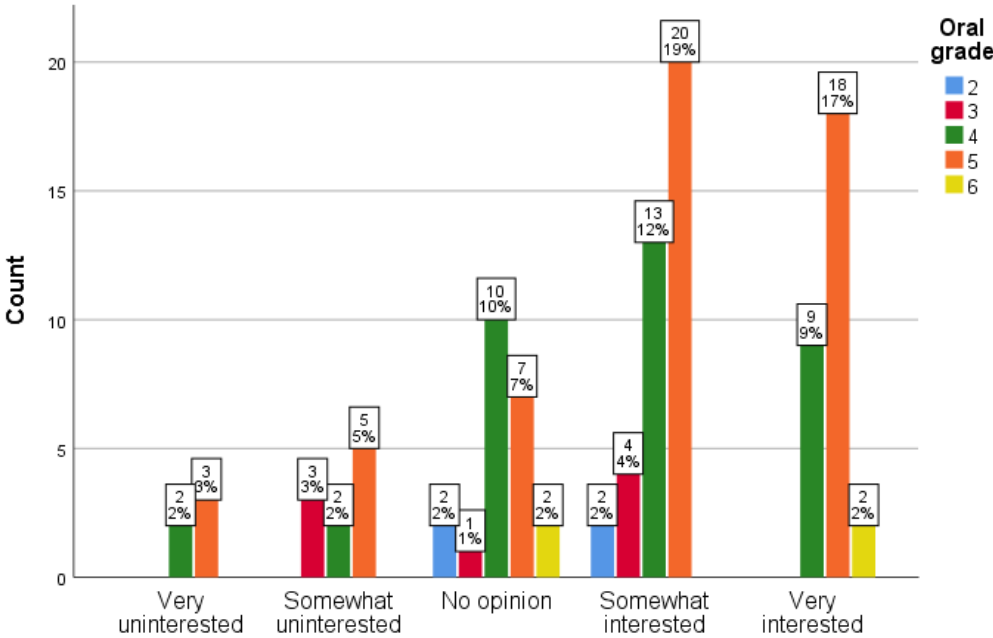


Figure 33: Attitude towards discussion in relation to oral grade (n = 105)

Two of the participants who attained a grade of 6 reported to be very interested in discussion, while the remaining two answered that they had no opinion. Most of the participants with a grade of 5 were also interested. 20 reported to be somewhat interested and 18 reported to be very interested in discussion. There were also some of the participants who scored high on grades that reported to be either very uninterested or somewhat uninterested. Surprisingly, two participants who reported having achieved grade 2 were also somewhat interested.

4.4. Focus group interviews

In this section, a summary of the focus group interviews with the four groups of pupils will be presented along with the questions asked. The questions differed slightly from group to group based on the answers given in the questionnaire. The groups are named as Group One, Group Two, Group Three, and Group Four. Groups One and Two are from one school, and Groups Three and Four are from the other school. It needs to be mentioned that Groups Three and

Four had been taught by the researcher. This made the group dynamic easier than with the other two groups. To differentiate between the participants, all the participants in the dataset from the questionnaire had been given a unique ID. This number will be used for all intents and purposes when discussing individual datasets. First, a presentation of the group will be provided and then the individuals in it. There will be some direct quotes from the interviews. As pointed out in Chapter 2, the questions asked to each group were:

1. How would you like to be taught?
2. What are your thoughts on the way you are taught now?
3. What do you think of the statement “Being exposed to English outside of school makes me better at it”?
4. How do you see watching TV, playing computer games, reading, and listening to music to be of help in learning English?

There were other questions based on the participants’ answers in the questionnaire. These varied based on the individual replies. It must be mentioned that the conversations were in Norwegian, so the data below has been translated into English.

Group One

This group was eager to start the interview and seemed to be prepared for the questions. The participants were pupils 25, 46, 50, and 53. First, there was an informal talk about school and how they enjoyed their time there. The pupils reported that they were content with their school and their English classes, yet they found the type of homework to be tedious and hoped for something more challenging. These four all had grades 4 or 5 in oral English and 3 to 5 in written English. When asked how they would like to be taught at school, three of them claimed that they did not believe they learned much from school. When prompted about learning specific rules of grammar and syntax, they agreed that school was important in that respect, but they still believed that they gained more from their EE activities. Pupil 53 was slightly more conservative in his response. He believed that school was important to try to motivate pupils, but he also agreed with the other four that there was too little time in school to get significantly better: ‘It’s like, spending only a couple of hours... doesn’t seem like it’s doing much. If we could, maybe, get homework that made us spend time watching movies, or maybe play video games, then we’d learn more, I think.’ The rest of the group nodded and agreed with this statement. When asked to be more specific on how they would like to be taught, they mostly shrugged their shoulders and said they did not know. Even though they

criticized English lessons, this group were mostly ambivalent to how lessons were organized. The teachers' own skills in English were mentioned as a very important factor in how they were motivated: 'If a teacher sounds like he doesn't know how to speak English, why should he set our grades? The worst thing we hear is a teacher with a poor accent.' (Pupil 46).

Having answered the questionnaire, the pupils already knew about certain elements regarding EE. Having had the concept of EE re-explained to them, they started discussing what would help them the most. Although they all agreed that gaming helped significantly, reading was agreed to be of most help. Only one of the four participants (Pupil 25) had answered positively on the questionnaire about their attitude towards reading. That, and what they reported on the questions: 'How often do you read in English?', and 'How many books have you read?' (See Appendix 1) made further inquiry into the activities a priority.

Pupil 53, with a grade 4 in oral and grade 3 in written English, was the one that had reported the highest number of hours spent on English. When asked about his reading habits, he answered that he did not like to read anything without pictures: 'I find them to be boring and it takes too long.' This corresponds well with the answers he gave in the questionnaire. The others remarked more positively on reading, saying that they wished they had more time to read, but that it took too long to finish books, so they rather watched movies to gain insight into the plot. Only Pupil 25 answered that she had read any books (two) in the last six months. The others complained that even though they knew that reading helped, it was difficult to find any form of motivation to read when there was 'so many more fun things to do'.

The conversation continued with the participants noting the fact that gamers seemed to be better at English than others. Exploring this EE activity, participants 50 and 53 both exclaimed that they played computer games a good deal in their free time. The participants noted that shooters¹⁵ and massive multiplayer online role-playing games (MMORPGs)¹⁶ were their main games, so a discussion started on how these could help them become better practitioners of English. Pupil 50 commented: 'Well, when I play CS-GO (shooter), I have to talk to the others on my team, and since we play on an international server, we have to talk in English. We don't always do that, though. Sometimes we only play in Norwegian.' Pupil 53 explained that in *World of Warcraft*¹⁷, reading mission statements, guides, walkthroughs, and

¹⁵ Shooters – games in which one is often in first- or third-person view while combating other players or non-playable characters with small-arms.

¹⁶ MMORPGs – see footnote 6.

¹⁷ World of Warcraft - the most popular MMORPG on the market as per 2018.

generally communicating to other members of the group in preparation for a raid¹⁸, which consists of up to 30 members, could take 3-4 hours to complete. Since the in-game language was English by default, many of the players decided to communicate in English.

With regards to motivation, the pupils mentioned that they knew that English was important to learn, but it was difficult to maintain a positive attitude in school. They figured that a more naturalistic arena would be beneficial to their progression.

The last question they discussed was why they thought people were more nervous talking in class than outside of class. Fear of doing something wrong and being laughed at was mentioned, but for the most part they agreed that the teacher criticising them could be the main reason why pupils refrained from talking English in class: 'If the teacher is really good, then I think it would be more frightening to talk. We compare all the time, and if someone does something wrong... well, we can be kind of mean, but if the teacher criticizes... well that puts me in a poor mood.' (Pupil 46). All but Pupil 46 reported on playing computer games. When she was asked why she did not play any games, she replied that she found them to be of little interest, but she did play a significant number of hours on her mobile phone and pad.

