

# Possibilities and limitations of extramural English

Practices, beliefs and experiences regarding English in and out of school  
among 10th-grade students in Norway

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## Abstract

Young people today are surrounded by English. *Extramural English*, referring to the English used outside the English classroom, provides infinite opportunities to consume, produce and interact with English for all kinds of purposes. The aim of this study is to explore the possibilities and limitations of extramural English, in light of students' reported extramural English practices, beliefs and experiences. The overarching research question of this thesis is: *What are the possibilities and limitations of extramural English?*

In this study, I have analyzed data from an extramural English questionnaire and a week-long daily extramural English activity log in order to research what students use English for outside of school, their beliefs related to language learning in and out of school, and how they experience the presence of their extramural English use in school. The sample consists of students in two 10th grade classes from one lower secondary school in Norway.

The data was analyzed using descriptive statistics and thematic content analysis. Three main findings emerged from the data analysis. The first main finding is related to the participants' EE practices. They spent on average 4 hours and 24 minutes daily on extramural English activities that were mainly input-based and related to entertainment, such as using social media, watching videos, movies and TV series, and listening to music. The second main finding identified student beliefs about learning English. They reported that learning English is important and that extramural English practices have contributed to English learning to a larger extent than schoolwork. The third main finding is related to student experiences regarding English in and out of school. Many participants reported that they do not find the English subject to be fun and promote learning, and many did not experience that their English teacher takes an interest in their extramural English.

The implications of this study are that English teachers have to perform balancing acts when bringing students' extramural English into the classroom. While students may develop English competence outside of school, the English school subject has to facilitate development of formal and academic competence in order to complement students' out-of-school learning, and English teachers should make students aware of the limitations of extramural English. At the same time, while drawing on students' interests in the classroom may spark motivation and make the English subject more relevant to students, teachers have to be careful to not perform unwanted intrusions into students' personal spheres.



## Sammendrag

Dagens unge er omgitt av engelsk. *Ekstramural engelsk*, som viser til bruken av engelsk utenfor engelsk-klasserommet, gir uendelige muligheter til å konsumere, produsere og samhandle med engelsk for alle mulige slags hensikter. Målet med denne studien er å utforske mulighetene og begrensningene ved ekstramural engelsk, i lys av elevers ekstramurale engelsk-praksiser, -holdninger og -erfaringer. Det overordnede forskningsmålet for denne studien er: *Hva er mulighetene og begrensningene ved ekstramural engelsk?*

I denne studien har jeg analysert data samlet inn ved bruk et ekstramural engelsk-spørreskjema og en ukelang ekstramural engelsk-aktivitetslogg, for å undersøke hva elever bruker engelsk til utenfor skolen, deres holdninger og overbevisninger knyttet til språklæring på og utenfor skolen, og til hvilken grad de erfarer at engelsklæreren anerkjenner deres ekstramuralske engelsk på skolen. Utvalget består av elever fra to tiendeklasser fra én ungdomsskole i Norge.

Jeg analyserte dataene ved hjelp av deskriptiv statistikk og tematisk innholdsanalyse, og dataanalysen resulterte i tre hovedfunn. Det første hovedfunnet er knyttet til deltakernes ekstramurale engelsk-praksiser, der de brukte i gjennomsnitt 4 timer og 24 minutter daglig på ekstramurale engelsk-aktiviteter. Disse aktivitetene er i hovedsak input-baserte og knyttet til underholdning, som for eksempel å bruke sosiale medier, se på videoer, filmer og TV-serier og høre på musikk. Det andre hovedfunnet avdekket holdninger hos deltakerne om at det å lære engelsk er viktig og at deres ekstramurale engelsk-praksiser har bidratt til engelsklæring i større grad enn det skolearbeid har. Det tredje hovedfunnet er knyttet til deltakernes erfaringer med engelsk på og utenfor skolen. Mange rapporterte at de sjeldent synes at engelskfaget er gøy eller lærerikt, og flere opplevde at engelsklæreren deres ikke er interessert i deres ekstramurale engelsk.

Implikasjonene av denne studien er at engelsklærere må finne en balanse når de skal utforske og spille på elevers ekstramurale engelsk i klasserommet. Elever kan utvikle engelskkompetanse utenfor skolen, men engelskfaget bør legge til rette for utviklingen av formell og akademisk kompetanse, for å best utfylle læringen elevene opplever utenfor skolen, og engelsklærere bør gjøre elever klar over begrensningene ved ekstramural Engelsk. Selv om det å spille på elevers interesser i klasserommet kan skape motivasjon og gjøre at engelskfaget oppleves som mer relevant, må lærere være forsiktige for å ikke trække over elevers personlige grenser.





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# 1 Introduction

During their three years in upper secondary school, students spend 74 hours each year in English lessons (Ministry of Education and Research, 2019). However, their involvement with English is by no means restricted to these hours. Young people in Norway today spend several hours every day engaging with texts, media and people online, and a considerable part of these practices happens in English (The Norwegian Media Authority, 2020). Extramural English (EE), referring to students' use of English outside of school (Sundqvist, 2009), has therefore become a natural part of the daily lives of young people in Norway. This thesis investigates students' use of English out of school and how these practices relate to their experiences and beliefs regarding English language learning and the English school subject. Such information can provide insight into the possibilities and limitations of drawing on students' out-of-school English use in the English classroom, which for many teachers is unknown territory.

My motivation for researching this topic stems from my own experience. As someone who has always been interested in learning and using English, whether that was in or out of school, the subject matter of this thesis is close to my heart. As a student in Norwegian primary and secondary school, English was my favorite subject. I found that it complemented the way I used English outside of school, which sustained my motivation for using English both in and out of school. I believed that English was the key to "unlocking the world" and that being a proficient user of English would open the door to an abundance of possibilities. While I know that not every student shares this same passion for English, the influence of English in our daily lives has become unavoidable, which makes it worth exploring through research.

