



The Faculty of Arts and Education

## MASTERS THESIS

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

Fall term, 2020

Confidential

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Title of thesis:

A study of Norwegian upper secondary EFL teachers' beliefs about their students' extramural English learning.

Keywords:

Extramural English, Beliefs, Motivation,  
Upper-secondary school, Gaming, attitudes to  
English

Pages: 60

+ attachment/other: 22

Stavanger, 31.08/2020

date/year

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## Abstract

This thesis is a study of Norwegian upper secondary EFL teachers' beliefs about their students' extramural English learning. The background for this study is the increasing interest in extracurricular English activities and extramural exposure to English among Norwegian students. The questions regarding the effect of exposure to English on the students' development of English as a foreign language (EFL) have not yet been successfully answered, as the increased and constant exposure to English through countless media is relatively unfamiliar, new and uncovered. Several studies regarding the students' perceptions and beliefs about extramural English learning have already been carried out in the Norwegian context, but very few have been conducted on the teachers' points of view. Therefore, it is necessary to research whether the teachers' beliefs correlate with their students' beliefs.

This study, therefore, aims to answer the following main research question:

What are the Norwegian upper secondary EFL teachers' beliefs about their students' extramural EFL learning?

The main research question is further divided into the following sub-questions:

- 1) To what extent do the teachers believe extramural English activities affect their students' EFL skills?
- 2) Do the teachers find it important to make use of their students' extracurricular activities in class?
- 3) Do the EFL teachers in upper secondary school believe the extramural English their students get in touch with through TV-shows, movies, gaming, music and social media help the students improve their grades or do they perceive it as a disruption to the students' English learning? If it is not a distraction but rather a tool, how can this be useful for the EFL teachers in the English classroom?

The researcher used a mixed-methods approach in order to gather a sufficient amount of data required, both through a quantitative method using questionnaires and a qualitative method using interviews. Five in-depth interviews and 14 electronic questionnaires were conducted, focusing only on Norwegian upper secondary school teachers.

The main findings of the study were that the teachers to a great extent agreed upon their beliefs regarding their students' extramural exposure to English and its effect on their language learning and development. Give several examples of those beliefs. The study concluded that the teachers who participated in this study had positive attitudes towards the students' extramural English exposure to a great extent. The tendency was, however, that the teachers tended to use only part of their students' extracurricular activities, not excluding all types of more traditional classroom teaching, as extramural English learning was better suited as a supplement rather than a complete tool to be used on its own. The final conclusion was that the teachers in this study made use of extramural English activities in class and that they found it to be a key resource and motivator for their students.

This study can contribute to the field of knowledge as this subject has yet not been explored to a full degree. This study explores the beliefs of the teachers who work in Norwegian upper secondary classrooms, and the methods they make use of in their classes in order to indulge their students and create a safe learning environment for them to grow and develop within the English language. This topic needs to be further explored, as English in the Norwegian classroom is in continuous change, and it is necessary for those who teach English to constantly be educated and trained to adapt and alter their ways of teaching for their students to best achieve English as a foreign language.

## Introduction

This thesis is a study of Norwegian upper secondary EFL teachers' beliefs of their students' extra mural English learning and how they can be beneficial or a distraction in the English classroom. Extramural English learning 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*" (Sundqvist & Sylvén). The work belief is defined as "... an opinion about something; something that you think is true" (Oxford Advanced Learner's Dictionary)

The research is a mixed methods study based on an in-depth interview with five teachers and questionnaires for a minimum of 50 teachers in order to collect the teachers' thoughts on how extramural activities affect their students' English skills. The thesis will focus on the teachers' perspective and what they feel is the effect of their student's extra-curriculum activities, as opposed to previous studies that have been mainly based on the student's perspective.

This study therefore aims to answer the following main research question:

What are the Norwegian upper secondary EFL teachers' beliefs about their students' extramural EFL learning?

The main research question is further divided into the following sub questions:

- 1) To what extent do the teachers believe extramural English activities affect their students' EFL skills?
- 2) Do the teachers find it important to make use of their students' extracurricular activities in class?
- 3) Do the EFL teachers in upper secondary school believe the extramural English their students get in touch with through TV-shows, movies, gaming, music and social media help the students improve their grades or do they perceive it as a disruption to the students' English learning? If it is not a distraction but rather a tool, how can this be useful for the EFL teachers in the English classroom?

The use of English today in the everyday setting outside of school is becoming more and more prominent and students are at all hours surrounded by English entertainment, with both text and speech. Students are used to no longer having to be bored, and the classroom may

need to upgrade in order to maintain the students' attention. Many students struggle with learning disabilities and some students need creative solutions to help increase their grades and trying to find activities for this purpose is crucial. Many studies have shown that students themselves feel like extramural English is beneficial to their understanding of English. But there has been little research on the teacher's point of view.

While the students do feel like the activities they enjoy and choose voluntarily to do in their free time may help them learn English, will the teachers feel the same way? The voice of the teachers needs to be heard on this subject, and the researcher find that there is a need to study whether the teachers are aware that their students to a great extent all agree on the positive effect of their extramural English.

The expectations for this study were to find that the extramural activities the students do outside of school has a positive effect on the understanding and their fluency, in all four stages of English – talking, listening, writing and reading. It was expected that the different types of extra-curriculum activities influenced the different types of English skills, according to its type. Reading English, whether its online news or the instructions in a game, will most likely have an effect on the students' ability to read English, while the oral communication in an online game or the singing along to a song can affect the oral skills. Reading and writing are known to have a direct link, and so does listening and talking, but these skills also affect one another, so the expectation was that this would have a cross-skilled effect.

After the interview with the teachers, the expectation is that they may find the extramural activities effective, but that they also might tend to experience them as distracting, especially if the students do not keep the activities separated from the schoolwork expected of them to do. The anticipation is that the younger teachers do use popular culture in their classes, while the more experienced teachers does not necessarily make use of this in their classroom. Some of the teachers from the older generation might not even be aware that extramural English can have that much of an effect on their students English, as this is something that has been researcher more recently.

The researcher expected to find more relevant information when interviewing teachers as some of them would already have had some interesting thoughts on this subject. Most of the teachers would most likely have thought about and considered the extramural English that their students are exposed to, and the amounts of English that surrounds them every day.



## Literature Review

In this chapter the main sources of literature relevant for this thesis and some important sub literature will be introduced and reviewed. The focus will mainly lay on the term extramural English (EE), the literature relevant to the term and the writers Sundqvist and Sylvén as they were the ones who first wrote about the term. Some additional literature regarding the effect of social impact and exposure of English will also be evaluated, as well as some articles on gaming and exposure to English in other settings.

### Extramural English

In their book “*Extramural English in Teaching and Learning*”, Sundqvist and Sylvén talks about Hicham, a young student who learned english and improved his grades because of his out extramural activites. The definition of the word extramural in the context of their book is;

*“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, *Extramural English in Teaching and Learning*, 2016)

Hicham claims that he has learned English as a third language quickly due to online gaming and Skype. His teacher confirms that Hicham has developed tremendously and that he is almost fluent. (Sundqvist & Sylvén, *Extramural English in Teaching and Learning*, 2016)

In a study from 2012, Sundqvist and Sylvén writes about how the amount and types of gaming among a group of Swedish 11 to 12-year-olds is connected to their learning and understanding of English.

*“Claims have been made that certain games, in particular massively multiplayer online role-*

*playing games (MMORPGs) provide L2 English learners with a linguistically rich and cognitively challenging virtual environment that may be conducive to L2 learning, as learners get ample opportunities for L2 input and scaffolded interaction in the L2.” (Sylvén & Sundqvist , 2012)*

In this quote, Sundqvist and Sylvén writes about the claims that the types and frequency of gaming can improve the second language students’ English vocabulary and cognitive skills. When the student is challenged in a computer game rich with literature and cognitive challenges, and especially massively multiplayer online role-playing games, their skills will improve as they fulfil the tasks within the game. They build on this claim on through their paper, and the study conducted by them proves that the claim might not be just a claim, but true facts.

The study conducted by Sundqvist and Sylvén is based in Sweeden, and it examines how young students (age 11-12) may acquire English as an L2 as a biproduct of playing computer games. The study showed that the children who were frequently playing games scored better on the tests given by the project leaders than their fellow students who less frequently played computer games, and that the children who played MMORPG’s scored the highest. The study did not consider other factors such as social background, but the group of children active in the project were of a quite homogenic background, all being fairly wealthy.

There was a distinction between the games that the boys tended to choose compared to the games chosen by the girls. The boys tended to choose firs-person shooter or multiplayer games such as MMORPGs while the girls more regularly chose single-player games, with creative construction strategies. The benefits of the MMORPG games are considered higher than the single-player games as there are a much higher level of in-game-communication, both in order to play the game itself, but also in order to communicate with other gamers. The choice the students made when it came to what game they wanted to play affected their results on the test.

*“It is clear that learners contribute hugely not just to how fast they learn or how successful they are but also, selectively, to the acquisitional processes through which learning takes place” (Sylvén & Sundqvist , 2012)*

While they do find that this type of games does have a positive effect on the student's developments, they also conclude that learners are responsible for the factor of their own learning. When students choose activities such as gaming voluntarily, and what game to play, they choose an activity for the fun of it, and the extramural English is merely a bonus.

## Beliefs

In an interview from 2012, Simon Borg explains why he believe it is important to consider the teachers feelings and *beliefs* when trying to improve and adjust the classroom. He talks about how the focus used to be fixed on behaviour and that teacher teachers to behave in ways that led to effective teaching amongst the pupils. Eventually it became clear that one could not force teachers into changing, as they would not change, and that each teacher taught in their own individual way (Borg, 2012).

*“Beneath the behaviour there are beliefs and knowledge and related constructs which influence what teachers do, and it started to become very clear that if we want to fully understand what teachers do, we can't just focus on behaviour, we need to understand what they believe, what they know, their attitudes, their feelings.”* (Borg, 2012)

By this quote, Borg is saying that each individual teachers' knowledge and beliefs were proven useful in the classroom. In order for the researchers to fully harvest this, they had to stop and consider the teachers beliefs, attitudes and feelings too, not just the way they acted and behaved.

*“So for all these reasons today we understand that, of course, what teachers do is important but if we want to understand what teachers do, if we want to promote change, we also need to look at beliefs.”* (Borg, 2012)

## Second language learning

Krashen (1982) writes about five theories relevant to the understanding and learning a second language: the acquisition-learning hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis.

The acquisition-learning hypothesis states that adults learn a second language through two different processes, one where they learn the language subconsciously, where the learner is not aware that they are learning a language, only that they are using it. Learning a second language like this, according to Krashen, will make the learner aware of a mistake in the language, but he or she will not be able to explain why it is a mistake. The learner is simply just “picking-up” a language. (Krashen, 1982)

The other process of learning is when the learner is aware of the learning process, for example when in school or when engaging in an online teaching class. This is a conscious learning process, as the learner is aware of the knowledge obtained. In a conscious learning process, the learner knows the rules and is able to talk about and explain them.

By using both of these learning processes, the learner might get full potential of learning a second language, as both processes are equally useful according to. Krashen claims that most language is acquired through subconscious learning. (Krashen, 1982)

The natural order hypothesis proposes that a learner acquire language and grammar in a similar natural order, and even though there are some differences between when a learner acquire a certain grammar rule, there are patterns showing a clear connection between the grammar rules and when they are learned.

In the monitor hypothesis, Krashen argues that while the subconscious process is useful when acquiring a broad vocabulary, the conscious learning process will be a useful tool to guide the language with correct grammar.

The input hypothesis argues that a learner will only acquire new language a level above one's present level. It is therefore crucial to always be mindful of the learners level of language

skills in order for the learner to benefit from the language learning.

The affective filter hypothesis proposes that a learner must be motivated in order to be capable of acquiring a second language. Struggling with stress, depression or anxiety are not great factors in an environment for learning a second language, according to (Krashen, 1982).

## Social context

Tarone (2007) argues that the social context of the L2 learner's language acquisition is crucial regarding the fluency of the L2 speaker. When the speaker is in a social context with other non-fluent speakers, the fluency of the language will decrease, as opposed to when the speaker is in a social setting with high language fluency. When the teacher and the students are not confident with the subject in the L2, there is a tendency to fall back on to the L1, resulting in less exposure of the L2.

*“Lybeck found 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 developed fewer native-like linguistic features.” (Tarone, 2007)*

In other words, a study made on Norwegian students learning English as an L2 showed that one group with close, social relations to other Norwegians had distinct native language features, as opposed to those with a more international social network. By exposing students frequently to an international spectre of English, the fluency of the learner might be positively affected.

## Individual Differences in Second Language Learning

According to Rod Ellis, children vary in the success and rate that they learn, and it is necessarily to consider this when discussing acquiring not only an L2 but also an L1. But

there are severe differences between the two, because while most of us end of comprehending and fluently learn our L1, not all succeed with L2's. (Ellis, 2007)

*“There are some fairly obvious ways in which language pedagogy can benefit from an understanding of learning style. One is through attempts to match the kind of instructional activities to learners' preferred learning styles. Another is through encouraging learners to identify their own natural way of learning to ensure that they can learn efficiently”* (Ellis, 2007) By being aware of the differences in SLL, one can adapt the way we teach an L2, ensuring the schooling to be more efficient.

Being mindful of the differences between the genders and its connection to language learning is important. Boys' declining results in schools worldwide does not seem to be an issue in Swedish EFL classrooms, and many researchers do believe this to be the case because of Swedish students' exposure to EE. (Bennett & Royle, 2015) (Sundqvist & Sylvén, 2016) (Sylvén & Sundqvist, 2012)

## Previous research

### Motivation

In an article from 2013 by Pia Sundqvist and Christina Olin-Scheller, the Swedish EFL classroom is *“explored due to new informal out-of-school language learning settings created by the current media landscape.”* (Sundqvist & Olin-Scheller, 2013) Because of the increasing levels of extramural English that students are exposed to everyday, the teachers experience a growing struggle with keeping the students motivated in class. When the students are exposed to EE, they mostly are due to their interest in the activity itself, not to learn the second language. Because of this, the students tend to be demotivated in the English classroom, as it is not as capturing as the English they are used to outside of school. This development in the student's habits has led to a forced change in how we teach English in the classroom, as the teachers now have to motivate the students using EE methods in class. (Sundqvist & Olin-Scheller, 2013)

“Despite what seems to be a golden opportunity for English language learning and teaching, the teachers show few signs of making positive use of their learners' EE [...]. As a

consequence, the pupils become discouraged and demotivated. Apparently, they experience what Henry (2013) refers to as an authenticity gap; that is, in comparison to the English the learners meet in school, the English they meet outside is considered authentic.”

According to two studies on demotivation among students, two-thirds of the sources for motivation were because of the teacher, so called “teacher-owned” demotivation. (Sundqvist & Olin-Scheller, 2013) According to Sundqvist and Olin-Scheller, the solution to the problem with demotivation amongst students could be to educate teachers in the use of EE inside the classroom. By informing the teachers of the tools available and how to use them, they might feel more empowered in their work situation, leading to a more confident teaching style. When the teacher is motivated and engaged, the students will experience an increase in motivation too. (Sundqvist & Sylvén, 2016)

### Extramural activities

Jørgen Jakobsson wrote his master thesis studying “[...] *the types, frequency and perceived benefits of extramural English (EE) activities on Norwegian 10th graders’ development of English as a foreign language (EFL).*” (Jakobsson, 2018)

He reviews literature relevant for this thesis, but his research is focused on the students point of views.

He concluded that the use of extramural activities interests the students and stimulate learning. The question then is; will this thesis, from the perspective of the teachers, match with Jakobsson’s thesis from the perspective of the students?

# Methodology

## 3.1 Introduction

In this chapter, the methods and tools used to collect the data will be presented and described. First the research context will be introduced in section 3.2, where a thorough description of the project will be presented, including the methods of collecting data and an explanation to why these methods were chosen. In section 3.3 the mixed methods used to collect the data for this project will be explained, using both qualitative and quantitative methods. In the sub-sections 3.3.1 and 3.3.2, both the interviews and questionnaires will be presented. Section 3.4 concerns both the validity and the reliability of the research while section 3.5 focuses on the research ethics of the project. Finally, the limitations of the project will be addressed.

## 3.2 Project description

First the research context will be introduced in chapter 3.2, where a detailed description of the project will be presented, including the methods of collecting data and an explanation to why these methods were chosen.

The thesis is based on a study of Norwegian upper secondary EFL teachers' perception of their students' extramural English and how they can be beneficial or a distraction in the English classroom. The data was collected using a mixed method approach, both quantitative through questionnaires and qualitative through face-to-face interviews. The quantitative data was collected through an electronic questionnaire named SurveyXact. The data collected through the interviews was collected by both using a face-to-face interview and via the video chat program Skype. The open interviews made it possible to collect more detailed data, where the interviewed were able to provide detailed feedback when asked open, general, non-leading questions by the researcher (Jacobsen, 2015). By using both of these methods of collecting data, the researcher has the highest odds of collecting a wide range of data, that to a large degree represent the researched subjects' true opinion.

The results from the questionnaire and the interviews were compared, in order to see if there were a stray between the anonymous answers and those that were not anonymous. According to Jacobsen (Jacobsen, 2015) it is important to make sure that the source provides the correct data, as that is not always the given case. The source may want to provide wrong data in order to put themselves in a better position when the identity is known. That is why it is important



to seek information from both unidentified and identified sources and compare them to each other. If they match, the collected data can be considered reliable.

### 3.3 Mixed methods research

In this section the mixed methods used to collect the data for the project will be described, explaining why both qualitative and quantitative methods were conducted. The interviews are the main source of the collected data, as it provides a detailed and in-depth description of the phenomenon. The questionnaire is a tool to validate the information gathered from the interviews, by collecting data from a wide, but precise, range audience, both in gender, age and nation. It was decided early on to use both questionnaires and interviews, as this allows the researcher to get both detailed, personal information but also the precise and valid results from a questionnaire.

#### 3.3.1 Interviews

The main source of came from the interviews. This was due to the fact that the interviews provided in-depth descriptions of the subject studied, and the true data could be gathered with effortless and precise methods. The teachers interviewed were both young teachers, in their first years of teaching, and teachers with more experience. The teachers were from different parts of the country, widening the range to which the data was collected in order to get a fuller and more reliable collection of data. The teachers were selected based on the researcher's contacts but were all different, both in age and geographical belonging. The nature of this study was a phenomenological study.

“Phenomenological studies are one type of qualitative research. These studies explore the meaning of several people's lived experiences around a specific issue or phenomenon. The assumption is that there is an essence or central meaning of an experience shared by individuals that can be investigated and explained through research. In phenomenological studies, the experiences of different people are analysed to describe the essence of a phenomenon, such as the essence of having cancer or of being a minority in a majority setting.” (Hancock & Algozzine, 2006)

The interviews were face-to-face, one-by-one, in order to get trust and confidence between the interviewer and the interviewed. Having one-to-one interviews create a closed space to which

the interviewed can speak freely without being disrupted by other participants nor feel like they have to hold back information or adjust their truth. The participants were asked open-ended and non-leading questions. This was done in order to collect the most correct data, without any contamination from the researcher and the motive of the project.

The researcher had an interview guide and asked all of the questions in the guide. The questions in the interview guide were similar to the questions in the questionnaire. This was done on purpose, in order to match the data from the interviews with the data from the questionnaires. But the interview had a relaxed, casual vibe to it, as it was in the researchers' interest to keep a comfortable and loose mood and setting.