The general impression from Group One was that they believed that EE activities were preferable to IE, although they did surmise that IE was important for learning the rules and systems of English.

Group Two

Group Two consisted of Pupils 1, 4, 33, and 47. As with Group One, the conversation started with a casual conversation in the group. This group had one non-native speaker of Norwegian amongst them. She was originally from an Arab country, but spoke Norwegian more than adequately for the purpose of the talk. Although the tendencies of this group were similar to Group One, some distinct differences were apparent. When asked how they liked to be taught, the boys were quite adamant that they would learn more from digitalising the classroom to a greater extent than now. After having had the concept of 'flipped classroom' explained, they said that such a style would fit them very well. Pupil 33 noted: 'If I could watch everything a teacher wanted to tell me over and over again, I could pause when I got bored or when I didn't understand something. Now we have to pay attention even when we're tired.' Pupil 1

¹⁸ Raid – a large event in several games where several members join in conquering an otherwise unobtainable quest.

wondered whether or not this would make more people skip school if they thought they did not need the teacher to get better in different subjects. Pupil 47 said she would like to have more focus on reading but knew that it would be difficult to get the others to want the same. Pupil 1 did not voice an opinion on the matter and would not be pressed.

The participants said they had a typical traditional way of being taught. This gave them some comfort, but it could prove to be tedious in the long run. The homework was too easy, and they felt as if they did not gain anything from doing it. The same was said about the literature the teacher picked for them. It was implied that they did not choose their own books. They were in total agreement on the notion of EE exposure contributing to an increase in their English competence. As with Group One, gaming was seen as a major contributor to this end. Also, the girls pointed out that TV-shows, and especially You-Tube, contributed greatly to enhancing not only the English language, but also knowledge about English culture. There were, they mentioned, more slang, sociolects and idiolects to be found in viewing TV than in a classroom: 'We never really learn how to speak English. Sure, we learn how to construct a sentence, but there are so many other things to consider when you want to be seen as a native speaker. TV helps with this more than any teacher I've had.' (Pupil 47).

When asked about his response on his reported answer regarding how good he felt he was in oral and written English (9 in oral, and 10 in written) compared to his reported grades (5 in oral and 4 in written), Pupil 33 said that he did not do well on certain tests, but believed he was as good as could be expected at his age. It should be added that he was asked to speak in English for a time during the interview and his English was indeed very well developed. He had also reported reading 80 books during the last six months. He also reported that he mostly read *Manga*, a Japanese comic book. Questioning him about this high number, he explained that he mostly read comic books and thought they were included in the questionnaire. A new discussion started on the benefits of reading comic books rather than other books. The group was divided in the beginning. Pupil 33 felt that he gained significant exposure to English, but Pupil 4 argued that there was need for more words in order to learn structures, and that in comic books only dialogue appears. At the end of the discussion, everybody agreed that books were better EE sources than comic books.

Group Three

Group Three consisted of Pupils 56, 67, 77, and 83. Since the researcher had taught these pupils, the conversation started more naturally than with Groups One and Two. Having discussed these topics in and out of class made the answers more reflected as well. On being

asked how they would like to be taught, the participants were in disagreement. Pupil 77 and 56 were quite content with how they were taught now. They found traditional teaching methods to work fine. They did not find the tasks to be tough and enjoyed the classes as they were. The other two, Pupils 67 and 83, wanted a greater focus on individual tasks that were made for them on an individual level. They believed this would increase their interest more than having to do the same as everyone else. They further argued that digitalisation made the pupils want to pay attention: ‘We know what we like. When the teacher does something that seems old, well, then we don’t pay attention. I guess we have to, but it feels very slow.’ (Pupil 83).

As with Group Two, an explanation of flipped classroom was given to the participants. Three of them agreed that it would be a good idea to record everything so that they could watch it even if they were sick. Pupil 77 disagreed with everything except the part where the ones that get sick or suffer from anxiety and other mental illnesses could stay up-to-date with the theory: ‘We spend too much time in front of a screen as it is. We do not need any more, but I do see how it could help the ones that need it. Couldn’t we, like, only give access to the ones that had been sick?’

When asked how they were taught, they reported that they mostly had traditional teaching methods. The teacher stood in front of the class presenting the day’s subject, which mostly consisted of sticking to the books bought by the school. Sometimes they would watch a movie and write a report on it. When asked about the nature of the reports, they said that they only had to pay attention to what actually happened and what the characters did. Pupil 56 complained that many of the movies were old and that they found them to be boring. Pupil 67 further commented that there was little point in paying attention while watching movies because they could simply go online and find the plot outline on various websites, e.g. schmoop.com or sparknotes.com¹⁹. The rest of the group agreed that it was too easy to do everything but pay attention. Pupil 77 stated: ‘In a world that moves faster and faster, and everything bombards you from every angle, how are we to be able to slow down enough so that the teachers can teach us? We can’t. We can’t because we don’t want to. It’s not exciting enough.’

Being exposed to English had been something the class had discussed beforehand. They were all in agreement that the more you were exposed to English, the better you became. They reflected on this and said it was true in all subjects:

¹⁹ Schmoop and sparknotes – Two sites where detailed analysis of literature is made available.

It's like handball. If you want to get good at it, you need to train more than just at organised practice. The organised practice is like the classroom, and when you train other times than that it's like homework. I guess we just need to make homework fun. (Pupil 77).

Three of them, Pupils 67, 56, and 77, spent from 14 to 25 hours per week on gaming while Pupil 83 did not spend any time on it. There was agreement among them that gaming helped simply because of the number of hours they put into playing computer games. As with the other groups, reading was mentioned as another good source of EE, but only one of the pupils (Pupil 77) said she enjoyed reading books. Her reported number on the questionnaire was ten books during the last six months. Much the same attitude towards reading as in the other groups was found here. Key words, such as *boring*, *time consuming*, *old*, and *difficult words* were mentioned. On the other hand, after having had a discussion in class regarding music, all four agreed that they had spent more time actually listening to the lyrics and pronunciation of the words. Although problems with some of the words came up, they seemed to be more conscious about the text and its meaning. Movies and TV-shows were seen as a good source of EE, but they did not agree on how good they were for anything but pronunciation. Although they said that these could be a good source of entertainment and they could learn the stories, too many things happening at once would most likely hamper them in learning the language. According to Pupil 67: 'We would definitely lose focus when the action starts. We would get the plot, but learning English...I don't think so.' Having explained the concept of dubbing and how many countries make a habit of dubbing everything, they changed their minds, but only regarding accents and some words: 'Like my dad, he didn't watch a lot of TV, so his English accent is horrible, but he knows a lot of words because he reads. So, I don't know, maybe it's important to try to learn other accents, but I think it's more important to know more words.' (Pupil 77).

Coming back to computer games, the group said that all of the gamers in class spoke very good English and that they knew that their interest in it was crucial in their development of the language. One of them had tried to switch the language settings on one of his favourite computer games to French so that he would be exposed to more French. He said that the difference between doing that in French rather than in English was that he understood more in English and it therefore made it easy to learn more. He thought that maybe if he had known

more French, then he would be able to put the other EE activities to better use. But he did report that hearing the accents made it easier to learn new words in French class.

Group Three was influenced by having had previous discussions about EE, but their answers reflected that they had also learned from these. Their answers regarding TV and movies differed from the other three groups in that they argued that these were not as important as the others reported.