Through my time teaching English, I have gotten to know my students through the extramural English knowledge and interests they bring into the classroom. Not only is there great variation regarding the way students use and interact with English, but there is also great diversity in their motivation for doing so. I argue that these aspects of English cannot be ignored in school, and that research is necessary in order to gain insight into how to successfully acknowledge extramural English in the English school subject.

## 1.1 Context and relevance

The status of English in Norway today has been described as being “in transition” (Rindal, 2013, p. 155). English does not hold the status of an official language in Norway, despite its undeniable presence in Norwegian society and everyday life. However, it is more than merely a foreign language, as people in Norway develop English proficiency from an early age, resulting in high proficiency in the population. The role of English as a global language means that it plays a part in the development of the identities of citizens in a society and world characterized by globalization (Rindal, 2020, 2024).

The curriculum in Norway was updated and implemented in 2020. The curriculum renewal, known as the Knowledge Promotion Reform (LK20), aims to increase each subject’s relevance and facilitate competence for the future (Ministry of Education and Research, 2015–2016). The English subject curriculum in LK20 states that students shall experience working with topics that are related to their interests (Ministry of Education and Research, 2019), and that they should have a say in matters that concern them in school (Norwegian Ministry of Education and Training, 2017). These formulations encourage the use of students’ EE as a resource in the English classroom, as the activities students engage in voluntarily in their free time are likely to be interesting and important to them. The English subject curriculum points to a need for students to be able to adapt their use of English to a wide variety of different contexts, in which they have to draw on different skills and types of knowledge (Ministry of Education and Research, 2019). Explicitly acknowledging students’ EE in the classroom may raise student awareness regarding the various ways they interact with English, and the required competence to do so successfully.

Prior research has shown that EE activities may promote the development of English proficiency (Sundqvist, 2009), and researchers argue that a skilled English teacher should promote motivation and learning outside the English classroom, as well as in school (Sundqvist & Sylvén, 2016). Drawing on students’ EE in school successfully requires finding a balance between enhancing students’ out-of-school learning, while also facilitating the development of competence and skills that are not likely to be acquired extramurally (Schwarz, 2020).

The combination of the implementation of the curriculum renewal, and the constant evolution of the role of English in Norwegian society, creates an intriguing context for teaching English

and conducting research in the field of English didactics. The present study is relevant as it aims to explore the role of extramural English within this context.

## **1.2 The STAGE project**

I was lucky enough to be invited into the STAGE project and write my Master's thesis using STAGE data. STAGE (STarting AGE and Extramural English) is an ongoing international research project concerned with the relation between students' use of English out of school and the age they start their formal English instruction in school, and how these factors affect English language proficiency. In order to research this, STAGE collects data in 1st, 6th and 10th grade in both Norway and Flanders, Belgium (University of Oslo, 2022). STAGE is funded by the Research Council of Norway (project number: 314220; primary investigator: Pia Sundqvist). As a research assistant for STAGE, I have participated in the development of data collection materials, collected data in multiple classes in both 6th and 10th grade, as well as conducted data input and analysis. The data material used in this thesis was collected as the pilot study of the STAGE 10th grade data collection.

## **1.3 Research aim**

This thesis aims to characterize the extramural English practices, experiences and beliefs of 10<sup>th</sup>-grade students in Norway and relate said characteristics to possibilities and limitations of extramural English. In this thesis, I aim to achieve the overarching research question: *What are the possibilities and limitations of extramural English?*

In order to address this research aim, I have formulated three research questions:

- 1. What are the characteristics of students' reported extramural English practices?*
- 2. What are the characteristics of students' beliefs regarding English learning?*
- 3. What are the characteristics of students' experiences with extramural English in relation to the English school subject?*

I will use the insight generated from the analyses of this study into students' extramural English practices, beliefs and experiences to discuss the possibilities and limitations of extramural English for English teaching.

The data material in this study consists of data collected through two different instruments: an extramural English questionnaire and a week-long daily extramural English activity log, called language diaries. The focus of the questionnaire was to map the participants' EE use, their experiences with the English school subject in regard to EE, and their beliefs concerning English language learning. The language diary was used to map the participants' *daily* EE use, by gathering information about what EE activities they engaged in and the time they spent partaking in each activity. The three main findings that emerged from the analysis of this data material answer the three research questions of this thesis.

The sample of this study consists of 35 students in two 10th grade classes at the same lower secondary school in Norway. All 35 students answered the extramural English questionnaire, while only 22 participated in the language diaries. The relatively small sample is a limitation to this study, as the results are not generalizable. However, the findings and implications of this study are transferable in the sense that the tendencies discussed in this thesis may raise valuable insight that is relevant to other didactic contexts. My study provides insight into students' reported practices, experiences and beliefs regarding EE and its role in the formal English education context, and the possibilities and limitations of EE that need to be taken into account in order to successfully bring EE into the English classroom.

## **1.4 Thesis outline**

Following this introductory chapter, I present the theoretical framework and previous research that is relevant for this thesis in Chapter 2. In Chapter 3, I describe the methodology, including data collection and data analysis procedures, as well as the credibility of my study and ethical considerations. Chapter 4 presents the three main findings, and in Chapter 5 I discuss these findings in light of theory and prior research presented in Chapter 2. Finally, I offer my concluding remarks in Chapter 6, and provide suggestions for further research.



## **2 Theory and previous research**

In this chapter, I present relevant theory and previous research that will later be used in the discussion of my findings. I first present sociocultural theory as a basis for this thesis (Section 2.1). Then I describe the Norwegian context, by describing the role of English in Norway, the Norwegian curriculum, and research on the digital media habits of young people in Norway (Section 2.2). Then, I present relevant theory and previous research on the topics of learning English as an L2 (Section 2.3) and extramural English (Section 2.4). Finally, I give a review of previous MA theses relevant for my study (Section 2.5).

In this thesis, I will use the term first language (L1) to refer to Norwegian, as my study takes place within a Norwegian context. Although participants may have several L1s, Norwegian is a common language shared by all the participants, as they partake in the Norwegian public school system, where Norwegian is the language of schooling. The term L2 is used to refer to English as a second or later language, developed after or alongside the L1 (Rindal & Brevik, 2019).