### 3.3.2 Questionnaires

An electronic questionnaire was chosen for this project as it would be the most sufficient and effective tool in order to collect data a broad variety of teachers from all over the country. Dörney argues that a questionnaire is "...extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible" (Dörney, 2007) It was easy to distribute to participants as it only required a link to a website. Once the data had been collected, the website provided an easy setup for creating graphs, charts, diagrams etc. The different graphs created a nice and tidy overview of the data, which in turn also made it more time-efficient to analyse.

The questionnaire consisted of 20 questions, all with sub-questions asking for a detailed explanation to the answer provided in each question. Some of the questions were open, leaving room for detailed, specific feedback. The questionnaire was split in to two parts, one where the participant were asked to provide general basic information, like age and gender, in order to sort the information by different categories later to see if there was any coherent relations between the answers and the age of the participants, or their gender for example. Also, they were asked to provide information regarding their education and what grade they taught, so that the researcher could be able to sort out the teachers of the specific grades and education if needed. The second part was mainly focused on the teachers' awareness of the term extramural English, and whether or not they were aware that students report that they learn a great amount of English outside of school. (Jakobsson, 2018) The followed some questions that focused on the teachers attitudes towards extramural English and to what extent they make use of it in their own classroom. Lastly, there were an open question where the

participants were encouraged to add additional comments on the subject and/or a comment regarding the questions.

The data collected through the qualitative method is not enough to support the validity of the thesis and the research question as it is not representative for all the teachers in Norway. By supplementing the interviews with a broader and more general database from teachers all over the country, the data is solid enough to be representative for the thesis. It may still, on the other hand, have some flaws.

### 3.4 Validity and reliability

The most important thing in research is the validity, because without this the research can not be relied on and trusted.

As mentioned above, the questionnaire had some flaws to it that it is necessary to address. While the questionnaire was sent out to a broad spectre of teachers, spread all over the country, and was aimed at all age groups and genders, it was voluntary. This could mean that only a specific group of teachers bothered to answer the questionnaire, and that those answering it may already have some partiality against the subject, and that only those interested and intrigued by the project actually took the time to finish the questionnaire. Therefor it may not be the case that the data collected for this project is representative for all the teachers in Norway, but just a broad selection. This should absolutely be kept in mind, as it could be a shortcoming and a flaw in the project.

Jacobsen writes that there are four main questions to be considered when conducting research in order to determine that the data is authentic: (Jacobsen, 2015)

- Are the sources we have the correct one?
- Is the information provided by the source correct?
- At what time throughout the project is the data collected?
- Where does the information come from?

### 3.5 Research ethics

In this project, the ethical questions were closely and carefully considered. By being conscious of the ethical questions and issues related to them, the researcher was able to avoid

making mistakes that would contaminate the research data. When the researcher in advance were clear and aware of the ethnic questions, the interviews would not be tampered with uncertainty or holding back of information out of fear for exposure.

None of the participants were identified, and the interviews were transcribed, not directly recited. All of the interviews were recorded, but none of the participants identity were exposed.

The digital questionnaires handed out online provided the participants with an opportunity to stay a hundred percent anonyms. This, as well as higher percentage of transparency when answering the questionnaire, would lead to a higher number of participants in total, as there was no risk of being revealed after attending the project. The answers could not be traced back to the participants.

The participants of both the interviews and the questionnaires were in advance informed about their rights and the reason for the project, and that they could withdraw their answers at any given time, no questions asked. None of the participants chose to withdraw.

## Presentation of findings

### 4.1 Introduction

This chapter will present the data that has been collected from both the questionnaire and the interviews. Section 4.2, the data collected from the interviews will be presented. In section 4.3, the data collected from the questionnaires will be presented in form of figures, displaying both numbers and percentages.

The collected data shows the perception of EE among the teachers interviewed and questioned in this study, and whether or not they adapt their teaching accordingly to the change when it comes to EE. It is important to remember that those interviewed in this thesis are only a few teachers, and that the data collected from the interviews might not correlate to every teachers' perception. This is where the questionnaires will help to represent a wider spectre of participants, but this might also not be completely representative as the study was voluntarily and the participants were randomly selected. Also, the answers provided by the participants are based on their own point of views, and might not be representative for every Norwegian, upper secondary school English teacher.

### 4.2 Interviews

#### Interview 1

Teacher one was a 24-year-old female, who had been teaching for one year. She had finished four years in university and had an adjunct degree. She was currently working on her master thesis at the time of the interview.

The teacher did not know of the term extramural English but understood what it was when explained by the researcher. She mentioned a lot of great examples that she knew her students interacted with, like videogames, news, social media, English phone-apps, music, etc. She felt like gaming might be the activity that students would learn the most from since they are actively using the language through communication and talking, something they are forced to, due to the mix of international gamers in the chats. She said that the subconscious learning is the 'best' since it is the greatest source of English exposure to the students. It was hard for her to say whether her students English had been affected by gaming or not because she did not know whether her students played video games or not. This also means that she do not know if there is a difference between the genders when it comes to videogames.

She said that there is not that great of a difference between the genders when it comes to their knowledge and grade in English in general. The greatest difference in her English classrooms was between the vocational and general studies classes. The English level was severely low on vocational studies in contrast to general studies, in her classes. She perceived that the English level also depended on the student's interests, for example as some of her students that were interested in global news did have a greater vocabulary in English than those that did not.

She said that she experiences some loss of focus due to phones in her class. She does not experience that her students watch a lot of series in her class, but that they often use their phones. The experience is that it takes away a lot of focus from the classroom education and that it is hard to get them going and to keep them at it. She said that it is a challenge that they do not take responsibility for their own learning.

She does not notice any negative affect of English outside the classroom, but that it is only positive as long as they are exposed to English. She noticed that they do use some slang and that their spelling and sentence structure may be affected but she thinks that as long as they use English it is better than nothing. In the up-coming change in the Norwegian curriculum the students are encouraged to learn more of a working language, especially in vocational studies, and that gaming and computer language is a part of that too. She said that is not a bad thing for the general studies students either, and that it is okay as long as they learn the differences between oral language and a professional written language, and that's what they teach them in school.

The teacher perceives her students that struggle with regular traditional English learning to have an extra beneficial learning from English outside of school. Some students learn from reading and others from doing. By actively using English they can learn better than what they can by just reading or learning grammar in the classroom.

She said that she uses popular culture in her classroom because it is something that the students can relate to. It is more interesting to them, and it is something new, something that the students are not usually used to doing in the classroom. Traditionally, it is harder to keep motivation up in vocational studies because English is a subject that they have to do and they just want to be done with it, so finding things that they find funny or interesting helps with their motivation. "As long as it is fun," she thinks, "they can learn from it."

She recommends her students to expose themselves of English outside of school, and she recommends both documentaries, movies and tv show, not only classroom related shows, but shows purely meant for entertainment. She thinks that doing so can increase the relationship between the students and the teacher which leads to better relations and a better environment in class. The students think it is fun to talk about popular culture and things that they find interesting, which again increased their motivation and interest in class. Her main reason for doing this is student/teacher relation.

She said that her students do absolutely spend a lot of time on their phones and that they are not as social due to the extreme time spent on social media. They get all their social interaction from there.

She experiences that her students learn the most English in their everyday life through extramural activity but that they learn the most qualitative English in school. She thinks that it is hard to teach students in class how to proper write sentences as the sentence float is something you learn from observation and reading over time. This is something students to a great extent learn by actively engaging in extramural activities. She points out that it is important to have the classroom teaching as well, as this is where the students are guided in their English, taught grammar and proper spelling.

She said that her experience is that students of her that are frequently exposed to extramural activity improve their oral skills to a great extent but that she does not notice a huge difference when it comes to written English and grammar. This is because she believes that writing English is the best way to learn correct grammar and most of her students does not write a lot in their spare time. Those that do write a lot, naturally, experience an effect on their written English, but that is not something a lot of her students do. Some students can transfer their oral developing language to written, but she said that she did not notice many students doing this, only a few special cases.

## Interview 2

Teacher two was a 36-year-old, male teacher. He had been working three years as a teacher, in an upper secondary school, in vocational studies. He had a lector degree.

The interviewed teacher had already pre knowledge of the term extramural English, as he had priorly been exploring the term and its meaning in the classroom while writing his own master

theses a few years ago. He was positive to the term, but he had learned through his own studies that the students would benefit differently depending on interests, but most importantly depending on gender. Through his own research he found that boys tend to benefit the most from extramural English as they tend to engage in more activities where the use of English is necessary opposed to the activities that the girl tended to engage in which were to a larger extent more passive meaning that they didn't have to use English themselves too engage. The teacher thought that this made a huge difference for the students as one had to engage actively in the English activity and not just passively observe as one would do when watching television or listening to music. The students would have to use the English either by writing or speaking in order to benefit from the extramural English, something the boys tended to do a lot while for example playing certain type of video games. He points out that the fact that the students are exposed to English almost throughout their entire day has an effect on the amount of English they obtain and learn, and that especially gaming has proven to have a great effect through his own studies and others (Sylvén & Sundqvist , 2012)

When asked how he perceives the students that are frequently engaged in English activities outside of school he answered that they orally seems to be very positively affected, but that there rarely tends to be any effect on their written performance in the English classroom and that their range of vocabulary and their terminology is not affected. This could also be a problem when the students have to communicate within the classroom because they are not properly equipped to talk about anything outside their realm of interests. This could result in the students appearing to be quite fluent, while not necessarily being the case as the student might be articulate within their very specific range of interests, for example the video game that they play, but they struggle having a fluent conversation about other subjects in the classroom.

When asked about the effect on the English of the students exposed to ee, the teacher answered that his students are positively affected by the English they obtained through extramural English and that all exposure is good exposure. He said that they tend to be more comfortable when using their second, removing a lot of barriers holding students back from oral performance within the classroom. He also points out that it could be tricky for the teachers as they might be faced with students that are quite literate but in other areas than what the he or she would expect from that age group. This could lead to the teacher thinking that the students are fluent within their second language while in fact they are not necessarily so in all areas. The way that the students obtain their second language is something that they



do not perceive as official language learning as they are having fun and voluntarily engaging in this activity. He mentioned an example from his own classroom where he showed a picture of a pickaxe to his students and asked them what they thought this was and they all instantly responded that it was a pickaxe. All the students knew what it was, not because they grew up on a farm using a pickaxe in real life, but because they all had played the videogame Minecraft where the pickaxe is a quite central object.

When asked about whether or not he feels like his students sometimes might be distracted by their extramural activities when in school or while working with homework he answer is that yes sometimes his students would like to play a video game instead of reading for example. But he does not feel like this is something that distracts them so to say but that it might somewhat lead to them having a one-track-mind.

The teacher points out that the extramural English that the students are exposed to provides them with an oral based skill set, something that is only a small part of the curriculum. He points out that if someone with English as their first language were to write an academic text it is not necessarily something that they would be able to easily do. By this, he means that even though the students are not necessarily great when it comes to writing academic texts it does not mean that they are bad in their second language. It means that they are orally capable of good communication but not necessarily the academic writing, which is something they have to learn as well. He points out that this is not something that is necessarily a negative thing but he points out that as a teacher one has to be very aware that these students that have great oral skill sets might not necessarily be as great writing academic texts. It is up to us as teachers to figure out where the students need help developing their skills.

When he was asked if he feels like this extramural English way of teaching could be better for students who tend to struggle with traditional English within the classroom, he answered that motivation is key. When someone who struggles mentally does not want help, one cannot force that person to become better that person needs to be motivated and open for others to help in order to get better. It is the same way with students in order for them to learn they have to be open for accepting help and if they are not motivated it is it is a real struggle to teach them anything. With extramural English these students might feel motivated and it might be a gateway ticket for opening up to the classroom English. He said that he feels that if someone is not motivated in class and they are not capable of reading about the second world war it is better that they at least get some kind of input in English for example through podcasts or a video game. All exposure is good exposure.

When it comes to the use of popular culture in his classroom, he said that he is actively using movies tv shows video games in his teaching. For example, he uses black mirror and asks students to analyse the episodes and focuses on democracy and politics. He uses the greatest showman to analyse music, mental health and what being stepped on by others can do to you, and he uses a lot of Minecraft in his construction classes. He prefers not to give his students homework but instead he encourages them to expose themselves selves of English outside of school by listening to these podcasts or watching these movies or bingeing these netflix shows. But the key here is that he encourages his students not to passively engage in these activities but actively. This means that instead of watching a movie like one would normally do he encourages them to repeat the words spoken, notice how they are being pronounced, pay attention to the subtitle and how the words are spelled and two look up words that they do not understand or that they haven't heard before. Be an active watcher not a passive receiver. A classroom without popular culture is not really a classroom, he said.

He continues to mention his own studies where he interviewed lower secondary students and looked at their grades in English. His studies portrayed that those with higher exposure to extramural English, those that actively and regularly engage in extramural English activities, had a higher-grade score. He points out that there could be two different explanations for this. One is that those that generally like the subject English might seek out activities in their spare time that include English or the second is that it might be the other way around, that those with these interests that include extramural English improve their grades as a mere bonus. Motivation is also key here, he said.

He stresses how important it is to understand and use the interests of the students in order to motivate them in class. If someone in his class is interested in romance, he brings up romeo and juliet or if he has some someone who is interested in football, he tries to bring football into his classes. He then continues to talk about how important it is for his students to talk to listen to music read watch movies as much as they possibly can because by doing so they might hopefully install building blocks of how to properly both speak and write English.

When reading English literature students remembers how the text and literature is written and will then later again use it in their own texts. This memory copy technique is essential when it comes to understanding and learning how to write English literature and academic texts. He said that is why he encourages his students to read and listen to music as much as possible because when they do, they will slowly but certainly remember English and their fluency will improve.

When asked where his students learned the most quantitative English he answers that you can't learn a language when you only expose yourself to it two hours a week and that in order for his students to learn a second language they have to expose themselves to that language in their spare time as well. This means that the most amount of English that his students learn are outside of school, hopefully, if they expose themselves to as much extramural English as he would like them to. When his students engage in English and obtain English outside of school, he can take that English and guide it with classes about grammar or just simply guide the English and fix the mistakes they regularly make. He points out that his students learn their English differently, as some of his students that are frequently exposed to English also learn their most qualitative English outside of the classroom depending on what type of activities they expose themselves to in their spare time while others clearly learned the most qualitative English within the classroom because they do not expose themselves to a wide variety of English outside of the classroom. He explains that humans often learn from observing others likewise a child learning to walk by watching his parents walk and that language learning is highly linked to observed learning.

### Interview 3

Teacher three was a 26-year-old, female teacher. She had been working one year as a teacher, in a upper secondary school, in vocational studies. She had an adjunct degree and was working on her master thesis at the time of the interview.

The interview teacher was overall positive to the term extramural English and she expressed that she supported her students engaging in English outside of the classroom. She explains that she is positive to English outside of the classroom because according to her it could encourage her students interests in the subject because the English outside of the classroom was voluntary and not obligatory something that could remove the barrier that makes English feels like “a have to”. She said that she loved to make use of literature that she felt like her student might enjoy in order to increase interest and then motivation.

She claims that using a second language in a real-life situation is what her students have shown to benefit the most from. That's why she encourages them to engage in English in more authentic real life situations especially when travelling but also through extramural English activities like having a pen pal or playing interactive video games with others where you have to use your English to communicate.

She points out that as a teacher it is important to keep in mind that due to the students increased exposure to extramural English the gap between the students level off language skill might differ. This could make the planning of the sessions a lot more tricky for the teacher as one would have to be very mindful of how to adapt the session to both the group of students with the lower skill set within the English classroom and those with a higher skill set. Students that tend to engage in a lot of extramural English activities might adapt their English skills much faster than those who do not engage in English outside of school, she says. This is something that she has experienced with her own students.

When asked about how she perceives her students that tend to engage in a lot of extramural activities she answers that she absolutely feel like there vocabulary skills are improved and that they tend to construct sentences with ease. They also tend to work better in English instead of working in Norwegian and then later translating from Norwegian which some of her other less skilled students tend to do. She also says that she has some students with international friends and that they learn a lot of English from communicating with those and that her experience is that they learn how to communicate and speak English with ease but that they tend to struggle a bit with the academic parts of the language. She points out that this could be a little bit tricky due to the focus within the Norwegian classroom an academic English but that generally in everyday life she can only think of it as 100% positive.

She says that she mostly feels like her students that engage in extramural English has a positive effect from it especially when it comes to vocabulary and word count but that she it is also aware that they tend to shorten their words and sentences which is not something she approves of. She is also a bit concerned for her other students that does not necessarily engage in that many extramural activities, because they might feel even more insecure about their own skills when those others that do tend to expose themselves to English outside of school are so confident and successful in comparison. They might close themselves even more because they are insecure about their own skills.

She notices a big difference between girls and boys when it comes to what type of activities they tend to prefer outside of school. She explains that her female students tend to engage in activities where they aren't nearly as active as the boys tend to be in their activities wild girls to a greater extent tends to be more passive observers in the extramural English activities boys tend to be more active extramural English users but she says that the activity that she feels like her students learn the most from is talking to others in English and that is something she perceives her male students to do more than her female students. Activities that her female

students tend to engage more in its typically watching television or tv shows something that could improve their listening skills but has little to no effect on their confidence in the classroom and their own vocabulary.

She says that she does not necessarily experience that her students tend to be distracted by their extramural activities inside of the classroom. She says that it might be because she regularly include her students in the classroom curriculum, often letting them decide what material to use for different sessions. She says that she feels like her students enjoy the classroom being a democracy and that she feels like their motivation increases due to their inclusion in the planning and deciding in the classroom. She also tries her best to include her students interests in her curriculum and classroom activities she says that she feels like this motivates her students minimizing their need to distract themselves from the classroom work.

When asked whether or not she feels like extramural English might erupt the students English for further developments she says that she does not feel like it ruins their English. But she points out that one has to be aware that they could be negatively affected by extramural English, and that it is the teachers' job to teach proper academic English.

She feels like students that might struggle with traditional learning within the English classroom might benefit from extramural English but that it is not always a given case that it will be beneficial. In her experience, students that struggle with English in the classroom tends to avoid English in their spare time as well.

Like previously mentioned, she uses a lot of popular culture in her classroom. In the beginning of the school year she asks all of her students what their interests are and what type of food they like, all sorts of questions. She then makes a note of all her students interests and favourites and uses this throughout the rest of the school year. As an example, a lot of her students wrote down that they like the hunger games books, so she planned a couple of sessions where her students were to work with the books in a project. This was something her students highly appreciated, and she felt like the motivation among the students peaked. This is just one example of many, and she absolutely feels like it has a positive effect on her student's motivation.

When asked if she encourages her students to expose themselves of English outside of the school, she answers "yes" and that she especially encourages those students that struggle with traditional English in the classroom. She says that while asking demotivated students to read

heavy books has led nowhere, encouraging them to pay a little extra attention while watching their favourite tv show or listening to music is something they were willing to try. She also eagerly encourages them to find a pen pal online, someone whom they can write and talk English with, someone who does not speak their mother tongue. These are baby steps that might one day lead to those students being able to read books, and maybe even the heavy books.

When asked about where she feels like her students learn the most quantitative versus qualitative English she says that this first of all varies majorly from class to class, but that it is hard to give a straight answer to the question as the focus in upper secondary school is mostly on adapting the English that they already know to academic situations and settings. But she says that since her students are exposed to the amounts of English that they are outside of school, she can tell that they do obtain a lot of English and that it is up to her to teach them how to use that English in an academic sense. By this she means that her students obtained the most English, quantitative English, outside of school but that it is her job to teach them the qualitative English, adapted for the academic setting, in school. But, the most efficient way for her students to learn both quantitative and qualitative English according to her as through conversation with someone who is a fluent English speaker.