Group Four

Group Four consisted of Pupils 64, 86, 101, and 102. As with Group Three, this group had also been familiar with the concept of EE. However, the answers given during the interview were more alike to Groups One and Two. When asked how they would like to be taught, they answered very akin to the first two groups. Digitalising, flipped classroom, interactive activities, and mock debates were all suggestions. The pupils explained that staging debates had been a great success in class and that the other pupils who usually did not interact in class enjoyed the exercise.

On the question of how they were taught, they all answered that their teacher enjoyed spending time on different subjects and teaching them in a variety of ways. The teacher also used a You-tube channel where grammar rules were explained, as per flipped classroom. The pupils went home and viewed the instructions. Back in class they were asked to perform what otherwise would be traditional homework. This, the participants claimed, helped them in spending time on subjects they enjoyed and to prioritise their time. There *was*, of course, traditional elements to the teaching, although the pupils were freer to use books of their own choosing and to analyse songs to a greater degree than the other three groups.

The pupils agreed that EE exposure was the key to gaining a good grasp of English. Two of them, Pupils 64 and 101, both argued that travelling abroad made them better practitioners of English. Pupil 101 commented: 'Being forced to talk to people who don't speak Norwegian made me have to pay attention to what I said. I went to the US and England. Here I picked up a lot of different things. Knowing some of the local words was really nice.' Pupil 64 commented that having been to England had given him an appreciation of English that he had not had before and, as such, he believed EE to be a major influence.

As with the other three groups, gaming was mentioned as being a prime source of EE, although they argued that gaming was for those who were especially inclined. Pupil 64 claimed: 'Netflix would be much better than gaming. Everybody likes to watch TV-shows, maybe not the same show, but everyone can find something they like. Not so with gaming.'

Most boys, sure, but not the girls.’ One of the girls in this group, Pupil 102, argued against this. Being a gamer herself, reporting to spend seven hours per week on it, although not an exuberant amount, she argued against the notion that gaming was a ‘guy thing’. After a brief discussion, they came to the conclusion that girls had established themselves as a serious part of the gaming community, but boys were nevertheless a significantly larger group in respect to the number of users and time spent on the activity. Again, reading books was brought up, but only by one of the girls. Pupil 101 had read seven books according to the questionnaire and put faith in them as a learning tool. The same trend as with the other groups was dominant, namely ‘books are boring’.

In essence, these four groups agreed on many points. They sought more digitalisation, more interactive and theme-based tasks, tasks on an individual level, and agreed that gaming could be a good tool to bring into school. Also, all of the groups agreed that a flipped classroom approach could be beneficial as an alternative to traditional classroom teaching.

5. Discussion

5.1. Introduction

This chapter discusses the data collected from the questionnaire and focus group interviews and, where appropriate, compares it to other research in the field.

The research questions addressed in the thesis are:

1. What kinds of extramural activities do the 10th graders engage in?
2. How often do they engage in these activities?
3. In what way does gender affect the areas of interest?
4. How do they perceive the benefits of these activities for their English language development?
5. How do they compare the influence of extramural learning of English with intermural learning?
6. Is there any correlation between high extramural English exposure and grades?

Section 5.2 discusses the findings relating to the different kinds of EE activities the pupils engage in and the frequency of these activities. Section 5.3 is a discussion of the differences and similarities in gender in relation to the topic. How the participants perceive these activities to be of benefit to their English language development is discussed in section 5.4. In section 5.5 the participants' reported comparison of EE and IE learning is discussed. 5.6 attempts to argue how the participants' attitudes may have affected their grades. Finally, section 5.7 summarises the chapter and presents implications of the study and suggestions for further research.

5.2. The kinds and frequency of extramural activities among the 10th graders

The varieties of activities that the participants were exposed to in English extramurally are discussed here. 65% of the participants reported that they learned most or all of their English outside of school.

5.2.1. Written skills

Language acquisition is separated into four main skills: reading and writing (written skills) and listening and speaking (oral skills). All four are considered equally important in acquiring any language (S. D. Krashen, 1982). Written skills will be discussed in this sub-section: how the participants answered about their attitude toward it, how much time they spent on it, how many books they read, and what type of literature they read. The number of participants who read every day or almost every day far surpassed the ones that never or almost never read. The participants' reading habits in relation to their written grade suggest that the amount of reading had a positive effect on the participants' written grades. The high number of pupils who received grades 4 and 5, reported reading English almost every day. The amount of reading the participants reported to do was surprisingly divided in the groups who achieved high grades. There seemed to be little to suggest that the amount of reading affected the majority of participants negatively or positively. The data does, however, suggest that they read other literature than books in their time spent reading. 37 participants in total reported they read no books during the last six months, and 34 reported to have read one. Participant 24 reported to only having read one book. When asked how she learnt English best, she answered that she believed books to be a factor. This could indicate that she believed reading to be important, but chose to spend time on other activities.

The participants reported to be mostly positive to reading as an activity. When compared to their reading habits, it is clear that most of the pupils who reported to be very interested and somewhat interested in reading were highly represented in having read English every day. Somewhat surprising was that the two pupils who answered that they were 'somewhat interested' reported to almost never read in English. This might be a statistical anomaly due to having forgotten that the questionnaire was about their English habits, not their Norwegian. On a positive note, ten of the participants who reported being somewhat uninterested in reading also reported to having read every day.

Identifying what type of literature the participants read could help in identifying their interests and as such help teachers in choosing appropriate reading material for the classes. Being able to motivate pupils by showing interest in their areas of interest may be an effective way to stimulate the pupils' self-imposed reading-habits. Crime, drama, romance, and fantasy were the main genres these pupils read. Fantasy, in recent years, has emerged to become very dominant in fictional literature. Books like *Game of Thrones*, *Lord of the rings*, *Sword of truth*, and several others have all been made into either TV-series or movies. This has helped

in getting a younger audience interested in the literary genre. In 2014, the sales of DVDs and matching novels coincided on the top ten list for more than half of the titles²⁰.

The participants showed a general interest in reading. How much this had affected their language acquisition is not easy to establish, but there seemed to be a positive correlation between their interest in reading and the amount of reading. Reading may lead to becoming more interested in the subject and being interested may lead to more reading. These factors seem to be mutually dependent, but as with most data it is important to distinguish causal relationships between several factors and consider that the one does not necessarily cause the other.

Roughly half of the participants were positive to writing and, according to Krashen (1989), writing development is closely linked to the amount of reading. This is in line with the input hypothesis, which ‘assumes that we acquire language by understanding messages. More precisely, comprehensible input is the essential environmental ingredient...’ (S. Krashen, 1989, p. 440). Although the input may be lower when the person is very young, on the level these participants are, more structure and rules can be absorbed by this form of EE activity. This form of learning is also supported by Chomsky (1972) in her article on language development and reading exposure. Furthermore, also according to Krashen (1989, p. 442), sustained silent reading (SSR) may result in greater vocabulary development. It was worrying how little most of the participants read in English, although not surprising. There has been a positive development in Norwegian 15-year-olds reading abilities (OECD, 2016), but the total number of reported books read are quite low.

5.2.2. Oral skills

A substantial amount of time was spent listening to music, watching TV and movies, and playing computer games. Most of these activities may be considered as acts of incidental learning and some of the English the participants were exposed may be picked up, but probably not all of it. Several of the pupils expressed that their pronunciation improved after listening through games and TV. These activities may also have affected their English accent. Moreover, according to Krashen (1989, p. 442), stories told to children at a young age usually ended up with the children having a more advanced vocabulary at a later stage.