### **2.1 Sociocultural theory**

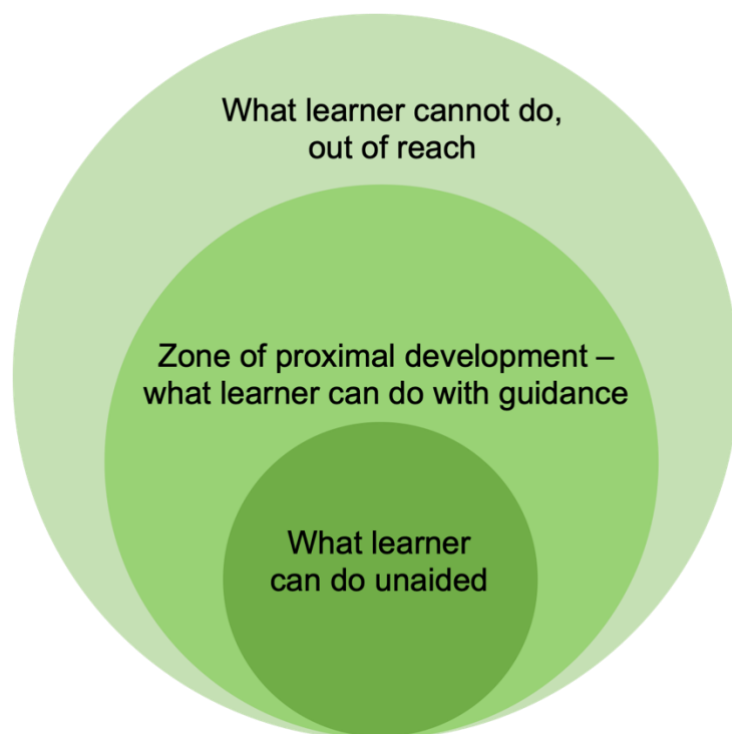
Sociocultural theory, formulated by Vygotsky in the early 20th century and further developed for decades later, is a theory that understands learning as an inherently social and cultural process. It is rooted in the belief that learning takes place in a social and cultural context, and that language is a vital tool in all learning. Human development processes occur “[...] through participation in cultural, linguistic and historical formed settings [...]” (Lantolf et al., 2020, p. 223), such as in interaction with family or peers, and in school and work life. This development is seen as a mediated process, where artifacts such as language are used to mediate meaning and promote learning (Vygotsky, 1978).

As the social and cultural aspects are thought to be vital for learning, Vygotsky (1978) proposed a model to illustrate how these factors may lead to learning that otherwise could not have taken place. The Zone of Proximal Development is a model illustrating what a learner can accomplish on their own, with help, and what they are unable to accomplish: “It is the distance between the actual developmental level as determined by independent problem solving and the level of

potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.” (Vygotsky, 1978, p. 86). The Zone of Proximal Development is the area between what a learner is able to do on their own, and what is out of their reach. This level is what the learner can accomplish with the help of “more capable peers”, which in a school context is often a teacher.

**Figure 2.1**

*The Zone of Proximal Development (Vygotsky, 1978).*



According to Vygotsky, “the actual developmental level characterizes mental development retrospectively, while the zone of proximal development characterizes mental development prospectively” (pp. 86–87). This means that the Zone of Proximal Development is the area of potential learning, which is within reach with the proper guidance and facilitation. It highlights how, in sociocultural theory, learning is inherently social, as what a learner is able to do in cooperation now, is what they will be able to do independently in the future (Lantolf et al., 2020). The Zone of Proximal Development is relevant not only for learning in school, but also for learning in more naturalistic, out-of-school contexts.

## 2.2 The Norwegian context

In this section, I will paint a picture of the Norwegian context, in which this study is situated. I will present the status of English in Norway (Rindal, 2020, 2024), as well as the core curriculum (Norwegian Ministry of Education and Training, 2017) and English subject curriculum (Ministry of Education and Research, 2019) of the national Knowledge Promotion (LK20). I will also give an overview of a Norwegian study that has mapped the digital media habits of young people in Norway (the Norwegian Media Authority, 2020).

### 2.2.1 English in Norway

As English has evolved to become the world's largest lingua franca, its position in the world is in constant change, especially with the rapid development of technology and the internet (Graddol, 2006; Sundqvist & Sylvén, 2016). Previous models that aimed to explain the role of English have become outdated as the world and the position of English has changed. One of the most famous models is Kachru's (1985) model of "The concentric circles of English", with the categories *inner circle*, *outer circle* and *expanding circle*. Within the inner circle, one finds countries where English is the primary language, "the traditional bases of English" (p. 12). The outer circle contains countries where English has the position of an official language, mainly due to the history of colonization. Finally, in the expanding circle, one finds all countries where English is not an official language, but is taught in school and serves various functions. Within the expanding circle, English is an international language used to communicate across language borders, and not within the national context. Norway would fall into this category, as English does not have the status as an official language.

However, there is consensus within the research field that Kachru's model is outdated and not appropriate, and Rindal (2024) argues that the role of English in Norway is much more complex: "English is no longer a foreign language to Norwegians, especially not to adolescents and young adults, who have been exposed to English to a considerable extent both in and out of educational contexts their entire lives, and who interact with English daily for various purposes." (p. 11). As Norway does not seem to belong in either the expanding or outer circle, Rindal argues that English in Norway can be characterized as "in transition" (2013, p. 155, 2024). Henry (2019a), talking about English in Sweden, which is a similar context to the Norwegian one, argues that English has the role of an "additional" language, developed alongside the L1, rather than a foreign or second language. English is particularly present in

higher education in Norway, due to internationalization of the higher education sector (Diku, 2021; Rindal, 2024). In business, Norwegian is still the primary language, although English is used to various extents (Røyneland et al., 2018).