She has a positive attitude's towards Sylvan's theory about motivation where she says that teachers must adapt in order to maintain their student's motivation and interests in the classroom. She says that she absolutely feels like it is the teachers' job too always teach in a way that benefits the students the most. But she also points out that it is very important to teach her students slow reading and academic writing, especially in her general studies classes as they are preparing full higher education where they most likely absolutely would need do you know how to write academic English.

She experiences that her students develop their oral skills and vocabulary to a great extent but that they often tend to get a focused vocabulary, meaning that they learn a lot of terms within their field. An example is if they play video games, they learn a lot of computer-game-related terms, but they do not necessarily know a lot of terms when it comes to British politics for example. She also stresses that this vary from student to student at that and that no one is the same and everyone learned differently but this is her general observing.

## Interview 4

Teacher four was a 24-year-old, female teacher. She had been working 2 years as a teacher in an upper secondary school, with vocational studies. She had an adjunct degree and was working on her master's thesis at the time of the interview.

The interviewed teacher was overall positive to the term extramural English. The interviewed teacher had not before heard of this term but were quite familiar with the exposure of English outside of the classroom.

Many of her male students were regular gamers, and she clearly saw the benefits her students had from this. She mentioned that her students used communication tools like the program twitch to chat and talk to other international players, something that meant her students were left with no choice but to use English. In the classroom, her students often felt like they did not have to use English, as everyone in that setting also spoke Norwegian, and it was more comfortable using their first language. This resulted in her students often falling back to speaking Norwegian in their English classroom, instead of English.

The teacher said that she experienced that the male students that were actively using English by gaming had a greater benefit from the extramural activities than those who didn't, as they were using English, not just being exposed to it. The female students, on the other hand, were more often just passively being exposed to English and not actively using it themselves, as they more often spent their time watching tv shows instead of gaming. This had a great impact on their English developments.

She mentioned that those students that were actively playing videogames more often had a great pronunciation and vocabulary, but that their grammar and their abilities to write a formal text were not that good. She said that she experienced that her students are positively affected by the extramural English because the barriers are broken down in a relaxed environment together with friends where their English is not being judged, as it is in the classroom, both by the teacher but also by other students. By lowering the standards for speaking and creating a friendly environments, her students felt more comfortable speaking and this lead to a sense of accomplishment.

The teacher said that she tried to encourage her students to use English outside of school as much as possible. She encourages them to watch movies, tv shows and YouTube videos without subtitles. She thinks that tiktok and Instagram are useful tools when learning English outside of school but she does not constantly encourage her students to use this as it is up to

each individual whether they like to use this or not, and this may vary. She encourages her students to use English and it is easy for those that travel or have friends that does not speak Norwegian but for those that do not travel, watching movies, playing games, listening to music is key for developing English.

To sum it up she says that the greatest amounts of English are learned outside of school but that the English learned in school is essential when it comes to learning grammar and to understand what is correct and what is incorrect English. She says that she does not think any kind of extramural English can be disrupting for the students, as every kind of exposure to English can improve and affect their learning. But she says how important it is to still have English in the classroom as this will work as a guidance for the English they are exposed to outside of school.

## Interview 5

Teacher five was a 53-year-old female teacher. She had been working 26 years as a teacher, and she had completed 7 years in university. She worked as a teacher in a public, upper secondary school, in both vocational and general studies.

The teacher had not prior to this interview heard about the term extramural English but she was quite familiar with the fact that students engage in English activities outside of school. She teaches in the upper secondary school with vocational studies, so she has a lot of boys in her classroom. She says that she experiences that they use a lot of English outside of school because they play a lot of video games and they use the internet regularly. When asked about whether or not she feels like students learn English outside of school or not she says that she feels like it is the case for most of her students. She points out that students in her class benefit from extramural English because they tend to not be very fond of traditional school work but because of extramural activities like gaming they improve their English oral skills something that again will increase their self-confidence in class. She says that her students that does not regularly counter English in their everyday life usually has a longer way to go when working on being comfortable speaking English in the classroom. She also says that the written skills of her students are not necessarily affected by the English that they encounter outside of school.

When asked about how she perceives her students skill sets based on how much they engaged in extramural activities she answers that those students of her that struggle with learning



English in the traditional way for example due to dyslexia tend to benefit the most from untraditional English learning methods like extramural English. She says that by actively exposing themselves to English in their spare time they pick up oral skills that give some confidence in the classroom, confidence she does not think they could get from anywhere else. She points out that building vocabulary is something that they benefit greatly from through the extramural English and that she makes more and more use of this within her classroom.

When she's asked whether or not she feels like their English or being affected in a positive or negative way she says that she mostly feels like it is positive but that sometimes they learn words that they should not use in an academic setting and that they learn to spell words wrong but that it is something she as their teacher has to correct sort of like a guide or corrector. She says that if her students shortens down words in an academic setting it is her job as a teacher to correct that, and that is something they have to learn anyway, the difference between informal and formal writing. She says that the most important thing to her for her students in her classroom is that they do not ball up afraid to use the English that they have. For her the most important thing is that her students feel comfortable speaking out loud and using their second language and that whatever flaws or mistakes they make it is her job as a teacher to correct them. She can not correct their English if they do not dare to speak up and use it.

She says that there is a difference between the genders when it comes to the extramural activities ask her male students tend to play a lot more video games than her female students. Even though some girls to play video games most of them do not and tend to engage in other extramural activities like watching television shows or engaging in social media activities. She points out that when learning English, the most active approach is the most efficient one whereas a passive approach is not us efficient when it comes to obtaining and learning a second language. She says that the best way for her students to learn English is by actively constantly make use of it by either writing or speaking something one regularly do while playing certain types of interactive video games. She does not feel like watching television or hanging out on social media provides her students with the same amounts of learning as with video games.

When asked whether she feels like her students who regularly engage in extramural English activities often are distracted by those activities when they instead should focus on school or homework, she answers that she rarely experiences that any average students play video games or engage in other extramural activities during class. When it comes to their

homework, she does not know whether or not their spare time activities get in the way because she rarely gives her students direct homework in the traditional kind. Whenever she asks her students to do any kind of work at home related to school it is most of the time work related to bigger projects or work that her students did not finish in class. She also asks them to work on specific words that she wants them to learn and she is not under the impression that her students do not do the work she asks them to at home

She says that she feels like her students that normally struggles with traditional English learning within the classroom absolutely might benefit from obtaining English outside of the classroom and exposing themselves to extramural English. She says that she is very positive towards her students voluntarily engaging in English activities and that she feels like with English it is the more the merrier. But she says that she is not that good when it comes to using popular culture in her classroom. She says that she feels like she is very used to her routines but that she tends to sometimes use a YouTube video or for BBC one-minute news in her sessions. She points out that this is not directly popular culture but this way her students are not only informed about the current news and the situation in the world but they are also exposed to a new set of words something that she is very taken with.

She says that she constantly encourages her students to engage in English activities outside of school but she can't say that she encourages them to do something specifically, she just generally encourages them to engage in activities including English and she has previously taking them along on a guided city walkthrough in English.

When asked about qualitative versus quantitative English and where she feels like her students learn each of them she answers that the qualitative English is something that they learned from school but that the quantitative English is something they learn in their everyday life because they are constantly surrounded by an engaging in English. Her classes is only two sessions a week and that is not nearly enough to teach them the amounts of English that they should learn, and the English outside of the classroom is where they obtain the most English. But when in school they learn how to write letters work applications they read short stories and articles. All of these our contributors to a wider understanding of the language and how to use it, something they will not likely learn from extramural English. When she was asked about the Krashen's monitor theory she said that she absolutely agreed with him and that she absolutely feels like that is the case for her students. When confronted with the sylvan theory about motivation within the classroom she says that she feels like it is absolutely to some degree very important to change how the classic traditional classroom education has

previously been but that one should not change it completely. She says that it is important to still have a framework within the classroom where we still teach traditional English because the students must learn how to study, instead of having fun all the time.

### 4.3 Questionnaire data

24 teachers answer the questionnaire, 4 males and 20 females. The participants were teachers who taught grade 11 to 13. The teachers were randomly selected, and they all attended the questionnaire voluntarily. The questionnaire was handed out through a closed online group specifically for teachers. The questionnaire included a question where the participants were asked their current teaching situation, and all those that answered that they were not working as a teacher or had not been the past 10 years were sorted out and deleted from the data. One of the questions were about the grade the teachers taught, and those that answered 1st to 10th grade were deleted from the data. This was because the aim for this research was to determine the believes of those teaching in the upper-secondary school.

#### Background information regarding the participants

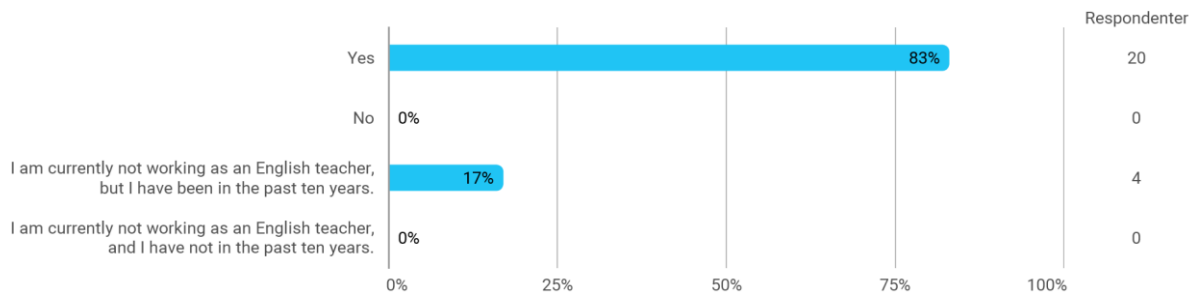


Figure 1: Current teaching situation

83% of the participants were currently teaching, while 17% had priorly been teaching, but were no longer.

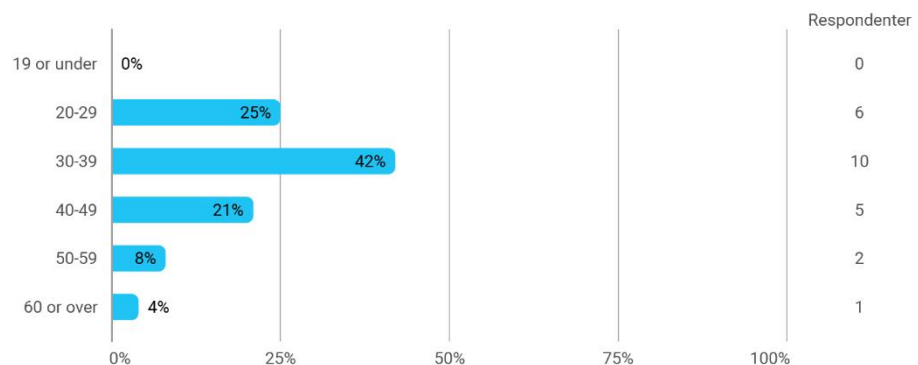


Figure 2: Age of the participants

As seen in figure two, 42% of the participants were age 30-39, 25% were age 20-29, 21% were age 40-49, 8% were age 50-59 and 4% were age 60 or above. This means that most of the participants were rather young teachers, while very few of the participants were older.

This could be due to the fact that the questionnaire was distributed on a social media platform, and that older teachers might not be as present on those platforms as the younger teachers.

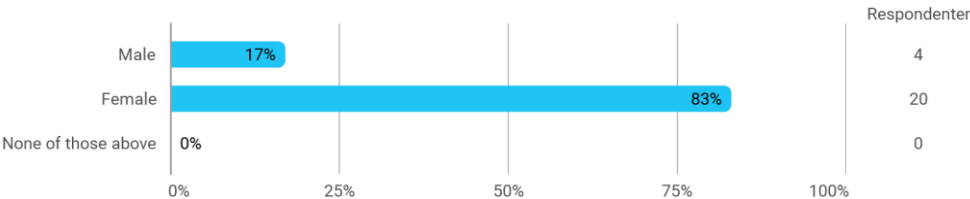


Figure 3: Gender of the participants

As shown in figure 3, most of the participants were females. The reason for this might be due to a few different causes. One might be that there are more female teachers in Norway, another might be that there are fewer male teachers present in the online teacher group where the questionnaire was distributed, and a third might be that male teachers do not voluntarily participate as eagerly as female teachers.

Degrees

17 of the participants had a master’s degree. Six of the participants had an adjunct title. One of the participants had a bachelor’s degree.

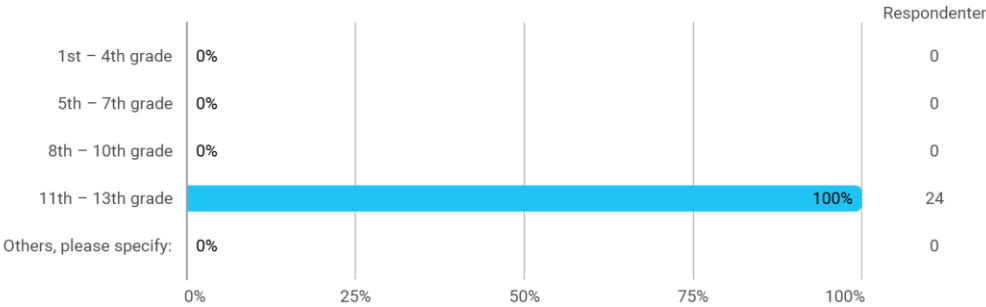


Figure 4: Grade the participants teach

All of the teachers were upper-secondary school teachers. Those that answered any other grade, was deleted from the data by the researcher. This was because this paper was aimed to research the beliefs of those who worked in the upper-secondary school.

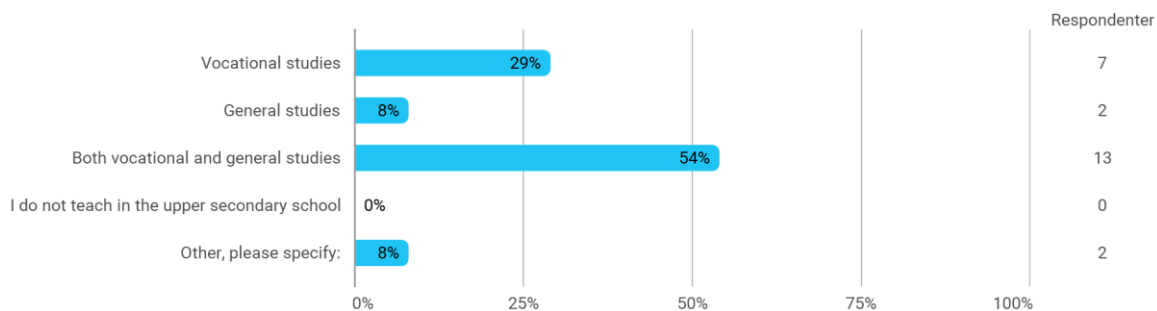


Figure 5: Upper secondary school teachers

Other:

- International programme
- Gaming educator, e-sport coach
- 

As seen in figure 5, most of the participants taught in both vocational and general studies. 29% of the participants answered that they taught in vocational studies only, and 8% answered that they taught in general studies only. This is something to keep in mind, as the way one teach English in vocational studies might vary from the way one teach in general studies.

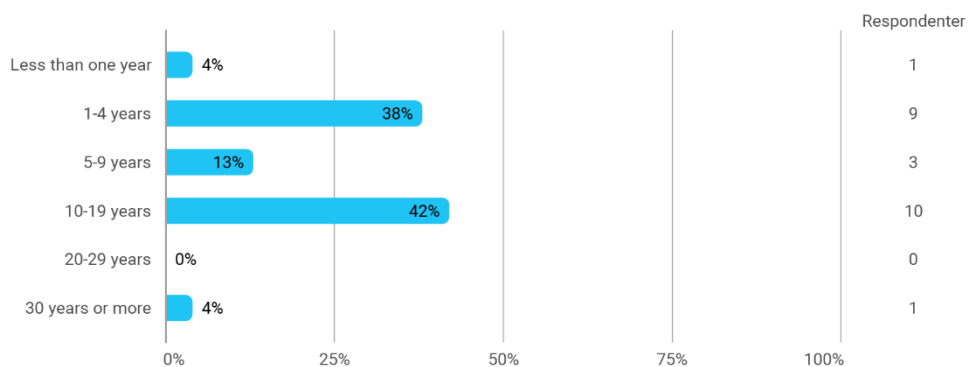


Figure 6: Amount of years as an educator

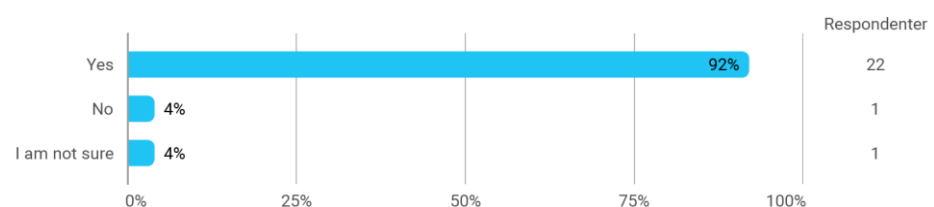
As seen in figure 6, 42% of the participants had been teaching for 10-19 years, while 38% of the participants had been teaching for 1-4 years. These numbers correlates with the numbers regarding the participants age, as most of the participants were age 30-39.

## Questionnaire

When asked what they had priorly heard of the term “extramural English”, most of the participants answered that they had not heard of or that they had heard very little of the term.

Some of the participants understood what it meant by the sound of it, and others had heard of it from colleges and other situations without any in-depth information. Some of the participants had heard of it and knew a little of it, and only a handful of the participants had heard of it and knew what it was. A selection of the answers:

- *Yes, I think this is an essential term for adolescents!*
- *I have not heard about it*
- *Not much*
- *What you have told me. This is English pupils learn outside the classroom.*
- *English outside the classroom (heard about it in an English didactics course)*
- *I have not encountered it as a term before, but the concept is hardly foreign, I grew up learning a ton of English from mucking around with computers myself.*
- *Considering my own master's on the matter... Probably more than most. Everything a person does that exposes oneself to English outside of the framework of school. This also includes a pupil reading English during recess, as long as that is voluntary.*
- *Only that it concerns English spoken outside of the classroom and that it is important for their learning.*
- *I believe it is a term used to bring the "outside" in, in a classroom setting. So when it comes to learning English, your skills will have a higher chance of great improvement if you surround yourself with the language you're learning outside of the classroom. I always tell my students to "shower" in English, it is not enough to sit in a class a couple of hours a week.*
- *I have heard that it helps pupils' overall achievements in English*
- *All aspects of English that the students engage in outside of my classroom*



*Figure 7: Are you aware that students report that they learn a great amount of English outside of school?*

As shown in figure 7, 92% of the participants answer that they were aware of that students' report learning a great amount of English outside of school. While this does not necessarily

correspond with whether or not the teachers agree with their students, this question shows that the teachers are enlightened regarding their students' perceptions when it comes to English.