²⁰ Nielsen.com – A website covering the tops of entertainment in 2014

As can be seen by the data about the participants' attitude toward talking in English, it is clear that the majority of the pupils spoke English frequently. Very few of the pupils were not comfortable talking English inside or outside of class. Most of them could thus use English readily. There were few who deemed their oral skills to be lower than 5 on a scale of 1 to 10. This indicates that, independent of the grades achieved at school, the participants utilized English speech outside of class to a large degree and were comfortable in the use of it. According to Ushioda (2011, p. 204), there is a need to engage a person's perceived-self when attempting to teach a subject.

...to engage their own identities and interests in our lessons and promote a sense of continuity between what they learn and do in the classroom, and who they are and what they are interested in doing in their lives outside the classroom, now and in the future.

Such a high number of participants reporting that they both spent time using oral English and feeling comfortable doing so, both intermurally and extramurally, suggests that using English actively stimulates both learning and frequency of use. Computer gaming, being a central part of many of the participants' use of speech, has a major advantage in developing their oral language (Hayo & Sorada, 2011; Reinders & Wattana, 2014, 2015; Sylvén & Sundqvist, 2012a). Although nothing conclusive can be said on oral grade in relation to the number of hours spent on digital gaming, the amount of time and the confidence in which the participants used oral English does nevertheless seem to indicate that gaming had a positive impact on several aspects of English. The participants, especially the boys, showed great interest in gaming. The games they played the most were shooters, and typical for these types of games was that communication was instrumental in winning the matches. Strategizing and using low frequency words commonly found in military jargon is more common in these games than in most others.

Another type of game the participants reported to play was massive multiplayer online games. These have more dialogue in the games and strategy is also one of the main components needed to win. There are also role-playing servers, where players act out with self-made characteristics, very much like free acting. These interactions can be compared to table-top role-playing games, where all interaction happens with books and dice. Here the players need to truly use their imagination to show what their character is like. However, very

few of the participants showed any interest in that type of activity and those who did, spent very little time on it.

5.3. In what way does gender affect the areas of interest?

Gender is a factor in most research done on EE (Henry, 2014; Sundqvist, 2009; Sylvén & Sundqvist, 2012a). By identifying categorical differences between the genders, a comparison of the two gender stereotypes can be made. It was expected to find data that supported the idea that girls and boys followed a typical trend that was more or less a social norm. Boys would tend to like science fiction more than girls. Girls on the other hand would read more drama and romance. This seemed to be the case in the present research, but there were individuals who opted out of the social norm. In the following sections a discussion of what the collected data suggests will follow. Key data that show clear differences, but also similarities between the boys and girls, will be discussed. According to the OECD (2016), girls outperform boys in all subjects, especially reading. These figures will show themselves to be similar to the trends found in the collected data. The following sub-sections will be divided according to attitudes and activities.

5.3.1. Attitudes

Firstly, although no question mapped concretely how much time the participants spent on writing, some answers may be drawn from the reported attitudes to grammar and writing. Nothing conclusive can be said regarding gender differences. The data seems to indicate that the girls were more interested in writing and grammar than the boys, but the difference was not significant enough to establish any major difference between the genders. Therefore, it seemed that the boys and girls tended to be similarly inclined to writing.

Secondly, the participants showed similar trends in their attitude towards reading. As with grammar and writing, the boys and girls seemed to be equally interested in reading, although there was a slightly higher percentage of girls than boys that disliked reading.

Furthermore, the boys seemed to be more interested in oral language than the girls. When asked about their attitude towards discussion, a significantly higher percentage of boys reported to be very interested in it. Yet, it needs to be said that a very high percentage of the girls reported to be somewhat interested as well. According to some gender research, boys can be more assertive and risk-taking than girls (Backe-Hansen, Walhovd, & Huang, 2014). Also,

boys tend to overestimate their confidence (Backe-Hansen et al., 2014). These factors may indicate why more boys tended to like discussions than girls. Yet, as mentioned, a significant percentage of the girls were somewhat interested in them. Even when looking at the frequency of spoken English, the boys and girls reported similar tendencies, although more boys reported to speak English every day.

5.3.2. The activities

The numbers were roughly the same between the boys and girls on how often they read in English, although there were slight variances between them on the ‘only now and again’ answers. A trend reported in a report from NOVA (Backe-Hansen et al., 2014), shows that although the differences are not dramatic, they are steady over time. They show that girls outperform boys in every field.

When asked about how many books they had read, a large majority, 71 of 105 participants, reported zero to one. This was markedly higher for the girls, where 23 of them reported reading no books. Interestingly, more girls reported to read five or more books than boys. The trends seen here fall well in line with what has been seen in other research (Støle & Schwippert, 2017). The pupils read better, but they read fewer books. The type of books they read has some significant differences when it comes to gender. As expected, drama and romance were primarily read by the girls. Fantasy was almost even between the genders, but science-fiction was dominated by the boys. These factors all fall in line with commonly held stereotypes. Female authors have become dominant in the world of literature, for example J.K. Rowling and Lois McMaster Bujold, and they have contributed greatly to getting fantasy literature into the mainstream for girls. When there are fewer damsels, but more real conflicts, girls may find something to identify with instead of having to be rescued. Strong female leads in fiction may have aided in getting girls to read more. The same can be said for boys. With an upbringing often consisting of tales of heroes and knights, tales from fantasy may have a positive impact on their choice of fictional literature. Also important to note is J.R.R. Tolkien’s *The Lord of The Rings*, being fourth on the list of the most read books²¹, surpassed only by the bible, *Mao’s Little Red*, and Harry Potter, show the immense popularity of fantasy as a genre. Science-fiction, the only genre where boys reported higher, is full of technical jargon and heroic stories, much like the ones in fantasy, only with technology.

²¹ Businessinsider.com – mapping the top 10 most read books in the world as per 2012

Why boys and girls choose what they choose to read probably has much to do with their upbringing. The interests of their parents and the availability of reading materials will quite possibly have an effect on their own choice of literature, although that should not account for the totality of the differences in their choices. There are complex situations where other types of media are introduced to them, which may form and influence them in different ways. As long as there has been no direct intervention by society on behalf of children to remove stereotypical behaviour, that behaviour will most likely continue.

The importance of books in the hands of children cannot be emphasised enough. The fact is that one in five Norwegian boys finish secondary school without being able to read and write on a level high enough to function efficiently in society (OECD, 2016). This may lead to difficulties in their adult years. Although the number of books read is unfavourably low, boys and girls read an incredible amount of text both intermurally and extramurally. The point some researchers have made is that children do not perceive what they read as literature unless it is fictional literature (Skjelbred & Aamotsbakken, 2010). An instruction manual can give sufficient EE exposure just as easily as Tolkien's *Lord of The Rings*.

As with most teenagers in Norway, TV and movies are a large part of their lives. According to a national survey, it is not uncommon for teenagers to spend more than two hours watching TV or movies (Medietilsynet, 2016). The data collected there, although not directly comparable, show many of the same trends. The main findings in the collected datasets show that girls more than boys tend to watch extreme amounts of TV and movies. This may be explained by the number of reality-shows produced and their popularity amongst girls especially. Many girls reported a very high number of hours spent watching this form of media. The numbers may seem to be an exaggeration, but the moderate numbers, 1 to 16 hours, do seem to be plausible. According to Netflix's²² annual report, the average user streamed 480 hours of content in a year, or 1 hour and 42 minutes per day. The ones reporting extremes, such as 26-49 hours of movies and 26+ hours of TV-shows, were all girls except for one boy. After having contacted their teacher to re-check the numbers, the teachers said that the participants probably believed they spent this much time on the activity. Yet, adding up the number of reported hours surpasses the number of hours available per week. The data suggest a form of hyperbole somewhat common for teenagers.