According to Rindal (2020), the use of English among adolescents in Norway reflects the status of English as a world language, in that it is used to communicate for different purposes. In addition to this, young people in Norway experience significant English exposure, including authentic language use in various contexts. Rindal (2020) points to how it would be beneficial to draw on this out-of-school use of English within the school context: “Teachers can use students’ experiences with English outside of school to further develop their English proficiency in school” (p. 37). Students are not just exposed to English in school, they use English for various purposes outside of school, reflecting the status of English in Norway.

### **2.2.2 The core curriculum and English subject curriculum in Norway**

The core curriculum (Norwegian Ministry of Education and Training, 2017) and the English subject curriculum (Ministry of Education and Research, 2019) are guidelines that dictate the what, how and why of education in Norway. In the core curriculum, it is stated that “The pupils must experience that they are heard in the day-to-day affairs in school, that they have genuine influence and that they can have impact on matters that concern them”, and students are supposed to experience democratic participation within all of their subjects (Norwegian Ministry of Education and Training, 2017). Education shall facilitate students’ development of “[...] knowledge, skills and attitudes so that they can master their lives and can take part in working life and society” (Norwegian Ministry of Education and Training, 2017). What students learn in school must be relevant in order to prepare them for being well-functioning citizens.

The stated relevance of the English school subject provides information about the purpose of the subject: “Through working with the subject the pupils shall become confident users of English so that they can use English to learn, communicate and connect with others” (Ministry of Education and Research, 2019). A central goal of the English education in Norway is that the students become proficient users of English in order to interact in meaningful ways. The English subject curriculum includes three core elements, which are topics that are particularly central to the subject: *communication*, *language learning*, and *working with texts in English*. Under the topic of *communication*, students should be able to “[...] use the language in both

formal and informal settings” and “[...] employ suitable strategies to communicate, both orally and in writing, in different situations and by using different types of media and sources” (Ministry of Education and Research, 2019). There is an emphasis on mastering various styles of language, depending on the context of the communication situation.

All school subjects in Norway are meant to develop students’ basic skills, being *oral skills* (referring to both speaking and listening), *writing*, *reading* and *digital skills*. *Digital skills* in English is defined this way: “Digital skills in English involve being able to use digital media and resources to strengthen language learning, to encounter authentic language models and interlocutors in English, and to acquire relevant knowledge in English.” (Ministry of Education and Research, 2019). Digital skills are thus a means and a tool to aid in not only English learning, but also communication and interaction. In addition to the basic skills, subject curricula also include interdisciplinary topics. There are two interdisciplinary topics within the English subject curriculum: *democracy and citizenship*, and *health and life skills*. *Democracy and citizenship* is related to how English is a global language used to communicate all over the world: “By learning English, the pupils can experience different societies and cultures by communicating with others around the world, regardless of linguistic or cultural background.” (Ministry of Education and Research, 2019). Becoming proficient users of English may allow students to become global citizens and experience interactions with people, societies and cultures they otherwise would not be able to become familiar with.

### **2.2.3 The digital media habits of children in Norway**

Among the ways young people in Norway are exposed to and interact with English, technology, media and the internet play a big part. In a large-scale study, the Norwegian Media Authority (2020) mapped the digital media habits of children aged 9–18 years in Norway. According to the study, 99% of all 15-year-olds have access to their own phone and use social media, and the five most used social media platforms are Snapchat, Instagram, YouTube, TikTok and Facebook. Almost all (95%) 9–18 year-olds use YouTube. The study found that English is the most common language in games, movies and TV series, and on YouTube. Norwegian is the most common language on social media, but a relatively large group (32%) report that they use mostly English on social media. Among 15–16-year-olds, there is a considerable gap when it comes to gaming, where 97% of boys game, versus 62% of girls (the Norwegian Media Authority, 2020). Among those who game, 70% agree with the statement that gaming improves

their English proficiency. The findings from this study suggest that young people in Norway encounter considerable amounts of English through their digital media habits.

## **2.3 Learning and using English as an additional language**

Second language acquisition (SLA) is a field of research with the aim to understand how additional languages are learned and used. In this section I present the concepts input, interaction and output. I will also give an account of theories related to language variation.

### **2.3.1 Input, output and interaction**

*Input*, *output* and *interaction* are central concepts in language acquisition research. Input refers to the language a learner is exposed to in the L2, and is defined by Ortega (2013) as “linguistic data produced by other competent users of the L2” (p. 59). When being exposed to L2 language in communicative contexts, learners are provided with essential evidence of how the target language works and is used, which they can use to create linguistic hypotheses (Gass & Mackey, 2020). Output is known as the language production of a learner, in which they are “[...] making meaning and producing messages” (Ortega, 2013). Language production requires more knowledge of linguistic forms, such as morphology and syntax, than language reception, meaning that output facilitates such learning (Swain, 1995). Output can also be used to test the hypotheses the learner makes after language input (Gass & Mackey, 2020). Interaction is defined as the conversations learners participate in (Gass & Mackey, 2020), in which they receive immediate information about the appropriateness of their contributions, leading to “[...] input that has been interactionally modified” (Ortega, 2013, p. 61). Such correction is common in educational settings, but can also occur in authentic conversations (Gass & Mackey, 2020). The process of modifying and correcting in interaction is known as “negotiating for meaning” (Gass & Mackey, 2020; Ortega, 2013).