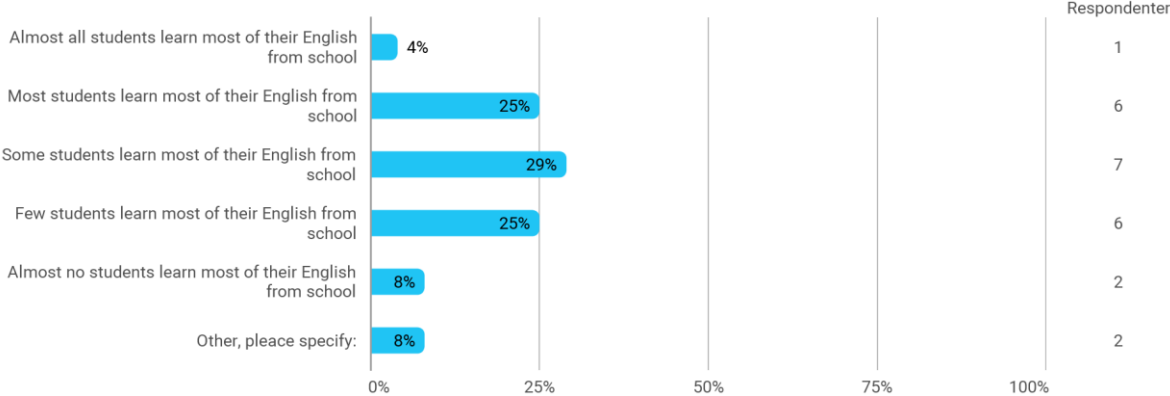


Figure 8: Where do you think your students learn most of their English?

Figure 8 shows that 29% of the participants perceived that some students learn most of their English from school. Then the participants are split between two groups, one of them are leaning a bit more towards students learning most of their English from school while the other group are leaning a bit more towards fewer students learning most of their English from school. Some of the participants chose to elaborate their answer, and some of those answers pointed out that it was hard to answer this question, as it differs from student to student. Some examples are;

- *Gaming and other social media platforms*
- *The pupils learn the basics for English in school, but fairly quickly they start picking up more and more outside the walls, IF they have interests that make it easy for them to do so.*

When the participants were asked to elaborate their answers, they answered that most of their students pick up a lot of English watching TV, YouTube, playing videogames and listening to music. But most of the teachers pointed out that students acquire an unformal variety of English through these platforms, while the academic English is almost exclusively taught in school.



- *I think most of my students (boys in vocational studies) learn a lot of their English from gaming. In addition, I know that several of them are Youtubers or watch YouTube frequently*
- *The English language is learned both in the classroom and elsewhere, whereas the curriculum is learned at school.*
- *I think students may be more exposed to the language through tv-series, films, gaming, music and different apps like YouTube and TikTok, but unless they take an active part in using the language in their spare time they'll learn more from their school. If the students are only passive listeners, and don't use the language, they won't develop their communication skills or expand their vocabulary.*
- *I believe most students learn most of their English through TV-series, music, social media, games, etc.*
- *Some students hardly use English TV, music, blogs, games etc and will therefore have little input from other sources. Still, I believe most students learn a great deal outside school.*
- *Many learn from various films, TV shows and/or computer games.*
- *Most of my friends with small children are exposing them to English from a very young age (intentionally or not, thanks to Youtube-parenting.) These children will presumably grow up learning most of their English skills outside of school.*
- *School is a perfect arena to chip away on the edges of the knowledge the pupil has.*
- *Society has changed greatly. This was different 19 years ago when I started teaching. Social media and the internet are great when it comes to language learning*
- *In my experience, a few students learn most of their English at school due to them not engaging with English at home.*  
*Most students learn most of their English through social media, TV series/movies and gaming.*
- *The school is only a provider of resources, support (for help and practice with the teacher and classmates) and learning materials. To actually acquire the language, one must use it in many different settings. Moreover, a pupil should use the language in their fields of interests which does not always shine through in the classroom, as 30 pupils have 30 different interests!*
- *I think this is a very simplified answer as it depends on their socio-economic status and their cultural background as well as the school. Furthermore, I believe that students learn mostly informal English outside of school. universities and university colleges*

have reported that the students believe that their English skills are greater than they actually are seeing as they do not know sufficiently to master complicated academic texts. So to some level, they learn most of the everyday English at school, but it is the school's task to push them to a higher level, as well as teaching them the pragmatic skills they require in the global society.

- I think a lot of students learn a lot of their English from gaming, movies and social media. My train of thought for this is that I learned most of my oral skills from gaming myself.

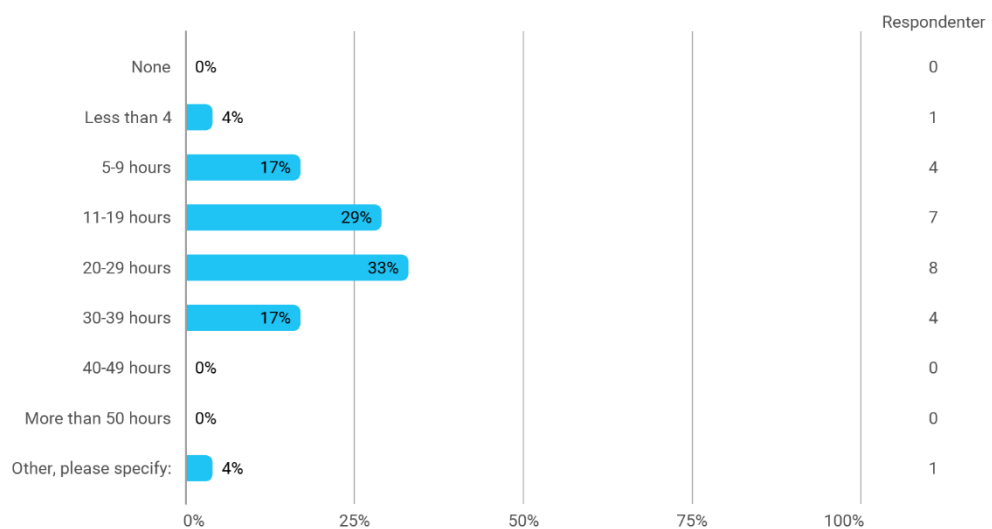
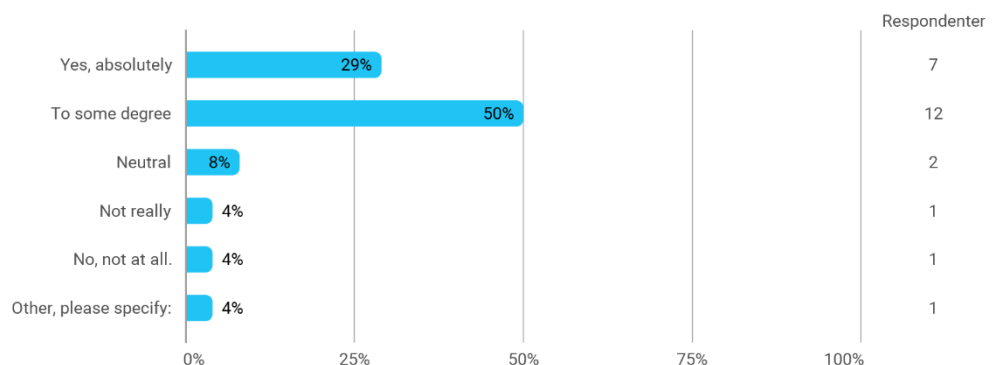


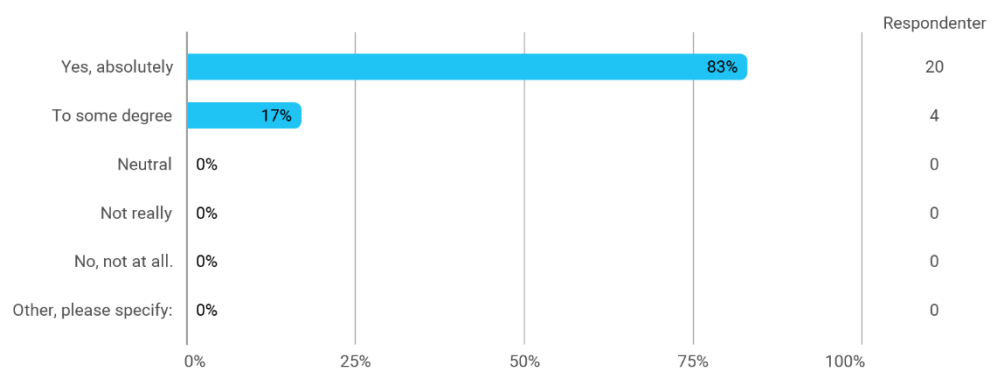
Figure 9: How many hours do you think your students spend on extramural activities on average per week?

33% of the participants reported that they believed their students spent an average of 20-29 hours. 29% of the participants answered that they believe that their students spend an average of 11-19 hours a week on extramural activities. The one participant who answered “Other” did not specify his or her answer.



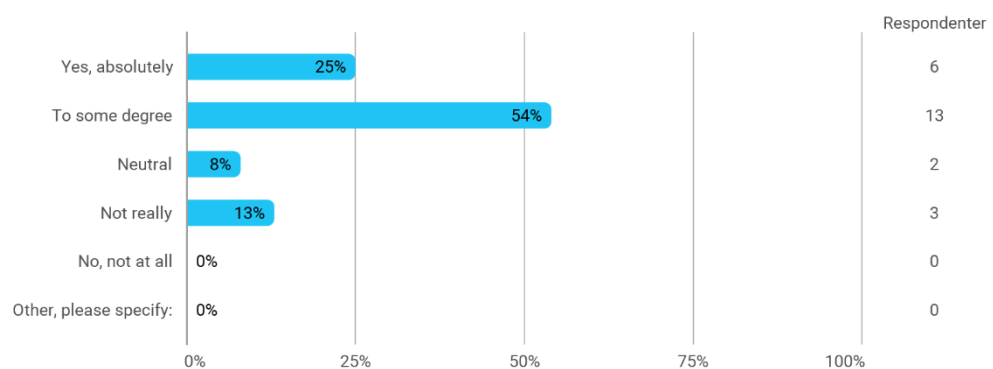
*Figure 10: Do you perceive that your students who are frequently exposed to extramural English improve their written English?*

As shown in figure 10, the general opinion amongst the participants were that students benefits from exposure of English when it comes to their written English to some degree. 29% of the participants were positive, and answered “Yes, absolutely”, and 50% of the participants answered “To some degree”. But two of the participants were to some degree negative towards the effect of extramural English exposure had on their students written English, as one answered “Not really” and the other answered “No, not at all”. The one participant who answered “Other” did not specify his or her answer.



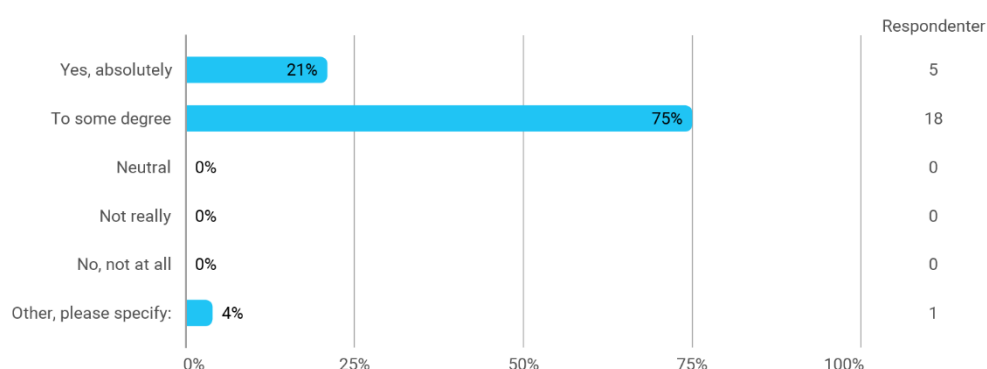
*Figure 11: Do you perceive that your students who are frequently exposed to extramural English improve their oral English?*

As shown in figure 11, the general opinion amongst the participants were that students benefits orally to a great extent. 83% answered “Yes, absolutely” and 17% answered “To some degree”.



*Figure 11: Do you perceive your students to get distracted from their schoolwork by their extramural English activities?*

In figure 11, 25% of the teachers answered that they absolutely do feel like their students are being distracted. 54% of the participants answered that they do to some degree perceive that their students get distracted from their schoolwork by their extramural English activities. 8% of the participants answered neutral, and 13% answers that they do not really feel like their students are being distracted. This shows that most of the teachers were leaning towards their students being to some degree distracted by extramural activities.



*Figure 12: Do you perceive that students struggle with motivation in class?*

*Other:*

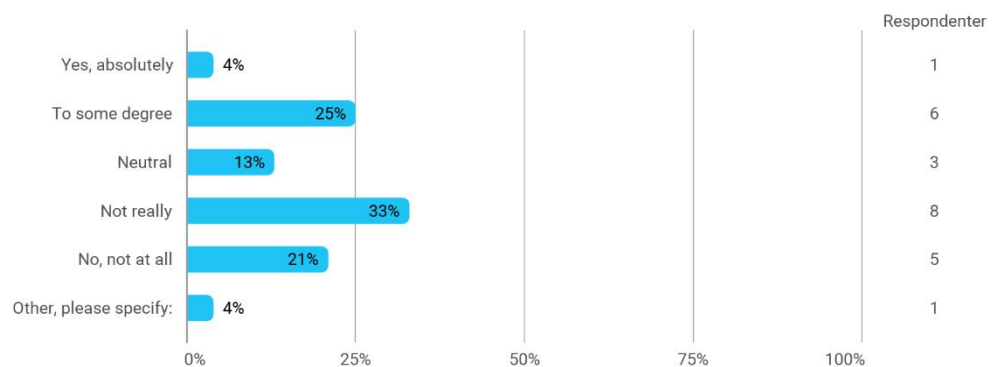
- *It depends what define «students». If referred to the students who use extramural English, then no. Some student who I see AS not being active users of English outside school tend to be more unmotivated, however, this might connect with their level of competence and understanding.*

As seen in figure 12, 21% answered “Yes, absolutely” while 75% of the participants answered that they felt that their student “To some degree” struggled with motivation in class. The one participant who answered “Other”, wrote that those students who actively engage in extramural activities do not struggle with motivation, but that those who do not engage in extramural activities do struggle with motivation. This might be because of their lack of interest or their level of competence and understanding.

When the participants were asked to specify, they mostly answered that students struggle with motivation when it comes to slow, written tasks where patience is key, and tasks based off the competence aims.

- *They do not see all learning activities, texts and other types of learning material as relevant or motivating enough to engage in.*
- *Especially with written task, where they need to figure out the content themselves*
- *English in school might not interest them. Much of the English themes in school revolve around society, politics, news and history. Some students read the news and are interested in these themes. But many, especially in vocational subjects, are not. They may hardly even read news.*
- *Because many students find it difficult to learn another language, and some find the gap between the 10th and 11th grade (vgl) quite big.*
- *Many students have been surprised about their grades being much lower than in lower secondary, particularly with their grades in written tests. I assume that they are not aware of the severe difference between somewhat academic English at school and informal English outside the classroom.*
- *Social media steal too much of their academic attention!*
- *Many have little interest in some of the competence aims that are part of the curriculum. Not all parts of the curriculum can be made interesting or fun for everyone. We all learn in different ways and even with "adapted learning" you will still not hit home with everyone.*
- *Because they carry their mobiles and are addicted to insta, snap, etc.*
- *Several aspects come to mind, like not motivated for theoretical subjects, think the subject is too hard, not relevant for them etc.*
- *They believe themselves to be good enough at the language to not need to pay attention to anything they think has to do with that: Grammar, writing, vocabulary training etc. Since they think most or all of the lessons have to do with things they already know, they are demotivated to pay attention, there's quite a bit of confirmation bias kicking in for them.*
- *Many pupils struggle due to a theorization of the classroom. There is little focus on their own passions.*
- *Because internet is entertainment, and gets chosen over literature and work*

- *I think the English they are being taught in the classroom is taught in such a way that it is not interesting for them. They might have no problem with watching English Youtubers for hours, but in school they have to write a factual article about indigenous people. It might not be as motivating even though the topic is important to know about.*
- *Many of my students have never gone through Norwegian elementary school, which means they are completely unfamiliar with the "way of studying" in Norway. No matter how much teachers stress it, they seem to be under the impression that showing up is enough to pass the subject. they do not realize that they fail until months after, despite the fact that their grades have been 1 from the start. This goes for all subjects, not just English. Motivation to do something is not there, as they believe it does not matter that much, because it hasn't mattered before in their previous schools (outside of Norway).*
- *Many students have associations with school that it is boring. Especially on vocational studies, they are tired of the "normal" education system.*



*Figure 13: Do you think extramural English can disrupt the English for young EFL students?*

In figure 13, the participants were asked whether they perceive that the EE English their students are exposed to might disrupt the English they learn and obtain. 31% of the participants answered “not really”, while 24% answered “no, not at all”. 21% of the participants answered neutral, 18% “to some degree” and 4% answered “Yes, absolutely”. The participant who answered “Other” wrote that it depended on the situation. When the extramural English activities replaced their schoolwork, then yes. When it did not replace it, but added to the schoolwork, then no.

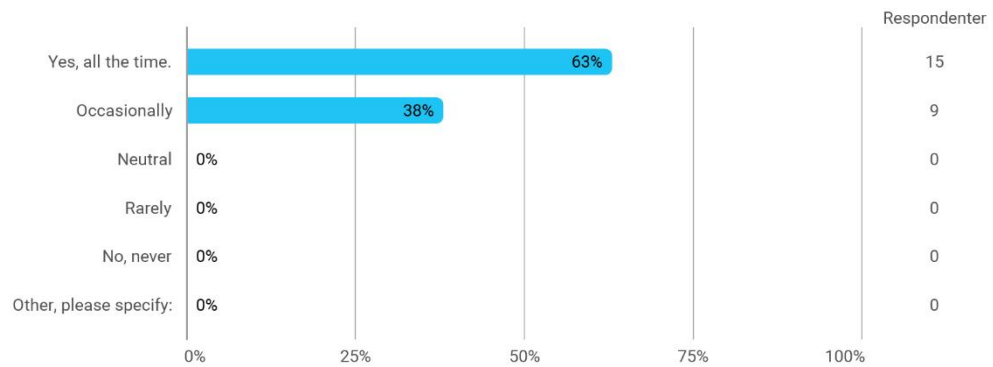


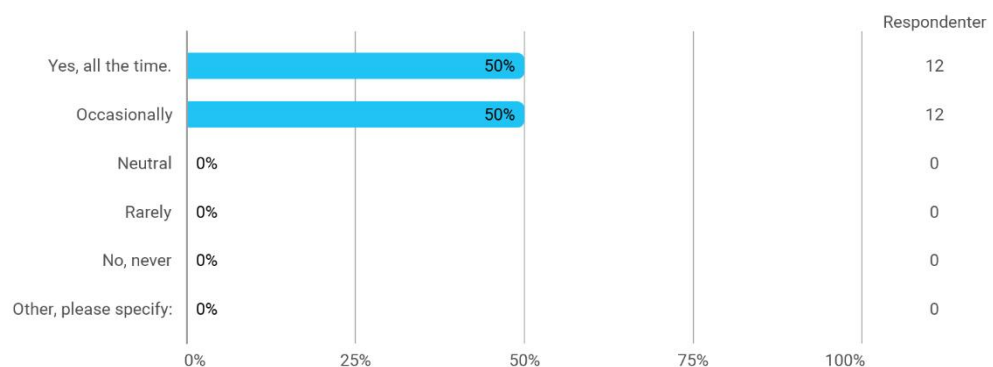
Figure 14: Do you encourage your students to engage in extramural English activities?

In figure 14, 63% of the participants answered that they encourage their students to engage in extramural English activities “all the time”, while 38% of the participants answered “occasionally”.

