

# “Freely, and my way”

The L2 Self, extramural English, and perceptions of oral proficiency  
among year 10 learners of English in Norway

**Caroline Kristiansen Sveen**

The Teacher Education Programme  
Master's Thesis in English subject didactics

30 Credits

Department of Teacher Education and School Research  
Faculty of Educational Sciences





# **“Freely, and my way”**

*The L2 Self, extramural English, and perceptions of oral proficiency among year 10 learners of English in Norway*

Mastergradsavhandling ved Institutt for Lærerutdanning og  
Skoleforskning

UNIVERSITETET I OSLO

Våren 2023

© Caroline Kristiansen Sveen

2023

“Freely, and my way”

*The L2 Self, extramural English, and perceptions of oral proficiency among year 10 learners of English in Norway*

Caroline Kristiansen Sveen

<http://www.duo.uio.no>

## Abstract

Along with globalisation and advances in technology, English is becoming an increasingly prevalent language in the Norwegian society (Graddol, 2006; Språkrådet, 2021). Related to this is the increase of Norwegian adolescents' proficiency in English, partly because they on a daily basis engage with the language through their *extramural English* activities (Sundqvist & Sylvén, 2016). The overall research aim of this study is to explore the role of English in and out of school for the development of the L2 Self (Dörnyei, 2009). The L2 Self is an idea of what one might become as an L2 speaker, thus it is the aims one sets oneself as a guide toward a vision of one's future self (Dörnyei & Ushioda, 2009). My research aim emerged out of my interest in students' use of English in and out of school, and whether such uses of English influences students' perceived proficiency and perceived ability to express themselves in their L2 English.

I applied a qualitative approach to the study as I wanted to study human phenomena connected to language use and identity among students in Norway (Rindal, 2013). To answer my research aim, I interviewed five students about their perceptions about the English language and beliefs about their L2 English related to their use of English in and out of school. In addition, I used a Language diary to collect data about the extramural English activities the students engaged with over the course of seven days. To analyse the data I conducted a thematic content analysis.

The findings uncovered tendencies which pointed toward the participants' views of English as a lingua franca, as they all highlighted the importance of English in a globalised world. In addition, the participants emphasised the importance of communicative competence for expressing themselves in the L2. The participants also found it important that their L2 English is perceived as proficient by other speakers of English, so as to appear to be credible L2 speakers. Moreover, the participants reported that their extramural English habits influenced their perceived L2 proficiency, however, the majority of them also reported that they would like to improve their proficiency by increasing their formal instruction at school pertaining to their oral English practices.

The didactical implications of this thesis include the importance of teachers' knowledge about their students' extramural English habits, and for teachers to map out students' goals of their L2 Selves, as doing so can aid in students' motivation for the school subject of English.



## Sammendrag

Engelsk er blitt et stadig mer utbredt språk i det norske samfunnet på grunn av globalisering og teknologiske fremskritt (Graddol, 2006; Språkrådet, 2021). Norske ungdommers ferdigheter i engelsk har økt som en konsekvens av dette, blant annet fordi de er i kontakt med det engelske språket gjennom *ekstramurale engelskaktiviteter* (Sundqvist, 2009). Det overordnede forskningsmålet for denne studien er å utforske rollen engelsk har i og utenfor skolen for elevers utvikling av sitt *L2 Self* (Dörnyei, 2009). En persons L2 Self er idéen om hvordan man vil fremstille seg selv som bruker av andrespråket. Det er målene man setter seg selv som skal guide en mot sitt syn på sin fremtidige jeg (Ushioda & Dörnyei, 2009). Denne studiens overordnede forskningsmål oppstod som følge av min interesse for elevers bruk av engelsk i og utenfor skolen, og om denne bruken av engelsk påvirker elevers opplevde ferdigheter og evne til å uttrykke seg selv på engelsk.

Jeg gjennomførte en kvalitativ studie ettersom jeg ønsket å studere menneskelige fenomener knyttet til språkbruk og identitet blant unge elever i den norske skolekonteksten (Maxwell, 2014; Rindal, 2013). Jeg intervjuet fem elever om deres oppfatninger av det engelske språket og holdninger til egen engelskutøvelse knyttet til deres bruk av engelsk i og utenfor skolen. I tillegg tok jeg i bruk data fra språkdagbøker som elevene fylte ut i løpet av en uke om sine ekstramurale engelskaktiviteter. For å analysere dataene gjennomførte jeg en tematisk innholdsanalyse.

Funnene avdekket tendenser som pekte mot elevenes syn på engelsk som et *lingua franca*, da de alle påpekte betydningen av engelsk i en globalisert verden. I tillegg understreket de viktigheten av kompetanse om kommunikasjon for å uttrykke seg på andrespråket. Elevene fant det også viktig at de ble oppfattet som dyktige brukere av engelsk av andre engelsktalende for å fremstå troverdige. Dessuten fremmet elevene at deres ekstramurale engelskvaner påvirket ferdighetene deres i engelsk. Flertallet rapporterte også at de ønsket å forbedre engelskferdighetene sine, fordi de mente at de fikk lite undervisning relatert til muntlige ferdigheter i engelsk.

En didaktisk implikasjon av denne studien innebærer viktigheten av lærernes kunnskap om elevers ekstramurale engelskvaner. En måte lærere kan styrke elevers motivasjon i skolefaget engelsk på, er å sammen med elevene kartlegge målene deres for sin visjon av deres L2 Self.





## Acknowledgements

As I am finishing up my thesis, I want to thank my incredible supervisors, firstly for being wonderful people, but also for their great guidance during the writing of this thesis and throughout the course of the teacher programme. Thank you Ulrikke Rindal for your feedback and comments on my writing from the very first draft. Your genius has undoubtedly raised the quality of this thesis. Thank you Pia Sundqvist for providing excellent guidance and scrumptious Swedish candy, and of course for teaching me about Extramural English in my first years of university.

I also want to thank STAGE for welcoming me to the project with open arms. Being a part of this project has certainly widened my horizon and view on educational research and students' extramural English habits. I would like to thank Nasrin Ulfat for being a great mentor in data collection for the project. Thank you Marte Husum for being my sounding board as we embarked on our theses with the STAGE project together and for being the best data collection partner I could ever ask for.

I of course want to thank the EDID gang, thank you for our lunch time quizzes, our research community and being a great bunch of people to study with. A special thanks to Marte and Julie, you are friends for life I am so happy to have made.

Thank you to my friends outside campus, you remind me of home and help me forget the pressures of school. And especially, thank you to my best friend Ragna, when this thesis has given me a hard time, you have given me the breaks I have needed with endless laughter, heaps of coffee and TV marathons.

Lastly, but most importantly, thank you mamma, pappa and Christian, and the rest of my family. You are always there with a helping hand, I am so lucky, you have no idea how grateful I am for you.

Blindern, May 2023



# Table of Contents

<b>1 Introduction .....</b>	<b>1</b>
<b>1.1 Context and relevance .....</b>	<b>2</b>
<b>1.2 Research aim and research questions .....</b>	<b>4</b>
<b>1.3 Thesis outline .....</b>	<b>5</b>
<b>2 Theoretical framework and previous research .....</b>	<b>6</b>
<b>2.1 English as a global language .....</b>	<b>6</b>
2.1.1 The Circles of English.....	7
2.1.2 English in Norway .....	9
<b>2.2 Extramural English .....</b>	<b>9</b>
<b>2.3 Oral proficiency and communicative competence .....</b>	<b>11</b>
2.3.1 LK20 .....	11
2.3.2 Communicative competence.....	12
2.3.3 Nativeness versus intelligibility .....	13
2.3.4 Fluency.....	14
<b>2.4 The L2 Motivational Self System.....</b>	<b>14</b>
2.4.1 The L2 Motivational Self System and ideas of correctness.....	17
<b>3 Methodology.....</b>	<b>18</b>
<b>3.1 The STAGE project.....</b>	<b>18</b>
<b>3.2 Research design .....</b>	<b>19</b>
<b>3.3 Sampling for the data collection .....</b>	<b>20</b>
3.3.1 Participants – ‘massive extramural English users’ .....	21
<b>3.4 Data collection .....</b>	<b>22</b>
3.4.1 Interview guide .....	22
3.4.2 Student interviews.....	23
<b>3.5 Data analysis.....</b>	<b>26</b>
3.5.1 Transcribing the interviews.....	26
3.5.2 Analysing the interviews.....	26
3.5.3 Coding the interviews .....	27
3.5.4 Language diaries .....	29
<b>3.6 Research credibility .....</b>	<b>29</b>
3.6.1 Reliability.....	29
3.6.2 Validity .....	30
3.6.3 Ethical considerations .....	32

<b>4 Findings</b> .....	<b>34</b>
<b>4.1. Attitudes toward English</b> .....	<b>34</b>
4.1.1 The importance of English.....	34
4.1.2 “Good English” .....	36
Ideas of correctness.....	36
Vocabulary .....	37
Fluency .....	37
Communicative competence.....	38
4.1.3 American English preference .....	40
4.1.4 Main finding 1: Summary .....	42
<b>4.2 Extramural English influence on language practices</b> .....	<b>42</b>
4.2.1 Reported Extramural English activities .....	42
Reports from the Language diaries.....	42
Reports from the interviews.....	44
4.2.2 Extramural English influence on L2 English practises .....	45
Language models .....	46
Motivation for English in extramural English activities.....	47
4.2.3 Main finding 2: Summary .....	49
<b>4.3 L2 English and self expression</b> .....	<b>49</b>
4.3.1 L2 communication .....	49
4.3.2 L2 proficiency .....	51
4.3.3 L2 English and a wide language repertoire.....	52
4.3.4 English in the classroom .....	53
4.3.5 Main finding 3: Summary .....	55
<b>5 Discussion</b> .....	<b>56</b>
<b>5.1 Expression of identity through L2 English</b> .....	<b>56</b>
5.1.1 The Ideal L2 Self.....	57
5.1.2 Communication and the Ideal L2 Self .....	57
5.1.3 L2 proficiency and the Ideal L2 Self .....	58
5.1.4 Inner motivation and the L2 Self .....	59
<b>5.2 English as a communicative language in a globalised world</b> .....	<b>59</b>
5.2.1 Becoming a global citizen.....	60
5.2.2 Students’ perceptions of “good English” .....	60
5.2.2.1 Communicative competence.....	61
5.2.2.2 Nativeness vs intelligibility .....	62
<b>5.3 Extramural English</b> .....	<b>62</b>
5.3.1 Extramural English influence on language practices.....	63
5.3.2 Extramural English and motivation .....	64

<b>6 Conclusion</b> .....	<b>66</b>
<b>6.1 Didactic implications</b> .....	<b>67</b>
<b>6.2 Further research</b> .....	<b>69</b>
<b>References</b> .....	<b>71</b>
<b>Appendix 1: STAGE learner questionnaire</b> .....	<b>78</b>
<b>Appendix 2: STAGE Language diary</b> .....	<b>88</b>
<b>Appendix 3: Interview guide</b> .....	<b>97</b>
<b>Appendix 4: STAGE informed consent form</b> .....	<b>98</b>
<b>Appendix 5: Translated interview excerpts</b> .....	<b>101</b>



# 1 Introduction

As the world becomes increasingly globalised, the English language is becoming a more prevalent part of our everyday lives in Norway and is thus becoming less of a foreign language (Rindal, 2013; 2015). Today, English is an important language used for education, communication and business (Språkrådet, 2021), and research has shown that Norwegians are among the most proficient speakers of English in the world (Education First, 2022). For many Norwegian adolescents, English has become a language which they use and come into contact with every day, especially through their use of social media (Sundqvist & Sylvén, 2016). As these adolescents become young adults and further their education, many of them will come into contact with English on an academic level, and further on come into contact with the language through their careers. At the same time, as adolescents spend time on their English-speaking activities outside of school, such as through social media, they are beginning to take more space in society as global citizens (Ministry for Education and Research, 2017; 2019). Certain attributes are valuable for becoming global citizens, one such attribute is having communicative competence and thus being able to adapt one's language to situations and interlocutors. These are important skills to develop, especially for young adolescents, as English will likely play a part in their lives in the future.

In the present study I have collected data on how adolescents in Norway view English, and what the participants report about their English proficiency level in relation to being able to express themselves. Previous research has found that adolescents use language to create meaning and to express their identity (Rindal, 2013). Additionally, having immediate access to the internet has undoubtedly increased the English proficiency of Norwegian adolescents. Before embarking on this thesis, I was interested in adolescents' views of English and to what extent they perceived that they could be themselves in English. I was also interested in the English that students come into contact with outside of school, and whether this was something they perceived as being influential on their own English practices. In addition, my own views of and interest in English, both as a school subject and as a language which position is prevalent in the Norwegian society and the world, was a starting point of my research interests. It is my curiosity about these topics which inspired this master's thesis.

## 1.1 Context and relevance

The status of English has developed in recent years as a result of globalisation and increased communication across borders. Because of its status as a *lingua franca*, English is the language used for communication across the globe, especially among speakers whose first language is not English (Graddol, 2006). Thus, in Norway, and in most parts of the world, having knowledge of English is valuable both for business and education, and for leisure activities, for instance while travelling (Graddol, 2006; Språkrådet, 2021). The English subject holds a distinctive position in the Norwegian educational context, as the subject has its own subject curriculum separated from the foreign languages that are taught in Norway, such as French, German and Spanish (Ministry for Education and Research, 2019). Rindal (2015) argues that the English in Norway displays characteristics of a second language, rather than a foreign language. This view is reflected in the Norwegian educational context today, as having English language competence is viewed as an important skill.

The status of English as a global language of communication is reflected in the English subject curriculum where Communication is the first of three core elements. In 2019 the subject curricula in Norway were renewed, wherein the English subject curriculum introduced *Communication* as one of its core elements (Ministry for Education and Research, 2019). In the English subject curriculum, the Ministry for Education and Research (2019) states that English is an important subject when it comes to cultural understanding, communication and identity development. Communication and the use of language to create meaning among individuals both globally and locally is one of the cornerstones of the English subject curriculum in Norway (Ministry for Education and Research, 2019). Within the English subject curriculum there are four basic skills pertaining to the oral, written, reading and digital skills of the students. In the competence aims of the English subject curriculum, it is mentioned that students should be able to adapt their language depending on interlocutors and contexts. For instance, after year 10 students are expected to be able to express themselves with fluency and coherence with a varied vocabulary, adapt their language to different purposes and situations, and use key patterns for pronunciation in communication (Ministry for education and Research, 2019). Thus, the basic skill of having oral skills refers to being able to present information in different contexts, speak in a nuanced language and to communicate within both formal and informal situations. In addition, the renewed English subject curriculum reference students' use of English in and out of school, as the competence aims expect students to explore content from



various media in the English-speaking world related to their own interests (Ministry for Education and Research, 2019).

The term *extramural English* can be defined as the English anyone uses outside the walls of school (Sundqvist, 2009). As one reads the news on the internet, scrolls social media or listens to music, one comes into contact with the English language, and thus engages in extramural English. In the context of this thesis, it is relevant to talk about extramural English related to young adolescents' lives in and out of school, as it is this age group this study is concerned with. There is no doubt that adolescents are influenced by the extramural English they engage with (Sundqvist & Sylvén, 2016), and research has shown that students who engage with a considerable amount of extramural English activities often have an increased proficiency in English, compared to their peers who do not engage with the same amount of extramural English (Sundqvist & Sylvén, 2016). Scholars have suggested that if teachers take an interest in students' extramural English activities and use their students' interests in the classroom, it might lead to increased motivation for the school subject of English among students (Purushotma, 2005; Sundqvist & Sylvén, 2016). Thus, in the context of English didactics, it is relevant to further research students' extramural English to gain knowledge on how students' interests outside of school might help motivate them in school.

As students in Norway become more advanced speakers of English, it might be beneficial to motivate the further progression of their L2 proficiency by helping them create a vision of their *L2 Self*. The L2 Motivational Self System (Dörnyei, 2009) is a framework for systematising learners' motivation for second language learning. The L2 Motivational Self System is made up of three components, namely the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience (cf. Table 2.1 in Chapter 2). The L2 Motivational Self System is closely related to the individual's 'core' and identity (Dörnyei, 2009). The three components of the Self System seek to create a vision of learners' L2 Self. The vision Dörnyei (2009) describes might be a result of the learner's own dreams and desires about how they would like to present themselves and be perceived by others as an L2 speaker. As the L2 Motivational Self System is based on learners' own vision of themselves, the three components of it might act as a powerful motivator as one sets goals and aims to reduce the discrepancy between one's actual present self, and the Ideal L2 Self one aims to become. Bringing this system into the classroom might aid the motivation of all learners, regardless of their L2 proficiency.

## 1.2 Research aim and research questions

Considering the status of English in Norway and adolescents' prevalent extramural English use, this thesis explores a selection of students' attitudes toward the English language. Using the data collected for this study, I have aimed to explore the students' attitudes toward their own language practices. I have also set out to explore the participants' beliefs about the role of English both globally and for them personally. In addition, I have collected data about the students' extramural English activities which acts as the basis for exploring the relationship between the participants' reported extramural English, and the students' perceived L2 English proficiency. As these topics are closely related to the students' perception of themselves, I am also exploring students' L2 Selves and how this concept relates to their extramural English and their L2 Learning Experience (Dörnyei, 2009; 2019). Taking the contextualisation above into consideration, the overall research aim of this study is to explore the role of English in and out of school for the development of the L2 Self. I have operationalised this aim into three research questions,

RQ1: What characterises the participants' perceptions of "good English"?

RQ2: What characterises the participants' extramural English?

RQ3: What do the participants report about their English proficiency level in relation to being able to express themselves?

As I am looking at human phenomena (Creswell, 2014), I employ a qualitative approach for this study, mainly based on interviews. In addition to interviews I have used Language diaries to collect data about the participants' English use outside of school. To attain my research aim, I have interviewed students about their views of their own English practices, and whether they perceive English as a language in which they can express themselves. I have also elicited the students' views on their extramural English, and whether they perceive their English practices as having been influenced by their extramural English. The aim of my thesis is to look at whether students in a Norwegian school context might be able to identify their Ideal L2 Self (Dörnyei, 2009), and whether this might act as a motivator to further their aims of becoming proficient L2 English speakers. An additional aim is whether students' extramural English influences them in creating the vision of their Ideal L2 Selves according to Dörnyei's L2 Self System (2009).

### **1.3 Thesis outline**

This thesis comprises six chapters, including this introductory chapter. Chapter 1 argues for why I have chosen to conduct this study and gives the background for the chosen topics and theories I employed in my thesis. In Chapter 2, I present the theoretical framework and previous research which give the basis and context for my study. In Chapter 3, I detail the methodology of the present study and provide an account of some of the issues which arose, as well as the credibility of my study. In Chapter 4, I present the three main findings that emerged from the interviews I conducted for this thesis. In Chapter 5, I discuss the three main findings in light of theory and previous research. Finally, in Chapter 6, I conclude my thesis with didactic implications and offer suggestions for further research.

## **2 Theoretical framework and previous research**

In this chapter I present the theoretical framework and review previous research relevant to the present study. In section 2.1, I present English as a global language, and the status the English language has in Norway today. Next, in section 2.2, I present theory on extramural English (Sundqvist, 2009; Sundqvist and Sylvé, 2016). In section 2.3, I present theory and previous research on oral proficiency and communicative competence (Hymes, 1972), nativeness versus intelligibility (Cook, 1999; Davies, 2003) and fluency (Hilton, 2008). Lastly, in section 2.4, I outline Dörnyei's L2 Motivational Self System (2009) and relate it to ideas of correctness (Milroy, 2001). It is worth noting that the previous research presented in this chapter is interwoven throughout the chapter, as opposed to presented in one single section.

### **2.1 English as a global language**

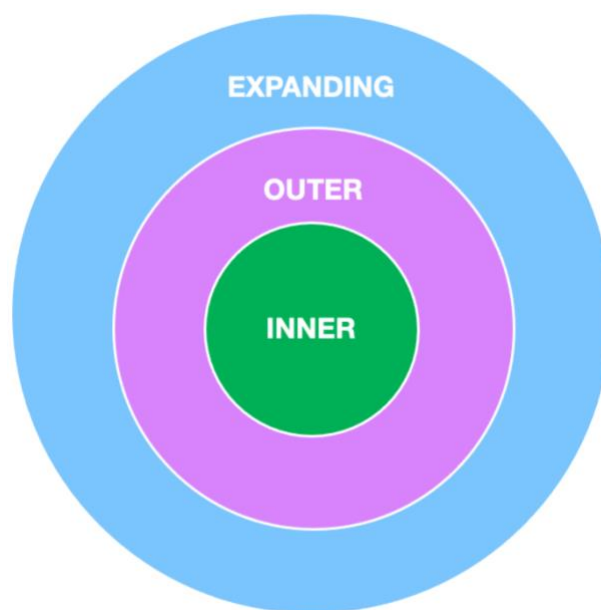
According to Crystal (2012, p. 3), “[a] language achieves global status when it develops a special role that is recognized in every country.” Thus, to achieve global status a language must be spoken by more than an L1 speaker majority in specific countries, it must be spoken in other countries as well. English fits this profile well, as there are more than 1.5 billion people who speak English in the world (Graddol, 2011). Furthermore, there are more non-native speakers of English than there are native speakers (Crystal, 2012). Throughout history English has traditionally been divided into three periods, namely Old English, Middle English, and Modern English. Graddol (2006, p. 58) argues that we are now in a fourth period of English which he names “Global English”. Global English demands new methods for teaching. In countries such as Norway, English has traditionally been taught as a foreign language (EFL). However, the spread of English has required policymakers to shift the perspective of English language teaching toward an approach where there is increased focus on the communicative aspect of the language, as more people across the world use the language (Graddol, 2006). Following the global spread of English, the demography of English speakers is also evolving. Because of travel and tourism, the majority of spoken English is now between non-native speakers of English, as over a third of all tourism happens between non-English speaking countries (Graddol, 2006). Due to increased need for mutual understanding and communication between speakers of English with various language backgrounds, there is an increased focus on communicative competence (Hymes, 1972).

### 2.1.1 The Circles of English

Globally, English speakers have traditionally been defined in terms of the three concentric circles of English presented by Kachru (1985) (Figure 2.1). The circles represent “the types of spread, the pattern of acquisition and the functional domains in which English is used across cultures and languages” (Kachru, 1985, p. 12).

**Figure 2.1**

Kachru’s concentric circles of English (1985).



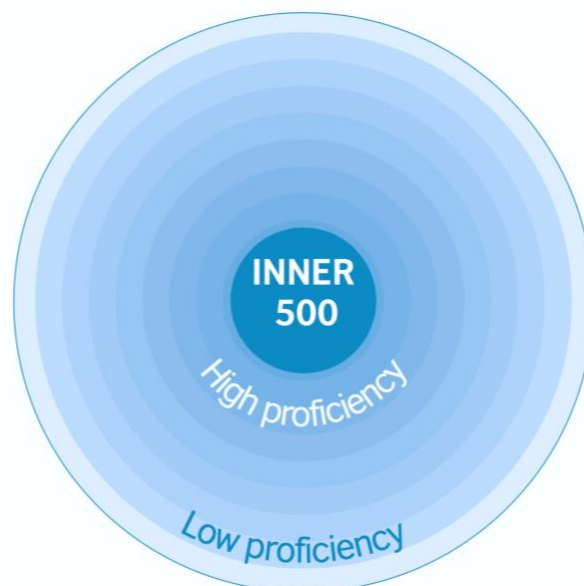
The inner circle refers to the regions where English is spoken as the primary language, such as in Australia, the UK and USA. The outer circle refers to the regions which have historically been involved in the spread of English through colonisation, for instance countries like India and Nigeria. Some major features of the outer circle are that English is only one of two or more languages in the linguistic repertoire, thus the population of these countries are typically bilingual or multilingual, and that English has had an extended “*range* in variety of social, educational, administrative, and literary domains” (Kachru, 1985, p. 13) of these countries. The third, and outermost circle in Kachru’s circles of English is the expanding circle. The function of English in the countries belonging to this circle is dependent on an understanding that English is an international language. Differently from the outer circle, the geographical areas that comprise the expanding circle do not necessarily have a history of colonisation, and

according to Kachru it is “users of this circle who actually further strengthen the claims of English as an international or universal language” (1985, p. 13). Examples of countries which have traditionally been counted as part of the expanding circle are China, Norway and Russia.