The concepts of input, output and interaction have been used in several models of or approaches to SLA, some of them being the input hypothesis (Krashen, 1985) and the interaction hypothesis (Long, 1996). Such cognitive approaches to SLA have been challenged in favor of a more socially understanding, building on the notion that language learning is inherently social (Ortega, 2011; Sundqvist & Sylvén, 2016). This view is related to the sociocultural approach to learning (Vygotsky, 1978). The terms input, output and interaction remain relevant terms

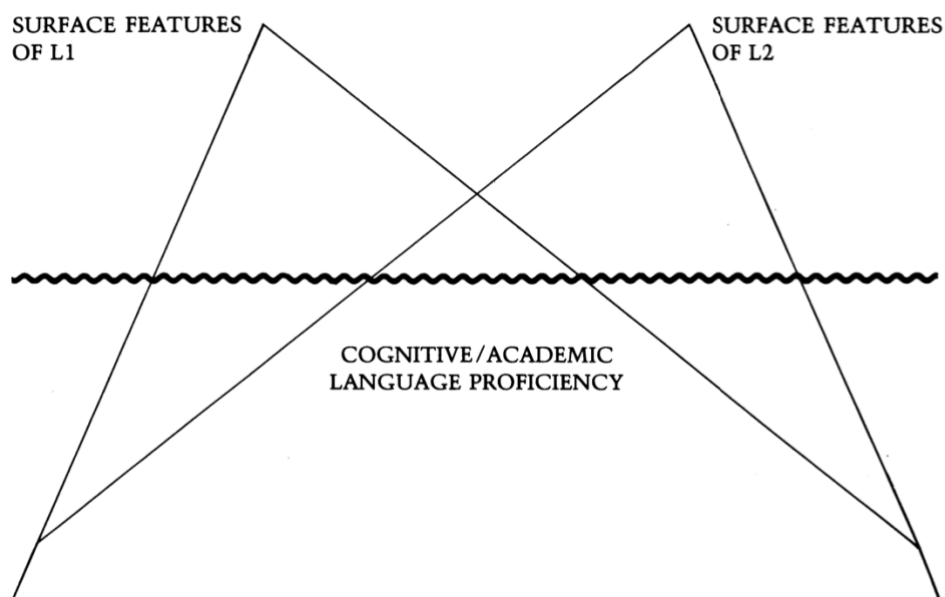
used to describe different linguistic formats relevant for a learner's acquisition and use of the L2.

### 2.3.2 Language variation

Within the same language, there are multiple ways to use language suitable to different contexts, and mastering such varieties can be vital for expressing meaning appropriately. Cummins (1981) proposed a dichotomy of language use: BICS and CALP. BICS stands for Basic Interpersonal Communication Skills, whereas CALP stands for Cognitive Academic Language Proficiency. Cummins defines the terms this way: "CALP is defined as those dimensions of language proficiency that are strongly related to literacy skills, whereas BICS refers to cognitively undemanding manifestations of language proficiency in interpersonal situations" (s. 23). BICS is the day-to-day, context-dependent language, where "[... word meaning is supported by situational and paralinguistic cues]" (p. 23). CALP, on the other hand, is dis-embedded from context. This means that when processing language and word meaning, BICS involves processing within a context that provides situational and paralinguistic cues. Cummins uses the Dual-Iceberg metaphor to illustrate the relation of BICS and CALP in the matter of bilingual proficiency:

**Figure 2.2**

*The "Dual-Iceberg" Representation of Bilingual Proficiency (Cummins, 1981, p. 24)*



The metaphor illustrates how BICS manifests itself as surface features of separate languages. Such features are pronunciation, basic vocabulary, grammar, which are part of "everyday

interpersonal communication situations” (p. 21). CALP, on the other hand, is below the surface as the underlying “[...] common cross-lingual proficiency” (p. 23), where there is an interdependence between L1 and L2 CALP. Instruction in a minority language may not only promote BICS in that language, but also CALP as linguistic literacy as a whole, supporting the development of all the languages of the learner. Cummins argues that a child’s command of BICS, in either L1 or L2, may paint an inaccurate picture of their overall linguistic proficiency. Their mastery of BICS may be greater than that of CALP, leading to a misleading impression of their language proficiency.

The distinction between informal everyday language use and formal academic language use is not exclusive to Cummins’ (1981) theory of BICS and CALP. Gee (2017) also points out a divide in language use, and makes a distinction between vernacular, everyday, language, and specialist language varieties. According to Gee, vernacular varieties are used “[...] when we speak as an “everyday person,” not as a specialist of any sort, to other people as “everyday people.”” (p. 48). Vernacular varieties are often used in oral speech, but also in written everyday communication. Specialist varieties, on the other hand, occur in groups or institutions with shared, particular interests and expertise (Gee, 2017).

Within the category of specialist varieties of language, there are two sub-groups: academic specialist varieties of language, and nonacademic specialist varieties of language. Gee (2017) argues that academic styles of language “[...] are no one’s native language” (p. 41), and that the importance and relevance of academic language varieties in school increases as students get older. Furthermore, affiliation with and mastery of academic styles is crucial to succeed in school and academia. Gee argues that academic language in school often “[...] is detached from the work and problem solving for which various areas of academic research have developed their versions of academic language” (2017, p. 44), and that it stays inert and passive rather than being used for its intended purposes. Gee uses the example of young people’s written communication on social media, in which a specialist variety is often used. He argues that children have no problem mastering specialist varieties that belong to groups related to their interest, even though they are just as complicated as academic varieties. He then suggests that schools may look to how children acquire specialist varieties outside of school.



## 2.4 Extramural English

The term *extramural English* (EE) was coined by Pia Sundqvist in her 2009 doctoral thesis. Extramural, meaning ‘outside the walls’, refers to what students use English for outside of school. The opposite, intramural English, is English use related to the English school subject. Sundqvist and Sylvén (2016) argue that while terms like ‘English out of school and/or class’ encompass a lot of the same meaning as extramural English, they may create connotations to the educational setting, supporting the use of the term EE. Sundqvist defines EE this way:

“In extramural English, [...] the learner comes in contact with or is involved in English outside the walls of the English classroom. This contact or involvement may be due to the learner’s deliberate (thus conscious) intent to create situations for learning English, but it may equally well be due to any other reason the learner may have.” (2009, p. 25).

EE encompasses all contact with English outside of school, with or without the intent to learn English. Sundqvist and Sylvén (2016) mention two vital variables: driving force and physical location. In order for an activity to classify as EE, it must both be initiated by the learner themselves and take place outside of the English classroom (2016). However, as almost all 9–18-year-olds in Norway have access to a smartphone (the Norwegian Media Authority, 2020), students might still interact with English extramurally in school. Students may for example play games on their smartphone during break, listen to music while doing schoolwork, or scrolling social media when they are supposed to be paying attention to the lesson. The requirements for an activity to be characterized as EE are that it is learner-initiated and not part of the formal English instruction in school.