When the participants were asked to specify what type of activities they used to encourage, most of the participants answered

- *Gaming project in class (analyse/ make instruction of gaming video), use of YouTube as a tool. Bringing games such AS quizlet, kahoot in the teaching.*
- *Reading books, comics, watch movies, tv series, communicate with friends abroad, etc.*
- *News, topics that can be of interest, i.e. gaming, fashion, sports.*
- *Read and listen to English texts.*
- *I discuss tv-shows, documentaries and movies a lot with my students. We give each other tips on what to watch etc. This is something that interests them and can help them improve their English.*
- *Anything the student might be interested in - the more positive aspects/sides of the language the students encounters, the more motivated he/she might get.*
- *Read books, watch good movies, talk to English speaking people*
- *Podcasts, TV-series, films*
- *Make them read English literature. Speak English more frequently when abroad. Read British newspapers daily*
- *Encourage them to read magazines, blogs, books or newspapers depending on interests. Watch tv, films, YouTube. Generally anything in English will help improve fluency, vocabulary, pronunciation etc*
- *Listen to music, read, watch series, TV, play computer games etc.*

- *Whatever they are interested in, hardly any activity is uniquely Norwegian, and they will usually be able to find more or better information/entertainment in English.*
- *Gaming, reading, TV, music, travel*
- *Music, documentaries and movies adapted from classic literature. I ask them to notice this and then, and to think on why and what.*
- *I encourage watching movies and series with English subtitles or playing a game that I heard about. Mostly I ask them what they are currently watching/playing and make them tell me what it is about etc.*
- *I tell them to watch movies, series and sing songs out loud. We also discuss the importance of being aware of how you choose to watch and being aware of when learning happens. If they want to watch a movie, they must make conscious choices of which movie to watch (animation or live action), which language to watch it in and which language to have the subtitles in, if any at all. I also tell them to create a chat together and write in English to each other (if they do not have any friends who speak English). I tell them to read books. If they have not read a book in 15 years, I tell them to choose a simpler book that they know (like Charlie and the Chocolate Factory)*
- *Listen to podcasts is number one. Then read and use the language in whatever form they can.*
- *Netflix-shows (or other) that suits our course and can add to their understanding of societal issues, current issues, historical or political aspects of UK/US, for instance.*
- *Gaming, movies, talking to people from other countries.*



*Figure 15: Do you make use of popular culture in your classroom?*



50% of the participants answered to occasionally making use of popular culture in their classroom, as shown in figure 15. 50% of the participants answered that they make use of popular culture in their classroom all the time.

When the participants were asked to specify their answer, most of the participants

- *It depends on the class and their interests*
- *To make the classroom more familiar and relevant for my students*
- *Trying to get their attention. Get the discussion going (both in English and Norwegian)*
- *To engage them in the topic.*
- *I want English to be a class that interests them even though the theme might be a bit boring or hard to understand. When using popular culture, I might find materials they already know about and that can help them understand.*
- *Because it is often something my students can relate to*
- *To context the outside world to the classroom*
- *To keep them motivated by working with something familiar to them*
- *Music and English lyrics. Film analysis. British sports. Oral presentations of aspects of the British society*
- *Varied teaching methods and a way to work with literature.*
- *To engage with my pupils and hopefully motivate them for a little bit. There is no reason to encourage the idea that English has to be boring.*
- *It is something the pupils know and can relate to. It helps contextualise the subject.*
- *To engage the students. To make the lesson seem meaningful - motivation*
- *If students are found to learn most of their English in extramural activities regarding popular culture, it should encourage teachers to take advantage of that in the classroom. It seems to me to be the most progressive choice.*
- *It usually depends on the pupils. I am interested in it myself, so it comes naturally. However, if the class does not seem receptive to it, I tone it down. I do tend to stress the importance of culture in all forms.*
- *I try to make the lessons relevant to the students and make them interested. Also, because I find it entertaining*
- *To peak the students' interest with something they know.*

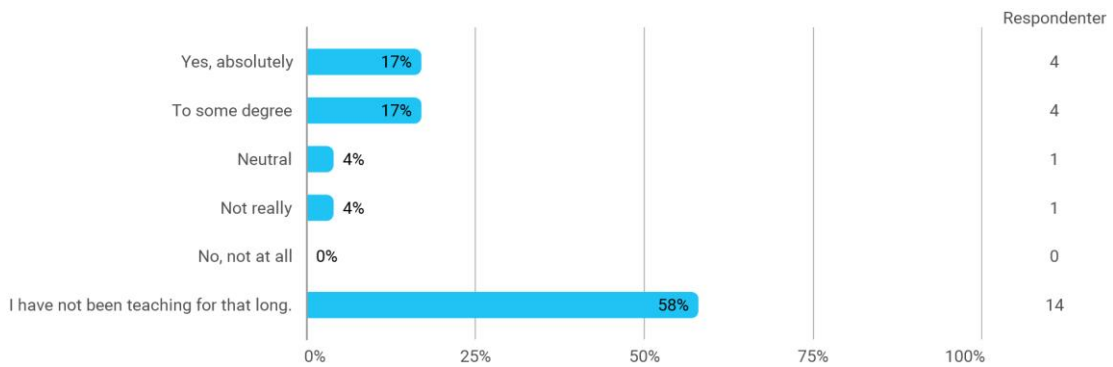


Figure 16: If you have been teaching for more than 10 years, has the way you teach English changed the past decade?

As shown in figure 16, 17% of the participants who had been an educator for more than ten years, answered that they had, in fact, absolutely changed the way they teach the past decade, while 17% of the participants answered that they had to some degree changed their ways of teaching. 4% of the participants were neutral, while 4% answered “not really”.

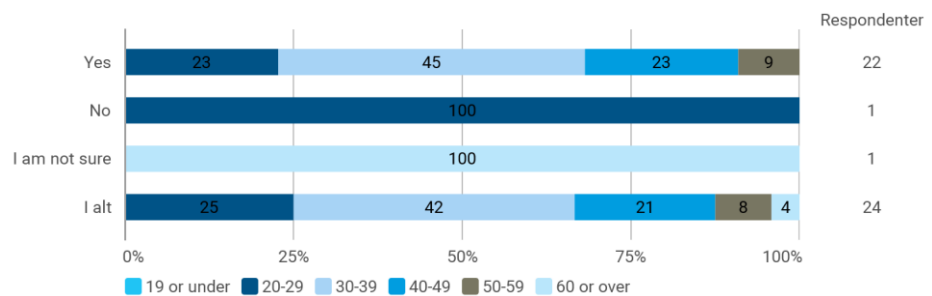


Figure 17: Are you aware that students report that they learn a great amount of English outside of school?

Figure 17 shows what the different age groups answered when asked if they were aware that students report that they learn a great amount of English outside of school. (Jakobsson, 2018) All of those age 50-59 answered “Yes”, as well as five participants age 20-29, all of the participants age 30-39, and five participants age 40-49. One participants age 20-29 answered “No”, and one participant age 60 or above answered “I am not sure”.

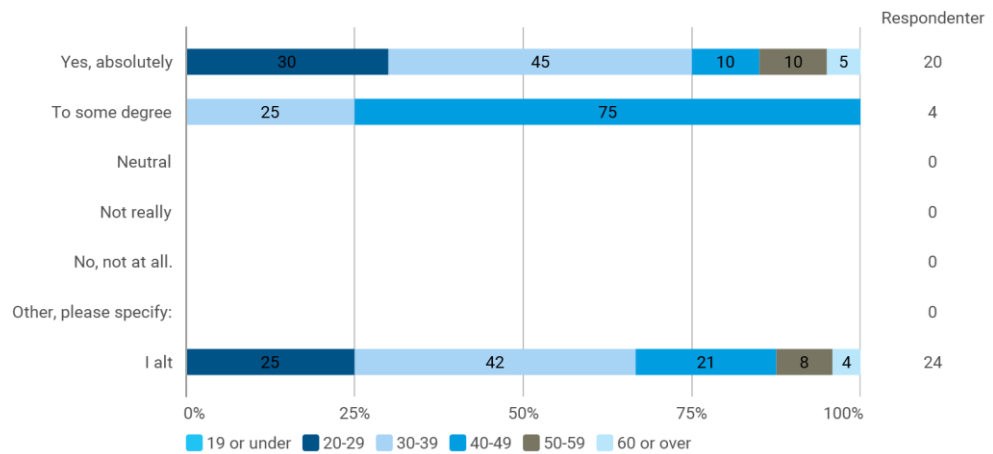


Figure 18: Do you perceive that your students who are frequently exposed to extramural English improve their oral English?

As seen in figure 18, all of the participants age 50 and up, two participants age 40-49, nine participants age 30-39 and all of the participants age 20-29 answered “Yes, absolutely”. One participant age 30-39 and three participants age 40-49 answered “To some degree”.

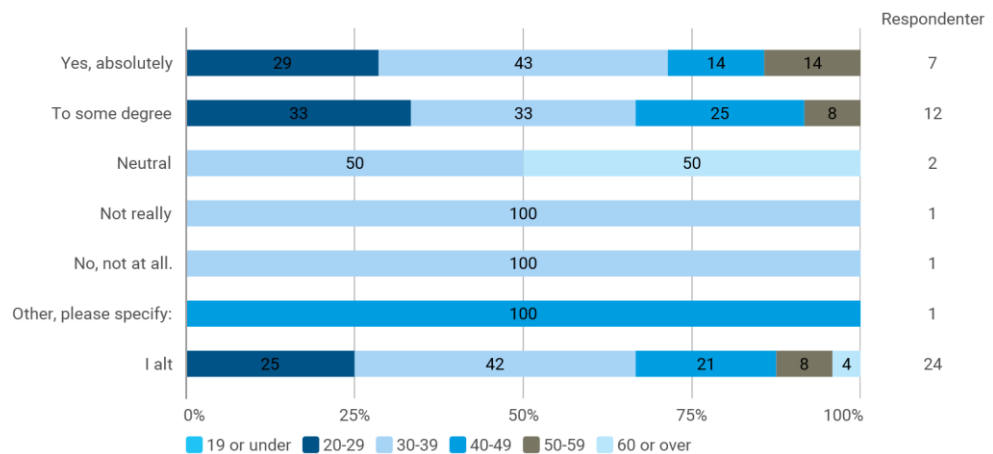


Figure 19: Do you perceive that your students who are frequently exposed to extramural English improve their written English?

As shown in figure 19, all of the participants age 20-29, 40-49 and 50-59 answered “Yes, absolutely” and “To some degree”, while a three of the participants age 30-39 answered “Neutral”, “Not really” and “No, not at all”. The one participant age 60 or above answered “Neutral”, while one participant age 40-49 answered “Other”.

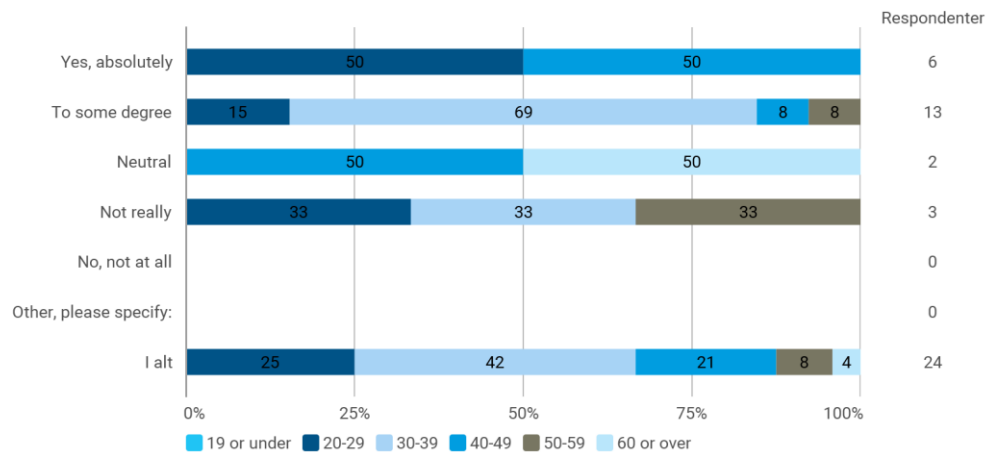


Figure 20: Do you perceive your students to get distracted from their schoolwork by their extramural English activities?

Figure 20 shows the correlation between age of the participants and their views on their students' level of distraction. Those who answered "To some degree" were mainly those age 30-39, but also some age 20-29 and a couple age 40-49 and 50-59. When looking at the first poll, only those age 20-29 and 40-49 has answered "Yes, absolutely", while those age 50 and up has only answered "To some degree", "Neutral" or "Not really". **THIS IS NOT WHAT THE RESEARCHER EXPECTED, AS SHE WAS BIAS AND THOUGHT OLDER PEOPLE WOULD BE MORE NEGATIVE.**

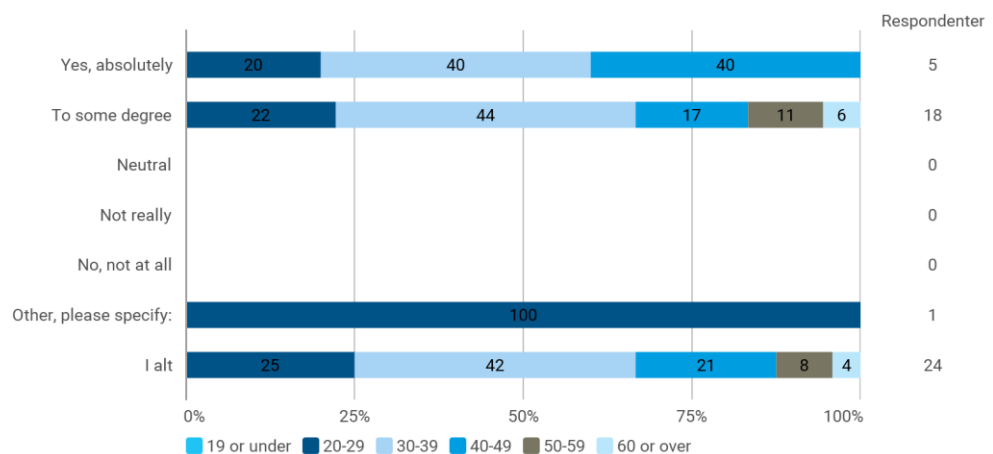


Figure 21: Do you perceive that students struggle with motivation in class?

The participants largely agree that students do somewhat struggle with motivation in class, as 18 out of 24 participants answered "To some degree", and the remaining five answered "Yes, absolutely".

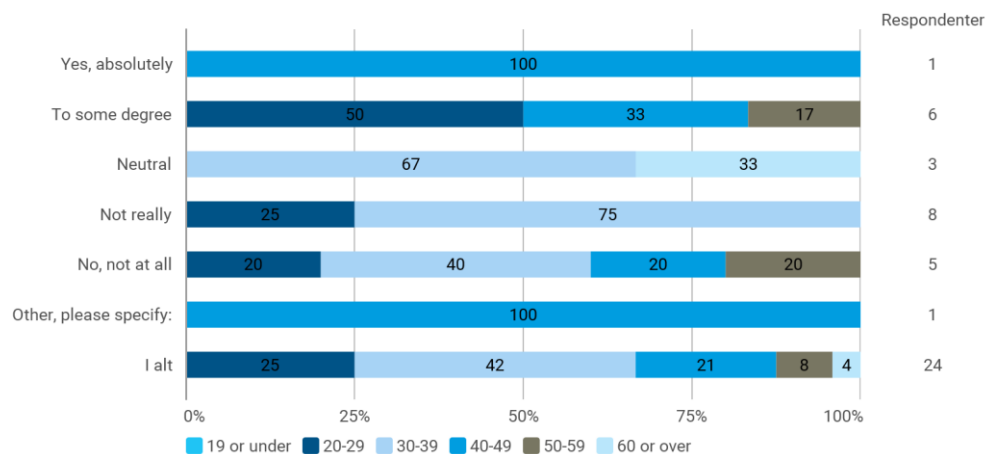


Figure 22: Do you think extramural English can disrupt the English for young EFL students?

As shown in figure 22, when asked if they think that their students EE can disrupt their English, only one participant age 40-49 answered “yes, absolutely”. Only one participant age 50-59 answered “To some degree”, and one participant age 50-59 answered “No, not at all”. The one participant age 60 and up answered “Neutral”. **THIS IS NOT WHAT THE RESEARCHER EXPECTED, AS SHE WAS BIAS AND THOUGHT OLDER PEOPLE WOULD BE MORE NEGATIVE.**

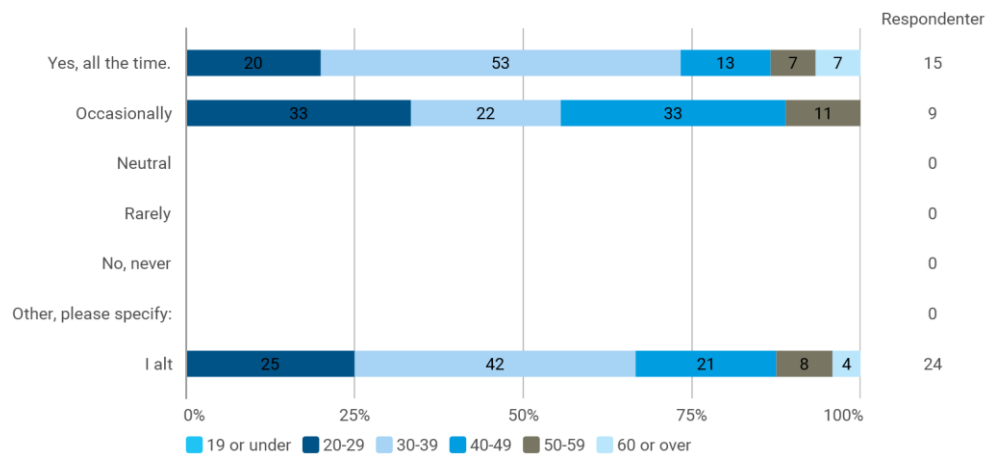


Figure 23: Do you encourage your students to engage in extramural English activities?

All of the participants did to some degree encourage their students to engage in extramural activities.

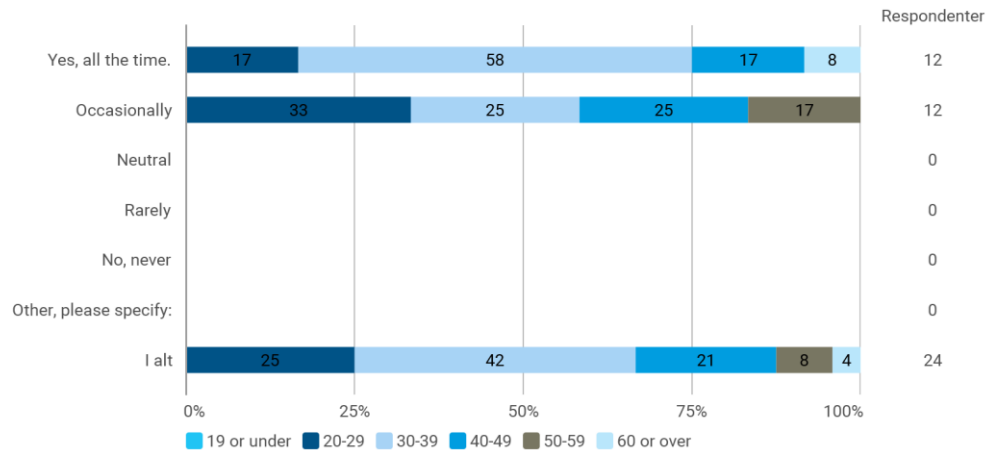


Figure 24: Do you make use of popular culture in your classroom?