In later years though, Kachru’s model has been criticised by linguists, and even by Kachru himself, for being centrist with native and monolingual speakers of English being placed in the centre (Graddol, 2006). According to Graddol (1997), it is the users of the language who determine the future of the language, and how it is evolving through the years are up to every speaker of English, not only the members of the inner circle. Largely due to English being used in professional and higher education discourses, English proficiency in expanding circle countries has increased (Graddol, 1997). Instead of referring to the circles as territories, Kachru has proposed that the circles might be better perceived based on proficiency levels. Therefore, he has placed those who have ‘functional nativeness’ in the inner circle, regardless of where people have learned or use the language (Figure 2.2) (Graddol, 2006). Therefore, since research has shown that Norwegians have an overall high proficiency in English (Education First, 2022), there might be a foundation for referring to Norway as an L2 country (Rindal, 2013; 2015).

**Figure 2.2**

“Representing the community of English speakers as including a wide range of proficiencies” (Graddol, 2006, p. 110).



### **2.1.2 English in Norway**

English was introduced in Norway because it was needed as a communicative tool in the 19th century (Rindal, 2024). In the 19th and 20th Century, English was introduced as a school subject and became mandatory for all students in 1969 (Rindal, 2024; Simensen, 2014). Today all students in Norway start their English instruction in year 1, and it is a mandatory subject until year 11. In addition, in the remaining two years of school students can choose themselves to further their English education by choosing elective courses in their final two years of upper-secondary school. In a global context, Norwegians have been ranked as having a very high proficiency in English (Education First, 2022). Because of globalisation, English is used in most public sectors in Norway, most prominently in business and higher education (Språkrådet, 2021). Traditionally, since Norway has no history of colonisation involving English-speaking countries, Norway has traditionally been viewed as part of the expanding circle of English (Kachru, 1985). However, in the language shift discussed in Graddol (1997), Norway was mentioned as one of 19 countries in transition from English as a foreign language to L2 status.

## **2.2 Extramural English**

When investigating and describing students' habits regarding English out of school I have chosen to use the term "Extramural English" coined by Sundqvist (2009). According to Sundqvist (2009, p. 24) the term extramural is an "adjectival compound of Latin origin where the prefix, extra, means 'outside' and the stem, mural, means 'wall'". In the context of educational research, it is then natural to use the term to refer to English outside the walls of school. Sundqvist and Sylvén (2016) further describe the term as

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 [...]. (p. 6)

Extramural English thus involves a vast number of activities which students might engage with outside of school. Furthermore, it is important to note that the extramural English activity a student engages with might take place inside the walls of school as well, as the main criterion for an extramural activity is that it is not teacher initiated. Therefore, a student might use social media during recess or listen to music as they are solving maths tasks, and it would still be an

extramural English activity. In investigating students' perceptions of their own English practices, it is important to get a picture of what they use English for, not only in school, but also in their free time. Some typical extramural English activities are watching films and TV series, listening to music, reading books, surfing the internet, or gaming (Sundqvist & Sylvén, 2016). Naturally then, with access to the internet, there is no limit to what an extramural English activity might entail. In addition, it is important to note that extramural English “encompasses input, output, and/or interaction in English” (Sundqvist & Sylvén, 2016, p. 7), which are all essential components of language proficiency.

To illustrate extramural English activities, and the effort different types of activities demand of the people who engage in them, Sundqvist and Sylvén (2016) introduced the EE House (Figure 2.3).

### Figure 2.3

The Extramural English House (Sundqvist & Sylvén, 2016, p. 139)



On the first floor of the EE House are activities which are readily available for those who wish to engage with them, these are also typically input-heavy extramural English activities, such as watching TV series and films, and listening to music. When climbing the stairs from the first to the second floor, more effort is required of the learner because the activities on the second floor often entail engagement or involvement from the learner in the form of some production of language. Activities on the second floor include gaming and reading, which are activities



which demand more effort of those who engage with them. Sundqvist and Sylvén (2016) argue that climbing the stairs to the second floor also requires higher English competence than the first floor. The third level of the house is the Attic, which is described by Sundqvist and Sylvén (2016, p. 189) as “a mess” because “anything and everything go up there”. The activities included in the Attic are activities which do not typically fit into any of the other rooms in the EE house. Activities which would be placed in the Attic are exemplified with some very different activities, such as “‘going to the theater to watch a play in English,’ ‘talking in English to my father’s Polish business partner who happened to stop by our house,’ and ‘visiting an international fair about fish.’” (Sundqvist & Sylvén, 2016, p. 189). As the activities placed in the Attic of the EE House are not as easily accessed as the first and second floor, learners often do not spend time here.

## **2.3 Oral proficiency and communicative competence**

Oral proficiency might be defined as “a person’s overall competence and ability to perform in L2” (Thomas, 1994, p. 330). In the present study the topic of oral proficiency connected to communicative competence (cf. Hymes, 1972) is relevant because of the status of English in Norway as an L2. These concepts also have relevance because of the core curriculum in Norway, which after its renewal in 2017, has an increased emphasis on communicative competence. Oral proficiency and communicative competence are both highlighted in the core curriculum (Ministry for Education and Research, 2017), and additionally they are part of the English subject curriculum’s competence aims and basic skills (Ministry for Education and Research, 2019). Furthermore, oral proficiency is also relevant in terms of other concepts such as nativeness and intelligibility, as well as fluency. These concepts are all presented in the subsequent sections.

### **2.3.1 LK20**

In the Norwegian core curriculum from 2017, named the Knowledge Promotion Reform – 2020, henceforth called LK20 (Ministry for Education and Research, 2017), there is emphasis on communication. In the English subject curriculum ‘communication’ refers to creating meaning through language and for students to adapt their language use to the context in which they are communicating (Ministry for Education and Research, 2019). Furthermore, one of LK20s’ basic skills is oral skills, which refers to the students’ ability to create meaning through

“listening, talking and engaging in conversation” (Ministry for Education and Research, 2019, p. 4). This resonates with Hymes’ theory on communicative competence as his theory pertains to appropriate uses of language and grammatical forms in communicative settings (presented in 2.3.2).

The English subjects curriculum in Norway views English as a global language, where a central component is to adapt language to audience and purposes. Concurrently with globalisation and increased diversity in the Norwegian society, the curriculum is concerned with presenting educators and students with a framework of values needed to participate in a diverse society (Ministry for Education and Research, 2017; 2019). These are part of the core values of education and training in Norway. Therefore, in LK20 there is a goal for students to become global citizens who are capable of adapting their knowledge of language to the context they are a part of.

### **2.3.2 Communicative competence**

In the 1970s the focus on language teaching shifted from being focused on grammaticality, repetition, and commands from teachers to students, toward communicative competence (Hymes, 1972). Hymes’ theory on communicative competence (1972) entails linguistic competence and knowledge about appropriate language use.

[A] normal child acquires knowledge of sentences, not only grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, as to what to talk about with whom, when, and in what manner. (Hymes, 1972, p. 277)

The “normal” child Hymes refers to is therefore someone who has learnt the appropriate uses of language along with its grammatical forms (Rindal, 2019). To realise Hymes’ theory on communicative competence the speaker must have some language strategies in place to aid the communication. For example, they must have grammatical competence as well as vocabulary in the target language to communicate with other speakers (Burner & Kverndokken, 2019). In addition, communication depends on context and norms for each discourse the speaker is part of, therefore it is vital for communicators to learn appropriate uses of the target language (Rindal, 2019). In an L2 context, learners should make use of the strategies available to them to prevent breakdown in communication. For instance, if their L2 language knowledge is lacking the learner could ask for help or use their L1 to aid the conversation.

### **2.3.3 Nativeness versus intelligibility**

Native speakers are traditionally regarded as models of the ‘truth’ about language (Davies, 2003). In addition, they are usually believed to have intuitive knowledge about the language (Crystal, 2003). In some language learning paradigms, it has been viewed as desirable to achieve a native-like pronunciation of the target language (Levis, 2005). However, the aim of sounding native might be an unattainable aim because of the vast diversity of accents and language varieties in the English speaking world, especially when it comes to the language diversity in the traditional inner circle territories, such as the UK.

Although sounding native might be a second language ideal, it might also be contrasted with intelligibility. Intelligibility is linked to speaker attitudes and beliefs about correctness, similar to native varieties of English. However, as intelligibility might pertain to pronunciation patterns there has been research on non-standard pronunciation and how this affects communication in the L2 (Iannuzzi 2017; Rindal, 2019). In short, it does not matter how L2 speakers pronounce words, even if it deviates from standard English varieties, if it does not impede intelligibility (Rindal, 2019). For instance, research done by Iannuzzi (2017) found that student’s non-standard pronunciation did not threaten communication in the L2. Even so, there might be learners who aspire to sound ‘native’, and thus using non-standard pronunciations might interfere with their desired projection of themselves (Rindal, 2019). Additionally, in his master’s thesis on attitudes toward Norwegian-accented English, Haukland (2016) found that even the strongest Norwegian accents in his matched-guise experiment were perceived as very intelligible by non-Norwegian speakers. Therefore, L2 speakers of English may make choices in their L2 English practice about sounding native and intelligible, or sounding non-native, while still being intelligible. Cook (1999), for instance, argues that L2 speakers should be treated as learners becoming successful L2 speakers, as opposed to viewing them as failed L1 learners. Therefore, she argues that these speakers should be considered as speakers in their own right, instead of being approximations to monolingual speakers (Cook, 1999). Additionally, intelligibility is about making adjustments in the communicative process, and having the competence to be able to adapt to the speaking situation and the interlocutors in it. As native-like pronunciation might be viewed as unintelligible by non-native speakers, mutual negotiation and adjustment from all communicating parties could ensure success in communication (Jenkins, 2009).

### **2.3.4 Fluency**

Aalandslid (2018) found in her MA study on perceptions of oral competence in English that Norwegian students and teachers described fluency as an important aspect to being a competent communicator of English. However, she also found that the participants of her study at the same time found it difficult to describe what fluency is. The concept of fluency can be operationalised as the number of occurrences of hesitations, pauses and false starts (Brown, Iwashita, & McNamara, 2005). However, such occurrences do not necessarily indicate a less proficient speaker as pauses can give speakers time to think and organise their thoughts (Hilton, 2008). The Council of Europe (2020, p. 184) corroborates this as they describe Level B2 (the expected level of Norwegian learners after year 11) speakers' fluency as speakers who "[c]an produce stretches of language with a fairly even tempo; although they can be hesitant as they search for patterns and expressions, there are few noticeably long pauses." The concept of fluency is thus messy as it might be understood in different ways. However, since L2 English is not viewed as 'standard' in the same way L1 English might be, one cannot escape the comparisons made between native speakers' fluency and L2 speaker's fluency.

## **2.4 The L2 Motivational Self System**

The L2 Motivational Self System is a framework developed by Dörnyei (2005) that conceptualises second language learning motivation. L2 motivational researchers have always believed that second language acquisition forms an important part of one's identity (Dörnyei, 2009). Thus, Dörnyei's L2 Motivational Self System has a whole-person perspective, which is compatible with the belief that the L2 is related to the individual's 'core' (Dörnyei, 2009). Dörnyei's framework grew out of two significant theoretical developments, one in the L2 field on motivational research, and the other within psychology on research about the self (Dörnyei, 2009). The L2 Motivational Self System is made up of three components, namely the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience (see Table 2.1).

**Table 2.1**

The L2 Motivational Self System adapted from Dörnyei (2009, p. 29).

<b>The L2 Motivational Self System</b>	
<b>1. Ideal L2 Self</b>	The L2-specific facet of one's ideal self. The L2 speaker one would like to become. This acts as a powerful motivator because of the desire to reduce the discrepancy between the one's actual and ideal self.
<b>2. Ought-to L2 Self</b>	The attributes one ought to possess to meet expectations and <i>avoid</i> possible negative outcomes.
<b>3. L2 Learning Experience</b>	Related to the immediate learning environment and experience: the impact of one's teacher, the curriculum, peers and past experience of success.

The 'Ideal L2 Self' and the 'Ought-to L2 Self' are derived from the psychological field on research on the self, specifically on research about possible selves and future self-guides (Dörnyei, 2009). Possible selves involve images and senses similar to what people actually experience when they engage in motivated or goal-directed behaviour (Dörnyei, 2009). Furthermore, according to Markus and Nurius (1986) there are three types of possible selves: (1) "ideal selves that we would very much like to become", (2) "selves that we could become", and (3) "selves we are afraid of becoming" (p. 956). Accordingly, these refer to the best case, the worst case and the default scenario of the possible selves (Dörnyei, 2009) The first and third type of possible selves as defined by Markus and Nurius (1986) are in Dörnyei (2009) referred to as the ideal self-guide and the ought-to self-guide, and because these possess guiding functions they are represented as future self-guides. The "ideal self-guides have a *promotion* focus, concerned with hopes, aspirations, advancements, growth and accomplishments" (Dörnyei, 2009, p. 18). This type of guide acts as a motivator to trigger action and thus help promote self-regulatory mechanisms. On the other hand, "ought to self-guides have a *prevention* focus, regulating the absence or presence of negative outcomes associated with failing to live up to various responsibilities and obligations" (Dörnyei, 2009, p. 18). Therefore, the distinction between the Ideal and Ought-to lies in people's need to approach pleasure and avoid pain.

The idea of the Ideal L2 Self that Dörnyei (2009) suggests opens for possibilities in the L2 classroom related to increased motivation among all students, regardless of their level of proficiency. To bring this concept into the classroom, teachers can facilitate an environment where there are opportunities for the students to develop their Ideal L2 Selves by aiding them in *creating their vision* (Dörnyei, 2009). Often students have certain ideals they want to work toward, and here the teacher can implement raising awareness about the students' multiple dreams, aspirations and desires, and guide them in selecting what to work toward within their Ideal L2 Self (Dörnyei, 2009). This relates to peoples' vision of their possible selves during the formation of their identity (Dörnyei, 2009; Dunkel et al., 2006; Markus & Nurius, 1986). Adolescents' possible selves can for instance be impacted by their environment and other people's expectations of them, such as parents or the peer group. In addition, role models students encounter through TV, films or social media, or other extramural English activities, might act as inspiration for their possible selves (Dörnyei, 2009). Dörnyei (2009) also emphasises the importance of the image of the Ideal L2 Self being vivid enough to be a sufficient motivator. Thus, he uses the analogy of elite athletes and examples from sport research which show that athletes perform more successfully when they imagine their victory, to show that also students can do this relating to their Ideal L2 Self. Creating a vision of an Ideal L2 Self is thus up to the learners themselves, however teachers or other mentors can aid them in navigating through the labyrinth of possible selves and strengthen the students' Ideal L2 Self visions.

The L2 Learning Experience may be defined "as the perceived quality of the learners' engagement with various aspects of the language learning process" (Dörnyei, 2019). Engagement in school settings is in Dörnyei (2019) related to students' willingness to participate, and their involvement in certain behaviour in the classroom. This might pertain to completing academic tasks or participating in school-related activities. In addition, as the L2 Learning Experience is related to the immediate learning environment and learning experience, it is important that students are engaged in their schoolwork so as to support their Ideal L2 Self, if one's Ideal L2 Self contains visions of becoming more proficient in the L2. Furthermore, teachers should make their teaching meaningful, so as to support the growth of students' Ideal L2 Self. In addition, students' participation in class might aid students both pertaining to their Ideal L2 Self and the Ought-to L2 Self, and students' motivation for practicing the L2 (Dörnyei, 2019). Moreover, the L2 Learning Experience is not only about student participation, but also about the immediate experiences in the L2 classroom, such as the impact of one's teacher, the

curriculum, peers and past experience of success, as these might be directly impactful on the motivation of learners (Dörnyei, 2009).

#### **2.4.1 The L2 Motivational Self System and ideas of correctness**

Milroy (2001) argues that there is a “consciousness among speakers of a ‘correct’, or canonical, form of language” (p. 535). When presented with two or more varieties, often the belief is that one of them is correct, and consequently some varieties are reduced in status (Milroy, 2001). The attitudes and beliefs speakers have of a language thus affects the way they think about their own language and languages in general. To illustrate, an L2 speaker of English might have ideas of what the ‘correct’ accent is and might therefore compare their own practice of English to this idea of correctness. This relates to Dörnyei’s Ideal L2 Self (2009) as learners might envision themselves having a certain accent. Consequently, considering the accent the learner imagines themselves having, they might or might not reach their aim, leaving them either content or disappointed. Ideas of correctness are closely related to peoples’ attitudes. For example, research has shown that language varieties in English carry social meaning and thus social advantage or disadvantage depending on which variety of English one speaks (Garrett, 2010). Following this, it is important to emphasise that it is not the language itself that is ‘correct’ or ‘wrong’ or that it has inherent status, it is people who give the language varieties their status (Milroy, 2001). In the context of this thesis, ideas of correctness might be related to oral proficiency, communicative competence, nativeness and intelligibility, and fluency (cf. section 2.3), as these concepts are related to the attitudes of the participants of the present study, and their ideas of correctness pertaining to their own practice of English.

### **3 Methodology**

In this chapter I present the methodology that I deployed for this master's thesis to answer my overarching research aim: to explore the role of English in and out of school for the development of the L2 Self (Dörnyei, 2009), and the three research questions related to the overall aim of the study. To analyse my findings, I employed a qualitative method, and a thematic content analysis. In section 3.1 I present the STAGE project, and in section 3.2 I present my research design. In section 3.3 I outline my sampling process and reason for the sample of the present study. In section 3.4 I describe the data collection, and in section 3.5 I present the data analysis. Finally, in section 3.6, I address the research credibility of this thesis, and the ethical considerations I have taken throughout the writing of the thesis.

#### **3.1 The STAGE project**

STAGE (*Starting age and Extramural English*) is an ongoing international project at the University of Oslo, aiming “to advance our understanding of the relation between language input and language acquisition.” (University of Oslo, 2022). STAGE is funded by the Research Council of Norway (project number: 314220; primary investigator: Pia Sundqvist). In the STAGE project, data is collected in Norway and Flanders (Belgium) as the two countries are similar when it comes to exposure to English in everyday settings, such as in films and television, but the learners' starting age for English differs. While students in Norway begin their English instruction in year 1, students in Flanders begin their English instruction in year 7 or 8. The project has several aims, one of them is to see if there are correlations between the starting age of learners of English and learners' level of proficiency. Moreover, the project looks at the students' extramural English to find out if this has an influence on learners' English proficiency. In the overall STAGE project, students in years 1, 6 and 10 participate in a number of proficiency tests. In addition, the participants are asked to fill out a questionnaire on their use of English in and outside school, as well as a Language diary which documents how much extramural English the students use on a daily basis in the span of one week (seven days). A selection of STAGE participants are also video-recorded while taking part in speaking tests in small groups, and another selection are interviewed about their beliefs and attitudes towards extramural English and language learning. This last part of STAGE is the focus of the present study, for which I have interviewed five students in year 10 about their perceptions and attitudes of their own spoken English.



I was invited to be part of the STAGE project in the spring of 2022, during my first term in the MA programme in English didactics at the University of Oslo. I have collected data for the overall STAGE project, which has facilitated the sampling of participants for the present study, since participant responses to the STAGE questionnaire (Appendix 1) and Language diary (Appendix 2) have been used in the sampling procedure (3.3.1). Since I was interested in how extramural English might be connected to the students' perceptions of the English language and how they use the language to express themselves, I decided to investigate an overall research aim: to explore the role of English in and out of school for the development of the L2 Self (Dörnyei, 2009). After settling on a research aim, I named my three research questions:

RQ1: What characterises the participants' perceptions of "good English"?

RQ2: What characterises the participants' extramural English?

RQ3: What do the participants report about their English proficiency level in relation to being able to express themselves?

## **3.2 Research design**

The purpose of my study is to investigate how students in a Norwegian school context perceive their own English practices, and how this might relate to students' Ideal L2 Selves (Dörnyei, 2009). To investigate this, I approached the research aim and research questions with a qualitative research design in mind. According to Creswell (2014, p. 246) qualitative research "is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". A qualitative approach suits this study as my research interests concern that of human phenomenon and experience (Creswell, 2014). Since my research question sets out to investigate a group of students' reported English practices in and out of school, and perceptions about their L2 Selves, semi-structured interviews seemed to be the most appropriate method (Kvale, 2007).

As I worked in the STAGE project at the University of Oslo, it was decided in collaboration with my two supervisors that my study should be based on the students from one of the two pilot classes that took part in the pilot study in grade 10 for the STAGE project. Since my study is based on the perceptions of the students, I chose to interview students from one of the two pilot classes. This is built on the foundation that studying human phenomena requires the

researcher to take an active role in the problem statement and the solving of it (Creswell, 2014). For my study I decided to conduct two group interviews. The sample criteria were specific for this study, because my research question required participants who were what I will refer to as ‘massive extramural English users’. ‘Massive extramural English users’ means that the students are frequent users of extramural English, and therefore interact with the language very often and to a great extent. This was important for my thesis as the participants were expected to answer questions about their English practices related to expressing themselves in the L2. This required the participants to be familiar with the language beyond the classroom as I determined non-extramural English users as inadequate to answer the questions I sought to ask the participants. The sample for this thesis is small, and the participants are relatively similar in terms of their extramural English use. I chose to conduct two interviews. One interview consisted of a pair of students, another with a group of three students, and the interviews were conducted in the autumn of 2022. The interviews can be described as qualitative interviews as they help the researcher “understand experiences and reconstruct events” (Rubin & Rubin, 2005, p. 3). The interviews were audio recorded using the UiO Dictaphone App, and the data was stored safely in UiO Nettskjema. After interviewing the participants, the recordings were transcribed using the software InqScribe and analysed according to the code key I developed for the present study (Figure 3.1). In addition, I utilised data from the participants’ replies in the Language diary (Appendix 2). As mentioned, this test instrument recorded the participants’ extramural English use during one week and included questions about which activities the students engaged with and for how long they engaged in the activity. This was self-reported quantitative data, which thus supplement the students’ reports in the interviews.

### **3.3 Sampling for the data collection**

In this section I present the participants of my study, and detail why these participants were chosen to be part of the present study. As is mentioned above, the participants of this interview study participated in the pilot for the year 10 data collection for the STAGE project in Norway. Through their participation in STAGE they had signed a consent form where they agreed to being interviewed.

### 3.3.1 Participants – ‘massive extramural English users’

The students were purposively sampled for the interviews in this study from a convenience sample in the STAGE project. Johnson and Christensen (2017, p. 268) define purposive sampling as the procedure of the researcher specifying “the characteristics of a population and then tries to locate individuals who have those characteristics”. From the students’ answers in the questionnaire, I deduced that the students exhibited qualities which I determined as suitable to be able to offer insight into the questions I wanted to ask them in the interview. These characteristics were that they had answered comprehensively in the qualitative items of the STAGE questionnaire. That they had responded that they found the English language important, and that they frequently engaged in extramural English activities. Purposive sampling is a nonrandom sampling method widely used in qualitative research for the identification and selection of information-rich cases for effective use of limited resources (Patton, 2002). The main criterion for participation was that the students should be so called ‘massive extramural English users’. These are students who use extramural English to a large degree in their everyday lives. In Table 3.1 are the items from the STAGE questionnaire which were used to sample the participants for this study. These items elicit the students’ opinions on the importance of English. Some items elicited the students’ attitudes and relationship with the English language. I also utilised items pertaining to how the students perceived their learning of English, and items which elicited their opinions of which variety of English the students spoke. Finally, the students I selected for the interviews all agreed, or agreed to some degree, that they could be themselves in English. The questions in the STAGE questionnaire were given in Norwegian, the translations in Table 3.1 is done by the researcher.

**Table 3.1**

Items from STAGE questionnaire used for sampling participants. The questions were given in Norwegian, the translations are done by the researcher.

Item	Norwegian formulation	English translation
C1	Synes du at det er viktig å lære seg engelsk? Forklar gjerne hvorfor	Do you think it is important to learn English? Please explain.
C2	Tror du at du blir flinkere i engelsk på grunn av aktiviteter på engelsk utenfor skolen?	Do you think you have gotten better at English because of English activities outside of school?
C3	Hvordan tror du at du har lært deg det meste av det du kan av engelsk?	How do you think you have learnt most of the English you know?

<b>C9</b>	Tenker du på hvordan du har lyst til å høres ut når du snakker engelsk?	Do you think about how you want to sound when you speak English?
<b>C10</b>	Føler du at du kan være deg selv på engelsk? Forklar gjerne.	Do you feel you can be yourself when you speak English? Please explain.