EE encompasses input, output and interaction in English, and Sundqvist and Sylvén (2016) specify that EE is “[...] very much about L2 input, output, exposure, and active usage, and about interaction with others, often online” (p. 28). Typical EE activities include, but are not limited to, watching films and TV series, listening to music, reading books, or in some way interacting with online communities, either through reading, writing, speaking or listening. Sundqvist and Sylvén (2016) argue that with access to the internet, “[...] the opportunities for extramural English seem endless” (p. 7), highlighting the comprehensive and diverse nature of EE. The English teacher used to be students’ main source of English, but that has changed, with the rise of EE as a contributing factor (Sundqvist & Sylvén, 2016).

### 2.4.1 The EE house

As EE encompasses a number of different activities, the nature of the activities, and thus the actions, skills and effort required to partake in them, varies greatly. Sundqvist and Sylvén (2016) presents a model of EE use called the EE house, which distinguishes between activities that vary in terms of difficulty and the level of effort and interaction required:

**Figure 2.3**

*The EE House (Sundqvist & Sylvén, 2016, p. 139)*



The EE house consists of a first floor, a second floor, and an attic. The first floor consists of the TV room, the movie room and the music room. On the second floor, you find the office and library, where activities like reading and using the computer take place. The office includes the computer, although the term “computer” is used in a wide sense to encompass all use of the internet. Reaching the second floor requires effort and determination, whereas the rooms on the first floor are more readily available. This effort is illustrated with a staircase. Visiting the second floor requires the learner to “[...] *to be active and rely heavily on their own L2 English language abilities*, because otherwise these activities tend to become pointless” (italics in

original) (Sundqvist & Sylvén, 2016, p. 186). Thus, the activities on the first floor are characterized as more passive and input-based, whereas those on the second floor require more output and interaction.

#### **2.4.2 The role of EE in education and learning**

Although the very nature of EE is characterized by its distinction from formal English instruction, it does not mean that the two have to be kept separate. Quite contrary, there may be benefits to bridging the two and acknowledging students' EE use in school. Sundqvist and Sylvén (2016) propose multiple ways for educators to map students' EE use and bring it into the English classroom. Among these are tools like EE logs, called language diaries, questionnaires, interviews and portfolios. A specific example of an instrument suitable to map and research students' EE practices, is the EE scale (Sundqvist & Uztosun, 2021). The EE scale consists of 32 EE activities and is answered on a 7-grade frequency scale, from "1 – Never" to "7 – Always". These activities can be grouped into eight factors. These factors correspond to various central aspects of EE use, such as *gaming*, *social interaction* and *music*. An overview of the EE scale can be found in Appendix 1.

Sundqvist and Sylven (2016) argue that bridging the gap between EE and English in school may empower both the teacher and the students. By knowing more about their students' EE use, the teacher can draw on this resource in the classroom. For students, the teacher's acknowledgements of their EE can be empowering, and they may become aware of the learning potential of EE activities. Sundqvist & Sylvén claim that insight into students' EE is crucial for "successful classroom work", while also emphasizing the importance of language proficiency knowledge. According to Sundqvist and Sylvén (2016), "[...] a skilled L2 English teacher not only promotes and motivates learning in the classroom [...] but also teaches in ways to promote and motivate learning outside of the classroom [...]" (p. 14). Such teachers also guide students forward to promote autonomy and lifelong learning.

Although there are benefits to bringing EE into the classroom, there are also considerations to be made when drawing on students' out-of-school activities, interests and identities. Schwarz (2020) argues that "[...] rather than being *EE-inclusive*, English teaching in the 21st century should ideally be *EE-sensitive*" (italics in original) (p. 353), and that school should focus on

the type of knowledge and skills that students are not likely to acquire through their EE use. Henry (2019b) argues that when drawing on student experiences and interests, it is important to do so with sensitivity, and that there needs to be a balance “[...] between drawing on free-time experiences as a resource, and unwanted intrusions into students’ private lives” (p. 300). The teacher’s well-meaning intent may not be appreciated by all students, and the attempt of bridging may be seen as an intrusion, rather than motivating the students. Sundqvist (2023) also stresses that teachers’ should acknowledge students’ EE use in the classroom, while being mindful to not invade their personal sphere.

Although learning can be consciously cultivated through partaking in EE activities, the intention of learning is not necessary in EE (Sundqvist, 2009). However, EE may contribute to English language learning, deliberate or not. A number of studies have researched the relation between EE and linguistic proficiency and have found that EE activities promote English language proficiency. In Sundqvist’s doctoral thesis (2009), she found a correlation between time spent gaming and vocabulary and oral proficiency in English. She also found that EE activities that require L2 production and interaction have a greater impact on learners’ vocabulary and oral proficiency than those activities that are mainly based on reception and input. Brevik (2019) researched “outliers” in Norway, meaning students that perform significantly better in National reading tests in English rather than Norwegian. Brevik found that the students were engaged in and reported an interest in various EE activities, and she argues that “the role of interest seems relevant to their L2 reading proficiency” (p. 603). In a study from Sweden, the findings showed a significant correlation between the frequency of students’ EE and their grades in the English school subject (Olsson, 2012). In addition, the results also showed a correlation between the frequency of EE and results on the written part of the Swedish National Test in English, suggesting that EE use promotes writing proficiency in English. Results from a Flemish study indicated a positive relation between students’ vocabulary knowledge and their exposure to non-subtitled TV series and movies, the Internet, books and magazines (Peters, 2018). The research above shows that various sources of EE can help develop different skills in English, suggesting that EE use promotes English proficiency.