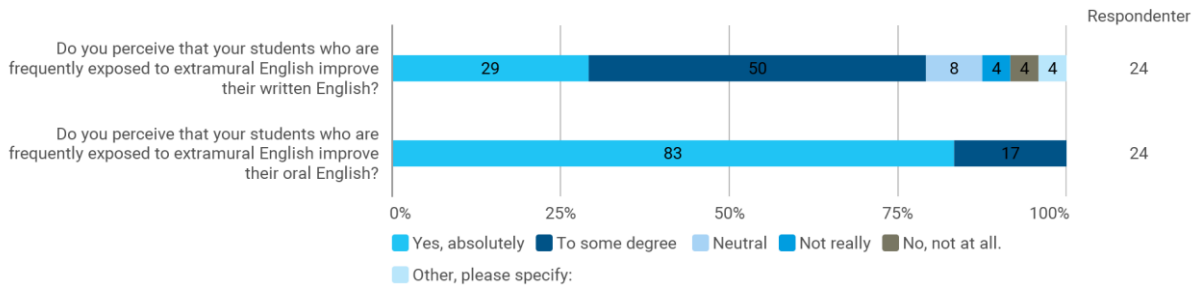
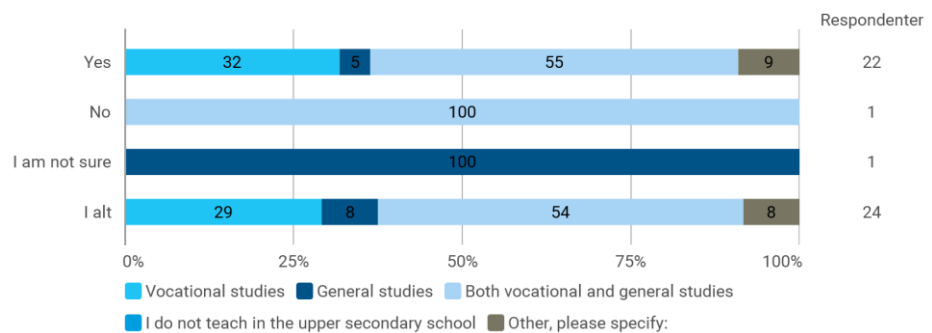


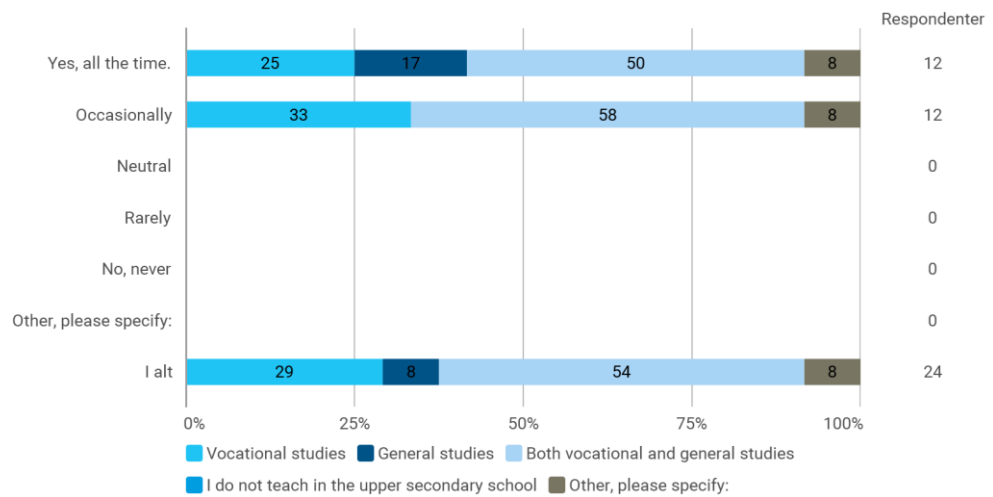
Figure 25: Do you perceive that your students who are frequently exposed to extramural English improve their written/oral English?

In figure 25, the participants answer to the questions regarding the effect of EE on their students written and oral English are displayed alongside one another, showing a great difference between the two. While most of the teachers were quite positive towards their student’s oral skills being improved due to EE exposure, not that many of the participants were quite as positive when questioned about their written English.



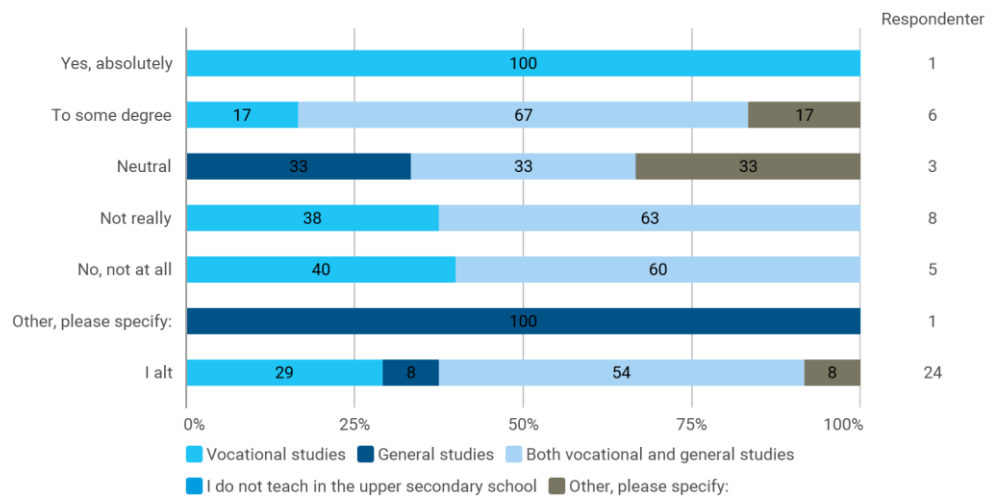
*Figure 26: Are you aware that students report to learning English outside of the classroom?*

In figure 26, one can see that the participant who was not aware that students report to learning English outside of the classroom taught in both vocational and general studies, while the participant who were not sure taught in general studies.

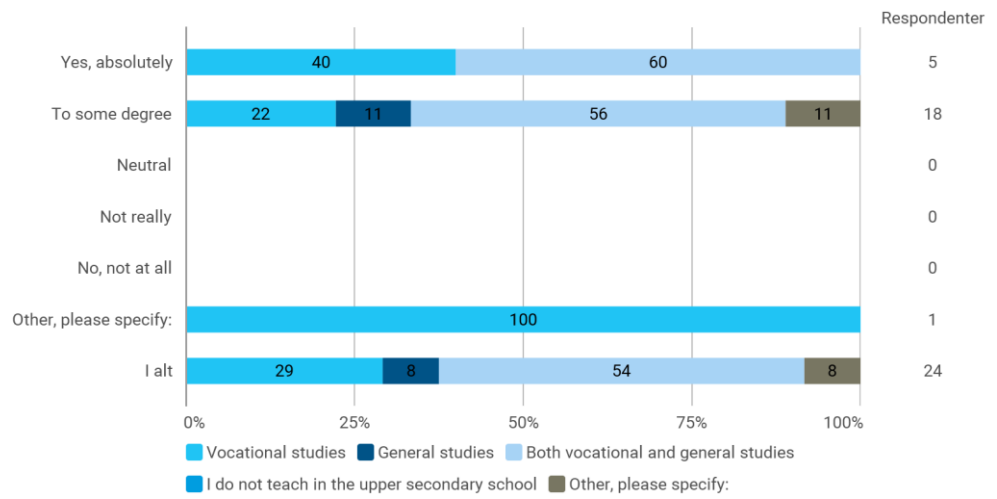


*Figure 27: Do you make use of popular culture in your classroom?*

All of the participants who worked in general studies answered “Yes, all the time”.



*Figure 28: Do you think extramural English can disrupt the English for young EFL students?*



*Figure 29: Do you perceive that students struggle with motivation in class?*



## Discussions

In this chapter, the findings from both the interviews and the questionnaires will be reviewed together with the relevant literature and research on the field.

The main research question in this thesis are:

What are the Norwegian upper secondary EFL teachers' beliefs about their students' extramural EFL learning?

The main research question is further divided into the following sub questions:

- 1) To what extent do the teachers believe extramural English activities affect their students' EFL skills?
- 2) Do the teachers find it important to make use of their students' extracurricular activities in class?
- 3) Do the EFL teachers in upper secondary school believe the extramural English their students get in touch with through TV-shows, movies, gaming, music and social media help the students improve their grades or do they perceive it as a disruption to the students' English learning? If it is not a distraction but rather a tool, how can this be useful for the EFL teachers in the English classroom?

In section 5.1, to what extent the teachers believe extramural English activities affect their students' EFL skills will be discussed. Section 5.2 discusses whether or not the teachers find it important to make use of their students' extracurricular activities in class. In section 5.3, the teachers' beliefs about the disruption of the EE will be discussed. Whether or not the EE activities can be used as a tool in class is discussed in section 5.4. 5.5 discusses the beliefs and perceptions of Norwegian Upper secondary EFL teachers' regarding their students' extramural EFL learning.

### 5.1 To what extent do the teachers believe extramural English activities affect their students' EFL skills?

In their book "*Extramural English in Teaching and Learning*", Sundqvist and Sylvén writes about the effect extramural English has on students' EFL learning, mainly on their oral and cognitive skills. But they also found in their study that while playing videogames in English could have a positive effect on the students' English developments, they also noticed and concluded with that students had to engage and actively make use of the English in order for it to have a noticeable effect on their language learning. (Sylvén & Sundqvist , 2012)

The general opinion and belief of the teachers interviewed in this thesis was that the students did prove to benefit from EE activities when they actively engaged in the activity. While watching TV or listening to music also had an effect, playing videogames where the students would have to chat (write to communicate) or talk to other players on videocall seemed to be the most efficient way to obtain English as a second language. Videogames where the instructions were in English, and the player had to read and understand the instructions in order to play the game, was also one of the activities most useful for the students' language developments. All the interviewed teachers agreed that all exposure to English could be beneficial to their students' oral language developments, pronunciation and vocabulary, but they did believe that it had the same effect on their students written skills. The general opinion was that while EE might be helpful, the written skills had to be improved and taught to a great extent in school, not outside of the walls.

The teachers from the questionnaire were to a large extent positive to the benefits EE had on their students' oral English, while they were a little less positive towards the improvement of their students' written skills. They still reported that the EE had a positive effect, but not as great of an effect as the EE had on their oral skills.

The ideas and theories of Sundqvist and Sylvén correlates with the beliefs of the teachers interviewed and questionaired in this thesis. While Sundqvist and Sylvén points out that the effect from EE mostly bennefits the oral skills, the teachers report that it is the oral skills of their students that to a great extend are being positivly developed, while their written skills are slightly less effected.

## 5.2 Do the teachers find it important to make use of their students' extracurricular activities in class?

According to the article written by Sundqvist and Olin-Scheller, students struggle with motivation in the classrooms, due to the increasingly exposure of English outside the classroom walls. English teachers can no longer compete with the exciting English the students engage with in their spare time, and they lose the interest from their students. According to Sundqvist and Olin-Scheller, the solution to this problem could be to make teachers use their students' EE activities in class, in order to increase motivation and engagement amongst the students. By educating teachers and informing them of different tools to use, the teachers might feel more confident and empowered, something that again might lead to them being more confident as well. When the teacher is motivated and engaged, the students will experience an increase in motivation too. (Sundqvist & Sylvén, 2016)

Teachers one, two, three and four answered that they did tend to use their students' extracurricular activities in class in order to motivate them and engage them. Teacher five answered that she, too, did this, but not to the same degree as the first four teachers. This was not because she believed that making use of the students' extracurricular activities in class did not have an effect on their EFL learning and motivation, but because she was not familiar enough with her students interests, so instead she made use of other, general activities like relevant news and literature written in the past decade. All of the teachers interviewed agreed upon the importance of their students' extracurricular activities, and that it was useful in the classroom. They also answered that their students had a tendency to struggle with motivation in class.

The teachers from the questionnaire agreed with the teachers from the interview. 50% of the participants answered that they made use of their students' extracurricular interests in class all the time, and the other 50% answered that they made use of it occasionally. This correlates with the data collected from the interviews. When asked about their students' struggle with motivation, 75% of the teachers in the questionnaire answered that they to some degree perceive that their students struggle with motivation, while the rest answered that they absolutely do. This is also something that correlates with the interviews.

When crossing the data from the interviews and questionnaire with the theories of Sundqvist and Olin-Scheller one can conclude that the theory correlates with the research. Both the interviewed teachers and the teachers from the questionnaire answered that they absolutely do make use of their students' extracurricular, something that Sundqvist and Olin-Scheller believes to be one of the solutions to the lack of motivation amongst students in class.

5.3 Do the teachers believe the extramural English their students get it touch with through TV-shows, movies, gaming, music and social media help the student's grades or do they perceive it as a disruption of the students English? If it is not a distraction but rather a tool, how can this be useful for the EFL teachers in the English classroom?

The teachers interviewed answered that they to some degree believed that some types of extracurricular activities could be disrupting for the students' English. The specific disruptions were exposure to slang language, cursing and mispronunciations and spelling. Teacher five pointed out that it was the teachers job to correct their mistakes when they were discovered, and that she did not perceive the disruption as an issue, as it was something she believed absolutely to be fixable. The other teachers too, had similar opinions, and they all agreed that EE was more beneficial than disrupting in the end.

The teachers from the questionnaire, the numbers were a little different from the answers of the interviewed teachers. Here, 25% of the teachers believed EE to be "To some degree" disruptive, while 33% of the participating teachers thought EE to "Not really" be disrupting.

The reason that there was such a difference between the answers from the interviewed teachers and the teachers from the questionnaire could be due to a couple of different factors. One of the factors could simply be that the teachers from the interviews had different core-opinions than those that answered the questionnaire. Another factor could be that while the interviews were face to face with the interviewer, the questionnaire was anonymous, and that those being interviewed could have answered more positive than they would do if they answered the questions anonymous. The source may want to provide wrong data in order to put themselves in a better position when the identity is known. (Jacobsen, 2015)

Overall, the general opinion is that while EE is beneficial in many areas, the teachers are still aware of and observant of the negative changes the EE might have on their students' language development. While they do not seem to let this restrict them, as they are very clear on their positive beliefs on the subject, they are still alert so that they are able to correct any mistakes if or when they occur in their students written and oral English.

Teachers number two talked about the tools and different possibilities that the world of EE opened up to the EFL classroom and answered that he constantly used numerous tools in his own classroom. He believed that bringing the students' interests in to the classroom could be beneficial to the motivation and interest in the subject, as the students recognized and understood the tools used. The other teachers mentioned this too, and they all agreed upon the benefits of

#### 5.4 What are the Norwegian Upper secondary EFL teachers' beliefs about their students' extramural EFL learning?

The interviewed teachers were almost exclusively positive to their students' extramural English.

The participating teachers from the questionnaire were over all positive to the use of and exposure to EE amongst their students, but they were also a little pessimistic compared to the interviewed teachers. This could be due to a couple of different factors. One factor could be that while the interviews were face to face with the interviewer, the questionnaire was anonymous, and that those answering the online questionnaire were more honest (negative) and realistic than those answering the interviews. Another explanation could be that while those being interviewed could express themselves precisely (thus explaining thoroughly whenever there were a slight hiccup or negative belief), those who answered the questionnaire did not have the opportunity to elaborate as much, and had to choose the option closest to their beliefs. This could to some degree lead to a more general and somewhat more negative answer.

While the data from the interviews and the questionnaire did to some degree differ, the general opinion amongst all of the teachers were positive. All of the teachers did believe that the exposure of EE could be beneficial to the students to some degree, and that the students should continue engaging in extracurricular activities in order to improve their English language skills, both written and oral. All of the interviewed teachers and participants of the questionnaire reported to encouraging their students to expose themselves of EE in their spare time. (Dörnyei , 2007)

## Conclusion

In this section, a final conclusion to the thesis will be presented.

The main research questions in this thesis are:

What are the Norwegian upper secondary EFL teachers' beliefs about their students' extramural EFL learning?

The main research question is further divided into the following sub questions:

- 1) To what extent do the teachers believe extramural English activities affect their students' EFL skills?
- 2) Do the teachers find it important to make use of their students' extracurricular activities in class?
- 3) Do the EFL teachers in upper secondary school believe the extramural English their students get in touch with through TV-shows, movies, gaming, music and social media help the students improve their grades or do they perceive it as a disruption to the students' English learning? If it is not a distraction but rather a tool, how can this be useful for the EFL teachers in the English classroom?

This aim for this thesis was to understand and answer the main research question "What are the Norwegian upper secondary EFL teachers' beliefs about their students' extramural EFL learning?". The method of collecting data used was a mixed method approach, using both individual, in-depth interviews with five, upper secondary school teachers and digital questionnaire with 24 teachers from grade 11 to 13. Four research questions were attempted to answer, mainly regarding Norwegian EFL teachers' beliefs about their students' exposure to EE and its effect on their EFL learning.

The general opinion amongst the teachers was that their students do, to a great extent, benefit from extramural English, and that they are to some degree all making use of EE in their classrooms. The teachers did to a great extent agree upon extramural English being something that students can broaden their English knowledge with, but that the grammatical English still needs to be corrected and taught by the teachers in school, as it is not obtained sufficiently from EE.

The increasing battle with motivation amongst students in upper-secondary school is a constant struggle, and a possible solution to this might be to incorporate more extramural English activities into the classrooms. By doing so, the students' can relate to what is being taught, they might understand new reasons for them to learn English and their interests in the subject could increase, as the tools in use are familiar to them.

Further research in this field should be to research the beliefs of teachers in lower-secondary school, as this thesis only researched the upper-secondary school. It could be interesting to see of the beliefs of the teachers in lower-secondary school correlates with the beliefs of the teachers in upper-secondary school.



# Appendices

## Survey and interview – extramural English

### Interview – extramural English

- 1) *Hvor gammel er du?*
- 2) *Hvor mange år har du undervist i engelsk i skolen?*
- 3) *Hva er din høyeste utførte utdanning?*
- 4) *Hva tenker du om begrepet «extramural english», altså engelsk man kommer i kontakt med utenfor skolen?*
- 5) *Hva tenker du om det at elever rapporterer at de også lærer engelsk utenfor skolen?*
- 6) *Hvordan opplever du selv elever som ofte blir eksponert for engelsk utenfor skolen?*
- 7) *Opplever du at engelsken til disse elevene blir positivt, nøytralt eller negativt innvirket? Hvorfor?*
- 8) *Har du lagt merke til noen kjønnsmessig forskjell på hvem som utsetter seg mest for engelsk utenfor klasserommet?*
- 9) *Er det igjen en kjønnsmessig forskjell på hvem som eventuelt lærer noe ut ifra den ekstra engelsken?*
- 10) *Er du under oppfatningen av at elever som ofte inngår i engelskspråklige aktiviteter utenfor skolen lar seg distrahere av det på skolen, slik at det forstyrrer for engelskundervisningen eller lekselesing?*
- 11) *Tenker du at engelsk utenfor klasserommet kan ødelegge for elevens videre utvikling av det engelske språk i riktig retning?*
- 12) *Opplever du at elever som sliter med tradisjonell læring av engelsk i større grad kan ta læring av 'extramuralenglish' via et medium han eller henne er interessert i?*
- 13) *Tar du selv i bruk populærkultur du vet/tror elevene er kjent med i din egen undervisning? (Hvorfor ja/nei?)*
- 14) *Hvis ja – Føler du det har en effekt på elevenes motivasjon og læring?*
- 15) *Oppfordrer du elevene dine til å eksponere seg selv for engelsk utenfor klasserommet? (Hvorfor ja/nei?)*
- 16) *Hvis ja – hvilken type aktiviteter oppfordrer du til?*

17) Har du en viss ide om hvor mange timer med 'extramural english' elevene utsettes for hver dag?