In addition to the STAGE questionnaire I utilised students' replies to the items on the so-called EE scale (Sundqvist & Uztosun, 2021). This was included as a part of the questionnaire the students answered for the STAGE data collection. Some questions from the EE scale that I focused on had to do with how much time the participants spent on certain extramural English activities, such as gaming and reading, watching films and TV series, and listening to music. In the EE scale the participants were asked to range activities on a scale from 1 to 7, where 1 denotes low frequency by "never" and 7 denotes high frequency by "always". For the EE scale it was not as important that every student was a frequent user of every extramural English activity, as I aimed to include participants with somewhat different extramural English interests. Sampling participants with different extramural English interests was so as to potentially obtain nuanced answers in the interviews.

Finally, I decided on a sample of five participants divided into two groups. The first sample was a pair of students, Emma and Oliver. The second sample consisted of Josephine, Devon and Sandy. The names I have given each student are pseudonyms chosen by me, the researcher, to ensure the anonymity of the participants. These students were chosen as they reported to engage in extramural English activities every day, both in the questionnaire and in the Language diary, and they therefore fitted the characteristics of being 'massive extramural English users'.

## 3.4 Data collection

### 3.4.1 Interview guide

Before drafting the interview guide, I developed research topics based on the overall research aim and the research questions to structure the interview guide. These were:

1. What do the students deem as "good English"?
2. What variety of English do the students speak (accent)? What has influenced their English? How do the students view their own practice of English?

3. Can students in the Norwegian educational context be themselves in English? Do they feel that English is one of their languages?

A semi-structured interview with an interview guide seemed the most appropriate for my study (Kvale, 2007). According to Johnson and Christensen (2017), using an interview guide increases the comprehensiveness of the data and aids in systematising the data. The semi-structured interview also allows for changes being made to the questions during the interview, which might increase the amount of information the interview collects on a certain topic. I wanted the students to feel comfortable in the interview situation to avoid them feeling like the interview was testing them (Gleiss & Sæther, 2021). The semi-structured approach is relatively conversational, which supports the comfort of the participants.

When drafting my interview questions I had the research topics above in mind. Following Kvale (2007), I prepared a semi-structured interview guide with three main topics: the students' perceptions of the English language, the students' extramural English and its influence on their English practices, and the students' identity in English (Appendix 3). Because of the open-ended nature of the questions I had prepared, I asked follow-up questions to elicit additional reflections from the participants (Gleiss & Sæther, 2021). In addition to the questions in the interview guide, I used the participant responses to the questionnaire as artefacts to elicit reflections about the participants' relationship to English, and to implore the students to speak even further on their relationship to English (Bahn & Barratt-Pugh, 2011). For example, I used the students' answers to certain items from the questionnaire elicit more details about their interests. For instance, I asked "You say in the questionnaire that you like to read, can you tell me about that?" (cf. item B2 in Appendix 1), and "In the questionnaire you say you feel you have learnt most of your English outside school, can you explain more about that?" (cf. item C3 in Appendix 1). Before conducting the actual interview for this study, I carried out a pilot interview with a peer university student as participant to make sure the questions were answerable and to ensure that the structure of the interview worked (Maxwell, 2013).

### **3.4.2 Student interviews**

The interviews can be identified as focus-group interviews as the interviews dealt with a specific topic, where the students' voices were highly valued (Johnson & Christensen, 2017; Kvale & Brinkmann, 2015; Wilkinson, 2004). The literature available to me states that the norm for focus-group interviews ranges from about six to eight participants (Finch et al., 2014).

However, I opted to interview a smaller sample. Because I am interested in exploring a phenomena in-depth, I decided to limit my sample to five participants. In addition, from the students' answers from the questionnaire it seemed as though the students would be able to answer any questions about their English practices in detail, therefore I felt confident that the sampled students would provide rich data which would contribute to the discussion of my research questions (Creswell & Miller, 2000; Ritchie et al., 2014). Before conducting the interviews I spoke with the students' teacher, and was given a time to come to their school to conduct the interviews.

The groupings were formed on the basis of shared characteristics and interests (Wilkinson, 2004). I decided on conducting the interviews in groups which would allow the students to build on each other's responses and exchange new insights and knowledge on the interview topic (Vaughn et al., 1996). In the group interview situation I, the researcher, functioned as moderator to keep the students focused on the topic at hand, thus the group interview functioned as focus group interviews (Wilkinson, 2004). To ensure that the group dynamic would work, the groups were formed on the teacher's knowledge of who would go well together in a group setting. this was important as group dynamics might be vital in obtaining quality data (Wilkinson, 2004).

The interviews were recorded using the UiO Dictaphone app developed by the University of Oslo, and the recordings were securely saved in a form in UiO Nettskjema, which is also developed by the University of Oslo. The participants had given their general consent to participate in STAGE prior to data collection, at that time they consented to be contacted about participating in interview studies. Before conducting the interview, I gave each group information about safely storing the data I would collect during the interview and ensured that their names would be pseudonymised so as not to be recognised in the future. I also asked them again if they still wanted to participate in the study. Moreover, I ensured them that they all had the right to withdraw from the study at any point if they no longer wanted to participate. All participants gave their oral consent before the interviews were conducted.

The first interview was a pair, consisting of Emma and Oliver, this interview lasted approximately 15 minutes. The second interview was a group of three students, Josephine, Devon and Sandy, this interview lasted approximately 45 minutes. It is thus clear that there was a significant time discrepancy between the two interviews. Therefore, a possible limitation to my study, which I should have foreseen, was that the interviews were conducted in the morning.

The first interview was conducted at about 08:30 am, as the participants seemed somewhat tired, the early morning start might have been influential on the students' ability to reflect around the questions they were asked, to the degree I implored them to. Especially, in the first interview one of the participants only answered in short sentences for most of the questions and did not offer much information for each of the questions unless being pointedly prompted to answer the questions in more detail by the interviewer. As the first interview turned out to be much shorter than I had anticipated and planned for, this pair might not have been as information rich sources as they could have been at a later point in the day. During this interview, instead of operating as moderator, I asked my questions to each of the participants directly, so as to collect the data I needed for my discussion. Since I was given a limited time frame by the teacher responsible for the participants, I conducted the second interview as planned. If I had had more time, it might have been beneficial to conduct these interviews individually to avoid a possible second short group interview. However, the second interview worked much better than the first, as the participants interacted with each other and had discussions within the interview situation, providing rich data for the discussion of this thesis (Vaughn et al., 1996; Wilkinson, 2004).

The interviews were conducted in Norwegian so as to make the students more comfortable when speaking. For each interview the students had equal opportunity to answer each question I had prepared as I moderated the conversation to give each student time to speak. Since one of the aims of the interviews was to let the students share their thoughts, opinions and experiences I did not take much part in the interview, except for asking questions and guiding the conversation when necessary (Kvale & Brinkmann, 2015). Even though this aim was not reached in the first interview, the second interview worked well, and the students built their answers on each other's replies. In both interviews I followed the order of questions in the interview guide to ensure that all questions were answered by all participants. In the first interview, the interview guide was thus followed more rigorously because of the aforementioned problems which occurred. When all the interview questions had been answered and dwelled on, I ended the interview by asking if the students had any questions for me, or if they had any remaining thoughts they wanted to share. The students did not have any concluding remarks or questions after the interviews. After this they were all thanked for participating and contributing to the study.

## **3.5 Data analysis**

### **3.5.1 Transcribing the interviews**

The interviews were transcribed using the transcription software InqScribe, after transcription the audio recorded interviews were deleted from all devices to ensure that the data would not be misplaced. Furthermore, to ensure the anonymity of the students who participated in this study, all names were pseudonymised. Since the interviews were done in Norwegian, the transcription was also in Norwegian. No standardisation was made to the language, that way the dialect and the students' colloquial words were kept in the transcriptions in an effort to retain the students' voices in the interview. However, according to Kvale and Brinkmann (2015), all audio recordings and the transcriptions of them are translations from speech to written text and one can therefore look at these as two different discourses. In addition, since I have translated excerpts from Norwegian to English in order to present them in this thesis, there might be slight nuances in the language that might have been lost. However, I have done my best to present each students' character in a representative way in my translations in the following chapters.

### **3.5.2 Analysing the interviews**

I conducted a thematic content analysis (Rapley, 2016), taking an inductive approach in the analysis of my data material. After transcribing the interviews, I read the transcriptions several times. I also listened to the recordings several times to thoroughly familiarise myself with the data material. To get a systematic overview of all the participants' utterances in the interview, I made an overview of each participant's answer to each of the main questions from the interview guide. From this I could get a sense of the patterns and themes in the data material, which enabled me to make a code key which would work toward answering my research questions.

The code key was developed by using the thematic patterns that emerged from the data. I set up the initial codes by identifying the themes I saw in the material, and naming them (Boeije, 2016). The themes I named functioned as categories for my data set and aided in organising the utterances of the participants of my study (Saldaña, 2013). At the end of my initial coding process, I had named 36 codes which all corresponded to themes in the data material. To systematise the initial codes, I organised them into a folder system where I named three superordinate themes, (1) Attitudes toward English, (2) Extramural English and (3) Personal



perceptions of own English practices. The 36 initial codes were then collated into each of the superordinate themes (Rapley, 2016) (Figure 3.1).

### 3.5.3 Coding the interviews

I coded the transcribed interviews by printing out the transcriptions and highlighting the students' utterances. In the code key, each code was given a colour (see Figure 3.1). Furthermore, on paper, I coded the transcription by highlighted the students' utterances according to the code key.

**Figure 3.1**

Code key developed by researcher.

<b>(1) Attitudes toward English</b>						
Good English						
Own accent						
Bias toward Englishes						
Negative view		Positive view			Surprising view	
Importance of English						
Usefulness						
Communication				Global issues		
<b>(2) Extramural English</b>						
EE activities						
Reading	Gaming	TV	Films	Music	Social media	Other
EE influence on English practices						
Learning English				Pronunciation		
<b>(3) Personal perception of own English practices</b>						
Describing own English practices						
Accent		Fluency			'Try-hard'	
Codeswitching		Owning English			Adapting to situation	
English in school						
Method in the classroom				Motivation for using English		

I coded the interviews in three stages, in which the stages corresponded with each superordinate theme. As a result of this, some of the coded material appeared more than once, as these utterances applied to more than one coded theme. Whilst I coded the interviews, I saw it fit to

adjust my codes, as some of the codes I had developed did not serve a purpose. Figure 3.2 illustrate the coding process. From the outset, my coded transcript was messy, thus I sorted the coded data into the categories corresponding to the themes in Figure 3.1. Thus, sentences and pieces of text were systematised to capture the essential meaning of the data (Spencer et al., 2014).

**Figure 3.2**  
Excerpt of the coded interviews.

<p>[00:11:05.28] SANDY: ja sånn på TikTok og så er det jo mest amerikansk</p> <p>[00:11:09.28] JOSEPHINE: <b>ja for nå lærer vi jo mere engelsk fra fritid, i hvert fall fra sosiale medier og filmer</b> og alt det er så når det vi da hører er amerikansk enn britisk så er det mye lettere å vi også fanger opp det og liksom snakker det.</p> <p>[00:11:31.04] Intervjuer: når det kommer til hvordan dere selv snakker engelsk. Vil dere beskrive engelsk en deres?</p> <p>[00:11:38.14] DEVON: <b>jeg føler jeg forstår engelsk veldig godt.</b> Jeg tror jeg kunne lest nesten hva som helst og kunne forstått det. Selv om jeg ikke forstår alle ord så forstår jeg sammenhengen. Jeg synes rettskriving er vanskelig. Å vite hvordan man skriver lange eller vanskelige ord. Og når det gjelder snakking så føler jeg meg ikke helt trygg på uttalen, for jeg snakker nesten aldri engelsk, så jeg føler at jeg har grei uttale når jeg snakker det men det høres ikke riktig ut i hodet mitt for jeg pleier ikke å bruke det</p> <p>[00:12:07.19] INTERVJUER: hvordan høres det ut når du snakker engelsk da? Klarer du å beskrive det?</p> <p>[00:12:11.20] DEVON: <b>det høres jo ut som jeg prøver å snakke engelsk, men det høres ut som jeg snakker norsk.</b></p> <p>[00:12:21.22] JOSEPHINE: <b>jo, men jeg føler at man endrer tonetallet for det er jo veldig forskjellige tonetall og stemmen også endrer seg etter hvilket språk man snakker.</b></p> <p>[00:12:33.23] INTERVJUER: at man bruker andre lyder liksom?</p> <p>Alle svarer ja</p> <p>[00:12:35.14] JOSEPHINE: <b>jeg sitter litt med å endre det så det blir veldig, det er ikke nødvendigvis uttalelse ...</b> Eller når man snakker om norsk-engelsk så det er ikke sånn, men det er mer engelsk i en litt markere tone, for jeg føler norsk er litt sånn dypt språk på en måte, at vi snakker litt mark og ned, men på engelsk snakker de litt mer høyere opp. <b>Men jeg føler jeg sier de engelske ordene ned på det norske tonetallet.</b></p> <p>[00:13:08.27] DEVON: og inne i hodet mitt så føler jeg ofte at jeg sier det bedre, og så hører jeg det i virkeligheten og så høres det mye verre ut enn det trodde det skulle høres ut som. For man kan jo på en måte se for seg at man skal snakke litt som en skuespiller gjør eller musikken gjør, men så høres det jo ikke sånn ut.</p> <p>[00:13:23.15] JOSEPHINE: ja men det er det med stemmen som er i hodet når jeg leser en tekst eller noe så er den ganske lik som den jeg pratet med, men hvordan det faktisk høres ut når jeg prater er veldig forskjellig.</p> <p>[00:13:34.11] SANDY: <b>og så noen ganger så er det sånn at man vet, hvordan ordet skal uttales men så går det bare ikke inn å si det.</b></p>	<p>Alle er emphatict enige!</p> <p>[00:13:51.19] DEVON: <b>jeg tror det er noen ord som er vanskelige å si på grunn av norsken.</b></p> <p>[00:13:59.11] SANDY: <b>for det blir norskaktig.</b></p> <p>[00:14:01.23] DEVON: <b>i hvert fall jeg, jeg prøver å finne likheter mellom norsk og engelsk i stedet for å tenke at det er et helt annet språk så er det lettere tenke at for eksempel norsk T uttales sånn her og prøver og trekke de to språkene sammen sånn at et blir lettere å forstå. Men det gjør også at jeg prøver å uttale, eller ikke prøver, men at jeg ender opp med å uttale ting på en litt sånn norsk måte.</b></p> <p>[00:14:38.02] INTERVJUER: vil dere andre også prøve å beskrive deres egen engelsk?</p> <p>[00:14:39.06] JOSEPHINE: <b>jeg føler at engelsken min kunne vært verre og den kunne vært bedre.</b> Fordi hvis jeg hører på hvordan eldre generasjoner som ikke har lært engelsk like nøyaktig og mye som oss, så <b>føler jeg at jeg snakker ganske bra og flytende.</b> Men hvis man ser på andre folk som bruker engelsk mye mer enn det jeg gjør som også da, for eksempel de som spiller og gamer med folk fra utlandet som snakker mye mer enn andre folk, at de har en mye bedre flyt også. Så det er veldig vanskelig å plassere seg selv, for det er så stor vidde. Jeg vet ikke helt.</p> <p>[00:15:41.11] SANDY: altså jeg er ikke den beste i engelsk, men jeg er ikke kjempedårlig heller. Jeg hadde klart å kommunisere som alt jeg vil (på engelsk) uten ut det, ja jeg hadde klart å snakke med folk som bare snakke engelsk og forstått hva de hadde sagt. Det kan jo være enkeltord man ikke forstår, <b>men som oftest så forstår jeg sammenhengen da.</b></p> <p>[00:16:21.07] SANDY: det er noe jeg ikke forstår, men jeg tror det hadde gått bra å ha en samtale med noen som bare forstår engelsk.</p> <p>[00:16:33.04] DEVON: Ja, og gjort seg forstått?</p> <p>[00:16:33.14] SANDY: ja.</p> <p>[00:16:38.06] INTERVJUER: har dere noen tanker om hva slags uttale eller aksent dere har når dere snakker engelsk?</p> <p>[00:16:43.00] JOSEPHINE: <b>mye mer amerikansk</b></p> <p>[00:16:44.11] DEVON: <b>ja jeg prøver meg ikke på britisk, det hadde ikke gått.</b></p> <p>[00:16:48.02] JOSEPHINE: nei for jeg er ikke vant til å høre folk snakke det og så føler jeg det er mye tryggere og beroligende å holde seg til det man har litt mer det man kan enn å utfordre seg selv.</p> <p>[00:04:11.18] EMMA: <b>Jeg tror jeg snakker mest amerikansk, fordi det er mer ungdomsspråket.</b> Eller det er kanskje det språket jeg hører mest på de seriene og filmene <b>jeg ser på.</b> Mens britisk engelsk ser jeg kanskje, eller jeg hører ikke det, så da blir jeg jo litt mer vant til amerikansk da.</p> <p>[00:04:31.14] INTERVJUER: du da OLIVER, tenker du over hvordan du høres ut? Når du snakker engelsk?</p> <p>[00:04:33.17] OLIVER: det kommer an på hvordan jeg vil høres ut.</p> <p>[00:04:39.00] INTERVJUER: JAI Kan du si litt mer om det?</p> <p>[00:04:39.27] OLIVER: det kommer an på hvem jeg snakker med, og om de jeg snakker med skal kunne svare med samme aksent, så da snakker jeg amerikansk. Men sånn i timen så snakker jeg britisk</p> <p>[00:05:02.22] INTERVJUER: ok, så du skiller litt sånn på skolen så snakker du britisk og på fritiden så er det mer amerikansk?</p> <p>[00:05:10.01] OLIVER: ja, jeg fikk my fra den gamle læreren. Hun snakket britisk, for mannen hennes er britisk.</p> <p>[00:05:21.08] INTERVJUER: åja</p> <p>[00:05:24.15] EMMA: og når hun snakket det, så følte vi at vi kunne svare på litt samme måte som hun sakket</p> <p>[00:05:32.06] INTERVJUER: okay, hvorfor skiller du mellom de to tenker du over det?</p> <p>[00:05:38.21] OLIVER: nei ikke egentlig</p> <p>[00:05:44.06] INTERVJUER: når dere snakker engelsk, så vil man kanskje framstå på en spesiell måte. Har dere tenkt noe over det?</p> <p>[00:05:57.23] EMMA: nei, kanskje ikke. (Har ikke tenkt over dette før)</p> <p>Døren åpnes til rommet vi sitter i... blir pause</p> <p>[00:06:19.08] INTERVJUER: når dere snakker engelsk, er det viktig for dere å bli oppfatta på en bestemt måte. Dere snakka jo at dere skiller litt på hvem dere snakker med</p> <p>[00:06:30.08] EMMA: ja, jeg tror kanskje de som er veldig flink i engelsk, da vil jeg snakke mye bedre, mens kanskje med folk fra skolen eller i timene så prøver jeg ikke så hardt å bruke de riktige ordene eller snakker så godt jeg kan da. Fordi hvis de ikke skjønner det så blir det jo litt vanskelig, men hvis jeg skal snakke med læreren eller i intervjuer eller noe sånt da prøver jeg mitt beste. Så da bruker jeg mer kompliserte ord.</p>	<p>[00:17:01.06] DEVON: Ja det blir litt som at man skulle lære seg norsk og så velger man å lære seg nynorsk først.</p> <p>Jeg ler</p> <p>[00:17:04.11] DEVON: det (Nynorsk) er jo lettere når man kan norsk først liksom; jeg synes det er litt sånn med dialekter i alle språk, du må liksom kunne hoved, hvordan folk flest uttaler det for det er mest over alt, for man kanskje begynner å snakke litt mer</p> <p>[00:17:18.16] DEVON: og så kommer det an på læreren også. Hvis vi hadde hatt en britisk lærer på barneskolen så hadde jo vi sikkert blitt påvirket av det da.</p> <p>[00:17:28.00] SANDY: <b>Jeg snakker, hvis jeg snakker med folk som jeg ikke kjenner så snakker jeg amerikansk fordi det er det jeg kan best.</b> Men noen ganger med venner så snakker vi britisk fordi det er morsomt. Men det er nok ikke det jeg hadde prata i en fagsamtale og sånn.</p> <p>[00:18:01.28] DEVON: siden de aller fleste som lærer seg engelsk lærer seg amerikansk-engelsk så føler jeg at det er mye mer akseptert i samfunnet å være dårlig på det enn det er å være dårlig på britisk engelsk. I hvert fall jeg hører for det meste folk som ikke snakker britisk engelsk, eller folk som snakker det perfekt, og kanskje har vokst opp med det.</p> <p>Alle sier seg enige i det siste utsagnet.</p> <p>[00:18:24.02] DEVON: da blir det litt ukomfortabelt å begynne å snakke det, for da er man en av de få som</p> <p>[00:18:31.05] SANDY: ja for da høres du ikke helt sånn, ekte ut</p> <p>[00:18:35.27] INTERVJUER: jeg studere med syv andre, og jeg og læreren min er de eneste som snakker britisk engelsk, og man blir litt påvirket av det. Men hva tenker dere om amerikansk eller britisk engelsk da? Har det en mening om det</p> <p>[00:18:53.10] DEVON: <b>jeg synes jo britisk høres ganske fint ut /</b></p> <p><b>Alle er svært enige.</b></p> <p>[00:18:56.18] DEVON: <b>jeg synes det er litt morsomt, for det høres litt, i mange filmer og sånn så passer det liksom inn at de er britiske.</b></p> <p>[00:19:04.17] JOSEPHINE: <b>jeg og mitt jeg synes det er lettere å snakke amerikansk da.</b></p> <p>[00:19:08.29] DEVON: ja jeg er enig.</p> <p>SANDY: mmm-er i enighet</p> <p>[00:06:59.19] Hva med deg O?</p> <p>[00:07:01.09] OLIVER: jeg glemte spørsmålet</p> <p>[00:07:05.25] INTERVJUER: ok, da skal jeg gjenta spørsmålet. Når du snakker engelsk er det viktig for deg å bli oppfatta på en bestemt måte?</p> <p>[00:07:11.27] OLIVER: Nei, jeg synes det viktigste er at jeg blir forstått. At mottakere skjønner det jeg sier</p> <p>[00:07:19.09] INTERVJUER: hvordan gjør du det? Hvordan forstår du at mottakere forstår deg?</p> <p>[00:07:25.23] OLIVER: man ser det på dem at man skjønner, og man skjønner det på måten de svarer deg. At de ikke er helt på tynet det da sier etterpå og så ser an det på dem at de ikke ser ut som et spørsmålsteget.</p> <p>[00:07:44.28] INTERVJUER: <b>Tilpasser du språket for eksempel? Bruker du enklere ord?</b></p> <p>[00:07:51.04] OLIVER: Ja det gjør jeg</p> <p>[00:08:02.15] INTERVJUER: tar dere noen bevissta valg når det gjelder engelsken hvis dere for eksempel skal prøve å imponere lærere? (Veldig vanskelig spørsmål)</p> <p>[00:08:22.14] EMMA: svare i hele setninger, eller bruke setninger han stiller til å svare tilbake og reflektere rundt det. Og kanskje svare på litt ulike måter så det kommer tydelig fram det jeg mener</p> <p>[00:08:38.18] OLIVER: og sånn som jeg sa i sta, snakke for å bli forstått</p> <p>[00:08:57.19] INTERVJUER: da kan vi gå over til å snakke om hva dere bruker engelsk til på fritiden</p> <p>[00:09:00.07] EMMA: sosiale medier, når jeg leser kanskje litt om andres politiske meninger, og politiske artikler, da leser jeg ofte på engelsk.</p> <p>[00:09:13.23] INTERVJUER: jeg bruker det til sosiale medier for å kunne se på serier og tv, eller snakke med tenene.</p> <p>[00:09:28.04] INTERVJUER: spiller du noe, spiller du noe sport?</p> <p>[00:09:29.22] OLIVER: Ja, jeg spiller amerikansk fotball.</p> <p>[00:09:33.08] INTERVJUER: snakker du mye engelsk da?</p>
--	--	---

### **3.5.4 Language diaries**

The participants of this study filled out a Language diary (Appendix 2) in the week following the data collection pilot for the STAGE project. The Language diary was a digital log in UiO Nettskjema where the participants were instructed to report their extramural English activities across one week (seven days). In addition to filling out the activities they engaged in every day, they also filled out the duration for each activity. Four out of the five participants in this study filled out the Language diary. A limitation to my study is the lack of data from the fifth student who did not fill out the Language diary. However, I opted to use the Language diary data for this study as it gave an overview of the students' habitual extramural English activities. The data from the Language diaries was processed in Excel. First I listed all the extramural English activities the students reported taking part in. Then I added up the minutes the students reported they spent on each activity. Lastly, the results were compiled in a circle diagram which depicted the frequency of each extramural English activity. The diagram will be presented in Section 4.2.1.