²² Netflix – a streaming service of tv-shows, movies and documentaries <https://media.netflix.com/en/press-releases/2017-on-netflix-a-year-in-bingeing>

Of all the activities the questionnaire mapped, gaming was the one that truly showed the difference between the boys and girls. The boys spent far more time on gaming than the girls. This is well in line with other research done on the same field (Hayo & Sorada, 2011; Løkke, 2016; Reinders & Wattana, 2014, 2015; Sullygnome, 2018; Sundqvist, 2009; Sylvén & Sundqvist, 2012a), and further establishes a stereotypical trend amongst the participants. Gaming far outnumbered the other activities mapped in the questionnaire. The reasons for this vary, but gaming has generally been viewed as an activity for boys. The amount of learning made possible through gaming far surpasses other activities because gaming incorporates different activities, e.g. music, reading, listening, interaction, communication, and experimenting with identity (Gee, 2003). Many of the aspects of gaming involve problem solving, and to properly solve something, one needs to understand the language in which the problem presents itself. By being able to experiment with different solutions through gaming, boys may have an advantage over the girls in that respect. Gee (2003, p. 205) found 36 learning principles when experimenting with digital gaming. These principles were met to varying degrees in other activities as well, but not as thoroughly as in gaming. These factors may be a central reason as to why boys climb to the level of the girls on the subject of English more than any other subject. The amount of EE exposure is enormous for gamers. Not only does gaming seem to be beneficial to a person's willingness to communicate (WTC) (cf. Hayo and Sorada (2011), but also to their grades as well.

When it comes to music, the girls spent far more time on it than the boys. This is fascinating in its own respect considering that all of the participants had access to a hand-held music device with almost infinite access to different artists. It was therefore expected to be somewhat even between the two. The reasons for music being listened to more by the girls may be because of other related interests, such as dancing and a general sense of rhythm. Dance has long been considered an accepted activity for girls, but more boys have taken it up, according to The Guardian²³.

Having been stigmatized from the early 80's, role-playing games (RPG) have seen their fair share of backlash. From being accused of promoting suicide, Satanism, and murder, RPG has seen its fair share of controversy (Laycock, 2015). This is a shame, though, since it is a good way to do many of the things found in computer gaming, only with pen and paper, and a set of dice. Creating an identity and playing it out with the limitations and strengths set by oneself and the dice makes every time one plays different. Having dropped in popularity in

²³ <https://www.theguardian.com/education/2009/mar/15/school-sports-dance>

the early 2000's, RPG has seen a steady comeback, partly due to the rise of fantasy genre literature. There is even live-streaming of these gaming sessions²⁴. It was therefore surprising that only seven of the participants reported to play any form of RPG, although there was gender balance between them. There is not enough data to establish any trends among those who played, but it is very clear that RPG was not popular within this group of pupils.

5.4. Perception of the benefits of these activities for English language development

Intuitively, many people have a common understanding that exposure to most things will grant a certain level of understanding of the subject. The participants agreed on the benefits of most of the EE activities, although there was some discussion on some of them. It needs to be stated that, although subjective, the participants' reasoning in these questions and those of the researcher is founded in several years of interaction with the different media.

Regarding their exposure to literature in the form of books, the participants agreed that they could learn much from reading more. Yet, they were reluctant to do so due to the time it took to read books. Some argued that comics would be just as good to read as books, but after a brief discussion, most agreed that books would be better due to the way each form of literature is written, books being more descriptive in their language than comics. This misunderstanding of the benefits of reading books is a serious issue for teachers to address. Trying to stimulate reading habits was something that the participants wished had happened earlier, so that reading would not be as difficult as they perceived it.

Considering the enormous amount of TV and movies the participants reported to watch, it came as no surprise that they felt that it helped a good deal to watch this medium to attain higher skills in English. There is some truth to their claim. When comparing literature and audio, one can both see and hear the words, i.e. see as in observing the movement of the mouth, which can further aid language users in mimicking sounds. Hearing the words may also aid in achieving better fluency whilst seeing in which situations certain idioms and local slang are used may further aid in achieving native-like levels in a second language.

Gaming, according to the gamers interviewed, was the most essential tool available apart from travelling abroad. The mix between written and spoken English encountered in various games far surpasses that of movies, but not books. However, there are games where comprehensive reading is needed to progress throughout the game, and therefore a wide

²⁴ <https://www.theverge.com/2017/11/16/16666344/dungeons-and-dragons-twitch-roleplay-rpgs-critical-role-streaming-gaming>

vocabulary is helpful. The participants also argued that games allowed easy interaction with an international group of players and this led to situations where everyday usage of the language was not only provided, but necessary. The amount of input an average gamer encounters while playing certain games is quite abundant. It may therefore be argued that such input would greatly aid the user in acquiring a broader vocabulary, and also a broader understanding of syntax and grammatical structure. This is much in line with Krashen's (1982) input hypothesis and Vygotsky's (1980) zone of proximal development (ZPD)²⁵, by continually challenging oneself in more difficult situations than the one started with.

The participants' use of music as an EE activity was not as high as could be expected. As with movies and TV, music has the ability to expose people to accents and dialects in quick succession. Common to all the activities in which audio plays a greater part is that it provides several aspects of language acquisition. According to Kao and Oxford (2014, p. 117), 'The learning material transmits vocabulary, teaches grammar, provides dialogs, offers motivation, and keeps the learning process going.' This may be especially beneficial in working with music because the rhythm demands special adherence to the flow of words. Also, music may give the listeners an affinity to poetry due to the nature of the lyrics. Many songs are written in a similar way to poems. Exposure to vocal songs may help in making pupils interested in poetry as a genre.

5.5. Comparing the influence of extramural learning of English with intermural learning

When comparing the influence of extramural English with intermural English, one first needs to consider that Norwegian schools operate with 222 hours²⁶ of English divided over three school-years. This is usually separated into two 45-minute sessions per week. Taking into account how much English pupils are exposed to extramurally contra intermurally, it came as no surprise that most of the participants believed that they learned English more through EE. For some people, gaming is as close to a naturalistic setting a person may achieve if they do not travel abroad. By using such a naturalistic approach, one may gain further advancement in fluency of the target language (Tarone, 2007). Some of the participants argued that the teachers were quite conservative in their didactic methods, holding on to a typical top down

²⁵ ZPD: The zone at which a person can do an action without help, and gradually develops further from this point.

²⁶ <https://www.udir.no/kl06/ENG1-03/Hele/Timetall>

approach to teaching. This demotivated them in class. If the teachers would utilize other teaching strategies and methods more in line with the pupils' interests, then the intermural learning of English would become more stimulating to partake in for the pupils. They would be able to use their own knowledge and interest in completing tasks and as such have more ownership of their own work and feel more at home in the classroom.

The impression gained from especially the male pupils who game more than average was that they excel at English, especially oral. This was also the case in data collected by other researchers (Gee, 2003; Hayo & Sorada, 2011; Løkke, 2016; Reinders & Wattana, 2014, 2015; Sundqvist, 2009; Sundqvist & Sylvén, 2016; Sylvén & Sundqvist, 2012a). This impression was shared by the interviewed pupils.

5.6. What are the correlations between high EE exposure and grades?

As mentioned in the previous chapters, much research suggests that EE affects the level of acquired English to a certain degree. Little research has been conducted directly on how this correlates with their achieved grades. By mapping both their impression of their own skills and their official recorded grades from 10th grade, as well as their attitude to different aspects of the English language, some idea as to how EE might affect grades could be identified.