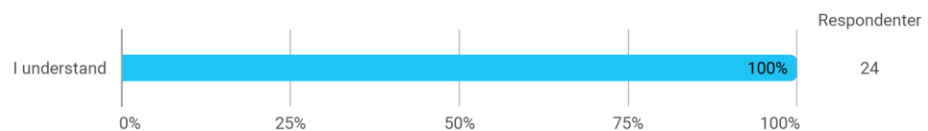
18) Har du noen tanker rundt dette med hvor elevene dine lærer mest (kvantitativ) engelsk? I hverdagen eller i engelskundervisningen?

19) Og om hvor de lærer den beste (kvalitative) engelsken?

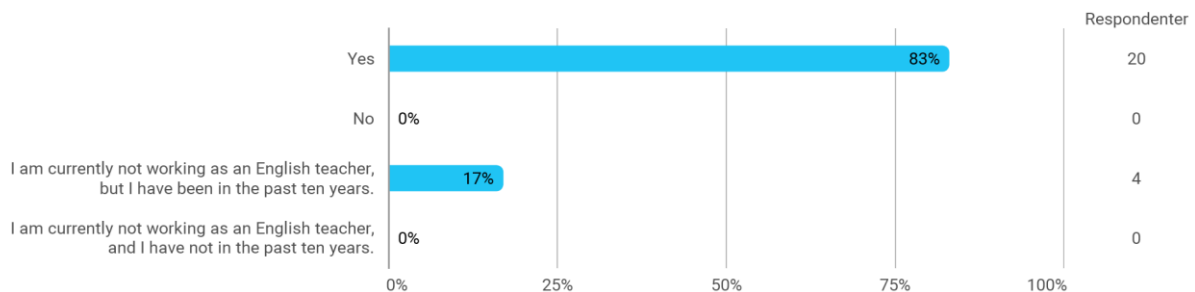
## Survey results

1) Welcome, and thank you for partaking in this survey.

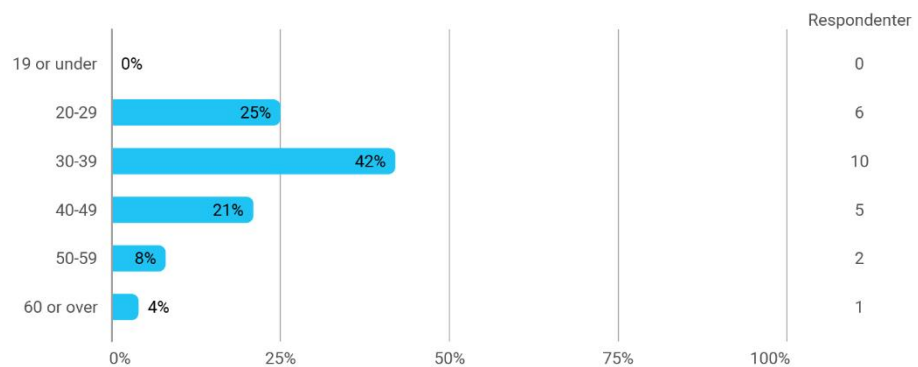
Most of the questions will have closed answers, but the last question is open for any further comments on your responses.



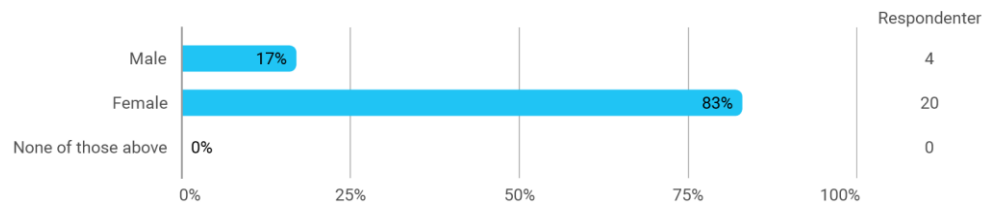
2) Do you work as an English teacher?



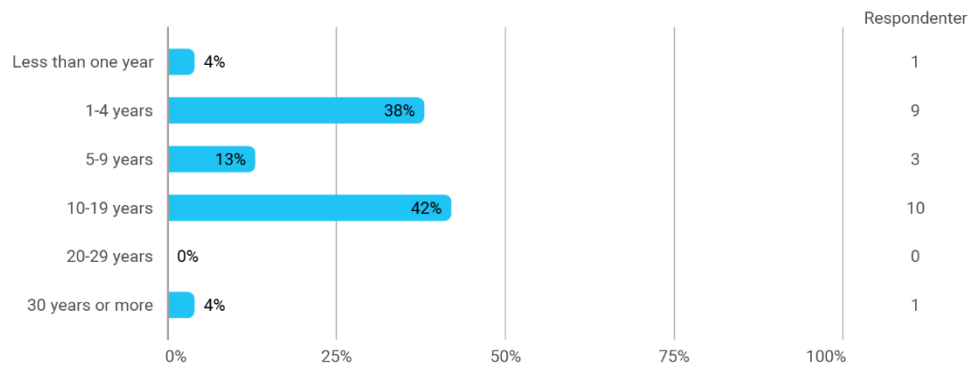
3) How old are you?



4) *What is your gender?*



5) *How long have you been an educator?*

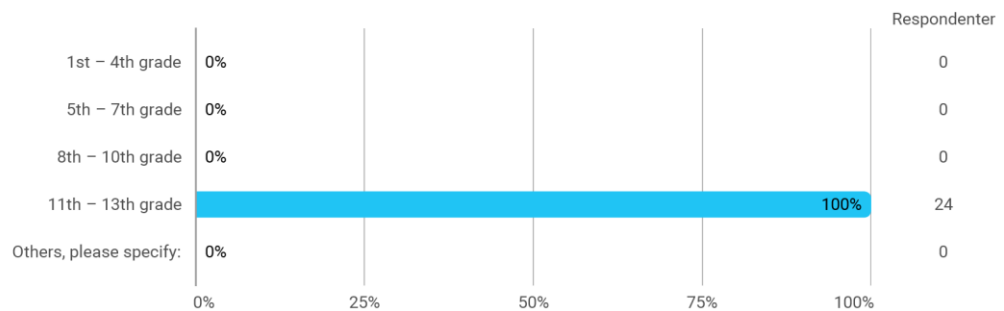


6) *What is your degree? Write your answer.*

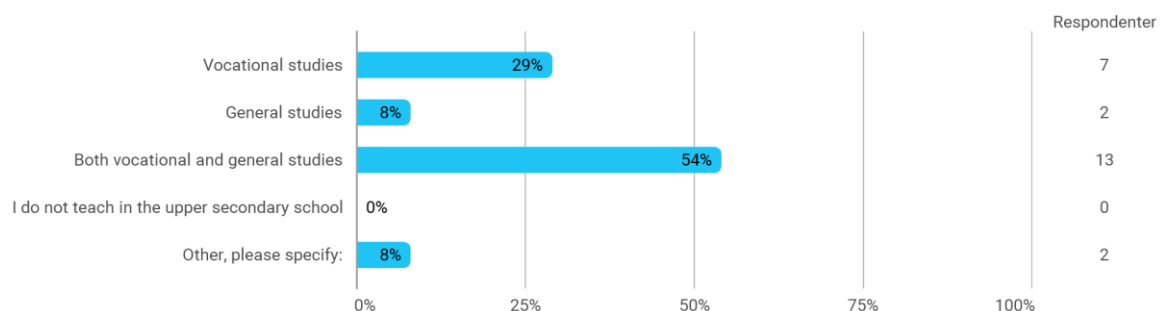
- Lektorprogrammet i fremmedspråk (master's in English didactics)
- Cand.philol.
- Adjunkt med tillegg
- Lektor med opprykk - Mastergrad i engelsk
- Adjunkt
- Femårig lektorutdanning i språk
- Adjunkt med tillegg
- Lektor med master i Engelsk
- Master's Comparative Religion, UiB
- Mastergrad i engelsk
- MA English Lit
- Cand philol
- Master's
- Master's degree in English with a Minor in psychology from Denmark in addition to having picked up enough maths here in Norway to be allowed to teach that.
- Master's

- Bachelor
- Master in Literacy Studies
- Masters
- NO: Adjunkt - Lecturer without a master thesis.  
ENG: "Adjunct professor" doesn't mean the same, so I'm not sure what to call it in English :)
- Adjunkt
- Master
- Master – English
- Lektor med tilleggsutdanning
- Bachelor in History with English and PPU

7) *What grade do you teach?*



8) *If you teach in the upper secondary school, what program do you teach in?*



9) *If you teach in the upper secondary school, what program do you teach in? - Other, please specify:*

- *Lower secondary school*

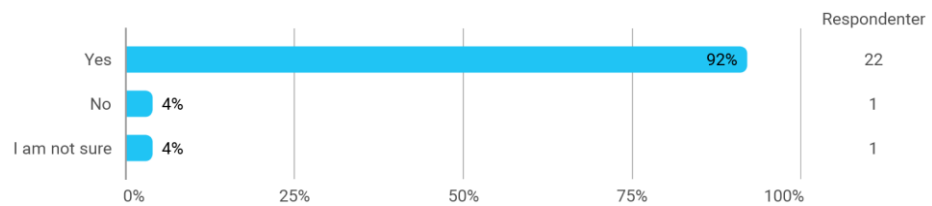
- *International programme*
- *I used to teach both vocational and general studies, but have since transferred to primary school.*

10) *What have you heard of the term extramural English?*

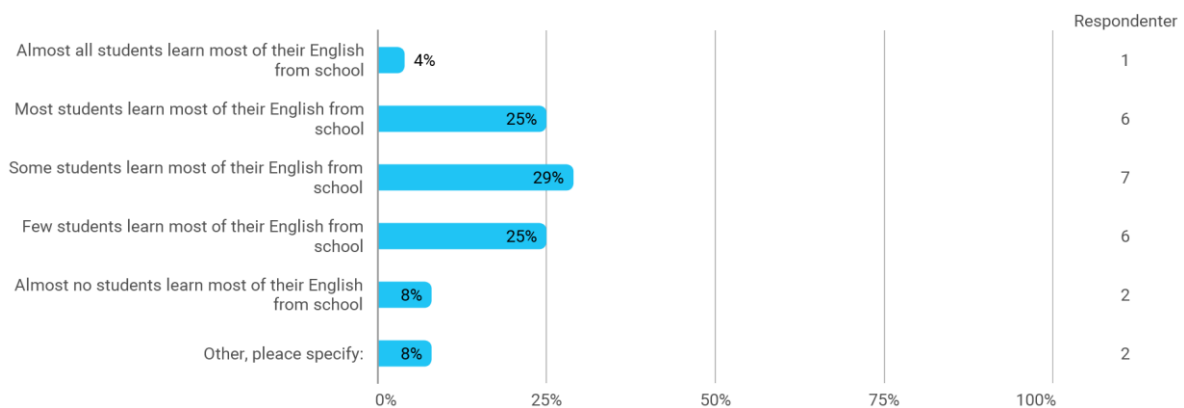
- *Yes, I think this is an essential term for adolescents!*
- *Yes*
- *I have not heard about it*
- *Not much*
- *What you have told me. This is English pupils learn outside the classroom.*
- *Haven't heard of the term*
- *No*
- *English outside the classroom (heard about it in an English didactics course)*
- *Not much, really*
- *Very little*
- *Nothing*
- *Nothing until now*
- *Not much*
- *I have not encountered it as a term before, but the concept is hardly foreign, I grew up learning a ton of English from mucking around with computers myself.*
- *Concidering my own master's on the matter... Probably more than most. Everything a person does that exposes oneself to English outside of the framework of school. This also includes a pupil reading English during recess, as long as that is voluntary.*
- *No*
- *Only that it concerns English spoken outside of the classroom and that it is important for their learning.*
- *Yes*
- *I believe it's a term used to bring the "outside" in, in a classroom setting. So When it comes to learning English, your skills will have a higher chance of great improvement if you surround yourself with the language you're learning outside of the classroom. I always tell my students to "shower" in English, it's not enough to sit in a class a couple of hours a week.*

- *I've heard that it helps pupils' overall achievements in English*
- *Nothing*
- *All aspects of English that the student's engage in outside of my classroom*
- *Engelsk lært utenfor klasserommet, for andrespråksbrukere.*
- *No*

11) Are you aware that students report that they learn a great amount of English outside of school?



12) Where do you think your students learn most of their English?



13) Where do you think your students learn most of their English? - Other, please specify:

- *Gaming and other social media platforms*
- *The pupils learn the basics for English in school, but fairly quickly they start picking up more and more outside the walls, IF they have interests that make it easy for them to do so.*

14) Would you like to elaborate your answer?

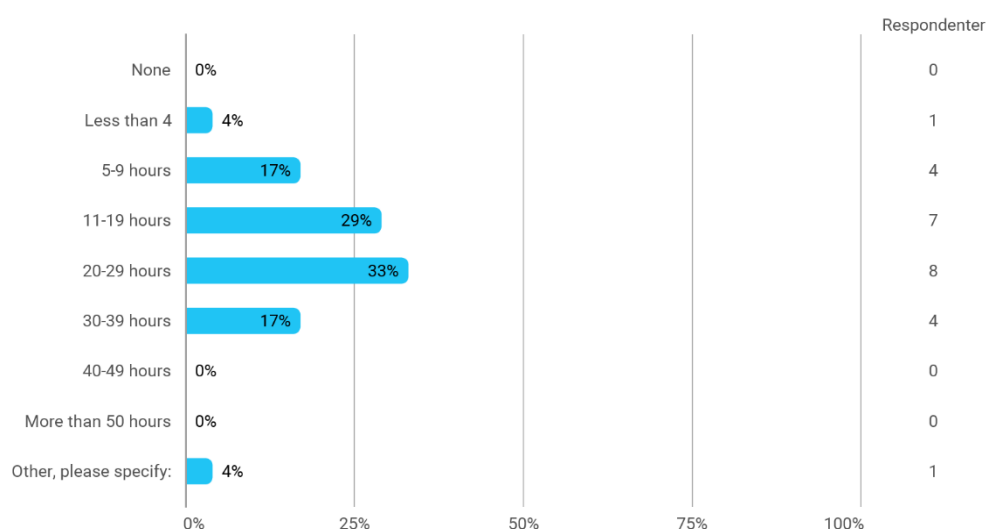
- *I think most of my students (boys in vocational studies) learn a lot of their English from gaming. In addition, I know that several of them are Youtubers or watch YouTube frequently*

- *The English language is learned both in the classroom and elsewhere, whereas the curriculum/ (læreplanmål) is Learned at school.*
  - *I think students may be more exposed to the language through tv-series, films, gaming, music and different apps like YouTube and TikTok, but unless they take an active part in using the language in their spare time they'll learn more from their school. If the students are only passive listeners, and don't use the language, they won't develop their communication skills or expand their vocabulary.*
  - *I believe most students learn most of their English through TV-series, music, social media, games, etc.*
  - *Some students hardly use English TV, music, blogs, games etc and will therefore have little input from other sources. Still, I believe most students learn a great deal outside school.*
  - *Many learn from various films, TV shows and/or computer games.*
  - *Most of my friends with small children are exposing them to English from a very young age (intentionally or not, thanks to Youtube-parenting.) These children will presumably grow up learning most of their English skills outside of school.*
  - *School is a perfect arena to chip away on the edges of the knowledge the pupil has.*
  - *Society has changed greatly. This was different 19 years ago when I started teaching. Social media and the internet are great when it comes to language learning*
  - *In my experience, a few students learn most of their English at school due to them not engaging with English at home.*
  - *Most students learn most of their English through social media, TV series/movies and gaming.*
  - *The school is only a provider of resources, support (for help and practice with the teacher and classmates) and learning materials. To actually acquire the language, one must use it in many different settings. Moreover, a pupil should use the language in their fields of interests which doesn't always shine through in the classroom, as 30 pupils have 30 different interests!*
  - *I think this is a very simplified answer as it depends on their socio-economic status and their cultural background as well as the school.*
- Furthermore, I believe that students learn mostly informal English outside of school. universities and university colleges have reported that the students believe that their English skills are greater than they actually are seeing as they do not know sufficiently to master complicated academic texts.*

*So to some level, they learn most of the everyday English at school, but it is the school's task to push them to a higher level, as well as teaching them the pragmatic skills they require in the global society.*

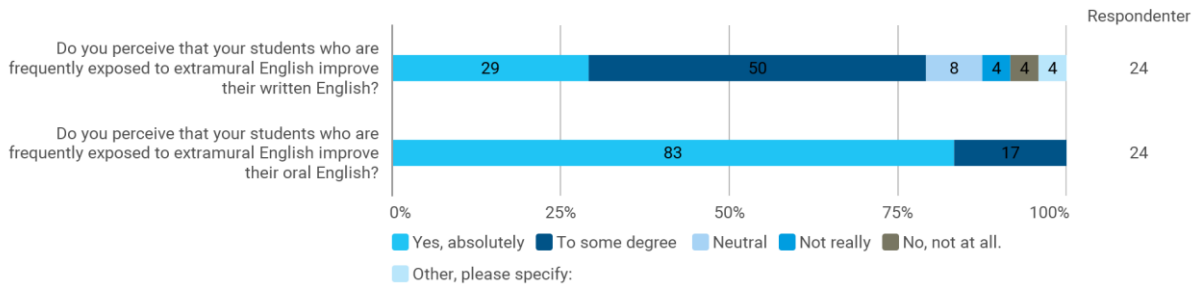
- *Elever lærer mye basisvokabular utenfor skolens vegger - gjennom spilling, musikk, filmer mv. Men, til tross for at de opplever de kan mye engelsk - og at lærere, spes. i vgs., opplever de har et betydelig bredere vokabular og kanskje bedre intonasjon/uttale enn bare 10-15 år tilbake, kan dagens norske engelskelever mindre akademisk engelsk og gjør flere basale grammatiske feil og glipper enn før. Kombinasjonen "høyere kompetanse i muntlige ferdigheter" og "mindre rom/tradisjon for terping/grammatikkøvelser/manglende didaktikkverktøy hos lærere for å gjøre språkundervisning spennende nok i en tid med lavere tålmodighetskondis hos elevene" har falt uheldig ut. Så ja - de kan mer konversasjonsengelsk, men de er mindre slagferdige skriftlig, på generell basis, enn tidligere.*
- *I think alot of students learn a lot of their English from gaming, movies and social media.*
- *My train of thought for this is that I learned most of my oral skills from gaming my self.*

15) *How many hours do you think your students spend on extramural activities on average per week?*

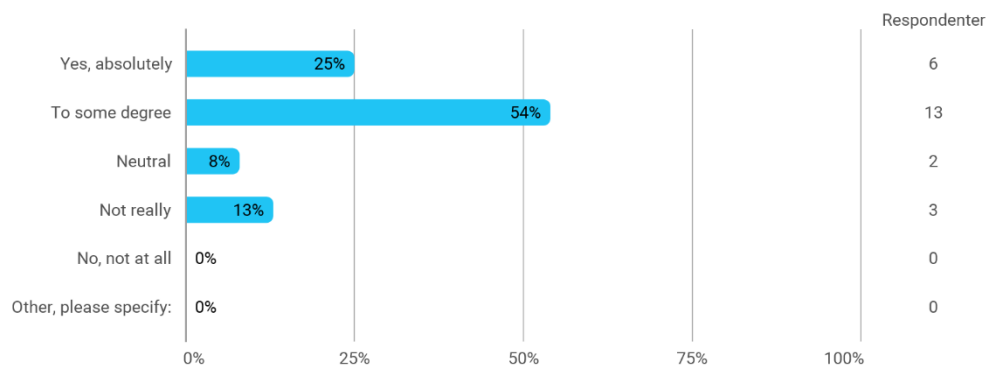


16)

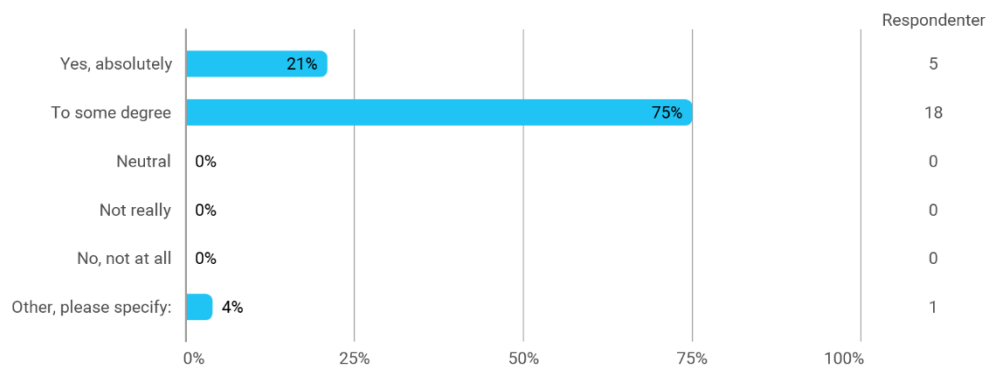




17) Do you perceive your students to get distracted from their schoolwork by their extramural English activities?