## **3.6 Research credibility**

According to Creswell & Miller (2000, p. 124) "qualitative inquirers need to demonstrate that their studies are credible". Credibility refers to the research validity and the research reliability of any study. In the subsequent sections I discuss the reliability and validity of my study, along with the ethical considerations that have been made.

### **3.6.1 Reliability**

Research reliability is present in a study if the same results would be obtained if the study were to be conducted again (Johnson & Christensen, 2017). However, qualitative research is inherently impossible to replicate, as it (most often) deals with human phenomenon (Creswell, 2014). When doing research concerning humans, a study can never be truly repeated. Brevik (2015) argues that "research where people are involved can never be fully replicated; for instance, the atmosphere in a classroom will never be identically recreated and identical utterances will not be uttered" (Brevik, 2015, p. 46). This is also true for an interview study, as the interview situation can never fully be repeated because of variation in the participant sample and the interviewer. Because of the problem of replication, some researchers are of the opinion that this is unrealistic in qualitative research, and thus adopt a modified version of the term

reliability (Lewis et al., 2014). Seal (1999), for instance, is of this opinion, and his view is that reliability and replication in qualitative research can be obtained if the researcher shows the audience as much of the procedures that have been employed which have led to the particular conclusions of the study.

To increase the reliability of the present study, a strategy I deployed during the interview was having an interview guide. This strengthens the reliability of the study because there is increased possibility for replication with this approach to the semi-structured interview (Johnson & Christensen, 2017). When it comes to the interview situation Kvale and Brinkmann (2009) argue that there are several factors that might make an interview unreliable. The interviewer's position during the interview is of concern, especially when it comes to the questions that are asked during the interview. There is consensus among scholars that leading questions in the interview situation are undesirable as they decrease the reliability of a study (Brinkmann & Kvale, 2014; Creswell & Poth, 2018; Rubin & Rubin, 2005). What characterises leading questions might be that the questions are phrased in a way which leads the interviewee's answers in a certain direction (Yeo et al., 2014). However, leading questions can be used in a qualitative interview setting as a way to strengthen the reliability of the participants' answers (Kvale & Brinkmann, 2009). If used correctly, leading questions which allows the participant to supplement the necessary information might be a way for the interviewer to see if the participant's utterance was correctly interpreted (Yeo et al., 2014). Equally, the interviewer's verbal and physical responses may be contributing factors to the participants' answers. In this particular interview situation for instance, the participants knew me as a researcher who was older than them and had more knowledge about the topic the interview revolved around. Even though I made an effort to make the situation as comfortable for the participants by having a warm-up conversation and meeting them at their own school in their own environment, to be recorded for an interview might have been a stressful situation for the participants.

### **3.6.2 Validity**

In this section I give an account of the strategies I deployed to strengthen the validity of my study. When it comes to validity in qualitative research one usually speaks to its credibility, plausibility and trustworthiness, and the accuracy of the findings (Creswell, 2014; Johnson & Christensen, 2017). If these are in place the research is also defensible (Johnson & Christensen, 2017). Johnson and Christensen (2017) present several strategies used to promote validity in qualitative research, and in my study I have focused on rich descriptions, researcher reflexivity

and researcher bias, as well as participant feedback or member checking (Maxwell, 2013; Johnson & Christensen, 2017).

A validity procedure of I have employed in my study is providing thick, rich descriptions of the data this thesis deals with (Creswell & Miller, 2000). This is to offer the reader a rich and real perspective of the participants, and their opinions of the topics this thesis deals with (Creswell, 2014). In my sampling process I have made an effort to accurately depict the participants' answers in the interviews, and in my Findings chapter I have endeavoured to give detailed descriptions of the participants utterances which is the basis of my discussion.

Researcher bias might influence inferences I have drawn as conclusions in my study, which might have had an effect on the findings and the validity of my discussion (Maxwell, 2013). However during the planning of this thesis, the data collection, analysing and writing, I have actively attempted to be unbiased by not searching for specific results I might have anticipated to find (Creswell, 2014; Johnson & Christensen, 2017). A researcher who is being reflexive actively engages in self-reflection on predisposed biases and assumptions and makes an effort to carefully search for examples that disconfirm their expectant findings (Johnson & Christensen, 2017). In my qualitative research I have aimed for "empathetic neutrality" (Ormston et al., 2014, p. 22), so as to present my data in a neutral way which avoids biases both in the interpretation and discussion of the data. However, it is worth noting that all research is to some degree influenced by the researcher. Since one can never truly be objective or completely neutral (Ormston et al., 2014), by stating my own objectives for conducting this research I have endeavoured to be as reflexive in my role as researcher as possible at all times.

A final strategy I deployed to strengthen the validity of my study was participant feedback or member check. During the interviews I took the time to discuss my interpretations of the students' utterances. According to Creswell and Miller (2000), the qualitative paradigm assumes that reality is constructed. Thus, when interviewing students, such as in this study, the researcher depicts the students' perceived reality. Therefore, it is crucial for the validity of the research to continuously check how accurately the participants' realities are being presented (Creswell & Miller, 2000). For that reason, during the interviews I made sure to follow up unclear utterances and opinions by asking the participants if I had understood them correctly. In addition, at the end of the interviews I made sure to ask if any of the participants wanted to provide any more information, or if they wondered about anything having to do with this study or the topics that we had spoken about during the interview. By using this type of member

checking I actively involved the participants of the study to further provide information so as to present their accounts as accurately as possible (Creswell & Miller, 2000).

### **3.6.3 Ethical considerations**

Throughout the data collection, the processing and analysis of the data, and the writing of this thesis, research ethics has played a most important role to ensure the privacy of the participants. In this section I present the measures I have taken to ensure the research ethics of my master's thesis.

The participants of the STAGE project, and thus the participants of the present study, freely gave their informed consent to participate, both in STAGE and in the interview for this study. As the participants had not yet turned fifteen at the time of data collection, their parents also signed the STAGE informed consent form (Appendix 4). In the STAGE informed consent form the participants were given the option to take part in the STAGE tests which were conducted at the participants' schools, such as the extramural English questionnaire and vocabulary tests. In addition, they were given the option to participate in a speaking test and to be contacted for participating in interviews. Before the interviews were conducted, I collected oral consent from the students, who all agreed to participate in the interviews. As mentioned, the tests STAGE employs include a questionnaire, two vocabulary tests, a Language diary and a video-recorded speaking test. These, along with the consent form, were approved by Sikt, which is the Norwegian Agency for Shared Services in Education and Research (Sikt, 2023). In order to ensure confidentiality, all participant data have been pseudonymized, and I will use pseudonyms when referring to participants in this thesis. The name or specific location of the school is not included to ensure anonymity.

As the interviews were audio recorded, I transcribed the interviews using the pseudonyms of the participants in the transcriptions and being careful to not include any real names that might be identifiable later. Following the UiO guidelines on classification of data and information (University of Oslo, 2020), I only gathered green data for my study. This is data that is open and freely available and does not need any protection (University of Oslo, 2020). Even though this data was classified as green, there is still ethical considerations to be made when dealing with peoples' privacy. Therefore, after I had finished transcribing the interviews I deleted the audio-recordings from the device it was stored on, as well as the nettskjema the recordings had

been stored in. In addition, I have tried my utmost to treat the participants and their utterances with respect during the processing and analysing of the data.

## **4 Findings**

In this chapter I present the three main findings in this master's thesis. The aim of this study is to investigate how students in a Norwegian school context perceive their own English practices. The findings presented in this section are based on the thematic content analysis of the interview data described in Chapter 3. Section 4.1 deals with the students' attitudes toward English, and how they view it as a global language. Section 4.2 outlines the students' reported use of English outside school, and the perceived influence extramural English has had on their use and learning of English. Finally, section 4.3 deals with the individual perceptions of each of the participating students' own English practices. This section goes into detail on the students' reports on why they consider English a language in which they can express themselves. The quotes from the interviews in the following sections were selected as illustrative examples of the main findings from the data material to ensure rich descriptions of the findings (Creswell & Miller, 2000). All excerpts have been translated by the author from Norwegian to English, original versions can be found in Appendix 5.

### **4.1. Attitudes toward English**

The first main finding is that the participants identified English as a useful language to know in a global setting. To elicit the students' attitudes about English, they were asked questions about their opinions on spoken English, and whether they had any preferences when it came to different accents of English. They were also encouraged to speak about their opinion of English in general. All students had beliefs about English as a widely spoken language (4.1.1), and all students had opinions on what they thought of as "good English" (4.1.2). In addition, it emerged from the interview data that all participants spoke in an American accent, thus exhibiting an American English preference (4.1.3).

#### **4.1.1 The importance of English**

A recurrence in the interviews was the students' identification of English as a global language. All students were concerned with the opportunities English opens for communication and understanding of popular cultures and other cultures. Communication is the students' main objective when it comes to their view on the importance of English, as exemplified by Oliver in Excerpt 1.



## EXCERPT 1

Oliver: *It's very practical to have English, and to know English.*

Interviewer: *Why do you think so?*

Oliver: *Because you can talk to a lot more people. Like, if you go to other countries.*

In Excerpt 1, Oliver identifies the practicality of English, because of the ability and opportunity speakers who use English have for communicating with L1 and L2 speakers of English. Thus, he is demonstrating an *English as a lingua franca* view of English. In Excerpt 1, Oliver displays a desire to communicate with people from other countries, therefore he exhibits a desire to be a global citizen and participate in a larger context than the Norwegian context he currently is part of.

Similarly, Excerpt 2 is a part of a conversation the students had about the practicality of English, where they also talked about the opportunities English might open up for.

## EXCERPT 2

Josephine: *It is nice to have a language that ties the world together. You feel like it's easier to feel like you belong in the world if you feel you belong among people from other countries too. And not just necessarily in your immediate area.*

[...]

Devon: *Norway isn't the biggest within the music or film industry, or when it comes to making series and things like that. It would be really sad if we didn't know any English because then we wouldn't be able to understand any of the outside world. We would be very closed in our own world.*

Sandy: *You kind of get to know a larger part of the world, experience the world kind of when you know more languages.*

Josephine, Devon and Sandy identified English as the language they would use to communicate with people who might not have the same L1 as them. In this sense, the students regard *English as a lingua franca*, namely as a communicative language. In addition, these students are concerned about the access to popular culture connected with the English-speaking world, reflecting that without knowing English the Norwegian society would be lacking because of the absence of new impulses from other cultures and societies. Consequently, these students share a desire similar to Oliver's, that they want to take part in the world as global citizens, stating that they want to understand the world around them and outside the borders of Norway, and that knowing English is of a great help in this endeavour.

#### **4.1.2 “Good English”**

In chapters 2 and 3, ideas of correctness were connected to the topics of oral proficiency and communicative competence, as well as the idea of sounding native as opposed to aiming for intelligibility in the L2, and fluency. In the interview guide (Appendix 3) this was operationalised as “good English”. In this study, “good English” thus denotes the participating students' beliefs about English, and which features of English they designate as accurate and appropriate use of the language. The students were all asked questions that elicited their opinions of what “good English” is to them. The purpose of asking the students about their opinion of this was twofold. Firstly, to investigate the students' attitudes toward English, and second, if these attitudes influenced their reported English practices. The participants highlighted vocabulary, pronunciation, and fluency as some central features of “good English”. In addition, some students had some perceptions about correctness, as well as attitudes toward English as a communicative language.

##### **Ideas of correctness**

The students exhibited views on ideas of correctness when it comes to English, and particularly its pronunciation patterns, as exemplified in Excerpt 3.

##### **EXCERPT 3**

Emma: *Maybe the oral aspect of English, that you pronounce words correctly, and that you don't mix Norwegian and English. That you instead try to speak English in a good way. Like, either American or British.*

Oliver: *I agree.*

Emma and Oliver emphasise that when one speaks English, one should endeavour to use one variety of English, instead of mixing several. Emma particularly emphasises that merging Norwegian and English is not correct when speaking English. The idea of correctness is thus a salient feature in Emma's perception of her English practice, which Oliver agrees with.

### **Vocabulary**

Devon and Josephine mention vocabulary as an important feature of quality English in Excerpts 4–5, stating that having a wide vocabulary gives the impression of proficiency.

#### **EXCERPT 4**

Devon: *If someone starts to speak and use a lot of cool words that you might not understand [...] that makes it more likely that people think you know English well.*

#### **EXCERPT 5**

Josephine: *If you have a wide vocabulary and you can pronounce the words and show that you know what they mean, then it's easier for me to think that 'that was a good sentence' and think it's good English.*

Devon argues that vocabulary at a high level gives an impression of overall L2 proficiency. Josephine also argues that proficiency in the L2 is defined by a wide vocabulary and correct pronunciation, while also drawing attention to the importance of understanding the words one chooses to use whilst speaking, as this increases the credibility of the speaker.

### **Fluency**

A third feature the students highlight is fluency. Connected to this, the students also talk about the “flow” of the English language and the importance of communicating intelligibly in the L2.

#### EXCERPT 6

Emma: *It's a language that has better flow, so it's more fun than speaking in Norwegian.*

#### EXCERPT 7

Devon: *If there is a nice flow, when it just comes fast and naturally.*

Josephine: *It doesn't have to be the most fluent accent, but it has to sound like English. Not like Norwegian, more English than Norwegian when you are speaking.*

Sandy: *And that you are being clear when you talk so it's easier to understand.*

Emma expresses in Excerpt 6 that she finds it more enjoyable to speak in English compared to Norwegian, as the “flow” of the language is, in her view, superior. Thus, she might be indicating that there is greater ease of expression in English compared to Norwegian. Devon also highlights this in Excerpt 7 and reflects that being able to speak naturally and without hesitation is a feature which indicates high level L2 proficiency. In Excerpt 7, Sandy stresses that intelligibility is important, especially for the recipient. Lastly, in Excerpt 7, Josephine nuances the notion of fluency and accent, stating that high level L2 is characterised by little L1 influence.

#### **Communicative competence**

Communication was the most prevalent feature the students talked about when identifying features of “good English”. Excerpts 8–10 below illustrate how the participants are concerned with making themselves understood, thus they find it necessary to adapt to the speaking situation and to the speakers in it.

#### EXCERPT 8

Oliver: *[...] I think what is most important is that I make myself understood. That the recipients understand what I am saying.*

## EXCERPT 9

Emma: *I think maybe when someone is very good at English, then I want to speak better, but with people from school or in class I don't try as hard to use the right words or speak as well as I can, because if they don't understand it might make things difficult. But if I am speaking to the teacher or in an interview or something like that, then I try my very best. Then I use more complicated words.*

Oliver and Emma are concerned with adapting to the speaking situation, and the people they are communicating with. Emma especially distinguishes between speaking situations, and reports that she uses different vocabulary depending on whether the situation is casual with friends or a formal class setting. She also reports that she is motivated differently if the setting she is communicating in is formal or informal, and that her motivation to perform is stronger when the proficiency level of the audience is higher.

Devon reports in Excerpt 10 that she is concerned with how other people perceive her when she speaks English.

## EXCERPT 10

Devon: *I want to maybe be perceived as confident when I speak English. I want other people to believe me when I talk, and to think I know how to speak English.*

It is apparent from Excerpt 10 that Devon is concerned with the qualities she signals with her L2. She thus finds it important that her recipient perceives her as a competent and credible English speaker.

When it comes to central language features and what the students deem as “good English”, they are all particularly concerned with their recipient whilst speaking in the L2. The students also highlight vocabulary and having communicative competence so as to adjust to the speaking situation as a marker for quality English.

### 4.1.3 American English preference

Although only one student included accent as a central language feature (cf. Excerpt 3), all students reported opinions of accent preference of their own spoken English. All students reported speaking in an American accent, illustrated in Excerpts 11–12.

#### EXCERPT 11

Emma: *I think American [is the best accent]. I think it's nicer, a little clearer.*

#### EXCERPT 12

Devon: *I think it's a little funny, because it sounds like, in some movies and things, it just fits that the characters are British.*

Josephine: *Me too! But I think it's easier to speak in an American accent, though.*

Sandy: *Mhm!*

In Excerpt 11, Emma highlights the American accent as desirable because she perceives it as being more intelligible than other varieties of English. Furthermore, in the conversation Excerpt 12 is part of, Devon, Josephine and Sandy stated that they preferred British accents over American accents. However, they all agreed that they found it difficult to speak in a British accent, explaining that they would rather not attempt to use it themselves in fear of being negatively perceived by their peers.

While the students seemed to be aware of English varieties in the interviews, and even applying this knowledge to their own oral English practice, in a conversation three of the participants reported that they were not always aware of the different English varieties when engaging in their extramural English activities.

### EXCERPT 13

Josephine: *If I for example look at TikTok it's not always the case that I notice the person is speaking in a British accent. I just think that they speak English.*

Devon: *Yes, because it's not like they always have a strong accent, so I don't really even notice it. I don't always think that there are two different accents.*

Sandy: *I really just think that English is English.*

Excerpt 13 exemplifies further that accents of English are not particularly marked for the participants in this study. The students are thus more concerned with the content of the English-speaking interactions they participate in, rather than the accent they are conveyed in.

Even though all participants reported that they spoke in an American accent, Oliver additionally reported that he switches between an American and a British accent depending on the communicative situation shown in Excerpt 14.

### EXCERPT 14

Oliver: *It depends on who I am speaking to, and if they are going to answer me with the same accent. So, with friends I speak with an American accent, but in school I speak with a British accent.*

[...]

Interviewer: *Okay, why do you differentiate between them do you think? Have you thought about it?*

Oliver: *No, not really.*

Oliver is the only participant in the study who reported to speak in a British accent. In Excerpt 14 he reasons that he wants to take his audience into consideration when selecting which accent he is speaking in, reflecting that he wants the recipient to reply in the same accent he is speaking

in. Even though Oliver is aware of the switch he makes between accents, his reflections on why he might be making the switch between the different accents seemed less developed.

#### **4.1.4 Main finding 1: Summary**

Central to this study are the students' consideration of and perceptions about their own English use. All participants in this study identified English as a language that has great value globally as it is used to communicate across borders. For the students, communication and intelligibility is particularly important when they are speaking English, and several participants report that they want to be perceived as competent L2 speakers of English. Thus, the findings suggest that the participants want to accommodate to the context and their audience when communicating in English. Even though the students all aim toward an American accent of English, the majority of the students report that accents and different varieties of English are less marked when they interact with the language. To conclude this section, this study found that all students reported that English is a useful language to know in a globalised world because of its status as a lingua franca, and because of the opportunities for communication that it serves.

## **4.2 Extramural English influence on language practices**

The second main finding of this study is that all students reported that their extramural English activities had influenced their English practices. Thus, this section outlines the students' reported extramural English activities (section 4.2.1), and the reported influence the students' extramural English has had on their English practices, both in and out of school (section 4.2.2).

### **4.2.1 Reported Extramural English activities**

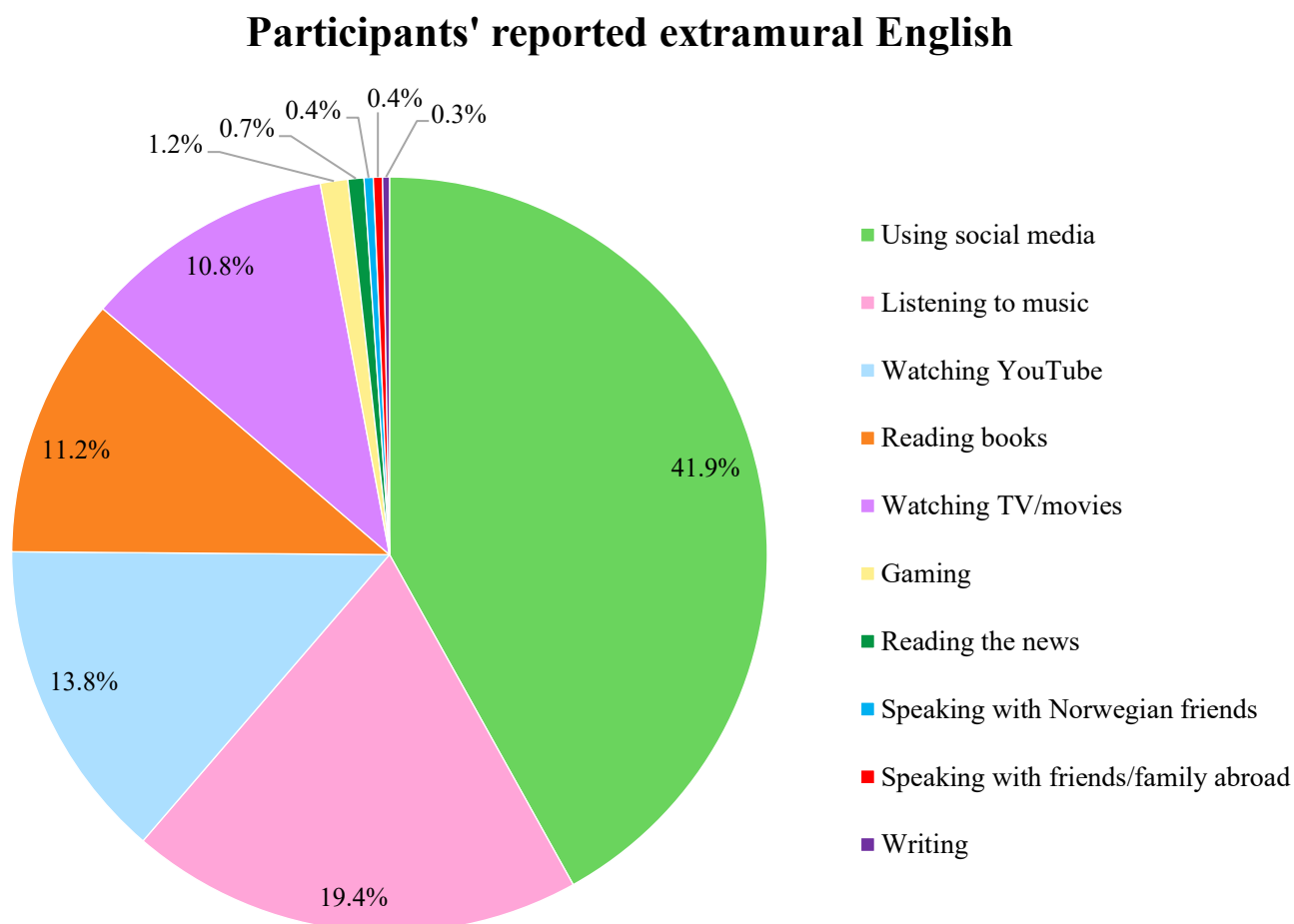
#### **Reports from the Language diaries**

The students all reported that they engaged in extramural English activities every day. Figure 4.1 illustrates the students' reported extramural English activities across one week (seven days). This data was collected through Language diaries (Appendix 1) which the students filled out. The listed activities are the activities the students reported to engage in during the week they filled out the Language diaries. In Figure 4.1 these are arranged in descending order according to the reported frequency of use. The students' replies in the Language diaries suggest that these students mostly engage in activities which are receptive.



**Figure 4.1**

The participants' reported extramural English activities recorded over the span of seven days. The chart comprises the answers from Emma, Oliver, Devon and Sandy, as Josephine did not fill out her Language Diary. Coloured figure can be found at <https://www.duo.uio.no/>



The students reported that 85.9 % of the extramural English activities they engage in during the span of a week are receptive based, meaning that they pertain to the receptive skills of the student (Sundqvist & Sylvén, 2016). The receptive based activities constitute the vast majority of the students' reported extramural English use in the week of filling out the Language diary. These activities include Using social media, Listening to music, Watching YouTube and Watching TV/movies. These activities are placed on the first floor of the EE House (Sundqvist & Sylvén, 2016), and are placed there as they are readily available to the learner and require little to no production of language.