### **2.4.3 Student beliefs regarding EE and English learning**

Both students and teachers hold beliefs related to learning and education in general, and also regarding language learning in and out of school. Borg (2011) defines beliefs as “[...] propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change” (pp. 370–371). Henry (2019a) argues that teacher and student awareness regarding beliefs is important, because some student beliefs can be detrimental to their English learning in school. As some students believe that the best way to learn English is through authentic encounters out of school, they may fail to “[...] benefit from instruction in the formal elements of language and risk losing out on skills important for higher education and future professional communication [...]” (p. 20). The student belief that relevant English learning only takes place outside of school can be detrimental to English learning in school, and the attitude towards school in general (Henry, 2013). This belief may lead students to feel a greater sense of motivation and fulfillment when communicating in English out of school, which in turn may lead them to be reluctant to work on developing formal skills taught in school (Henry, 2014; Ushioda, 2013). As students may hold such beliefs, it is important for teachers to be aware of how these beliefs can influence students’ practices within the classroom.

## **2.5 Previous MA studies**

In this section, I present four MA theses to shed light on EE practices, as well as EE in relation to L2 learning and English teaching in school.

In her Master’s thesis, Ahmadian (2018) focused on the EE use of vocational students in Norway. She found that while girls in vocational programs were less orally active than the boys in their classes, they were “the academic voices” in the classroom, meaning that they used English for academic and subject-specific purposes. Their use of English outside of school seemed to be related to their vocational programs. The participants reported their EE use in logs, and the most frequent activities were listening to music, reading on the internet and watching TV series and movies.

Jakobsson (2018) researched 10th graders’ EE by using a questionnaire and focus group interviews, seeking to find out the types, frequencies and perceived benefits of EE. He found

that the participants spent on average 14 hours a week on EE activities, with gaming being the most frequent one, followed by consuming TV series, movies and music. He also found a correlation between the participants' EE use and their grade in the English subject. A related finding is that the participants believed they learn more English extramurally than in school, and they did not find the English teaching in school to be stimulating or motivating.

Similarly, Rød (2022) used a questionnaire and language logs to research the EE habits of 10th graders in Norway and the relation between their EE use and in-school achievements. She found that the participants spent about 37 hours per week on average on EE activities, but with considerable variation within the sample. Activities based on receptive skills like reading and listening were found to be more prevalent than productive skills like speaking and writing. She found a weak positive correlation between reported estimations of time spent on EE activities related to the skills of listening, speaking, reading and writing, and their proficiency scores. There was a tendency that participants scored significantly higher on the receptive vocabulary test than the productive vocabulary test, confirming a gap between productive and receptive vocabulary knowledge.

Holm (2020) explored the relation between teacher beliefs and student experiences with connecting English in and out of school. Her study included a teacher interview, video data from the classroom, and student surveys, logs and interviews. She found that the teacher strategically used her knowledge about her students' EE use and connected their English learning outside of school to her lessons by using bridging activities (Thorne & Reinhardt, 2008). Holm argues that this leads to empowerment and opens for learner autonomy in the classroom. In addition to this, she found that the teacher successfully used bridging activities that promoted language learning. She also found a significant overlap between the focus participants' language use inside and outside the classroom. Holm argues that her study illustrates how teachers can successfully draw on students' EE by using bridging activities that promote L2 learning.

These projects are relevant to this MA project as they support findings from other research: EE has a central role in young people's lives, promotes English learning and proficiency and can be successfully drawn on in a classroom context. In addition to this, they illustrate how research on EE can be done by various approaches, to get a better overall understanding of the phenomenon of EE and its relevance in learning and teaching English.

## 3 Methodology

In this chapter, I will present the methodology used to address the overarching research question of this study: *What are the possibilities and limitations of extramural English?* I start out with presenting the STAGE project (Section 3.1) and the research design and sample of this project (Section 3.2), before describing the data collection (Sections 3.3–3.4) and data analysis (Section 3.5). Lastly, I discuss the credibility, ethical considerations and limitations of this study (Section 3.6).

### 3.1 The STAGE project

STAGE (STArting AGE and Extramural English) is an ongoing research project that compares English proficiency and extramural English (EE) use between students in Norway and Flanders, Belgium:

The overall aim of STAGE is to provide new and crucial insights into the input-acquisition relationship by unraveling the relative contribution of formal instruction and Extramural English (‘English outside the walls of the classroom’) to L2 English learners’ English proficiency. (University of Oslo, 2022)

In STAGE, the participants are 1st, 6th and 10th graders in Norway and Flanders, Belgium. Learners in Flanders do not start their formal English education in school until they are 13 or 14 years old. This makes for a valuable comparison to Norwegian students, as English is a school subject from the 1st grade in Norway (Ministry of Education and Research, 2019). STAGE uses a “quantitative-dominant mixed-methods approach” (UiO, 2022) and combines proficiency tests with a questionnaire, logs and interviews to compare English proficiency and extramural English use.

My role in STAGE was to pilot the 10th grade study in Norway. The actual data collection in 10th grade would not take place until the spring of 2023. The study was therefore piloted in the fall of 2022 in order to make adjustments based on the experiences from the pilot. This also allowed me to collect the data for my thesis during the fall, which meant that I would have enough time to analyze the data and use the data in this thesis. In addition to conducting the pilot and collecting the data, I was also a part of the planning and creation of the data collection

instruments in the spring and early fall of 2022. I collected data in grade 6 during the fall of 2022, which made me familiar with the data collection process and the instruments.

### **3.2 Research design and sample**

As mentioned, the data material used in this thesis was collected for the STAGE project. The data I collected for this project was the pilot study for the 10th grade data collection for STAGE. The current study is based on two different data sets: an extramural English questionnaire about the participants' EE habits, language use in their English classroom, and their relation to English, in addition to week-long EE activity logs, called language diaries.