18) Do you perceive that students struggle with motivation in class?



19) Do you perceive that students struggle with motivation in class? - Other, please specify:

- It depends what define «students». If referred to the students who use extramural English then no. Some student who I see AS not being active users of English outside

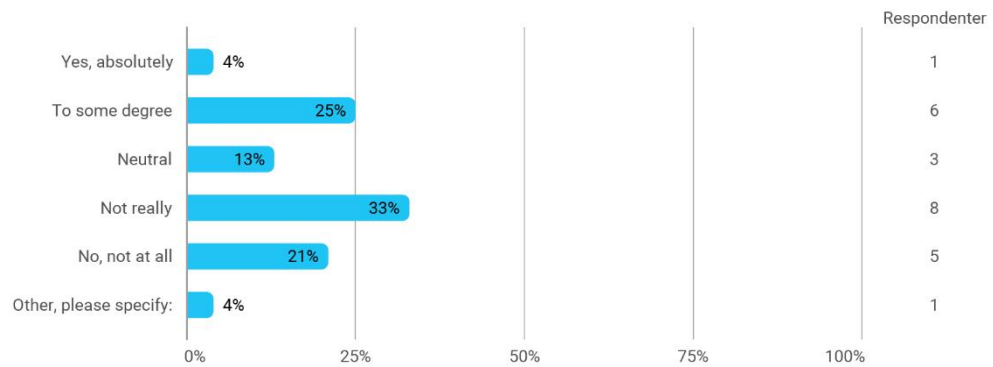
*school tend to be more unmotivated, however, this might connect with their level of competence and understanding.*

20) *If yes, why?*

- *They do not see all learning activities, texts and other types of learning material as relevant or motivating enough to engage in.*
- *Especially with written task, where they need to figure out the content themselves*
- *English in school might not interest them. Much of the English themes in school revolve around society, politics, news and history. Some students read the news and are interested in these themes. But many, especially in vocational subjects, are not. They may hardly even read news.*
- *Because many students find it difficult to learn another language, and some find the gap between the 10th and 11th grade (vg1) quite big.*
- *Many students have been surprised about their grades being much lower than in lower secondary, particularly with their grades in written tests. I assume that they are not aware of the severe difference between somewhat academic English at school and informal English outside the classroom.*
- *Social media steal too much of their academic attention!*
- *Many have little interest in some of the competence aims that are part of the curriculum. Not all parts of the curriculum can be made interesting or fun for everyone. We all learn in different ways and even with "tilpassa opplæring" you will still not hit home with everyone.*
- *Because they carry their mobiles and are addicted to insta, snap, etc.*
- *Several aspects come to mind, like not motivated for theoretical subjects, think the subject is too hard, not relevant for them etc.*
- *They believe themselves to be good enough at the language to not need to pay attention to anything they think has to do with that: Grammar, writing, vocabulary training etc.*
- *Since they think most or all of the lessons have to do with things they already know, they are demotivated to pay attention, there's quite a bit of confirmation bias kicking in for them.*
- *Many pupils struggle due to a theorization of the classroom. There is little focus on their own passions.*

- *Because internet is entertainment, and gets chosen over literature and work*
- *I think the English they are being taught in the classroom is taught in such a way that it is not interesting for them. They might have no problem with watching English Youtubers for hours, but in school they have to write a factual article about indigenous people. It might not be as motivating even though the topic is important to know about.*
- *Many of my students have never gone through Norwegian elementary school, which means they are completely unfamiliar with the "way of studying" in Norway. No matter how much teachers stress it, they seem to be under the impression that showing up is enough to pass the subject. They don't realize that they fail until months after, despite the fact that their grades have been 1 from the start. This goes for all subjects, not just English. Motivation to do something is not there, as they believe it doesn't matter that much, because it hasn't mattered before in their previous schools (outside of Norway).*
- *It depends on the students. Some reasons might be:*
  - 1) *level of difficulty*
  - 2) *level of relevance*
  - 3) *social situation*
- *Det varierer fra klasse til klasse og elev til elev. Noen elever er svært motivert - andre ikke. Motivasjon er nært knyttet til mestring og lærerrelasjoner. Opplever man at man får ting til, eller får hjelp når man ønsker å få det til - er man ofte også motivert i klasserommet. Noen som sliter klarer man også å få motivert fordi de opplever sterk lagfølelse med læreren. Men at det tidvis kan være opp mot 1/3 som er middels til ikke motiverte for skolen er ikke uvanlig.*
- *Many students has associations with school that it is boring. Especially on vocational studies, they are tired of the "normal" education system.*

21) *Do you think extramural English can disrupt the English for young EFL students?*

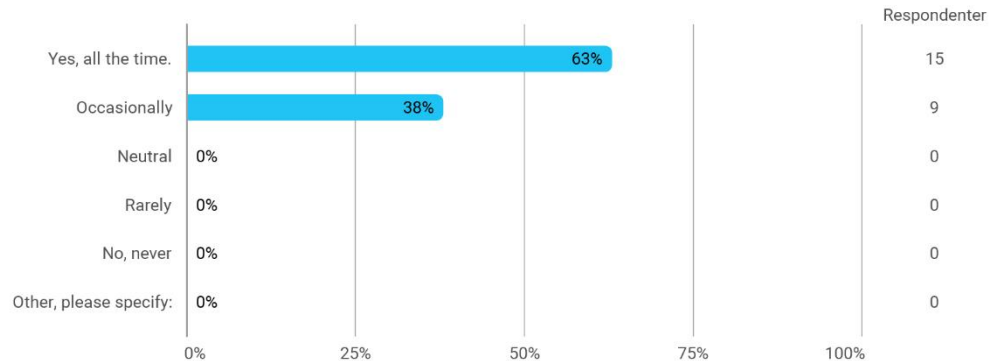


22) Do you think extramural English can disrupt the English for young EFL students? -

*Other, please specify:*

- *Det spørres hvilken aktivitet det gjelder. Om det hindrer utvikling - ja - om det gjør at de legger bort skolen for heller å følge Netflix-serier eller sosiale medier. Nei, om det kommer i tillegg. Engelsken de lærer er jo ikke vranglære - så lenge skolen forteller dem om situasjonstilpasset språk og Englishes.*

23) Do you encourage your students to engage in extramural English activities?



24) If yes, what types of activities do you suggest?

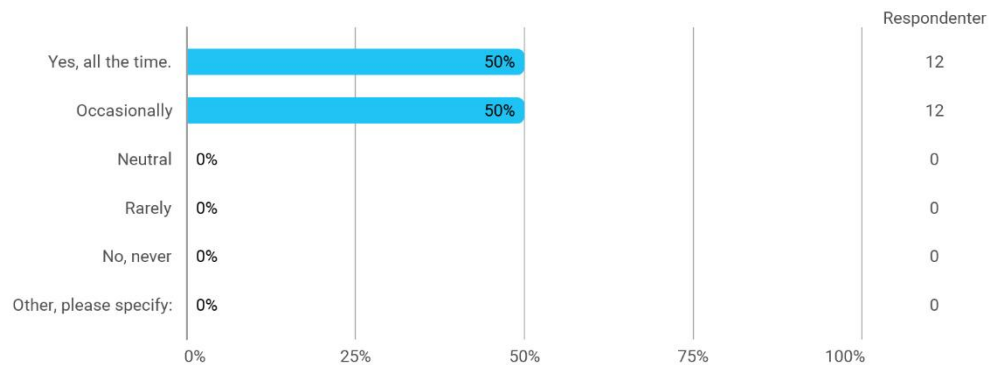
- *Gaming project in class (analyse/ make instruction of gaming video), use of YouTube as a tool. Bringing games such AS quizlet, kahoot in the teaching.*
- *Reading books, comics, watch movies, tv series, communicate with friends abroad, etc.*
- *News, topics that can be of interest, i.e gaming, fashion, sports.*
- *Read and listen to English texts.*

- *I discuss tv-shows, documentaries and movies a lot with my students. We give each other tips on what to watch etc. This is something that interests them and can help them improve their English.*
- *Anything the student might be interested in - the more positive aspects/sides of the language the students encounters, the more motivated he/she might get.*
- *Read books, watch good movies, talk to English speaking people*
- *Podcasts, TV-series, films*
- *Make them read English literature*
- *Speak English more frequently when abroad*
- *Read British newspapers daily*
- *Encourage them to read magazines, blogs, books or newspapers depending on interests. Watch tv, films, YouTube. Generally anything in English will help improve fluency, vocabulary, pronunciation etc*
- *Anything they enjoy!*
- *Reading*
- *Listen to music, read, watch series, TV, play computer games etc.*
- *Whatever they are interested in, hardly any activity is uniquely Norwegian, and they will usually be able to find more or better information/entertainment in English.*
- *Gaming, reading, TV, music, travel*
- *Music, documentaries and movies adapted from classic literature.*
- *I ask them to notice this and then, and to think on why and what.*
- *I encourage watching movies and series with English subtitles or playing a game that I heard about. Mostly I ask them what they are currently watching/playing and make them tell me what it is about etc.*
- *I tell them to watch movies, series and sing songs outloud. We also discuss the importance of being aware of how you choose to watch, and being aware of when learning happens. If they want to watch a movie, they must make conscious choices of which movie to watch (animation or live action), which language to watch it in and which language to have the subtitles in, if any at all.*  
*I also tell them to create a chat together, and write in English to each other (if they don't have any friends who speak English)*
- *I tell them to read books. If they haven't read a book in 15 years, I tell them to choose a simpler book that they know (like Charlie and the Chocolate Factory)*
- *Listen to podcasts is number one.*

*Then read and use the language in whatever form they can.*

- *Netflix-shows (or other) that suits our course and can add to their understanding of societal issues, current issues, historical or political aspects of UK/US, for instance.*
- *Gaming, Movies, talking to people from other countries.*

25) *Do you make use of popular culture in your classroom?*



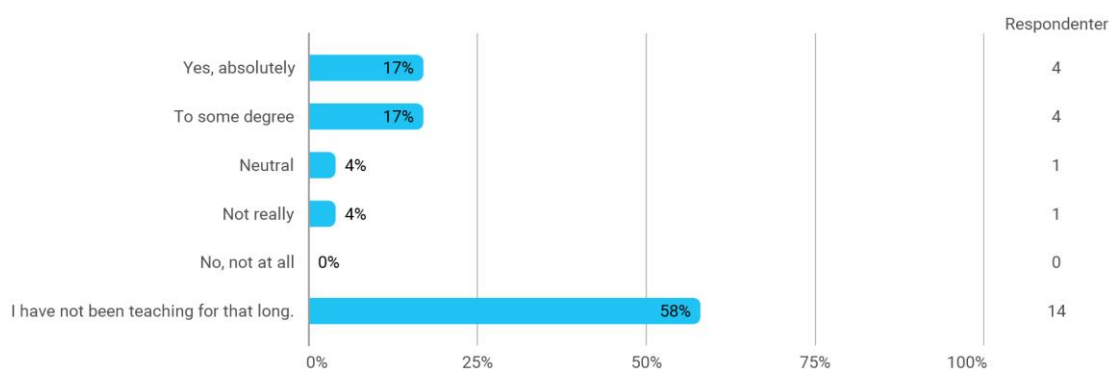
26) *Do you make use of popular culture in your classroom? - Other, please specify:*

27) *If yes, why?*

- *It depends on the class and their interests*
- *To make the classroom more familiar and relevant for my students*
- *Trying to get their attention. Get the discussion going (both in English and Norwegian)*
- *To engage them in the topic.*
- *I want English to be a class that interests them even though the theme might be a bit boring or hard to understand. When using popular culture, I might find materials they already know about and that can help them understand.*
- *Because it is often something my students can relate to*
- *To connect the outside world to the classroom*
- *To keep them motivated by working with something familiar to them*
- *Music and English lyrics*
- *Film analysis*
- *British sports*
- *Oral presentations of aspects of the British society*

- *Try to make it relevant and interesting for the students*
- *Because I like it and so do the students.*
- *Varied teaching methods and a way to work with literature.*
- *To engage with my pupils and hopefully motivate them for a little bit.*
- *There is no reason to encourage the idea that English has to be boring.*
- *It is something the pupils know and can relate to. It helps contextualise the subject.*
- *To engage the students. To make the lesson seem meaningful - motivation*
- *If students are found to learn most of their English in extramural activities regarding popular culture, it should encourage teachers to take advantage of that in the classroom. It seems to me to be the most progressive choice.*
- *It usually depends on the pupils. I'm interested in it myself, so it comes naturally. However, if the class doesn't seem receptive to it, I tone it down. I do tend to stress the importance of culture in all forms.*
- *I try to make the lessons relevant to the students and make them interested. Also, because I find it entertaining*
- *Det er viktig å møte elevene der de er/det de kan. Og skal de bli kritisk tenkende vesener er dette en fin inngang. I tillegg er det mye ved populærkultur man kan rotfeste i historisk, politisk og kulturell kunnskap.*
- *To peak the students interest with something they know.*

28) *If you have been teaching for more than 10 years, has the way you teach English changed the past decade?*



29) *Do you have any additional comments on the subject or regarding the questions? Please write your answer.*

- *Quite a few students have better pronunciation than me now, this was not the case 19 years ago. I am still needed to teach them how to structure an essay, how to give text evidence, and how to learn how to learn.*
- *I learnt most of my English in extramural activities, so I think this was very interesting to consider. I strongly believe we must explore their potential in the classroom.*

## Informasjonsskriv

### Vil du delta i forskningsprosjektet

A study of Norwegian upper secondary EFL teachers' beliefs about their students' extramural English learning.

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke lærerens oppfatning og meninger rundt elevenes grad av eksponering og lære av engelsk utenfor klasserommet og påvirkningen fritidsengelsk har på språkutviklingen, både muntlig og skriftlig. Prosjektet gjelder engelsk lærere på videregående. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### Formål

Mitt navn er Maria Revheim Eilertsen. Jeg forsker for tiden på hvordan lærere som underviser engelsk i den videregående skolen selv oppfatter elevenes grad av engelsk lære utenfor klasserommet og påvirkningen fritidsengelsk har på språkutviklingen, både muntlig og skriftlig. Derfor vil jeg i den forbindelse undersøke lærerens oppfatning og meninger rundt dette, gjennom et spørre skjema og/eller intervju. Dette er forskning i forbindelse med en masteroppgave jeg skriver som en avsluttende del av min lektorutdanning ved Universitetet i Stavanger. Jeg håper dette er noe du, som engelsklærer i den videregående skolen, vil være en del av. Spørsmålene er hovedsakelig fokusert rundt temaer som har med læring av engelsk utenfor skolen å gjøre, men og om i hvor stor grad lærere benytter seg av populærkultur i klasserommene av ulike årsaker. Hovedformålet med denne undersøkelsen er å granske i hvor stor grad elevene og lærerens oppfatning av fordelene og ulempene med engelsk utenfor klasserommet samsvarer.

Hvem er ansvarlig for forskningsprosjektet?

*Universitetet i Stavanger* er ansvarlig for prosjektet.

Dina Lialikhova er min veileder på oppgaven.

Hvorfor får du spørsmål om å delta?

*Utvalget til spørreundersøkelsen er basert på frivillig deltagelse via link som er delt på en lukket Facebook gruppe, og utvalget av deltagere er helt tilfeldig. De som ikke møter kriteriene vil bli slettet, ingen informasjon vil bli lagret.*



Hva innebærer det for deg å delta?

*Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et digitalt spørreskjema. Det vil ta deg ca. 15 minutter. Spørreskjemaet inneholder spørsmål om dine meninger og oppfatninger rundt elevene dine sitt engelske aktivitetsnivå utenfor skolen og din egen bruk av disse aktivitetene i din egen undervisning. Dine svar fra spørreskjemaet blir registrert elektronisk og slettet når prosjektet er bestått og avsluttet.*

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

*Deltagelsen din vil ikke påvirke ditt forhold til skolen/arbeidsplassen/arbeidsgiver etc.*

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

*Det er kun meg, prosjektansvarlig, og min veileder Dina som vil ha tilgang til oppgaven før den publiseres. Det er kun meg, prosjektansvarlig, som vil ha tilgang til spørreskjemaet.*

*All informasjon blir transkribert, og du vil ikke kunne kjennes igjen ved publisering.*

*All rådata ligger lagret på nettsiden til spørreskjemaet, og er sikret med feide-innlogging.*

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 31. august 2020. Etter oppgaven er levert og godkjent, vil all data bli permanent slettet.

Dine rettigheter

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

innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,

å få rettet personopplysninger om deg,

å få slettet personopplysninger om deg, og

å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra *Universitetet i Stavanger* har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

*Universitetet i Stavanger* ved *Maria Eilertsen* Mail: [233409@uis.no](mailto:233409@uis.no) og *Dina Lialikhova*  
Mail: [dina.lialikhova@uis.no](mailto:dina.lialikhova@uis.no)

Vårt personvernombud: *Universitetet i Stavanger*, Mail: [post@uis.no](mailto:post@uis.no), Telefon: 51 83 10 00

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

NSD – Norsk senter for forskningsdata AS på epost ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) eller på telefon: 55 58 21 17.

Med vennlig hilsen

*Maria Revheim Eilertsen*

(Forsker/veileder)

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Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «A study of Norwegian upper secondary EFL teachers' beliefs about their students' extramural English learning» og har fått anledning til å stille spørsmål. Jeg samtykker til:

å delta i *spørreskjema*

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

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(Signert av prosjektdeltaker, dato)

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