When it comes to activities which do require the learner to produce language, these activities are present on the second floor of the EE House. The students reported to Reading books 11.2 % of the time and Reading the news 0.7 % of the time during the week of filling out the Language diary. As reading is placed on the second floor of the EE House, it requires more motivation and effort of the learner as they may draw on their existing language repertoire when they engage with these types of activities. Even though reading is not (usually) an activity where the learner is orally producing language, they must draw on their language repertoire to a larger degree than if the activity was strictly receptive.

As for the remaining activities these students reported to engaging with, the students reported to produce language 2.3 % of the time in the week of filling out the Language diary. Activities which require the learner to produce language include Gaming, Speaking with Norwegian friends, Speaking with friends/family abroad and Writing. Even though the Gaming activity is somewhat of a grey area when it comes to producing language, gaming often includes interaction, thus it is placed together with other activities which include language production. The findings from the Language diaries suggest that the students are not producing much language outside school, thus they are to a small degree practicing their language knowledge outside the walls of the school.

### **Reports from the interviews**

Even though the students reported that they mostly engaged in what could be characterised as receptive extramural English activities, Emma and Oliver reported that they engaged with the language in ways which require more cognitive effort.

#### **EXCERPT 15**

Emma: *I like to experiment with English, and write texts and stuff, because then I challenge myself to be a better writer.*

#### **EXCERPT 16**

Emma: *[...] when I read about other peoples' political opinions, and political articles, I often read that in English.*

In Excerpts 15 and 16, Emma reported that she produces texts with the intention of improving her written proficiency in English, in addition, she reported that she often reads articles about

politics in English, which she reported in the interview was something she was interested in. According to Sundqvist and Sylvén (2016) to engage with these types of activities more effort is required of the learner because the activity is not readily available, and they often must find the content which interests them themselves. Emma is therefore displaying signs of inner motivation as she takes charge of her own language learning by using the language productively, thus using her language knowledge to further her proficiency (Sundqvist & Sylvén, 2016; Ushioda, 2011).

Moreover, Oliver reported that he engaged with the English language through one of his recreational activities, American football.

#### EXCERPT 17

Oliver: *I use [English] for social media, to watch series and TV, or talk to my coaches.*

Interviewer: *Do you play any sports?*

Oliver: *Yes, I play American football.*

Interviewer: *And do you speak a lot of English then?*

Oliver: *Yes, so a lot of the coaches are from America. And I also talk to people I know that live in America that go to school there. Yes, that's pretty much it.*

Oliver is the only participant who mentions using English frequently as a tool for communication with L1 speakers of English. For him using English is a necessity when taking part in his extramural activity of American football as his coaches were from the USA. This lays ground for Oliver's need for a "specialist variety" (Gee, 2017, p. 49) of the language he uses because this is required by the group he interacts with.

### **4.2.2 Extramural English influence on L2 English practises**

In this section the students' reasonings for extramural English having an influence on their English practices are presented. Thus, in the subsequent sections the students' reports from the

interviews about the reasons for why they perceive their extramural English activities have influenced their English practices are presented.

### **Language models**

During the interviews the students talked about having language models, and how they would imitate certain words or ways of speaking. Two interviews were conducted for this study, and between the two interviews the students had some differing thoughts on language models.

#### EXCERPT 18

Devon: *Because you might envision yourself speaking like an actor or like the music does, but you don't sound like that.*

Josephine: *Yes but it's something with the voice you hear in your head. When I read a text or something, that voice is like the one I speak with, but I know it is very different.*

Sandy: *And sometimes it's like you know how the word is supposed to be pronounced but you just can't say it.*

All: *Yes! Mhm!*

In Excerpt 18, Devon, Josephine and Sandy all agree that they have certain language models and ideals when speaking in the L2, however, Devon reported that she perceives the ideal of her language models as unattainable, stating that she considers her oral English practice as different from her language models'. In addition, Sandy comments that she often knows how words are supposed to be pronounced, however she finds it difficult to achieve the same pronunciation.

While Excerpt 18 illustrates how some of the students have language models they think are unattainable, Emma explains in Excerpt 19 that she imitates certain ways of speaking if they sound desirable to her.

#### EXCERPT 19

Emma: *When I hear a particular way of speaking I like, I also begin saying it that way.*

Contrasting to the reports in Excerpt 18, Emma thinks her language model ideals are attainable. Furthermore, Emma selectively chooses words, phrases, and ways of speaking and adopts them into her own English practice, thus Emma does not have a specific language model, she does however have various language models which she draws on for inspiration for her own practice of the L2.

In a similar vein, Josephine and Emma both talk about mainly hearing American accents in the English they encounter outside of school and using this variety of English in their L2 practice.

#### EXCERPT 20

Josephine: *Now we learn more English from our free time, at least from social media and movies and all that, so when all we hear is American rather than British, it's clear that we pick up on that and you know, speak it.*

#### EXCERPT 21

Emma: *It's probably the [accent] I hear the most in the series and films I watch. While British English I don't see, or I don't hear it, so I'm probably more used to American accents.*

In Excerpts 20 and 21 above, the participants recognise that they are influenced by the accents they hear through their extramural English activities, and thus identify this as a reason as to why they speak in an American accent themselves. In this case the students might not have specific model speakers, however they do report that they mostly hear the American accents as they engage in their extramural English activities, thus their immersion into American content has influenced them.

#### **Motivation for English in extramural English activities**

Several of the participants reported that they felt more motivated to use English outside school, as they often found their English lessons dull and repetitive. The excerpts below illustrate the students' feelings toward their English lessons compared to when they use English on their own terms.

#### EXCERPT 22

Sandy: *I feel the creativeness of what you can learn when you use English at home, because then you use it and it's better because you don't specifically set out to learn [English]. And I think I get more out of that than what I would learn at school.*

#### EXCERPT 23

Josephine: *Yes, when we [use English] during our free time, when it's fun, when we watch movies and listen to music and things, it's boring coming to English class and getting the most basic things there.*

In relation to motivation for using English outside of school, Sandy and Josephine report in Excerpts 22 and 23 that engaging in their interests serves as motivation for using extramural English. They report that by having the freedom to choose what activities to engage with, they experience autonomy in their language learning. This contrasts with their experience of their English lessons, as they perceive them as monotonous and unchallenging.

Moreover, in Excerpt 24 Josephine reflects that her extramural English serves to strengthen the basic knowledge of the English language which she has learned during her English lessons in school.

#### EXCERPT 24

Interviewer: *Josephine, you said in the questionnaire that you had learnt most of your English at school, but you also say you use a lot of English in your free time.*

Josephine: *Yes, that's because I learnt most of the English I know in school, but I keep that knowledge and use it actively every day. [...] I don't think I would have held on to it if I hadn't used it in my spare time by spending time on the internet for instance.*

Josephine reasons that by actively engaging in her interests by her own volition outside of school she is motivated to use English actively. She reflects further that her experience is that using English outside of school influences her perceived English language proficiency, as she reported that her proficiency would not have been at the same level had she not used any extramural English.

### **4.2.3 Main finding 2: Summary**

The second main finding of this study is that all participants reported that their extramural English activities had influenced their reported English practices. The students report being influenced by their extramural English use in several ways. For instance, they report that they have model speakers through the extramural English activities they engage with, thus they want to speak like them themselves. In addition, some of the students report feeling more motivated by their extramural English activities compared to the work they do at school, and some even think that they would not be as proficient in English had it not been for the English they use in their free time.

## **4.3 L2 English and self expression**

The third main finding of this study is that all students thought that they could be themselves in English. Even though they all identified English as one of their own languages, all students had different reasonings as to why they thought they could be themselves in English. In the analysis of the interview data, two main themes emerged, firstly the students were concerned about being competent communicators and secondly they were concerned about the level of their L2 English proficiency. Even though the participants answered similarly on questions about expressing themselves in the L2, one student stood out, namely Emma, as she had several home languages and a wider language repertoire compared to the other participants of the study.

### **4.3.1 L2 communication**

An overarching theme for all participants when they spoke about being themselves in English was that they all reported a desire to be competent communicators in English. Communication is mainly what Oliver uses English for, both for American football, and social media. Oliver reported in Excerpt 25 that because of his extramural English, it is easier to express himself in the L2.

## EXCERPT 25

Oliver: *It can be easier to express yourself in English. Because you get so much of it outside school, you maybe get more English than Norwegian when you use your phone for instance, on social media and things. There is very little that happens in Norwegian compared to English.*

In Excerpt 25, Oliver reported that he is able to express himself because of the L2 exposure through extramural English activities, which he in the interview reported was mostly social media and surfing the internet, as well as interacting with his American football coaches (whose L1 was English). In view of this, Oliver reasons that “It can be easier” to express himself in English, as he is exposed to the language a considerable amount and has authentic interaction in the L2 frequently.

Furthermore, Josephine reported that her vocabulary decreases if her mental state is low, for instance if she is tired, therefore hindering her in communicating in English.

## EXCERPT 26

Josephine: *I feel that it varies a lot [if I can be myself in English]. Like, based on how tired I am, really. If I'm very tired my vocabulary decreases a lot, and then a lot of words I feel are necessary to express myself and how I'm feeling at that time, I forget and I don't get the freedom that I might have in Norwegian since I know that language much, much better. But I also feel that if I don't have the obstacle of being tired, I can express myself accurately and how I want to.*

In Excerpt 26, Josephine explains that there are limitations as to when she feels she can be herself in English. As mentioned, Josephine reported that her vocabulary decreases concurrently with her general and mental state, thus she does not perceive her oral English practice as adequate when she is feeling low, resulting in her communication being compromised.



### 4.3.2 L2 proficiency

Even though the participants view communicative competence as important when it comes to being themselves in English, some connect being competent communicators with language proficiency. For these participants intelligibility, vocabulary and fluency are important for their self-realisation in English. For some of the participants language proficiency was also related to their confidence when speaking English.

Sandy reported in Excerpt 27 that she can be herself in her L2 English, although not at the same level as her L1.

#### EXCERPT 27

Sandy: *I feel like I can be myself in English, even though I have to think about what to say and generally how I am being perceived. So, it's not the exact same as when I speak in Norwegian, because then I speak very freely and it's kind of easier to be myself, but at the same time I can be myself in English, too. Just not to the same degree as when I speak in Norwegian. [...] Because in Norwegian I know exactly what to say, but in English there are words I have to think about.*

Sandy explains in Excerpt 27 that she believes that being herself in English depends on her ability to speak English with fluency and to communicate with as much effortlessness as possible. Sandy thus relates her L1 to confidence and contrasts it to her L2 where she feels less confident because she cannot speak as “freely”.

Similarly, Devon and Josephine reported in Excerpt 28 and 29 that they do not have the same proficiency level in the L2.

#### EXCERPT 28

Devon: *I feel I could be myself in English but then I would have to use it a lot more than I do now, at least orally. [...] if I had talked a lot then I think I would eventually be able to speak like I do in Norwegian, freely and my way, kind of.*

## EXCERPT 29

Josephine: *If you speak a lot and maybe remove those mental, psychological blocks, then I think it would be easier to express myself [in English].*

Both Josephine and Devon reported that they would like to be more proficient in English. They also both reported that they would have to speak more in the L2 if they are to realise this language aim. Like Sandy, Devon strives to be able to speak English at the same L1 level she does Norwegian, stating that if she were to use the language more she would be able to speak English “in her way”. While Devon puts her perceived lack of proficiency to not using the language orally, Josephine reported in Excerpt 29 that her ability to express herself is occasionally hindered by what she describes as “mental blocks”. Her proficiency might thus also be related to confidence as she feels her language proficiency in English is not as automatised as the L1. Thus, to summarise, what Sandy, Josephine and Devon have in common is that they want to be proficient in English, to the point that they are as fluent in their L2 as they are in their L1. They also reported that their English is not as automatised as their Norwegian, and because they must concentrate more when they are speaking in the L2, they cannot be as “free” as when they speak in their L1.

### 4.3.3 L2 English and a wide language repertoire

Even though all the participants reported similarly as to why they felt they could be themselves in English, one participant stood out from the others, namely Emma. Emma reported that she has several home languages, and that she uses English “to balance the other languages”, in Excerpt 30 she explains why.

## EXCERPT 30

Emma: *I speak Armenian at home, so I feel I use a lot of languages generally, and my parents speak Russian and I have French in school so there are a lot of languages, and English is one of the languages I use the most, to balance the other languages. [...]  
You present yourself in a different way, like my identity. Just*

*like I speak Armenian with my family, I speak the way I would normally when I speak in English. I may be a little more myself [in English] maybe. And with Norwegian, I speak the way other kids do, so then I don't always feel like I'm being myself.*

Because of her language repertoire, Emma reported that English is the language she identifies as her main language, describing it as the language which balances out the others. She further explains that she assumes different identity roles depending on the language she is speaking, the setting she is in, and who she is talking to, for instance, she reported that Norwegian is the language she uses to speak with her friends. She especially mentions that Norwegian is not always adequate for her because she does not identify with the youth culture the language is part of. However, when it comes to English, she compares it to Armenian, her home language, reflecting that it is one of the languages she is most herself in because it is (one of) the language she utilises when she is engaging in her interests and communicating with her family.

#### **4.3.4 English in the classroom**

In this study, all students are concerned with their communicative competence, and in addition, several students brought up the importance of using the language actively, especially orally, as an element to being able to express themselves in English. The subsequent excerpts illustrate how the participants perceive their English lessons, and what they recognise as important to increase their L2 proficiency.

When asked what kind of instruction they usually got in their English lessons, all students answered that they almost exclusively were given writing tasks in school. All students reported that they wanted more oral instruction.

#### **EXCERPT 31**

Josephine: *Yes, I feel that I am a lot more secure in writing and reading [in English] than talking and being verbally active in class.*

### EXCERPT 32

Sandy: *We almost only write in English class, and that is it. Then the English subject kind of becomes a subject for the people who know how to write well, and that's too bad.*

Both Josephine and Sandy emphasise in Excerpts 31 and 32 that only writing during class can be demotivating to some students, as they perceived writing instruction in their English lessons was less important to authentic English language use, and what they thought they would need to use English for in the future. They also thought that only having one type of task during their English lessons was intrinsically demotivating as they reported this made their lessons monotonous and unchallenging. Instead, the students mentioned wanting more plenary discussions, games, and group and one on one conversations with either peers or their teacher to increase interest in the subject as well as increased proficiency in the L2.

Lastly, the students reported that there were no language requirements in their English class, meaning there were no expectations from the teacher towards the students about speaking English in their English lessons.

### EXCERPT 33

Emma: *But I wish that we could speak more English in class, use our oral skills. And that students couldn't answer in Norwegian, because then you don't practise your English. Because I don't think only writing English essays helps you learn if you can't speak English. So, I feel like that's where we should improve.*

Oliver: *Yes, now everyone answers in Norwegian in class.*

Interviewer: *Are you encouraged to speak in English?*

Oliver: *No*

Emma: *No*

Emma: *But I feel like I do [speak English in class] because I want the teacher to hear me speak English, and not only Norwegian.*

In Excerpt 33, Emma and Oliver discuss the lack of requirement from the teacher to practise speaking English in class, and reasons for why they think there should be more requirements from the teacher in terms of using English during the lesson. Emma is especially concerned with not getting enough oral practise in class, as she wants her teacher to assess her level of English.

### **4.3.5 Main finding 3: Summary**

The third main finding of this study was that all participants reported that they could be themselves in English. Although every student had her or his own idea of what being oneself in English is, and to what degree it is true that they can be themselves, they all agree that communicative competence and having L2 proficiency is what gives them the ability to be themselves in the L2. In addition, all the students talk about wanting more oral instruction in their English lessons. Since several of the students highlight fluency as an attribute to high level English proficiency, they also report that incorporating more oral activities at school would help them gain confidence in their own oral English practice, resulting in them being even more secure when expressing themselves in their L2 English.

## **5 Discussion**

The following sections discuss the three main findings of the present study in light of relevant theory and previous research. To direct my discussion I will utilise Dörnyei's (2009) L2 Motivational Self System throughout the discussion of my three main findings in light of my overarching research aim, and three research questions. This chapter begins where the Findings chapter ended, with the main finding which revealed that all students reported that they could be themselves in their L2 English. The participants had differing ideas on the topic of why they could be themselves in the L2. For some of the participants being themselves related to being competent communicators, and for others it related to being intelligible and proficient speakers of English. In section 5.1 I will discuss the participant reports in relation to Dörnyei's Ideal L2 Self (2009), and what the image of the participants' Ideal L2 Self might look like. Next, in section 5.2, I discuss the finding which revealed that all students interviewed for this study considered English to be an important and useful language to know because of its status as a lingua franca. In addition, the students' responses indicated that they valued the language because of the opportunity for communication with a large amount of the world's population. Lastly, in section 5.3, I discuss the finding which uncovered that the participants in the present study all reported that the extramural English activities they engage with frequently has influenced their L2 English practice, but that these activities do not open for opportunities for productive use of the language. Therefore, in this section I discuss why the students' extramural English activities might be reductive in terms of benefitting the vision of their Ideal L2 Self according to Dörnyei's L2 Motivational Self System (2009).

### **5.1 Expression of identity through L2 English**

Identity can be expressed in several different ways, one way of expressing one's identity is through language and the language choices one makes (Rindal, 2013). The participants of this study reported that they could be themselves in English suggesting that they perceive English to be a language through which they can express their identity. In this section I discuss this third main finding of the study (cf. Section 4.3 in the previous chapter) in relation to Dörnyei's (2009) L2 Motivational Self System. This system presents how the students' goals can be used as a motivator to work toward and achieve their Ideal L2 Self.

### **5.1.1 The Ideal L2 Self**

When it comes to what Dörnyei (2009) calls the Ideal L2 Self, students will often have an idea of what they want to do with their L2, be it having a native-like accent, having a wide vocabulary or being able to communicate with fluency. The participants of the present study had two main ideas about what they perceived as important in order to be themselves in the L2, namely having communicative competence and being perceived by others as proficient users of English. One student, Emma, addressed both these ideas, as well as having other thoughts about what it meant to be herself in English, related to her wider language repertoire.

Students often have an idea of what their Ideal L2 is and what it means for them. For instance, they might have language models they want to imitate or goals for their vocabulary in the L2. For the Ideal L2 Self to be effective and useful it needs to be plausible and possible for the students to attain the aim they set themselves. Thus, the students' Ideal L2 Self may be developed in conjunction with the teacher or other mentors to avoid disappointment should the Ideal L2 Self be too far out of reach for the individual students. The findings of the present study showed that the participants had ideas of what their Ideal L2 self might be. Sandy, Josephine and Devon reported that they would like to be more confident when speaking English, suggesting a vision of how they would like to improve their L2 production. Moreover, these students also reported that they would like to be more proficient L2 speakers, by improving their vocabulary and the fluency of their L2 spoken practice. This also contributes to these students' aims toward their Ideal L2 Self.

### **5.1.2 Communication and the Ideal L2 Self**

The findings showed that the students valued communicative competence in the vision of their Ideal L2 Self. Oliver reported that he uses English to communicate as he engages with his extramural English activities, especially when he plays American football. In fact, Oliver reported that he regularly communicates with L1 speakers. Therefore, a facet to Oliver's Ideal L2 Self is being a competent communicator. This also ties in with another main finding in this study, where the students reported that being proficient communicators is important in a globalised world. Whereas Oliver reported that he thought it often was easier to express himself in English compared to Norwegian, Josephine reported that her communicative competence does not reach the proficiency level she would like. She reported that she does not perceive herself as having the same freedom in the L2 that she does in the L1. While it appears as though

Josephine has aims of improving her communicative competence and fluency in the L2, the properties of her Ought-to L2 Self might be less developed. Thus, to improve her Ideal L2 Self, she might benefit from setting herself aims which are within reach for her Ideal L2 Self with the assistance from teachers or mentors. These teachers or mentors might also give her new insights as to what elements she might work on within her Ought-to L2 Self that might help her attain her Ideal L2 Self.

### **5.1.3 L2 proficiency and the Ideal L2 Self**

Several of the students in the study reported that they perceived their proficiency level as lower than their aims. The student reports suggest that they aim to be as proficient in their L2 as they are in their L1. Sandy and Devon both reported that they thought it was easier to express themselves in Norwegian because of the language obstacles they sometimes experienced when speaking English. In accordance with the Ideal L2 Self, both Devon and Sandy reported ambitions to improve their L2, especially the fluency of their spoken L2 English. It seems like these students have a relatively clear picture of what their Ideal L2 Self looks like, namely being proficient L2 speakers of English who communicate with near L1 fluency. This reflects previous findings from Aalandslid (2018) who found that the participants in her study found it important to communicate with fluency that was appropriate to the speaking situation. In addition, Aalandslid (2018) found that students regarded having a wide vocabulary important to avoid communication breakdown. This is also the case for the participants of the present study, as they reported in the interview that they found speakers with wide vocabularies more credible.

The findings show that the students want their teacher to give them more opportunities to practice their oral skills in their formal English instruction so as to practise their aims of becoming more orally proficient and to practise the fluency of their L2. In research conducted by Dörnyei (2019), he found that the L2 Learning Experience might be the most powerful predictor of motivated behaviour for L2 students. Several participants of this study reported that they would need more formal oral English instruction and active usage of the language to achieve their language aims. For instance, both Devon and Sandy aimed to improve their L2 spoken proficiency, however, they reported that they considered their language aims as unattainable. Furthermore, Josephine reported that she would like to improve her fluency in English. Oral proficiency is a trained skill which requires frequent practise if the learner is to achieve their aims. If learners wish to obtain a certain level of conversational and academic or



other type of specialty language (cf. Gee, 2017), they must practise these skills as they do not naturally occur as one learns a new language (Council of Europe, 2020). It seemed from their reports in the interview that Devon and Sandy both considered themselves less confident whilst speaking in English, suggesting that this is a facet of their Ought-to L2 Self. Since Josephine acknowledges that she needs to practise her spoken skills in order to reach a more advanced level than where she currently is, it seems as though she has a more developed Ought-to L2 Self compared to Devon and Sandy. These participants related the aims of Ideal L2 Self to their confidence when speaking English, and not practising their spoken English in school, meaning they had an image of their Ought-to L2 Self. Yet, their L2 Learning Experience might not be sufficiently supporting their language aims, according to the students' reports.

### **5.1.4 Inner motivation and the L2 Self**

Emma stands out from the rest of the participants as she reported that her language aims are attainable to her, meaning she believes they are feasible and possible to obtain. It is reasonable to presume that Emma has a firmer grasp of her Ideal L2 Self, as well as her Ought-to L2 Self compared to her peers. She seems both aware of what qualities she would like to possess as an L2 speaker of English, as well as what she must do in order to avoid possible negative outcomes in her endeavour to obtain these qualities. Thus, Emma is to a larger degree than the other participants exhibiting inner motivation and autonomy for language learning. According to Ushioda (2011, p. 223), "autonomy in the sense of a psychological need to experience behaviour as self-determined" represents the personal agency one needs to feel truly motivated. The findings show that Emma exhibited such behaviour as she by her own admission adjusts to the other interlocutors in the speaking situations, practises her language aims by practising writing in her own time, or uses English in class without request from her teacher to display to her teacher her proficiency level.

## **5.2 English as a communicative language in a globalised world**

The importance students give communication and intelligibility when expressing themselves in their L2 is in line with their view of *English as a lingua franca* (ELF) (Graddol, 2006). The participants of the present study refer to the importance of knowing English in a global context throughout the interviews conducted. In the subsequent sections I present findings pertaining

to the students' reports on the importance of English and the language features they reported as being central to their language practices.

### **5.2.1 Becoming a global citizen**

In an increasingly globalised world, there is increased need for the understanding of cultures outside one's own vicinity (Graddol, 2006; Jenkins, 2009). One way of attaining such understanding is through speaking a shared language, such as English (Jenkins, 2009). Because of its status as a global language, English has also influenced Norwegian society. In Norway today, being proficient in English is an essential skill which is highly valued both by education institutions and employers in any occupation, be it business or vocational jobs (Språkrådet, 2021). The findings of this study showed that the participants identified the importance of English as a global language, and that they had an *English as a lingua franca* view of the language, as they are concerned about being competent communicators in English. The participants related the importance of global English to the opportunities for communication with the world, claiming that Norway would be a much more closed society if there was no knowledge of English in Norway.

The findings of this study show that the students are positive toward gaining new impulses from other cultures. In the interviews, the students for example highlight books, music and television as spaces where they welcome new influences from other places in the world. This ties in with findings on the students' extramural English use, which show that they mostly engage with extramural English activities which are related to entertainment. In addition, the students' positivity toward other cultures is also related to how the students considered communicative competence as a vital part of becoming a global citizen, mainly because of the importance of communication across borders.