In the collected data it was shown that several of the factors mapped in the questionnaire indicated that certain attitudes toward the different elements, e.g. writing, reading and grammar, may have had some effect on their grades. Although rather complex, grades are, in essence, supposed to indicate the pupils' level of competence within a subject. There are several factors one must adhere to in setting a grade. There is research that shows that the more willing a person is to use a language, the more comfortable that person is in an intermural situation (Clement et al., 2003; Hayo & Sorada, 2011; MacIntyre et al., 2001; Reinders & Wattana, 2014, 2015; Wood, 2016). Negativity begets negativity, and it was very clear that the participants who had negative attitudes toward English, also had poor grades in English. Also, most of the participants who reported a 5 or 6 in oral and written English had positive attitudes toward the subject. There is no way to account for every factor that might affect a person's grade or motivation, but it does seem that a person's attitude and perceived self may affect their grades one way or the other. Most of the answers given by the participants either during the interview or the questionnaire were quite similar to the ones collected by Henry (2014) and Sylvén and Sundqvist (2012a) in Sweden. This could further

indicate that similar results would be found in other comparable societies since Norway and Sweden are very closely linked both linguistically and socially.

6. Conclusion

This thesis is about extramural English activities among 10th graders in Norwegian lower secondary schools. It was a mixed methods study involving a digital questionnaire answered by 105 10th grade pupils and four focus groups interviews of four pupils in each group from two lower secondary schools. The research attempted to answer six research questions, namely about what kind of EE activities the 10th graders participated in, how much time they spent on said activities, how their gender affected their choice of activity, how they perceived the benefits of these activities for their English language development, how they compared the influence of extramural English to intermural English, and lastly, and if there was any correlation between high EE exposure and the participants' achieved grades, would be done.

The trends these pupils reported fall in line with several of the preconceptions on what boys and girl like to spend their time on. A large majority of the teenagers in the present research enjoyed spending time on digital media, computer gaming, and listening to music in English outside of school. When considering the amount of reported hours watching movies, where only seven of the participants reported zero, large parts of the week was spent watching TV and movies. This combined with the time spent on gaming, except for the 29 girls who reported zero hours, show that they spend, on average, roughly 14 hours per week on digital media. However, the data also showed that 35% of the participants had read zero books, and 32% had only read one, this indicates that they did not generally like to read books on their free time. Only two reported to never listening to music. The others show an interest in music that cannot be ignored. Most spend 1-10 hours on this medium, but 52% reported to listen between 11-60 hours. The amount of time these teenagers spent on extramural English indicates that it had an effect on their English development. It further suggests that immersing oneself in a language will, incidentally or not, provide the learner with an advantage in acquiring a better grasp of the language; Practice makes perfect.

The one extramural English activity that was seen to have the most effect was computer gaming. There were simply too many hours that were spent by the practitioners not to have any effect on their SLA. Integrating gaming more in intermural work seems to be prudent, but only if the teacher is able and willing. Music is already used by many teachers as an intermural activity, but by using a questionnaire similar to this one, teachers may be able to tailor assignments to an individual level. By mapping the pupils' preferences and interests, a teacher could efficiently construct assignments to each pupils' area of interest. By doing so, the pupils may find more interest in the intermural aspects of second language acquisition.

Furthermore, TV and movies were seen to be very popular with the pupils. That combined with the fact that streaming services like Netflix and HBO are becoming more and more dominant in the market makes it almost counterintuitive to not make use of these media in language teaching.

The boys and girls reported very similar numbers throughout the questionnaire, but there was especially one activity that differed greatly in number of participants. Gaming has shown itself through this, and other research (Fallkvist, Höglund, & McMillion, 2016; Gee, 2003; Hayo & Sorada, 2011; Sundqvist, 2009; Sylvén & Sundqvist, 2012a), to be a predominately male activity. Although, there does seem to be an increase in female practitioners as well. Another significant difference was their choice of literature. Here, the girls reported to enjoy romance and drama far more than boys. The boys, on the other hand, reported to prefer science fiction more than girls.

The EFL classroom may need to be upgraded in terms of practice and methods. Most of the pupils agreed that they found the traditional way of teaching stagnant and failing to stimulate them. Whether or not they were correct in their assumptions is hard to establish, but there is an increase in the use of movies, music, gaming, and flipped classroom approaches in schools today, so such materials and methods are already in use, but not by all. It seems they should be used even more.

There will probably always be individuals who spend an exorbitant number of hours on activities that, at first glance, may not seem productive. Gaming has been one of these activities. Maybe looking at these activities with a fresh set of eyes will be useful for teachers. The pupils have suggested that they want a different way to learn English, and that they believed they learned most extramurally. By having good alternatives to traditional teaching, schools will stay ahead of the curve, technology wise. This thesis has shown that pupils are not content with the status quo and that they want something different. By understanding their wants and needs, teachers may be able to create more fruitful EFL classroom situations. This, though, does not mean that all forms of traditional classroom teaching were perceived as negative from the pupils' point of view, only that they wished to have alternatives to them.

As far as other research done on EE in Norway, none was found on EE explicitly. Although mapping frequency on digital media has been done (Medietilsynet, 2016), no emphasis on it in English took place. This thesis has therefore contributed to the EFL research field in Norway by mapping 10th graders' exposure to and influence of EE and could be a point of comparison for future research into EE. A comparison can also be made in relation to other international research on the field. Also, the implications of the data gathered regarding

the participants' beliefs of where they learn English best, whether intermurally or extramurally, may have some significance in establishing new didactic methods and lesson plans for teachers. Also, mapping the participants' attitudes toward writing, discussion, reading, and grammar, has presented data on what pupils find interesting or not about English. This could further influence classroom management and content.

A complete view of the consequences of exposure to EE is quite difficult to find in any one research project, but this thesis can be a starting point for future research, both nationally and internationally. Since the structure of the questionnaire used in the present study strongly resembled that of Sundqvist (2009), a comparison of the two datasets could be done in an attempt to find similarities and differences between Norway and Sweden, and a possibly third country. There are many ways to view the collected data. Setting the different factors up against each other may give interesting results. EE seems to be a very interesting factor in second language acquisition and learning, specifically English in Norway in this case. How EE activities influence the individuals' level of accuracy and fluency in English should be looked further into.

6.1. Suggestions for further research

This chapter has discussed the data in relation to the research questions. The starting hypothesis was that the participants' use of the specific EE activities would be similar to that of other research, and as far as the data shows, this has been the case. Nevertheless, there are always suggestions on how to do something better. Even though 105 participants took part in the questionnaire, there should be a broader sample of schools to better show the trends, habits and attitudes of the target group. Establishing communication early with prospective schools is imperative. The questionnaire format was quite effective, but there seemed to be far too many situations where the participants exaggerated their answers. This may have been due to poor information-flow from the researcher, or from simply not knowing the correct estimated answers for the questions. A way to circumvent this issue may be to ask participants to write a diary. A diary, though, may make it harder to get enough participants. Another suggestion is to ask them, with aid from their parents, to pre-answer some of the questions regarding frequency and have the remaining questionnaire concern itself on attitudes. Having them fill out the form in the classroom is perhaps the smartest so that they are on familiar ground and having everyone in one room makes giving aid easier. The compiled data was

refined using SPSS. It is advised to use a similar program, but to learn its use early on in the process.

If there is enough time to do a longitudinal study, then an intervention study could be attempted. There is abundant information on the pros of EE, e.g. an attempt to introduce gaming to non-gamers, may be an interesting approach. Comparing their attitudes before and after, and also checking vocabulary through a digitised test may shine light on how that activity might help. There are several ways to attempt to map EE and its benefits, these are only two of them. The most important thing to remember is that the study is only as good as its data. Establishing measures to minimize poor data is in all cases imperative.

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Appendices

Appendix 1 – The questionnaire

Questionnaire about out-of-school English

My name is Jørgen Jakobsson, and this questionnaire is for my Master's thesis. It is important to remember that the answers you give are about English outside of school. Also, important to bear in mind is that the answer will be made anonymous.