### **5.2.2 Students' perceptions of "good English"**

The findings of the present study showed that all the participants would like other speakers of English to perceive them as competent language users. Related to this wish of being perceived as competent, the participants had ideas of correctness related to their L2 English. These ideas of correctness pertained to the students' desire to be competent communicators, as well as their aims toward being intelligible when speaking English and that they wished to communicate with fluency in their L2 practice. Since these language features pertain to the perceptions of each individual speaker of this study, they are also part of the participants' vision of their Ideal

L2 Selves, as well as their Ought-to L2 Selves. Whereas the Ideal L2 Self may aid the learner by setting goals, the Ought-to L2 Self might give the learner tools so as to avoid possible negative outcomes in their L2 English practices. In section 5.2.2.1 and 5.2.2.2 the students' reports about their attitudes toward communicative competence and intelligibility will be discussed.

### **5.2.2.1 Communicative competence**

The students of the present study all have in common that a part of their Ideal L2 self was to be perceived as competent L2 English speakers. The students' reports on adapting their language to the speaking situations they are a part of is related to Hymes' theory of communicative competence (1972), and the appropriate manner in which to communicate with one's interlocutors. In addition, the students' view of communicative competence is related to the core curriculum (Ministry for Education and Research, 2017), and the English subject curriculum in Norway (Ministry for Education and Research, 2019), as communication is considered as a core element of education in Norway, and in the English subject specifically.

Although the findings showed that all participants reported that they perceived communication a feature of "good English", one participant stood out as a particularly considerate communicator. Oliver reported that he changes his accent according to the other interlocutors in the speaking situation, stating that he often speaks in a British accent at school but will use an American accent in relation to his Extramural English and when talking to his friends. Following Hymes' (1972) theory of communicative competence, adapting language is related to appropriate language use across various contexts, this is also prevalent in LK20 (Ministry for Education and Research, 2019). It seems as though Oliver is mirroring the other speakers in the communicative setting, thus a facet of his Ideal L2 Self might contain visions of being perceived as cooperative to his interlocutors. To illustrate, Oliver reported that his teacher speaks in a British accent, and therefore he does too. Similarly, his friends and coaches speak in an American accent, and therefore he does too. I therefore argue that Oliver is a very considerate conversationalist. He reports that he wants his recipient to feel like they can speak how they want to, therefore he endeavours to not impede the conversation by using a different accent that the recipient might not understand. This resembles Emma's reasoning to adjust her vocabulary when speaking with people who have a higher proficiency level. Evidently she is also taking her interlocutors into consideration by evaluating their level of proficiency and accommodates accordingly (Jenkins, 2009).

### 5.2.2.2 Nativeness vs intelligibility

The participants had differing ideas about the role of accents, as some reported they consciously aimed for an American accent, while others highlighted the content of the interaction rather than the accent. Although the students reported to have few concerns about the accent in which they spoke, they had ideas of correctness which applied to their English practice and language choices (Garrett, 2010; Milroy, 2001; Rindal, 2013). Emma, Oliver and Josephine reported that they did not think that the L2 should be influenced by the L1, thus exhibiting an ideal of their English sounding native-like (Levis, 2005). However, Sandy reported that she did not have this same goal of sounding native as she thought of it as unattainable. Instead, her language aims pertained to the intelligibility of her L2 English practice. Likewise, Devon reported that she considers the content of what is being said as important, and that she does not always notice others' accents.

Even though the participants mention accents in the interviews and reported that they speak in an American accent, it seems as though these students find intelligibility a more important feature of English as they reiterate throughout the interview that they find communication and being understood by other speakers very important. I therefore argue that accent is not as marked for these students compared to previous research of adolescents in Norway and their language choices (Rindal, 2013). This suggests that there might be a shift in the perception of accents and varieties of English among youth in Norway. Because of globalisation and increased influence of non-native accents and other varieties of English available to adolescents through channels like social media, it is possible that there is increased focus on the content of *what* is being said, and how one communicates one's message. For the students in this study, the focus seems to be on being intelligible L2 speakers who aim toward being comprehensible communicators. The findings showed that most of the participants were willing to accommodate and adapt to the communicative situations they were a part of, which suggests that part of these participants' Ideal L2 Selves is being intelligible L2 speakers (Jenkins, 2009).

## 5.3 Extramural English

Thus far, the discussion of this chapter has mainly focused on communication and the participants perceived L2 proficiency in relation to their L2 Selves. In this section the main finding related to extramural English will be discussed. The reports from the Language diaries showed that the students mostly engaged with extramural English activities which catered to

their receptive skills, and which were mostly entertainment-based. This finding was further validated in the interviews. Thus, in the subsequent sections the students' extramural English activities and the influence these activities might have had on the students' practices will be discussed.

### **5.3.1 Extramural English influence on language practices**

The findings from the Language diaries showed that the majority of extramural English activities the students engaged with during a typical week catered to their receptive skills (85.9 %). These types of activities are on the first floor of the EE House (Sundqvist & Sylvén, 2016), and include activities such as using social media and listening to music. These extramural English activities belong on the first floor of the EE House because the threshold for engagement is low and easy to access.

The present study found that most of the students' reported extramural English activities were receptive, first floor activities (Sundqvist & Sylvén, 2016). These activities were mostly entertainment-based, and took place online, for instance the students reported they used social media 41.9 % of the time during the week of the Language diary. According to Sundqvist and Sylvén (2016) most extramural English activities take place online, this is also the case for the students in the present study. The findings also showed that the students found themselves influenced by the extramural English activities they engaged in, stating that they either replicated the accent or vocabulary words from people they saw online. Therefore, I argue that these students have various language models through their extramural English activities. Even though the activities the students reported to engage in were mostly receptive, these types of activities do have the ability to influence language practices (Sundqvist & Sylvén, 2016). For instance, the findings showed that for Josephine, Emma, Devon and Sandy, their extramural English activities had provided them with language models. To illustrate, in a conversation between Josephine, Sandy and Devon, they all agreed that they sometimes strive to sound like a specific person they had encountered through Extramural English activities. Similarly, Emma stated that she would replicate words or phrases into her English practice if she found she liked them. This might tie in with these students' Ideal L2 Selves as they report that they strive to replicate various peoples' English practices that they come into contact with through their extramural English activities. The students' desire to replicate language models may also tie in with their Ought-to L2 Selves as they might be aware of what measures to take to avoid failure (Dörnyei, 2009).

Although Josephine, Sandy and Devon reported that they had language models they attempted to replicate in their own L2 practices, they also reported that they thought their language aims related to language models were unattainable. Therefore, these students' Ideal L2 Self might be developed to the point where they have a vision of what they would like their L2 English practice to sound like. However, their Ought-to L2 Self might be less developed, thus this aspect of their L2 Self might not be providing them with the attributes which might aid them in avoiding failure when it comes to the realisation of their Ideal L2 Self. Accordingly, it seems as though these students must practise their L2 further to attain their language aims (Council of Europe, 2020).

### **5.3.2 Extramural English and motivation**

Even though most of the students' reported extramural English activities were receptive and entertainment-based, some of the students also reported that they engage with activities either on the second floor of the EE House, like reading books, or in the Attic, like speaking with their coaches (Sundqvist & Sylvén, 2016). Activities on the second floor and the Attic require the learner to use their already existing language knowledge (Sundqvist & Sylvén, 2016). Thus, according to Sundqvist and Sylvén (2016, p. 188), "a learner needs to have the motivation, strength, and energy to walk upstairs" in the EE House. What the students highlighted most regarding their extramural English activities was in fact the motivation they had for engaging in these activities compared to the motivation they reported to having for the English subject in school. Research has shown that if the learner is "in to" what they are learning about, they will also experience motivated behaviour to continue learning and gaining proficiency (Gee, 2017; Purushotma, 2005; Sundqvist & Sylvén, 2016). This is important, as the motivation the learner experiences whilst engaging in their extramural English activities might be transferable to the classroom and their motivation for the English school subject. As discussed in Section 5.1.4, Emma exhibits signs of internal motivation in her Ideal L2 Self. This is also the case when it comes to her extramural English activities. She reported in the interview that she will sometimes write for fun to improve on her writing skills. Her behaviour is thus self-determined, displaying true inner motivation (Ushioda, 2011). Even though some of the other participants in this study reported to engage in second floor activities (Sundqvist & Sylvén, 2016), they did not seem to display the same kind of autonomy in their language learning as Emma. This might suggest that they need more guidance from a mentor to set more concrete goals for their language learning, so they can achieve their Ideal L2 Selves.

As discussed in Section 5.2, the students desire to be proficient English language users with a high level of communicative competence, where some of them aim for language features of intelligibility, and others for features of nativeness. However, this needs to be regularly practised if the students are to increase their language knowledge (Council of Europe, 2020). Therefore, since these students reported to mostly engaging in extramural English activities that pertain to their receptive competence, they are not gaining the proficiency skills present in the vision of their Ideal L2 Selves. Moreover, the findings showed that the students all would welcome more opportunities for practicing their oral English in their L2 English classroom, evidently they are requesting a change in their L2 Learning Experience as it does not currently support their Ideal L2 Self aims (Dörnyei, 2019). Consequently, these students are not getting the L2 practice they require to improve their proficiency at school.

As previously mentioned, Ushioda (2011) relates true inner motivation to one's action being self-determined. Extramural English might open for inner motivation and self-determination, and it might also serve as a way for learning and practising the L2. However, for this to be realised, the extramural English must be used appropriately. If a learner only engages in receptive extramural English activities, they might not have the same learning outcome as if they were engaging in productive extramural English activities, such as gaming, producing texts, or talking with other speakers in the target language. The catch is, however, that the learner must have the motivation and energy to engage with productive extramural English activities (Sundqvist & Sylvén, 2016). Students' thus need instruction from mentors who can guide them toward effective use of these learning tools (Gee, 2017). In the L2 Learning Experience, the teacher is the most natural aid in guiding learners toward methods for language learning which might help them realise their Ideal L2 Self and help them to find features pertaining to their Ought-to L2 Self (Dörnyei, 2009; 2019).

## 6 Conclusion

In this chapter I summarise my findings and offer some concluding remarks regarding my contribution to English didactics research, as well as the didactic implications of this study. In addition, I propose some suggestions for further research.

In my master's thesis I have endeavoured to answer the overall research aim of exploring the role of English in and out of school for the development of the L2 Self (Dörnyei, 2009) among students in year 10 in the Norwegian education context, and my three research questions:

RQ1: What characterises the participants' perceptions of "good English"?

RQ2: What characterises the participants' extramural English?

RQ3: What do the participants report about their English proficiency level in relation to being able to express themselves?

To answer my research aim, I interviewed five students in year 10 in the Norwegian school context. The participants answered questions which elicited their perceptions about English in Norway, their beliefs about their own L2 English practices and their extramural English habits. In addition, I utilised Language diaries which recorded the students' extramural English activities during the course of a week. After analysing the data from the interviews and the Language diaries, three main findings emerged. These answered the three research questions of my study.

**Main finding 1:** The participants considered English an important language in a globalised world, both because of the importance of being able to communicate with people of different L1s, and for cultural exchange across borders.

**Main finding 2:** The students considered their extramural English as influential to their L2 English proficiency. However, the extramural English activities the students reported to engage with were mostly activities pertaining to their receptive skills, which might not open up for opportunities for productive use of the language supporting their Ideal L2 Selves.

**Main finding 3:** The students considered their perceived level of proficiency and communicative competence as important aspects of being able to express themselves



in the L2. Although they had some differing ideas on the topic of being oneself in English, all students agreed that the opportunity for using the English language orally would greatly improve their confidence and fluency in their L2 English.

The first and third main findings correspond with one another as the students reported that communication is important on a global scale as well as in their personal lives as they use language to express their themselves. In addition, the participants' reports indicated that they are 'massive extramural English users' and that they are influenced by their extramural English use. However, the findings also suggest that the students are not practicing the L2 in a way that might benefit their Ideal L2 Self, as most of the participants reported a self-perceived lack of L2 proficiency.

The student reports are different in that the students have differing ideas about their Ideal L2 Selves, Ought-to L2 Selves and L2 Learning Experiences. Even so, the findings show that all students, in some capacity, relate being themselves in their L2 English to their own perceived level of language proficiency. Even though some students say that they are not at the level they would like to be, they can still be themselves in the L2, only not as fully as they might be when they speak in their L1. Related to their Ideal L2 Selves, the participants report that they would like other speakers to perceive them as competent language users. However, to attain such language proficiency they must practise their L2. At present, these students state that they are not getting the practice they need at school, as they experience their L2 Learning Experience as dull and unchallenging for their proficiency level. Likewise, they are not getting practise outside school either, as their extramural English activities are primarily receptive, and entertainment-based. Even so, among some of the participants there is some autonomy for language learning in their extramural English activities and signs of internal motivation to be active language users.

## **6.1 Didactic implications**

According to Dörnyei, the first step of following his self approach, is to help learners construct their Ideal L2 Self, that is, to create their vision of themselves as L2 speakers (Dörnyei, 2009). Since learners often have a view of how they would like to be perceived by other people as L2 speakers, teachers can help in setting aims which are tailored to each student regardless of their

level of L2 competence, for instance by the way of formative assessment. The most realistic way of approaching this in the classroom is by raising students' awareness, and by guiding learners in constructing their Ideal L2 Self, in relation to their already occurring dreams and aspirations of how they would like to present themselves as L2 speakers (Dörnyei, 2009). By approaching the Ideal L2 Self as a way of furthering students' already transpiring aspirations, instead of looking at it as something which must be constructed from the ground up, there is increased possibility for students' motivation for taking an active role in creating their Ideal L2 Self vision (Dörnyei, 2009).

The L2 Motivational Self System (Dörnyei, 2009) encompasses the L2 Learning Experience, that is the experience the learner has of the classroom (Dörnyei, 2019). If the classroom environment is not supportive of students' Ideal L2 Self, it might impact the learner's motivation negatively. Similarly, if the classroom environment is pleasant and constructive it might benefit the learner's motivation. This study found that the students lacked motivation for the English school subject, and that the participants would welcome more formal instruction pertaining to their oral English practices, as the reports of the students indicated that the formal instruction at school mostly pertained to their written English practices. To aid students in their motivation for the English school subject, teachers can get to know their students' attitudes and beliefs toward the English school subject, so as to better be able to aid in their motivation. For instance, teachers might employ methods for mapping their students' interests in and out of school. This might include teacher-student interviews or simple questionnaires for students, so the teacher might obtain an overview of their class so as to accommodate the teaching scheme for the particular classes, and to acquire information about students' motivation for the subject. In the case of this study, for instance, students might have been more motivated for the English school subject if the formal classroom instruction focused on oral-based tasks, as opposed to writing-based tasks. It might therefore strengthen the students' perception of the classroom instruction if the teacher has an overview of students' preferences related to their motivation for the subject and uses this information in planning for lessons. With this knowledge the teacher might have been inclined to alter the content of the English lessons to accommodate for the students' view of the lessons.

Lastly, in aiding students' motivation for the school subject and for aiding them in their development of their communicative competence, teachers can get to know their students' extramural English habits. By mapping these habits, the teacher might be able to ascertain

whether these activities are catering to the students' receptive skills, or if the students produce language in their engagement with English outside of school. Even though the definition of extramural English determines that the activities are outside the walls of school, and that they are not teacher initiated (Sundqvist & Sylvén, 2016), teachers can still encourage behaviour among students with low productive extramural English use. Making students aware of how they might utilise their English use outside of school may aid them in their desire of becoming more proficient L2 English speakers. The combination of aiding students in creating the vision of their Ideal L2 Self, fostering a classroom environment where there is culture for learning, and using the English language in ways which pertain to their productive language skills, might aid in students' motivation for creating the vision of their Ideal L2 Self. In addition to teacher encouragement for being productive language users outside school, might result in learner autonomy and increased motivation for the subject (Dörnyei, 2009; Sundqvist & Sylvén, 2016; Ushioda, 2011).

## **6.2 Further research**

This study found that the students aspired to be competent communicators of English. The findings also suggested that accent is not as marked for these students compared to previous research of adolescents in Norway and their language choices (Rindal, 2013). Therefore, I suggest that further research go into if there is a new tendency among students in a way that they are more concerned with fluency, vocabulary, and intelligibility in English, rather than being concerned with the accent of their L2 practice. A limitation to my thesis is the limited number of participants, therefore, I suggest further research go into a more diverse group of participants who might be more representative for the overall L2 proficiency of the population of Norwegian adolescents in year 10. For instance, by employing a similar (or the same) questionnaire for sampling participants and the same interview guide as in the present study, researchers might explore the phenomenon of students' views of communicative competence, L2 English practices related to students' self-expression and students' views of nativeness and intelligibility.

Moreover, this study found that the participants had visions of their Ideal L2 Selves and Ought-to L2 Selves to various degrees. To my knowledge there is limited research in the Norwegian education context as to how teachers might employ the L2 Motivational Self System to further the motivation of their students. Because of the increasing proficiency of English in Norway

(Education First, 2022; Språkrådet, 2021), and the considerable interest-driven use of English outside of school (Sundqvist & Sylvén, 2016), students might have a vision of how they would like to be perceived by others. Therefore, I argue that research go into investigating whether students truly have a vision of their L2 Self. Researchers might interview students in focus groups or individually to get insight into students' perceptions of their L2 Selves in the Norwegian context, as it might provide valuable findings on how Norwegian students view their English practices, and insights into their motivation for the subject.

## References

- Aalandslid, E. B. (2018). *“Fluency and stuff” Perceptions of oral competence in English among teachers and students in Vg1*. [Master’s thesis]. University of Oslo.
- Bahn, S. & Barratt-Pugh, L. (2011). Getting reticent young male participants to talk: Using artefact-mediated interviews to promote discursive interaction. *Qualitative Social Work* 12(2), 186–199. <https://doi.org/10.1177/1473325011420501>
- Boeije, H. (2016). *Analysis in qualitative research*. SAGE.
- Brevik, L. M. (2015). *How teachers teach and readers read. Developing reading comprehension in English in Norwegian upper secondary school*. [Doctoral dissertation]. University of Oslo.
- Brinkmann, S., & Kvale, S. (2014). *Interviews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE.
- Brown, A., Iwashita, N., & McNamara, T. (2005). An examination of rater orientations and test-taker performance on English-for-academic-purposes speaking test. *ETS Research Report Series*, 2005(1), i–157. <https://doi.org/10.1002/j.2333-8504.2005.tb01982.x>
- Burner, T., & Kverndokken, K. (2019). Communicative competence in the English classroom. In T. Burner, C. Carlsen & K. Kverndokken (Eds.), *101 ways to work with communicative skills – theoretical and practical approaches in the English classroom* (pp. 15–36). Fagbokforlaget.
- Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33(2), 185-209. <https://doi.org/10.2307/3587717>
- Council of Europe. (2020). *Common European framework of reference of languages: Learning, teaching, assessment – companion volume*. Council of Europe Publishing Strasbourg. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.

- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into practice: Getting good qualitative data to improve educational practice*, 39(3), 124–130. [https://doi.org/10.1207/s15430421tip3903\\_2](https://doi.org/10.1207/s15430421tip3903_2)
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE.
- Crystal, D. (2012). *English as a global language* (2nd ed.). Cambridge University Press.
- Davies, A. (2003). *The native speaker: myth and reality* (2nd ed., Vol. 38). Multilingual Matters.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates Publishers.
- Dörnyei, Z. (2009). The L2 Motivational Self System. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–42). Multilingual Matters.
- Dörnyei, Z. (2019). Towards a better understanding of the L2 Learning Experience, the Cinderella of the L2 Motivational Self System. *SSLT*, 9(1), 19–30. <https://doi.org/10.14746/ssllt.2019.9.1.2>
- Dunkel, C. S., Kelts, D., & Coon, B. (2006). Possible selves as mechanisms of change in therapy. In C. Dunkel & J. Kerpelman (Eds.), *Possible selves: Theory, research and applications* (pp. 187–204). Nova Science Publishers.
- Education First. (2022). *EF EPI: EF English proficiency index a ranking of 111 countries and regions by English skills*. Education First. <https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/cefcom-epi-site/reports/2022/ef-epi-2022-english.pdf>
- Finch, H., Lewis, J., & Turley, C. (2014). Focus groups. In J. Ritchie, J. Lewis, C. M. Nicholls, & R. Ormston (Eds.), *Qualitative research practice: A guide for social science students & researchers* (2nd ed., pp. 210–242). SAGE.
- Gee, J. P. (2017). *Teaching, learning, literacy in our high-risk, high-tech world. a framework for becoming human*. Teachers College Press.

- Gleiss, M. S., & Sæther, E. (2021). *Forskningsmetode for lærerstudenter: Å utvikle ny kunnskap i forskning og praksis*. Cappelen Damm Akademisk.
- Graddol, D. (1997). *The future of English? A guide to forecasting the popularity of the English language in the 21st century*. British Council.
- Graddol, D. (2006). *English Next: Why global English may mean the end of 'English as a foreign language'*. British Council.
- Haukland, O. (2016). *Attitudes to Norwegian-accented English among Norwegian and non-Norwegian listeners*. [Master's thesis]. University of Oslo.
- Hilton, H. (2008). The link between vocabulary knowledge and spoken L2 fluency. *Language Learning Journal*, 36(2), 153–166. <http://www.doi.org/10.1080/09571730802389983>
- Hymes, D. (1972). On communicative competence. In J.B. Pride and J. Holmes (Eds.), *Sociolinguistics: Selected Readings* (pp. 269–293). Penguin.
- Iannuzzi, M. (2017). *What to do with pronunciation? Teachers' approaches to English pronunciation in lower secondary school*. [Master's thesis]. University of Oslo.
- Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. *World Englishes*, 28(2), 200–207. <https://doi.org/10.1111/j.1467-971X.2009.01582.x>
- Johnson, R. B., & Christensen, L. (2017). *Educational research: Quantitative, qualitative, and mixed approaches* (6th ed.). SAGE.
- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: the English language in the outer circle. In R. Quirk & H. G. Widdowson (Eds.), *English in the World: Teaching and learning the language and literatures* (pp. 11–30). Cambridge University Press.
- Kvale, S. (2007). *Doing interviews*. SAGE. <https://doi.org/10.4135/9781849208963>
- Kvale, S., & Brinkmann, S. (2009). *Det kvalitative forskningsintervju* (2nd ed.). Gyldendal Akademisk.
- Kvale, S., & Brinkmann, S. (2015). *Det kvalitative forskningsintervju* (3rd ed.). Gyldendal Akademisk.

- Levis, J. M. (2005). Changing Contexts and Shifting Paradigms in Pronunciation Teaching. *TESOL Quarterly*, 39(3), 369-377. <https://doi.org/10.2307/3588485>
- Lewis, J., Ritchie, J., Ormston, R., & Morell, G. (2014). Generalising from qualitative research. In Ritchie, J., Lewis J., McNaughton Nicholls, C., Ormston, R. (Eds.), *Qualitative research practice: A guide for social science students and researchers* (2nd ed., pp. 347–366). SAGE.
- Markus, H. R., & Nurius, P. (1986). Possible selves. *American Psychologist* 41(9), 954–969. <https://doi.org/10.1037/0003-066X.41.9.954>
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE.
- Milroy, J. (2001). Language ideologies and the consequences of standardization. *Journal of Sociolinguistics* 5(4), 530–555. <https://doi.org/10.1111/1467-9481.00163>
- Ministry of Education and Research. (2017). *Core curriculum – values and principles for primary and secondary education*. Laid down by Royal decree. The National Curriculum for the Knowledge Promotion 2020. <https://www.regjeringen.no/contentassets/53d21ea2bc3a4202b86b83cfe82da93e/core-curriculum.pdf>
- Ministry of Education and Research. (2019). *Læreplan i engelsk* (ENG01-04) [Curriculum in English]. Established as regulation. The National curriculum for the Knowledge Promotion 2020. <https://www.udir.no/lk20/ENG01-04?lang=eng>
- Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The foundations of qualitative research. In Ritchie, J., Lewis J., McNaughton Nicholls, C., Ormston, R. (Eds.), *Qualitative research practice: A guide for social science students and researchers* (2nd ed., pp. 1–25). SAGE.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). SAGE.
- Purushotma, R. (2005). You're not studying, you're just ... *Language Learning and Technology*, 9(1), 80–96.



- Rapley, T. (2016). Some pragmatics of qualitative data analysis. In D. Silverman (Ed.), *Qualitative research* (4th ed., pp. 331–355). SAGE.
- Rindal, U. (2013). *Meaning in English: L2 attitudes, choices and pronunciation in Norway* [Doctoral dissertation]. University of Oslo.
- Rindal, U. (2015). Who owns English in Norway? In A. Linn, N. Bermel & G. Ferguson (Eds.), *Attitudes towards English in Europe* (pp. 241–270). Walter de Gruyter.
- Rindal, U. (2019). Communicative Oral Skills. In T. Burner, C. Carlsen & K. Kverndokken (Eds.), *101 ways to work with communicative skills –Theoretical and practical approaches in the English classroom* (pp. 15–36). Fagbokforlaget.
- Rindal, U. (2024). English in Norway. *The Wiley Blackwell Encyclopaedia of World Englishes*. Blackwell.
- Ritchie, J., Lewis, J., Elam, G., Tennant, R., & Rahim, N. (2014). Designing and selecting samples. In J. Ritchie, J. Lewis, C. M. Nicholls, & R. Ormston (Eds.), *Qualitative research practice: A guide for social science students & researchers* (2nd ed., pp. 111–145). SAGE.
- Rubin, H. J., & Rubin, L. S. (2005). *Qualitative interviewing: The art of hearing data* (2nd ed.). SAGE.
- Saldaña, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). SAGE.
- Seale, C. (1999). *The quality of qualitative research*. Blackwell.
- Sikt. (2023, May). *Sikt – Norwegian agency for shared services in education and research*. Sikt. <https://sikt.no/en/about-sikt>
- Simensen, A. M. (2014). Skolefaget engelsk. Fra britisk engelsk til mange slags “engelsker” - og veien videre. *Acta didactica Norge*, 8(2). <https://doi.org/10.5617/adno.1138>
- Spencer, L., Ritchie, J., Ormston, R., O’Connor, W., & Barnard, M. (2014). Analysis: Principles and processes. In J. Ritchie, J. Lewis, C. M. Nicholls, & R. Ormston (Eds.), *Qualitative research practice: A guide for social science students & researchers* (2nd ed., pp. 269–293). SAGE.

- Språkrådet. (2021). *Språkstatus: Språkpolitisk tillstandsrapport 2021*.  
[https://www.sprakradet.no/globalassets/vi-og-vart/publikasjoner/sprakstatus/sprakstatus2021\\_enkeltsider.pdf](https://www.sprakradet.no/globalassets/vi-og-vart/publikasjoner/sprakstatus/sprakstatus2021_enkeltsider.pdf)
- Sundqvist, P. (2009). *Extramural English matters: Out-of-school English and its impact on Swedish ninth graders' oral proficiency and vocabulary* [Doctoral dissertation].  
 Karlstad University.
- Sundqvist, P., & Sylvén, L. K. (2016). *Extramural English in teaching and learning: From theory and research to practice*. Palgrave Macmillan.
- Sundqvist, P., & Uztosun, M. S. (2021). *The development of the Extramural English Scale: Preliminary findings from an on-going study*. National Forum for English Studies, Södertörn University, Sweden, 21–22 April.
- Thomas, M. (1994). Assessment of L2 proficiency in second language acquisition research. *Language Learning*, 44(2), 307–336. <https://doi.org/10.1111/j.1467-1770.1994.tb01104.x>
- University of Oslo. (2020). *How to classify data and information*. University of Oslo.  
<https://www.uio.no/english/services/it/security/isis/data-classes.html>
- University of Oslo. (2022, 13th October). *Starting AGE and extramural English: Learning English in and outside of school in Norway and Flanders (STAGE)*. University of Oslo.  
<https://www.uv.uio.no/ils/english/research/projects/stage/>
- Ushioda, E. (2011). Why autonomy? Insights from motivation theory and research. *Innovation in Language Learning and Teaching* 5(2), 221–232.  
<https://doi.org/10.1080/17501229.2011.577536>
- Ushioda, E., & Dörnyei, Z. (2009). Motivation, language identities and the L2 Self: A theoretical overview. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 Self* (pp. 1–8). Multilingual Matters.
- Vaughn, S., Schumm, J., & Sinagub, J. (1996). *Focus group interviews in education and psychology*. SAGE.

Wilkinson, S. (2004). Focus group research. In D. Silverman (Ed.), *Qualitative research: theory, method and practice* (2nd ed., pp. 177–199). SAGE.

Yeo, A., Legard, R., Keegan, J., Ward, K., McNaughton Nicholls, C., & Lewis J. (2014). In depth interviews. In Ritchie, J., Lewis J., McNaughton Nicholls, C., Ormston, R. (Eds.), *Qualitative research practice: A guide for social science students and researchers* (2nd ed., pp. 177–210). SAGE.

# Appendix 1: STAGE learner questionnaire

STAGE Norway: Extramural English Questionnaire (EEQ) GR10

## Spørreundersøkelse



Hva er dit for- og etternavn? \_\_\_\_\_

### Spørreskjemaet har fire deler, A-D.

Takk for att du svarer på spørsmålene så ærlig og så godt du kan!

#### Del A. Frekvens av engelsk utenfor skolen

Tenk deg en helt vanlig, normal skoleuke, mandag til fredag (ikke lørdag og søndag). På fritiden din, omtrent hvor ofte gjør du følgende aktiviteter på engelsk? Om du er usikker ber vi deg om å gjette/bergne hvor ofte.

Svaralternativene gis på en 7-punkts skala, fra "aldri" til "alltid". Vennligst sett kryss for det alternativet som passer best for deg.

NB: Noen av spørsmålene handler om spill. Med spill mener vi digitale spill (dataspill, TV-spill, apper).

**Aldri**

**Alltid**

- A1. Jeg lytter til musikk på engelsk
- A2. Jeg snakker på engelsk i telefonen
- A3. Jeg leser og gjør quizer/tester på engelsk
- A4. Jeg skriver på engelsk for/til andre, uten å forvente å få svar
- A5. Jeg følger spesifikke engelsktalende YouTubers eller/og vloggere
- A6. Jeg skaper digitalt materiale på engelsk og deler det med personer som jeg kjenner (for eksempel video, podcast, musikk)
- A7. Jeg skaper digitalt materiale på engelsk til meg selv (for eksempel video, podcast, musikk)
- A8. Jeg snakker engelsk til andre mennesker uten å forvente meg svar
- A9. Jeg spiller spill som krever at man leser på engelsk
- A10. Jeg spiller spill som krever at man lytter på engelsk
- A11. Jeg skriver på engelsk for/til andre og forventer meg svar (skriftlig interaksjon/kommunikasjon)
- A12. Jeg hører på radio på engelsk (for eksempel podcaster og nyheter)
- A13. Jeg skaper digitalt materiale på engelsk og publiserer det på nett (for eksempel video, podcast, musikk)
- A14. Jeg snakker med andre på engelsk og forventer meg svar (muntlig interaksjon/ muntlig kommunikasjon)
- A15. Jeg spiller spill som krever at man snakker på engelsk
- A16. Jeg ser på engelske videoer
- A17. Jeg snakker engelsk med personer som jeg kjenner (i virkeligheten eller på nett)
- A18. Jeg skriver fanfiction på engelsk
- A19. Jeg dagdrømmer på engelsk
- A20. Jeg leser engelske sangtekster og/eller dikt



- A21. Jeg bruker engelske undervisningsapper og/eller nettsider for å lære meg engelsk uten at læreren min har bedt meg om det
- A22. Jeg ser på gamingvideoer og/eller live streamers eller Let's Players på engelsk
- A23. Jeg spiller spill som krever at man skriver på engelsk
- A24. Jeg synger (med) på engelsk
- A25. Jeg snakker med meg selv på engelsk
- A26. Jeg spiller spill på egen hånd (singleplayer) og bruker engelsk
- A27. Jeg leser aviser og tidsskrifter (på papir eller på nett) på engelsk
- A28. Jeg ser på engelskspråklig materiale når jeg er alene
- A29. Jeg tenker på engelsk
- A30. Jeg spiller online-spill med andre (multiplayer, MMOs) og bruker engelsk
- A31. Jeg er fan og følger en (eller flere) personer regelmessig, noe som gjør at jeg bruker engelsk
- A32. Jeg spiller brettspill (ikke digitale) på engelsk

## Del B. Språkbruk på og utenfor skolen

**B1. Hvor ofte ser du på engelskspråklige tv-serier, filmer, tegneserier, dokumentarer, etc. (på tv, nettbrett, data, mobil, etc.)?**

	aldri	sjelden	ofte	alltid
Uten undertekster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Med norske undertekster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Med engelske undertekster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Med undertekster på et annet språk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B1.1 Hvis du ser på engelskspråklige programmer/filmer, hvilke programmer/filmer foretrekker du eller ser du på oftest?**

**B2. Hvor ofte leser du bøker/e-bøker på engelsk?**

- Aldri
- Sjelden
- Ofte
- Alltid



**B2.1 Gi gjerne eksempler på engelske bøker (titler, forfattere og/eller sjangere) du liker:**

**B2.2 Når du leser...**

Kryss av i hvilken grad du er enig med følgende påstand: «Jeg leser bøker/e-bøker på engelsk fordi jeg vil drømme meg bort eller for å unngå hverdagen.»

- Helt uenig
- Uenig
- Ingen mening
- Enig
- Helt enig

**B2.3 Forklar gjerne kort hvorfor!**

**B3. Spiller du spill på engelsk (på data, nettbrett, PlayStation, Xbox, mobiltelefon, etc.)?**

- Ja
- Nei

**B3.1 Gi gjerne eksempler på engelske spill (titler og/eller sjangere) du liker eller spiller oftest:**

**B3.2 Når du spiller...**

Kryss av i hvilken grad du er enig med følgende påstand: «Jeg spiller videospill på engelsk fordi jeg vil drømme meg bort eller for å unngå hverdagen.»

- Helt uenig
- Uenig
- Ingen mening
- Enig
- Helt enig



**B7. Når du hører eller leser et engelsk ord som du ikke forstår HJEMME, hvor ofte...**

	aldri	sjelden	ofte	alltid
gjør du ingenting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prøver du å komme på hva ordet betyr på egenhånd?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
søker du opp hva ordet betyr i en ordbok eller på nett?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spør du noen om å oversette eller forklare ordet for deg?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B8. Er det noe annet du gjør når du hører eller leser et engelsk ord som du ikke forstår?**

- Ja  
 Nei

**B8.1 Hva gjør du når du hører eller leser et engelsk ord som du ikke forstår?**

**B9. I engelsktimene...**

(Med «læremiddel» mener vi for eksempel en digital lærebok eller en digital læringsplattform slik som f.eks. «NDLA»)

	aldri	sjelden	ofte	alltid
ser vi på engelskspråklige filmer / dokumentarer / tv-programmer som IKKE er tilknyttet læreboken/læremiddelet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ser vi på videoer som ER tilknyttet læreboken/læremiddelet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hører vi på engelske sanger som IKKE er tilknyttet læreboken/læremiddelet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hører vi på engelske sanger som ER tilknyttet læreboken/læremiddelet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
leser vi utdrag på engelsk fra bøker / magasiner / aviser / internett som IKKE står i læreboken/læremiddelet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
leser vi utdrag på engelsk som STÅR i læreboken/læremiddelet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B10. I engelsktimene...**

	aldri	sjelden	ofte	alltid
har jeg det gøy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ser vi på interessante læremidler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lærer jeg mye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B11. Hvilke(t) språk bruker LÆREREN vanligvis i engelsktimene?**

- Bare engelsk
- Hovedsakelig engelsk og litt norsk
- Like mye norsk og engelsk
- Hovedsakelig norsk og litt engelsk
- Bare norsk

**B11.1 Bruker LÆREREN andre språk i engelsktimene?**

- Ja
- Nei

**B11.2 Hvilke(t) andre språk bruker LÆREREN i engelsktimene?**

**B12. Hvilke(t) språk bruker DU vanligvis i engelsktimene?**

- Bare engelsk
- Hovedsakelig engelsk og litt norsk
- Like mye norsk og engelsk
- Hovedsakelig norsk og litt engelsk
- Bare norsk

**B12.1 Bruker DU andre språk i engelsktimene?**

- Ja
- Nei

**B12.2 Hvilke(t) andre språk bruker DU i engelsktimene?**





**B13. Engelsklæreren min er et godt språklig forbilde for meg**

- I liten grad
- I noen grad
- I stor grad

**B14. Når vi er hjemme oppfordrer engelsklæreren vår oss til å...**

	aldri	sjelden	ofte	alltid
se på engelskspråklige filmer / serier / dokumentarer / tv-programmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
høre på sanger på engelsk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lese engelske bøker / magasiner / tekster på internett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spille engelske spill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bruke sosiale medier / internett på engelsk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
snakke engelsk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
skrive på engelsk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
høre på podcast på engelsk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B15. Læreren refererer til hvordan vi bruker engelsk utenfor skolen ved å...**

**Det er mulig å velge flere alternativer.**

- gi oss oppgaver (som får karakter) hvor vi må gjøre en av oppgavene nevnt over hjemme
- skape rom i klassen for å diskutere engelskspråklige filmer / serier / bøker / nettsider / spill etc.
- gi oss forslag om filmer / serier / bøker / nettsider / spill etc. som er interessante
- snakke med oss om / serier / bøker / nettsider / spill etc. vi er interessert i
- annet
- Læreren refererer ikke til hvordan vi bruker engelsk utenfor skolen

**B15.1 Annet: Gi gjerne eksempler**



**B16. Hvilke aktiviteter brukes det mest tid på i engelsktimene?**

Nummerér aktivitetene under fra 1 til 7 slik at 1 er den aktiviteten som det brukes **minst** tid på og 7 er den aktiviteten som det brukes **mest** tid på. Bruk hvert tall **kun én gang** ettersom du skal rangere aktivitetene.

	1	2	3	4	5	6	7
Lesing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skrijving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snakking (ikke samtale, f.eks. muntlig fremføring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lytting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samtale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammatikkøvelser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vokabular / ordforråd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Del C. Min relasjon til engelsk**

**C1. Synes du at det er viktig å lære seg engelsk?**

- Nei
- Nøytral
- Ja

**C1.1. Forklar gjerne hvorfor?**

**C2. Tror du at du blir flinkere i engelsk på grunn av aktiviteter på engelsk utenfor skolen?**

*Hvis ja kan du krysse av for flere svar.*

- Nei
- Ja, fordi jeg leser engelsk
- Ja, fordi jeg spiller på engelsk
- Ja, fordi jeg hører mye på engelsk musikk
- Ja, fordi jeg ser på tv/filmer på engelsk
- Ja, fordi jeg ser på engelske klipp på YouTube

**C3. Hvordan tror du at du har lært deg det meste av det du kan av engelsk?**

- Alt eller nesten alt gjennom skolearbeid
- Det meste gjennom skolearbeid
- Det meste utenom skolearbeid
- Alt eller nesten alt utenom skolearbeid



**C4. Jeg bruker engelsk utenfor skolen bevisst for å bli bedre i engelsk**

- I liten grad
- I noen grad
- I stor grad

**C5. Opplever du at engelsklæreren din viser interesse for hva du bruker engelsk til utenfor skolen?**

- I liten grad
- I noen grad
- I stor grad

**C6. Ønsker du at engelsklæreren din viser interesse for hva du bruker engelsk til utenfor skolen?**

- I liten grad
- I noen grad
- I stor grad

**C7. Er du komfortabel med å snakke engelsk foran andre utenfor skolen?**

- I liten grad
- I noen grad
- I stor grad

**C8. Er du komfortabel med å snakke engelsk foran andre i klasserommet?**

- I liten grad
- I noen grad
- I stor grad

**C9. Tenker du på hvordan du har lyst til å høres ut når du snakker engelsk?**

- I liten grad
- I noen grad
- I stor grad

**C9.1 Forklar gjerne:**

**C10. Føler du at du kan være deg selv på engelsk?**

- I liten grad
- I noen grad
- stor grad

**C10.1 Forklar gjerne:**



## Del D. Bakgrunnsspørsmål

### D1. Hvilket kjønn er du?

- Gutt
- Jente
- Annet
- Vil helst ikke svare

### D2. Hvilket år er du født?

- 2006
- 2007
- 2008
- Annet

#### D2.1 Hvilket år?

### D3. Hvilken måned er du født?

- Januar
- Februar
- Mars
- April
- Mai
- Juni
- Juli
- August
- September
- Oktober
- November
- Desember

### D4. Hvilke(t) språk snakker du oftest med foreldrene dine?

### D5. Hvilke(t) språk snakker du oftest med søsknene dine?

STAGE Norway: Extramural English Questionnaire (EEQ) GR10



D6. Hvilke(t) språk snakker du oftest med vennene dine?

Tusen takk for deltagelsen! Trykk «send» for å levere svarene dine.



# Appendix 2: STAGE Language diary



## STAGE LANGUAGE DIARY

Hei, og takk for sist! Her kommer språkdagboken vi snakket med dere om. Det tar bare noen få minutter å fylle den ut. Du svarer på språkdagboken hver dag i én uke. Tusen takk for at du bidrar til forskningen!

**1. Hva heter du (fornavn og etternavn)?**

**2. Hvilken dato rapporterer du fra nå? (F.eks. 21. september)**

### Om din bruk av engelsk utenfor klasserommet

Vennligst svar **ja** eller **nei** på følgende spørsmål om din bruk av engelsk utenfor skolen. Hvis du svarer ja vil det komme et oppfølgingsspørsmål om hvor mye tid du brukte på den spesifikke aktiviteten (unntatt spørsmål 3.14).

**NB!** Noen av aktivitetene handler om spill. Med spill mener vi digitale spill (videospill, TV-spill, apper).

**3. Gjorde du noen av disse aktivitetene denne dagen?**

**3.1. Leste nyheter på engelsk**

Ja  
Nei

**3.1.1. Omtrent hvor lenge leste du nyheter på engelsk denne dagen?**

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.1. Leste nyheter på engelsk»*

5 min  
10 min  
15 min  
30 min  
45 min  
1 time  
1 time og 15 min  
1 time og 30 min  
1 time og 45 min  
1 time og 15 min  
2 timer  
2 timer og 30 min  
2 timer og 45 min  
3 timer  
Mer enn 3 timer

**3.1.2. Vennligst skriv hvor lenge:**

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.1.1. Omtrent hvor lenge leste du nyheter på engelsk denne dagen?»*

**3.2. Leste en bok på engelsk**

Ja  
Nei

### 3.2.1. Du leste en bok på engelsk denne dagen – vennligst skriv tittelen her:

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.2. Leste en bok på engelsk»*

### 3.2.2. Omtrent hvor lenge leste du på engelsk denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.2. Leste en bok på engelsk»*

5 min  
10 min  
15 min  
30 min  
45 min  
1 time  
1 time og 15 min  
1 time og 30 min  
1 time og 45 min  
2 timer  
2 timer og 15 min  
2 timer og 30 min  
2 timer og 45 min  
3 timer  
Mer enn 3 timer

### 3.2.3. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.2. Omtrent hvor lenge leste du på engelsk denne dagen?»*

### 3.3. Leste og/eller skrev fanfiction på engelsk

Ja  
Nei

### 3.3.1. Omtrent hvor lenge leste og/eller skrev du fanfiction på engelsk denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.3. Leste og/eller skrev fanfiction på engelsk»*

5 min  
10 min  
15 min  
30 min  
45 min  
1 time  
1 time og 15 min  
1 time og 30 min  
1 time og 45 min  
2 timer  
2 timer og 15 min  
2 timer og 30 min  
2 timer og 45 min  
3 timer

Mer enn 3 timer

### 3.3.2. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.3.1. Omtrent hvor lenge leste og/eller skrev du fanfiction på engelsk denne dagen?»*

### 3.4. Brukte sosiale medier på engelsk

Ja  
Nei

#### 3.4.1. Omtrent hvor lang tid brukte du på sosiale medier på engelsk denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.4. Brukte sosiale medier på engelsk»*

5 min  
10 min  
15 min  
30 min  
45 min  
1 time  
1 time og 15 min  
1 time og 30 min  
1 time og 45 min  
2 timer  
2 timer og 15 min  
2 timer og 30 min  
2 timer og 45 min  
3 timer  
Mer enn 3 timer

#### 3.4.2. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.4.1. Omtrent hvor lang tid brukte du på sosiale medier på engelsk denne dagen?»*

### 3.5. Lyttet til musikk på engelsk

Ja  
Nei

#### 3.5.1. Omtrent hvor lenge lyttet du til musikk på engelsk denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.5. Lyttet til musikk på engelsk»*

5 min  
10 min  
15 min  
30 min  
45 min  
1 time  
1 time og 15 min  
1 time og 30 min  
1 time og 45 min  
2 timer  
2 timer og 15 min



- 2 timer og 30 min
- 2 timer og 45 min
- 3 timer
- Mer enn 3 timer

### 3.5.2 Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.5.1. Omtrent hvor lenge lyttet du til musikk på engelsk denne dagen?»*

### 3.6. Så på YouTube(-klipp) på engelsk

- Ja
- Nei

#### 3.6.1. Omtrent hvor lang tid brukte du på å se på YouTube(-klipp) på engelsk denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.6. Så på YouTube(-klipp) på engelsk»*

- 5 min
- 10 min
- 15 min
- 30 min
- 45 min
- 1 time
- 1 time og 15 min
- 1 time og 30 min
- 1 time og 45 min
- 2 timer
- 2 timer og 15 min
- 2 timer og 30 min
- 2 timer og 45 min
- 3 timer
- Mer enn 3 timer

### 3.6.2. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.6.1. Omtrent hvor lang tid brukte du på å se på YouTube(-klipp) på engelsk denne dagen?»*

### 3.7. Så på TV-serie/film på engelsk

- Ja
- Nei

#### 3.7.1. Omtrent hvor lenge så du på TV-serie/film på engelsk denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.7. Så på TV-serie/film på engelsk»*

- 5 min
- 10 min
- 15 min
- 30 min
- 45 min
- 1 time
- 1 time og 15 min
- 1 time og 30 min

- 1 time og 45 min
- 2 timer
- 2 timer og 15 min
- 2 timer og 30 min
- 2 timer og 45 min
- 3 timer
- Mer enn 3 timer

### 3.7.2. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.7.1. Omtrent hvor lenge så du på TV-serie/film på engelsk denne dagen?»*

### 3.8. Så på og/eller leste blogg(er) på engelsk

- Ja
- Nei

#### 3.8.1. Omtrent hvor lenge så du på/leste du blogg(er) på engelsk denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.8. Så på og/eller leste blogg(er) på engelsk»*

- 5 min
- 10 min
- 15 min
- 30 min
- 45 min
- 1 time
- 1 time og 15 min
- 1 time og 30 min
- 1 time og 45 min
- 2 timer
- 2 timer og 15 min
- 2 timer og 30 min
- 2 timer og 45 min
- 3 timer
- Mer enn 3 timer

#### 3.8.2. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.8.1. Omtrent hvor lenge så du på/leste du blogg(er) på engelsk denne dagen?»*

### 3.9. Gamet/spilte videospill/TV-spill/apper på engelsk

- Ja
- Nei

#### 3.9.1. Du gamet/spilte videospill/TV-spill/apper på engelsk denne dagen – vennligstskriv tittelen/titlene her:

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.9. Gamet/spilte videospill/TV-spill/apper på engelsk»*

#### 3.9.2. Kryss av for det du gjorde da du spilte. Du kan sette flere kryss.

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.9. Gamet/spilte videospill/TV-spill/apper på engelsk»*

- Leste instruksjoner/dialog/annet på norsk
- Leste instruksjoner/dialog/annet på engelsk

Chattet muntlig på engelsk  
Chattet skriftlig på engelsk  
Annet

### 3.9.3. Omtrent hvor lenge spilte du på engelsk denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.9. Gamet/spilte videospill/TV-spill/apper på engelsk»*

5 min  
10 min  
15 min  
30 min  
45 min  
1 time  
1 time og 15 min  
1 time og 30 min  
1 time og 45 min  
2 timer  
2 timer og 15 min  
2 timer og 30 min  
2 timer og 45 min  
3 timer  
Mer enn 3 timer

### 3.9.4. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.9.3. Omtrent hvor lenge spilte du på engelsk denne dagen?»*

### 3.10. Lagde digitalt materiale på engelsk (f.eks. blogg eller videoklipp)

Ja  
Nei

#### 3.10.1. Omtrent hvor lang tid brukte du på å lage digitalt materiale (f.eks. blogg eller videoklipp) på engelsk denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.10. Lagde digitalt materiale på engelsk (f.eks. blogg eller videoklipp)»*