Please remember that the answers you give are about your time outside school. Tasks given by a teacher should not be taken into account.

* Required

1. What is your name? *

2. Which school do you attend?

3. Which class are you in? *

Mark only one oval.

- 10a
- 10b
- 10c
- 10d
- 10e
- 10f
- 10g
- 10h

4. What is your gender? *

Mark only one oval.

- Male
- Female
- Prefer not to say

5. What was your grade in Oral English in December, 10th grade

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 6

6. What was your grade in written English in December, 10th grade

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 6

7. Is Norwegian your first language? *

Mark only one oval.

- Yes
- No

8. If Norwegian is not your first language, what is?

9. Do you have access to your own computer or digital device(laptop, pad etc)? *

Mark only one oval.

- Yes
- No

10. How many hours do you believe you use on English per week(on average)? *

Only write total amount e.g. 10, 14, etc. Do not write 15hours etc.

Your attitudes towards English as a subject.

11. How good do you think your oral English is, on a scale from 1-10 *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Really bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Perfect

12. How good do you think your written English is, on a scale from 1-10 *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Really bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Perfect

13. What is your attitude towards these elements of English language learning?

Check all that apply.

	Very uninterested	Somewhat uninterested	No opinion	Somewhat interested	Very interested
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Please answer these questions. Only one tick per line.

Check all that apply.

	Very true	Somewhat true	No opinion	Somewhat wrong	Very wrong
English interests me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe it is important to have a good grasp of the English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will need English in my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find the English lessons to be tough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable talking English in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable talking English outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel nervous while talking in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not worried about making mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Where do you believe you learn the most English from? *

Mark only one oval.

- Almost all through school
- Most of it through school
- Most of it outside of school
- Almost all outside of school

16. How do you believe you learn English best? *

Please answer by single words e.g. gaming, reading etc.

Skip to question 17.

Exposure to the English language

This part is to map how much exposure you believe you have to the English language.

17. Have you visited any English speaking countries? *

By this I mean any country where you had to speak in English.
Mark only one oval.

- Yes
 No

18. If yes, which? *

If you have not traveled please write "none".

19. How often do you speak English? *

Mark only one oval.

- I speak English every day.
 I speak English almost every day.
 Only now and again.
 I almost never speak English.

20. Who do you speak English to? *

Check all that apply.

- Friends
 Family
 People through online-gaming
 No one
 Other

21. If other, please specify.

22. How often do you read in English? *

(This does not need to be a book.)

Mark only one oval.

- I read in English every day.
 I read in English almost every day.
 Only now and again.
 I almost never read in English.

23. How many English books do you believe you have read in the last 6 months? *

Only write total amount e.g. 10, 14, etc.

24. What kind of literature do you read? Tick off the ones you read. *

Check all that apply.

- Non-fiction
- Fantasy
- Crime
- Drama
- Sci-fi
- Poetry
- Romance
- History
- Mystery
- Paranormal
- Horror
- Graphic novels (comics)
- Manga
- Newspapers
- Political
- Magazines
- Other

25. If other, please specify

26. How many hours do you spend watching TV-s per week (on average)ws *

Only write total amount e.g. 10, 14, etc. Do not write 15hours etc.

27. Which kinds of shows do you watch? *

Check all that apply.

- News
- Reality
- Action
- Sci-fi
- Fantasy
- Non-fiction
- History
- Fact-based
- Comedy
- Political
- Romance
- Teen
- Anime
- Documentary
- Talk-show
- Horror
- Other

28. If other, please specify

29. How many hours do you spend watching movies per week (on average) *

Only write total amount e.g. 10, 14, etc. Do not write 15hours etc.

30. Which kinds of movies do you watch? *

Check all that apply.

- Reality
- Action
- Sci-fi
- Fantasy
- Non-fiction
- History
- Fact-based
- Comedy
- Political
- Romance
- Teen
- Anime
- Documentary
- Horror
- Other

31. If other, please specify

Gaming

In this part you will answer questions regarding your gaming habits. Please remember that all the questions relate to English.

32. How many hours do you believe you spend on digital-gaming per week? (on average) *

Only write total amount e.g. 10, 14, etc. Do not write 15hours etc.

33. How many hours do you believe you spend on a computer/pad/digital device per week? (on average) *

You-tube, reddit, etc. Only write total amount e.g. 10, 14, etc. Do not write 15hours etc.

34. Which types of digital games do you play? *

Check all that apply.

- Shooter(FPS, CS-GO etc.)
- Massive multiplayer online games(MMOPGS, WOW etc.)
- Strategy
- Role-playing game(RPG)
- Simulation
- Survival
- Racing/car
- Turn-based strategy
- Puzzle
- Other
- None

35. If other, please specify

36. Please name your top three digital games.

e.g. Call of duty, Sims, World of warcraft etc.

37. How many hours do you spend watching streaming of games? *

Only write total amount e.g. 10, 14, etc. Do not write 15hours etc.

38. How many hours do you spend listening to music per week? (on average) *

Only write total amount e.g. 10, 14, etc. Do not write 15hours etc.

39. What type of music do you listen to? *

Check all that apply.

- Pop
- Rock
- Classical
- Punk
- Trance/dance
- Rap
- Hip-hop
- R&B
- Boy-band/girl-band
- Dubstep
- Country
- Funk
- Folk
- Deep house
- Other

40. If other, please specify

41. Do you play table top role-playing games? *

Mark only one oval.

- Yes
- No

42. If yes then how many hours do you spend on playing table top role-playing games? (dungeons and dragons etc), On average.

Skip to question 43.

Thank you so much for your participation

I want to thank you for giving me some of your time. I sincerely hope that it was not too much for you. This will help me greatly in my work on the thesis.



University of
Stavanger

Informasjon til spørreskjema for Masteroppgaven.

Først vil jeg takke deg for at du ønsker å bidra til dette prosjektet. Det vil ta for seg flere forskjellige elementer, men nesten alle vil handle om engelsk. I begynnelsen vil du bli bedt om å skrive ned navnet ditt, men det er viktig å huske på at alle svarene dine vil bli anonymisert før publisering.

Spørsmålene er klare og direkte. De er ikke ment til å kunne lure deg til å svare på noe du ikke vil. Spørsmålene er ment til å kartlegge frekvens og holdninger til deler av det engelske språket og faget. Du kan trekke deg når som helst fra undersøkelsen om du skulle ønske det. Det er én viktig ting du må huske på når du svarer på disse spørsmålene. Alle delene handler om engelsk. Det vil bli spurt om hvor mye tid du bruker på musikk og da ønsker jeg kun å vite hvor mye tid du bruker på musikk som har engelsk tekst. Det samme gjelder alle de andre spørsmålene i undersøkelsen. Hvis du ikke vet helt sikkert hvor mye tid du bruker så tar du et estimat. Det trenger ikke å være 100% nøyaktig.

Hvis det skulle være noe som er uklart er det bare å spørre underveis.

Du logger deg på spørreskjemaet ved å gå inn på linken som ligger i mappen

«spørreundersøkelse», på klasesiden din. Videre svarer du på spørsmålene nedover siden.

Noen av spørsmålene vil omhandle tid og antall, da er det viktig at du leser instruksjonen som står i feltet under spørsmålet. Det er viktig at du forsøker å være så nøyaktig som overhodet mulig, men det er lov å gjette om du er usikker på noe. Hvis det er noe som helst som er uklart anmoder jeg deg å spørre meg. Når oppgaven er besvart viser du det med å løfte armen.

Igjen vil jeg si takk for din deltakelse.

Jørgen Jakobsson

Appendix 3 – the group interviews

Spørsmål til fokusgruppeintervjuene.