5 min  
10 min  
15 min  
30 min  
45 min  
1 time  
1 time og 15 min  
1 time og 30 min  
1 time og 45 min  
2 timer  
2 timer og 15 min  
2 timer og 30 min  
2 timer og 45 min  
3 timer  
Mer enn 3 timer

### 3.10.2. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.10.1. Omtrent hvor lang tid brukte du på å lage digitalt materiale (f.eks. blogg eller videoklipp) på engelsk denne dagen?»*

### 3.11. Snakket engelsk med norske venner

Ja  
Nei

#### 3.11.1. Omtrent hvor lenge snakket du engelsk med norske venner denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.11. Snakket engelsk med norske venner»*

5 min  
10 min  
15 min  
30 min  
45 min  
1 time  
1 time og 15 min  
1 time og 30 min  
1 time og 45 min  
2 timer  
2 timer og 15 min  
2 timer og 30 min  
2 timer og 45 min  
3 timer  
Mer enn 3 timer

### 3.11.2. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.11.1. Omtrent hvor lenge snakket du engelsk med norske venner denne dagen?»*

### 3.12. Snakket engelsk med venner/familie i utlandet

Ja  
Nei

#### 3.12.1. Omtrent hvor lenge snakket du engelsk med venner/familie i utlandet den dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.12. Snakket engelsk med venner/familie i utlandet.»*

5 min  
10 min  
15 min  
30 min  
45 min  
1 time  
1 time og 15 min  
1 time og 30 min  
1 time og 45 min  
2 timer  
2 timer og 15 min  
2 timer og 30 min

- 2 timer og 45 min
- 3 timer
- Mer enn 3 timer

### 3.12.2. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.12.1. Omtrent hvor lenge snakket du engelsk med venner/familie i utlandet denne dagen?»*

### 3.13. Skrev på engelsk (ikke skolarbeid)

- Ja
- Nei

### 3.13.1. Omtrent hvor lenge skrev du på engelsk (ikke skolearbeid) denne dagen?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.13. Skrev på engelsk (ikke skolarbeid)»*

- 5 min
- 10 min
- 15 min
- 30 min
- 45 min
- 1 time
- 1 time og 15 min
- 1 time og 30 min
- 1 time og 45 min
- 2 timer
- 2 timer og 15 min
- 2 timer og 30 min
- 2 timer og 45 min
- 3 timer
- Mer enn 3 timer

### 3.13.2. Vennligst skriv hvor lenge:

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.13.1. Omtrent hvor lenge skrev du på engelsk (ikke skolearbeid) denne dagen?»*

### 3.14. Drømte på engelsk

- Ja
- Nei

### 3.15. Brukte engelsk til noe annet

- Ja
- Nei

### 3.15.1. Du brukte engelsk til noe annet denne dagen – vennligst beskriv kort hva du gjorde her:

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.15. Brukte engelsk til noe annet»*

### 3.15.2. Omtrent hvor lenge gjorde du det?

*Dette elementet vises kun dersom alternativet «Ja» er valgt i spørsmålet «3.15. Brukte engelsk til noe annet»*



- 5 min
- 10 min
- 15 min
- 30 min
- 45 min
- 1 time
- 1 time og 15 min
- 1 time og 30 min
- 1 time og 45 min
- 2 timer
- 2 timer og 15 min
- 2 timer og 30 min
- 2 timer og 45 min
- 3 timer
- Mer enn 3 timer

**3.15.3. Vennligst skriv hvor lenge:**

*Dette elementet vises kun dersom alternativet «Mer enn 3 timer» er valgt i spørsmålet «3.15.2. Omtrent hvor lenge gjorde du det?»*

**Bra jobbet!** Tusen takk for dagens språkdagbok. Klikk på **SEND** for å sende inn svarene dine.

## Appendix 3: Interview guide

1. Kan du snakke om tankene dine rundt engelsk?
  - Hva synes du om språket?
  - Hva er god eller bra engelsk for deg?
    - Hvorfor det?
  
2. Kan du beskrive din egen engelske uttale?
  - Hva slags engelsk snakker du?
  - Tenker du noe over din egen uttale når du snakker engelsk? Hvordan høres den ut synes du?
  
3. Når du snakker engelsk, er det viktig for deg at du blir oppfattet på en bestemt måte?
  - Hva er det som motiverer deg til å snakke på den måten du gjør?
  - Gjør du noen bevisste valg når det kommer til engelsken du velger å snakke?  
For eksempel for å fremstå på en bestemt måte overfor hvem du snakker med?
  
4. Hva tror du har påvirket uttalen din til å bli slik den er?
  - Hva kan ha vært med på å påvirke den?
    - L1/L2
    - Lærerne dine?
    - EE
      - Musikken du hører på?
      - Seriene eller filmene du ser?
      - Gaming?
      - Vennene dine?
  
5. Kan du være deg selv på engelsk? Er engelsk ditt språk?
  - Hvorfor/ hvorfor ikke?

# Appendix 4: STAGE informed consent form



UNIVERSITETET  
I OSLO

Informasjonsskriv og samtykke erklæring GR10 (elever) – norsk versjon



## Vil du delta i forskningsprosjektet STAGE?

Dette er et spørsmål til deg om du vil delta i forskningsprosjektet STAGE (*STartAlder og extramural enGElsk: Å lære engelsk i og utenfor skolen i Norge og Flandern*) hvor formålet er å forstå mer om hva som er viktig for å bli god i engelsk. I dette skrevet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### Formål

I Norge møter barn engelsk hver dag blant annet gjennom å lytte til musikk, å strøme medieinnhold og spille online-spill. I STAGE forsker vi på hvor viktig slik bruk av engelsk utenfor skolen er for elevers engelskferdigheter. Vi kommer til å sammenligne data fra Norge med data fra Flandern i Belgia, der de har like mye engelsk utenfor skolen, men begynner senere med engelsk som skolefag. STAGE er et 4-årig internasjonalt forskningsprosjekt som er finansiert av Norges Forskningsråd (NFR). Denne forskningen er viktig for kompetanseutvikling av lærere som skal undervise i engelsk.

### Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Oslo er ansvarlig for prosjektet. Vi samarbeider med NTNU, samt svenske og belgiske forskere.

### Hvorfor får du spørsmål om å delta?

STAGE skal samle data på 1., 6. og 10. trinn, fra til sammen 15-20 barneskoler og ungdomsskoler, og din skole har gitt oss tilgang til klassene sine. Vi vil gjerne ha med så mange elever som mulig fra hver skole.

### Hva innebærer det for deg å delta?

Hvis du takker ja til å delta, innebærer det at du svarer på et *spørreskjema*, en *språkdagbok*, to *vokabulartester* og en *lesetest*. Vi kommer til skolen to halvdager og bruker totalt ca. 2 timer av undervisningen per dag for å gi informasjon til dere og gjennomføre datainnsamlingen. Du får tilgang til språkdagboken digitalt via SMS (med lenke) hver kveld i én uke. Spørreskjemaet og språkdagboken (begge digitale) handler om din bruk av engelsk utenfor skolen. Én vokabulartest er bildebasert og den andre tekstbasert, og du besvarer testene på læringsbrettet ditt eller på din skole-PC. Disse testene registrerer ordforrådet ditt. I lesetesten skal du lese noen korte tekster og svare på noen spørsmål om innholdet. Lesetesten besvares også digitalt. Vennligst husk å ta med din skole PC/iPad!

I etterkant av datainnsamlingen skissert over vil vi spørre enkelte elever om å få intervju dem eller gi dem en muntlig test i en liten gruppe med andre elever. For disse elevene blir det gjort lydopptak (intervju) eller videoopptak (muntlig test). I samtykkeskjemaet kan du velge om du vil samtykke dette.

Vi ber om telefonnummeret ditt så vi kan sende en SMS hver kveld i én uke med lenke til språkdagboken, og for å minne deg på utfylling av språkdagboken i tilfelle dette noen gang blir glemt (se samtykkeskjema på siste side).





### Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du sier ja til å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Det er altså du selv som bestemmer over egen deltagelse; vi spør ikke foresatte om å gi oss samtykke for din deltagelse (for denne typen studie anses 15-åringer gamle nok for å gi samtykke selv). Alle personopplysninger knyttet til deg vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg, og det vil ikke påvirke ditt forhold til skolen eller læreren. Elever som ikke ønsker å delta vil få alternative faglige aktiviteter i den felles undervisningstiden som brukes til forskningen.

### Deltakerens personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil kun bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Medlemmer av prosjektgruppen som er tilknyttet Universitetet i Oslo vil ha tilgang til opplysningene vi samler inn om deg. I tillegg kan en forsker fra NTNU, to forskere fra Belgia (KU Leuven) og tre forskere fra Sverige (Karlstads universitet og Lunds universitet) få tilgang gjennom å være i forskergruppen. Vi kommer til å lagre datamaterialet på en forskningsserver slik at ingen uvedkommende får tilgang.

Når vi har samlet alle dataene, vil vi erstatte navnet og kontaktopplysningene dine med en kode som lagres på egen navneliste adskilt fra øvrige data. Ingen vil kunne gjenkjenne deg i publikasjoner eller andre forskningspresentasjoner, med unntak av de muntlige testene (kun enkeltelever) der redigerte videoklipp kan vises til forsknings- og undervisningsformål. Dataene (inkludert video av muntlig test for enkeltelever) vil gjøres tilgjengelig for forskningsprosjekter til masterstudenter og stipendiater som veiledes av forskere knyttet til STAGE, og vi vil bruke eksempler fra dataene til kompetanseutvikling av lærere og lærerstudenter.

### Hva skjer med opplysningene om deg når vi avslutter forskningsprosjektet?

Prosjektet avsluttes etter planen 30. september 2025, og på dette tidspunktet slettes lydopptakene (fra intervju med enkeltelever). Vi beholder nøkkelen som kobler sammen ditt navn og dine data fram til 30. september 2035, slik at det fortsatt blir mulig å trekke seg fra studien og å ta kontakt for videre studier. Vi beholder også videoopptak (av utvalgte enkeltelever i muntlig test) fram til 2035 for å ferdigstille analyser og vise videoklipp til forsknings- og undervisningsformål. På dette tidspunktet blir opplysningene anonymisert ved at alle personopplysninger samt videoopptak slettes. Når dataene har blitt anonymisert ønsker vi å gjøre dem tilgjengelige i en forskningsdatabase på ubestemt tid. Disse dataene er kun skriftlige og vil *ikke* kunne kobles til deg.

### 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 selv,
- å få slettet personopplysninger om deg selv, 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 Oslo har NSD – Norsk senter for forskningsdata AS – vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket. Alle tjenestene til NSD håndteres siden 1. januar 2022 av Sikt – Kunnskapssektorens tjenesteleverandør – etter en sammenslåing av NSD (Norsk senter for forskningsdata AS), Uninett AS og Unit – Direktoratet for IKT og fellestjenester i høyere utdanning og forskning.

### Hvor kan jeg finne ut mer?

Besøk gjerne vår nettside for mer informasjon om prosjektet: [uv.uio.no/stage](http://uv.uio.no/stage)

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

- Universitetet i Oslo ved professor Pia Sundqvist ([pia.sundqvist@ils.uio.no](mailto:pia.sundqvist@ils.uio.no), tel. 22855045) eller førsteamanuensis Ulrikke Rindal ([u.e.rindal@ils.uio.no](mailto:u.e.rindal@ils.uio.no)) eller doktorgradsstipendiat Nasrin Ulfat ([nasrin.ulfat@ils.uio.no](mailto:nasrin.ulfat@ils.uio.no))
- Vårt personvernombud: Roger Markgraf-Bye ([personvernombud@uio.no](mailto:personvernombud@uio.no))

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

- Personverntjenester på epost ([personverntjenester@sikt.no](mailto:personverntjenester@sikt.no)) eller tel. + 53211500

Med vennlig hilsen

*Pia Sundqvist*  
(Prosjektleder STAGE)

---

## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *STAGE*, og har fått anledning til å stille spørsmål.

Jeg samtykker til at opplysninger om meg behandles slik det fremgår i dette informasjonsskrivet. Du kan krysse av for alle eller bare noen av punktene nedenfor, men *du må krysse av for alt du samtykker til*, ellers kan vi ikke bruke dataene.

Jeg samtykker til:

- å delta i spørreundersøkelse, språkdagbok, lesetest og vokabulartester
- å delta i intervju der det blir gjort lydopptak
- å delta i muntlig test der det blir gjort videoopptak
- å bli kontaktet på SMS for påminnelse om å fylle ut språkdagbok på følgende telefonnummeret: \_\_\_\_\_
  
- at videodata hvor jeg kan identifiseres lagres i en trygg database frem til 2035
- at anonymiserte data etter prosjektslutt gjøres tilgjengelig for forskere på ubestemt tid i en database (kun skriftlige data)
- at jeg blir kontaktet på SMS for eventuelle oppfølgingsstudier

Ditt for- og etternavn: \_\_\_\_\_

Din signatur og dato: \_\_\_\_\_

## Appendix 5: Translated interview excerpts

### EXCERPT 1

Oliver: *Det er veldig praktisk å ha engelsk, og kunne engelsk.*

Intervjuer: *Hvorfor synes du det?*

Oliver: *Fordi da kan man snakke med mange flere folk. Sånn hvis man drar til andre land.*

### EXCERPT 2

Josephine: *Det er jo fint å ha et språk som knytter verden sammen. Man føler jo mer sånn, det er lettere å føle en tilhørighet i verden hvis du kan føle en tilhørighet med folk i andre land også. Og ikke nødvendigvis bare nærområdet.*

[...]

Devon: *Norge er jo ikke de største på verken musikk eller produksjon av filmer eller serier og sånt noe sånn at vi også kan få noe av det. Det hadde vært veldig trist hvis vi ikke kunne engelsk for da hadde vi jo ikke forstått noe av det. Vi hadde blitt veldig sånn, innelukka i vår egen verden*

Sandy: *Du får liksom litt større del av verden på en måte, oppleve verden på en måte når man forstår flere språk.*

### EXCERPT 3

Emma: *Kanskje det muntlige med engelsk, at man uttaler ord viktig på en måte og ikke blande norsk og engelsk. At man heller*

*prøver å snakke engelsk på en god måte. Sånn enten American eller British.*

Oliver: *Jeg er enig.*

#### **EXCERPT 4**

Devon: *Hvis noen plutselig begynner å snakke og bruker masse sånn kule ord som man kanskje ikke helt forstår [...] det gjør det jo mer sannsynlig at folk tror at du kan engelsk godt.*

#### **EXCERPT 5**

Josephine: *Hvis man har et stort ordforråd og man klarer å uttale de ordene og vise at man vet hva de betyr, så er det mye lettere for meg å tenke at 'det der var en bra setning', og at det er bra engelsk.*

#### **EXCERPT 6**

Emma: *Det er litt mer flytende språk, så det er mer morsomt enn å snakke norsk.*

#### **EXCERPT 7**

Devon: *Hvis det er veldig sånn flyt, når det bare kommer veldig fort og naturlig.*

[...]

Josephine: *Det trenger ikke være den mest flytende aksenten, men det er sånn at det høres engelsk ut. Ikke veldig norsk, mer engelsk enn norsk når du snakker*

Sandy: *Og at man er tydelig når man prater så det er lett å forstå*

#### **EXCERPT 8**

Oliver: *Jeg synes det viktigste er at jeg blir forstått. At mottakerne skjønner det jeg sier.*

#### **EXCERPT 9**

Emma: *Ja, jeg tror kanskje med de som er veldig flinke i engelsk, da vil jeg snakke mye bedre, mens kanskje med folk fra skolen eller i timene så prøver jeg ikke så hardt å bruke de riktige ordene eller snakker så godt jeg kan, da. Fordi hvis de ikke skjønner det så blir det jo litt vanskelig, men hvis jeg skal snakke med læreren eller i intervjuer eller noe sånt da prøver jeg mitt beste. Så da bruker jeg mer kompliserte ord.*

#### **EXCERPT 10**

Devon: *Jeg vil kanskje bli oppfatta som selvsikker. Jeg vil at andre skal tro på meg imens jeg snakker, og at jeg kan engelsk.*

#### **EXCERPT 11**

Emma: *Jeg føler American, [er den beste aksenten]. Jeg tenker det er finere, litt mere tydelig.*

## EXCERPT 12

Devon: *Jeg synes det er litt morsomt, for det høres litt, i mange filmer og sånn så passer det liksom inn at de er britiske.*

Josephine: *Jeg og! Men jeg synes det er lettere å snakke amerikansk da.*

Sandy: *Mhm!*

## EXCERPT 13

Josephine: *Hvis jeg for eksempel ser på en TikTok så er et ikke alltid jeg tenker at personen snakker britisk, jeg tenker bare at de snakker engelsk.*

Devon: *Ja, for det er jo ikke alltid at alle har like tydelig aksent så det er ikke alltid jeg legger merke til det engang. Så det er ikke alltid jeg tenker over at det er to ulike aksenter.*

Sandy: *Jeg tenker egentlig bare at engelsk er engelsk.*

## EXCERPT 14

Oliver: *Det kommer an på hvem jeg snakker med, og om de jeg snakker med skal kunne svare med samme aksent, så da snakker jeg amerikansk. Men sånn i timen så snakker jeg britisk.*

[...]

Intervjuer: *Okay, hvorfor skiller du mellom de to? Tenker du over det?*

Oliver: *Nei, ikke egentlig.*

#### **EXCERPT 15**

Emma: *Jeg å eksperimentere med engelsk og skrive tekster og sånn, for da utfordrer jeg meg til å skrive mye bedre.*

#### **EXCERPT 16**

Emma: *[...] når jeg leser kanskje litt om andres politiske meninger, og politiske artikler, da leser jeg ofte på engelsk.*

#### **EXCERPT 17**

Oliver: *Jeg bruker det til sosiale medier for å kunne se på serier og tv, eller snakke med trenere.*

Intervjuer: *Spiller du noe sport?*

Oliver: *Ja, jeg spiller amerikansk fotball.*

Intervjuer: *Snakker du mye engelsk da?*

Oliver: *Ja, da er det jo endel av trenerne som er fra USA. Så snakker jeg med noen jeg kjenner i USA som går på skole der. Ja, det er egentlig det.*

#### **EXCERPT 18**

Devon: *For man kan jo på en måte se for seg at man skal snakke litt som en skuespiller gjør eller musikken gjør, men så høres det jo ikke sånn ut.*

Josephine: *Ja, men det er det med stemmen som er i hodet når jeg leser en tekst eller noe så er den ganske lik som den jeg prater med, men hvordan det faktisk høres ut når jeg prater er veldig forskjellig.*

Sandy: *Og så noen ganger så er det sånn at man vet hvordan ordet skal uttales men så går det bare ikke an å si det.*

Alle: *Ja! Mhm!*

#### **EXCERPT 19**

Emma: *Når jeg hører jeg en spesiell uttale så begynner jeg også å si det på den måten.*

#### **EXCERPT 20**

Josephine: *Nå lærer vi jo mere engelsk fra fritiden, i hvert fall fra sosiale medier og filmer og alt det der, så når det vi da hører er amerikansk mer enn britisk så er det mye lettere at vi også fanger opp det og liksom snakker det.*

#### **EXCERPT 21**

Emma: *Det er kanskje [den aksenten] jeg hører mest på de seriene og filmene jeg ser på. Mens britisk engelsk ser jeg kanskje, eller jeg hører ikke det, så da blir jeg jo litt mer vant til amerikansk da.*



## EXCERPT 22

Sandy: *Det kreative i det man lærer når man bruker engelsk generelt hjemme fordi da bruker man det og det er bedre, siden jeg ikke spesifikt går inn for å lære det. Og det synes jeg jeg får mer ut av enn det man får lært på skolen.*

## EXCERPT 23

Josephine: *Ja når vi [bruker engelsk] på fritiden, når det er gøy, når vi ser filmer og hører på musikk og sånn, så er det kjedelig å komme i engelsktimene og så er det mest basice der.*

## EXCERPT 24

Intervjuer: *Josephine, du svarte at du har lært det meste av engelsken din gjennom skolearbeid, men at du bruker masse engelsk på fritiden*

Josephine: *Ja, det er fordi at jeg lærer det meste på skolen, men jeg holder på den kunnskapen og bruker den aktivt i hverdagen. [...] Jeg tror ikke jeg holdt på det hvis jeg ikke hadde brukt det på fritiden ved å bruke tid på internett for eksempel.*

## EXCERPT 25

Oliver: *Det kan være lettere å uttrykke seg selv på engelsk. Fordi man får det inn så mye utafor hjemmet liksom, du får inn mer du får kanskje inn mere engelsk enn norsk når man ser på telefonen for eksempel sånn på sosiale medier og sånn.*

*Der er jo veldig lite som skjer på norsk i forhold til det som skjer på engelsk*

#### **EXCERPT 26**

Josephine: *Altså jeg føler at det varierer veldig [om jeg kan være meg selv på engelsk]. Altså ut ifra hvor sliten jeg er rett og slett, hvis jeg er veldig sliten så minsker ordforrådet veldig og det er flere ord som jeg egentlig føler er nødvendige for å klare å uttrykke meg sånn jeg føler meg der og da som jeg da glemmer og blir borte og jeg får ikke helt den der friheten som man kanskje får på norsk siden man kan det mye, mye bedre, men jeg føler også at til vanlig så klarer jeg å uttrykke meg sånn jeg vil.*

#### **EXCERPT 27**

Sandy: *Jeg føler at jeg klarer å være meg selv på engelsk, samtidig som man tenker mer på hva man skal si og generelt litt på hvordan man oppfattes. Så det blir jo ikke helt likt som om man snakker på norsk siden da snakker man jo veldig fritt og det er på en måte enklere å være seg selv, men samtidig så er det på en måte sånn at man klarer å være seg selv litt på engelsk. Men ikke like mye som når man snakker norsk da. [...] For på norsk så vet jeg akkurat hva jeg skal si til hver og en tid, mens på engelsk så kan det komme ord som jeg må tenke over*

### EXCERPT 28

Devon: Jeg føler jeg kunne vært meg selv på engelsk, men da måtte jeg ha brukt det mye mer enn det jeg gjør sånn muntlig sett nå. [...] hvis jeg hadde snakka mye så tror jeg etter hvert kunne snakka sånn som jeg gjør på norsk, fritt og på min måte på en måte

### EXCERPT 29

Josephine: *Hvis man snakker mye og kanskje fjerner de der psykiske og mentale sperrene så tror jeg det igjen hadde vært lettere å uttrykke seg [på engelsk].*

### EXCERPT 30

Emma: *Ja, jeg snakker jo armensk hjemme, så jeg føler jeg bruker mange språk generelt, og foreldrene mine snakker russisk og jeg har fransk på skolen så det er jo mange språk, og engelsk er et av de jeg bruker mest, for å kunne balansere de andre språkene. [...] Man kommer jo frem på en annen måte, sånn min identitet da. Akkurat som jeg snakker jo armensk med familien min, så snakker jeg på den måten jeg vanligvis pleier på engelsk, jeg er kanskje litt mer med selv [på engelsk] kanskje. Med norsk snakker jeg jo på den måten alle andre ungdommer snakker på, så da føler jeg meg ikke alltid helt meg selv.*

### EXCERPT 31

Josephine: *Ja, jeg føler at jeg er mye mer trygg på å skrive og lese enn på å prate og være muntlig aktiv.*

### EXCERPT 32

Sandy: *Jeg føler at vi har nesten bare skriver i engelsk og det er det. Da blir liksom engelsk et fag for de som kan skrive, og det er veldig dumt.*

### EXCERPT 33

Emma: *Men jeg skulle ønske vi kunne snakke litt mer engelsk. Være muntlige i timene. Og ikke at elevene liksom kan svare på norsk for da får man ikke bruke det engelske muntlig. Fordi det hjelper jo ikke alltid å skrive engelske tekster hvis man ikke kan snakke det også, så det føler jeg vi burde bli bedre på.*

Oliver: *Nå svarer jo alle på norsk i engelsktimene.*

Intervjuer: *Blir dere oppfordra til å snakke engelsk?*

Oliver: *Nei.*

Emma: *Nei.*

Emma: *Men jeg føler at jeg [snakker engelsk i timen] fordi jeg vil at læreren skal høre meg snakke engelsk, og ikke bare norsk.*