Det er viktig å huske på at dette er semistrukturert. Dvs. at spørsmålene kan variere utifra responsen til deltakerne.

Hva tenker dere om Engelsk, helt generelt?

Hvilke deler av engelsken synes dere er den viktigste?

Hvor mye tid tror dere at dere bruker på engelsk utenfor skolen?

Hvor villige mener dere at dere er i å bruke engelsk i timene?

Er dere nervøse for å bruke engelsk?

Hvis dere mener dere er kompetente i språket, hvorfor tror dere da at dere ikke er villige til å bruke det?

Hvordan tror dere at dere blir flinkere i engelsk?

(Hvis elevene har brukt lite tid, spør de hvorfor. Se om man kan finne en link mellom holdning og frekvens.)

Hvem tror dere bruker mest tid på engelsk? Jenter eller gutter?

Hvorfor tror dere det?

Hvor tror dere at man lærer mest engelsk? Innenfor skolen, eller utenfor?

Hva tenker dere om at eksponeringsnivået på engelsk, altså hvor mye engelsk dere er borti, kan gi utslag for deres egen engelskkunnskap?

Hvordan påvirker dialekten til læreren motivasjonen deres?

Eller ved å gjøre noe aktivt vs. passivt?

gaming vs listening?

er kvaliteten på lærere relevant eller lærer de mer utenfor skolen (follow up på extramural)

Til de det måtte angå.

Mitt navn er Jørgen Jakobsson. Jeg forsker for tiden på hvordan våre barn og unge er eksponert til det engelske språket. Dette er i ledd med en masteroppgave som avslutningsprosjekt for utdanningen min innen lektorprogrammet ved Universitetet i Stavanger. Det er mitt håp at du/dere tillater at deres barn deltar i dette prosjektet. Spørsmålene vil variere fra motivasjon i klasserommet, mengden tid de bruker på engelsk utenfor skolen spill, musikk, bøker etc. Poenget med disse spørsmålene er å kartlegge frekvensen av eksponering til det engelske språket, men også å hjelpe lærere å få en forståelse for hvordan elevene bruker engelsk utenfor skolen.

Svarene vil bli anonymisert. Ingenting deltakerne svarer på i undersøkelsen eller gruppeintervjuet kan eller vil bli koblet opp mot dem. Gruppeintervjuene vil bli tatt opp ved bruk av lydopptak for så å bli transkribert til tekst. Den originale audiofilen vil bli lagret på en data på universitetet uten navn eller designasjon som kan avsløre hvilken skole elevene gikk på. Deltakernes karakterer vil bli tatt fra desember da dette er de nyeste karakterene de har i faget.

Under foreligger en mer formell versjon av dette skrevet. For å kunne arbeide videre med prosjektet trenger jeg en signert svarslipp som ligger ved informasjonen under.

På forhånd, takk for hjelpen.

Jørgen Jakobsson, Lektorstudent ved Universitetet i Stavanger

Samtykke til deltakelse i studien

Jeg har mottatt informasjon om studien og er innforstått med hva dataen vil bli brukt til, og gir tillatelse til at _____ kan delta.

(Signert av prosjektdeltaker og foresatt, dato, sted)

Forespørsel om deltakelse i forskningsprosjektet

” A study of the types, frequency and perceived benefits of extramural activities on Norwegian 10th graders’ development of English as a foreign language ”

Bakgrunn og formål

Formålet med denne studien er å kartlegge og samle inn data om 10endeklassingers bruk av engelsk utfor klasserommet. Elementer som type, frekvens og potensielle positive aspekter av eksponering til engelsk. Dataen vil bli brukt som hovedelement i en masteroppgave ved Universitetet i Stavanger.

Deltakerne har blitt valgt ut basert på deres tilknytning til ungdomsskolen de går på. Etter å ha forespurt om mulighet for adgang til klassene har elevene blitt forespurt om de ønsker å delta.

Hva innebærer deltakelse i studien?

Datainnsamlingen vil bestå av en spørreundersøkelse som vil bli besvart over et digitalt spørreskjema. Et utvalg av deltakere vil også bli forespurt om de ønsker å delta i en gruppediskusjon i etterkant av besvarelsen. Disse vil bli gjort på forskjellige tider. Undersøkelsene burde ikke ta lengre enn 15-20 minutter. All informasjon vil bli anonymisert før oppgaven blir levert. Dataen vil være en kombinasjon av hvor mye tid den enkelte elev bruker på engelsk utfor klasserommet, samt hvilke holdninger eleven har til språket. Gruppeintervjuet vil bli tatt opp på bånd, men det blir slettet i etterkant av undersøkelsen.

Dersom det er ønskelig kan foresatte se undersøkelsen før eleven svarer på den. Spørsmålene er direkte og klare, og vil ikke være laget på en måte som er ment til å forvirre.

Hva skjer med informasjonen om deg?

Alle personopplysninger vil bli behandlet konfidensielt. Det er kun to personer som vil ha tilgang til dataen. Veilederen og studenten som gjennomfører masteren. Alt vil bli anonymisert i de tilfeller hvor dataen skal fremvises.

Det vil ikke være mulig å gjenkjenne deltakerne. I de tilfellene hvor enkeltsvar blir fremhevet vil skole, klasse og navn bli endret.

Prosjektet skal etter planen avsluttes 11.05.18. All usensurert data blir deretter slettet.

Frivillig deltakelse

Det er frivillig å delta i studien, og du kan når som helst trekke ditt samtykke uten å oppgi noen grunn. Dersom du trekker deg, vil alle opplysninger om deg bli anonymisert. Dersom du ønsker å delta eller har spørsmål til studien, ta kontakt med studenten Jørgen Jakobsson på j.jakobsson@student.uis.no eller 91160622. Ved andre henvendelser kan prosjektleder/veileder kontaktes på 51831094 eller ion.drew@uis.no

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



University of Stavanger

Informasjon til lærere og skolen for Masteroppgaven.

Jeg vil takke dere for at dere stiller elevene til disposisjon til denne oppgaven. Selve spørreundersøkelsen vil ta omtrent 20 minutter og vil bestå av ca. 45 spørsmål (avhengig av type svar). Elevenes svar vil bli anonymisert i etterkant av innsendingen. Dette gjøres i etterkant for å kunne anvende svarene i et potensielt dybdeintervju som enkelte vil bli spurt om de ønsker å delta i.

Temaet er Extramural English. Kort forklart er extramural English all eksponering av Engelsk utenfor skolens system (data, bøker, musikk, film etc.) Ved å kartlegge dette håper jeg å kunne få en klarere kobling mellom eksponering og kunnskapsnivå. Hypotesen er at desto mer eksponering eleven selv har omringet seg med vil bidra til bedre mestring, og høyere motivasjon til å anvende kunnskapen. Metoden er inspirert av Pia Sundqvist sin doktorgradsavhandling, og Sunqvist og Sylvén sin bok om samme tema. Per nå er det gjort lite til ingen forskning på dette feltet i Norge. Ved å koble eksponering opp mot egenrefleksjon på eget nivå samt karakterene i muntlig og skriftlig engelsk er håpet at en form for korrelasjon mellom de faktorene kan bli påvist. Dette kan gå langt i å vise at videre arbeid utenfor skolen er og blir svært viktig for elevenes muligheter fremover.

Spørreskjemaet kan bli vist til dere på forhånd om dette er ønskelig, men det er viktig at elevene ikke får tilgang til dette skjemaet i forkant da det kan korrupere dataen.

Jeg kan nås på mail: j.jakobsson@stud.uis.no eller på mobil: 91160622

Mvh. Jørgen Jakobsson

Lektorstudent ved Universitetet i Stavanger