My overarching research aim is to discuss possibilities and limitations of EE, based on the reported EE practices, beliefs and experiences of students in Norwegian 10<sup>th</sup> grade. As I wanted to find out what characterizes 10th graders' EE practices, beliefs and experiences, I decided that a mainly quantitative approach would be the most suitable. Quantitative methods are suitable for mapping and getting an overview of a larger sample (Gleiss & Sæther, 2021). This allowed for whole classes of students to participate, meaning that my study could include all the variation that naturally occurs within a group of students. I found that a combination of a questionnaire and language logs would be appropriate to answer my research questions. Table 3.1 gives an overview of the research design of this study.



**Table 3.1***Research design overview*

<b>Overarching research question</b>	What are the possibilities and limitations of extramural English?
<b>Research questions</b>	1. What are the characteristics of students' reported extramural English practices?
	2. What are the characteristics of students' beliefs regarding English learning?
	3. What are the characteristics of students' experiences with extramural English in relation to the English school subject?
<b>Data material</b>	Student answers to an extramural English questionnaire
	Student answers to extramural English activity logs (language diaries)
<b>Data analysis</b>	Quantitative analysis (descriptive statistics) in Excel and SPSS Statistics
	Qualitative thematic content analysis of answers to open-ended questionnaire items

The data was collected in two tenth-grade classes in the same lower secondary school in the south-east part of Norway. The classes were recruited by STAGE. The sample had to consist of students in the 10<sup>th</sup> grade, as the data had to be comparable to other data in the STAGE project. The sample was therefore both a convenience and a strategic/purposive selection (Gleiss & Sæther, 2021; Johnson & Christensen, 2017). After an initial round of data analysis, one participant was removed from this study. This participant's answers to the demographic questions revealed that English was one of their first languages, meaning that they did not meet the criteria of an EE user, as the concept of EE only applies to those with English as their L2 (Sundqvist & Sylvé, 2016). Not all students in each class chose to participate in the study, and

not all participants who participated in the questionnaire during the data collection participated in the language diaries. Table 3.2 presents the sample of this study.

**Table 3.2**

*Overview of extramural English questionnaire and language diary samples*

<b>Extramural English questionnaire sample</b>	35 participants
<b>Language diary sample</b>	22 participants

### **3.3 Data collection instruments**

In this section, I present the two data collection instruments used in this project: the extramural English questionnaire (3.3.1) and the language diary (3.3.2). When I joined the STAGE project, the data collection instruments were either already created or in development for use in the project. I was able to help formulate items for the extramural English questionnaire that I found relevant for my study. Both data sets were collected using Nettskjema. Nettskjema is UiO’s service for data collection, and it is “[...] Norway’s most secure and most used solution for data collection for research” (Nettskjema, n.d.).

#### **3.3.1 Extramural English questionnaire**

The Extramural English questionnaire consisted of four parts: the first part (Part A) was an EE scale, developed by Sundqvist and Uztosun (2021). The next part (Part B) contained questions about the role of EE in the English classroom, whereas the third part (Part C) focused on the participants’ relation to English. The last part (Part D) contained demographic background questions, in addition to three final items that served as an evaluation of the actual questionnaire. Questionnaires are suitable for collecting information related to the participants’ attributes, attitudes and actions (Frønes & Pettersen, 2021), making the data appropriate to answer the three research questions of this study. The extramural English questionnaire is a mixed questionnaire (Johnsen & Christensen, 2017), as it contains both close-ended questions

with predetermined responses, as well as open-ended questions that allow the participants to answer in their own words. The extramural English questionnaire can be found in Appendix 2.

### 3.3.1.1 Extramural English questionnaire Part A – The EE scale

The EE scale is a set of 32 items covering different EE activities, with the overarching question “Imagine a regular school week, from Monday to Friday (not Saturday and Sunday). In your free time, how often do you do the following activities in English? If you are not sure, please guess or make an estimate”. The participants answered on a 7-grade numerical rating scale with anchored endpoints (Johnson & Christensen, 2017), where 1 is “never” and 7 is “always”. The EE scale had already been developed, tested and used outside of the STAGE project prior to this data collection (Sundqvist & Uztosun, 2021). The items in the EE scale can be grouped into eight factors, called the EE factors (Sundqvist & Uztosun, 2021). An overview of the EE scale can be found in Appendix 1.

### 3.3.1.2 Extramural English questionnaire Part B – Language use in and out of school

Part B of the questionnaire focused on the participants’ experience with language use and practices in and out of school, both their own and their teacher’s. Additionally, there were also questions related to what activities and learning materials are used in class. Many items in this section were on a 4-grade scale from “never” to “always”, with the middle options “seldom” and “often”. Table 3.3 contains an example of an item from Part B of the extramural English questionnaire:

**Table 3.3**

*Example of questionnaire item from Part B of the extramural English questionnaire*

<b>Item name</b>	In English class, I have fun (Item B9.1)			
<b>Response options</b>	Never	Seldom	Often	Always

### 3.3.1.3 Extramural English questionnaire Part C – Relation to English

In Part C, the questions were related to the participant’s relation to their own English practices, and their related beliefs and experiences. The majority of the items were formulated as

statements or questions, where the response options represented their degree of agreement on a Likert-scale (Dörnyei & Dewaele, 2023): “to a small degree”, “to some degree” and “to a large degree”. Table 3.4 contains an example of an item from Part C of the extramural English questionnaire:

**Table 3.4**

*Example of questionnaire item from Part C of the extramural English questionnaire*

<b>Item name</b>	Do you experience that your teacher takes an interest in your English use outside of school? (Item C5)		
<b>Response options</b>	To a small degree	To some degree	To a large degree

Some items were followed by a text box where the participants were encouraged to explain their answer, as illustrated in Table 3.5:

**Table 3.5**

*Example of follow-up questionnaire item from Part C of the extramural English questionnaire*

<b>Item</b>	Do you believe it is important to learn English? (Item C1)		
<b>Response options</b>	No	Neutral	Yes
<b>Item</b>	Please explain why: (Item C1.1)		
<b>Text box for text answers:</b>			

I wanted the participants to be able to elaborate and give more nuanced answers to these questions, which free text questions allow (Johnsen & Christensen, 2017; Kleven, 2018). The free text follow-up questions were not obligatory to answer.

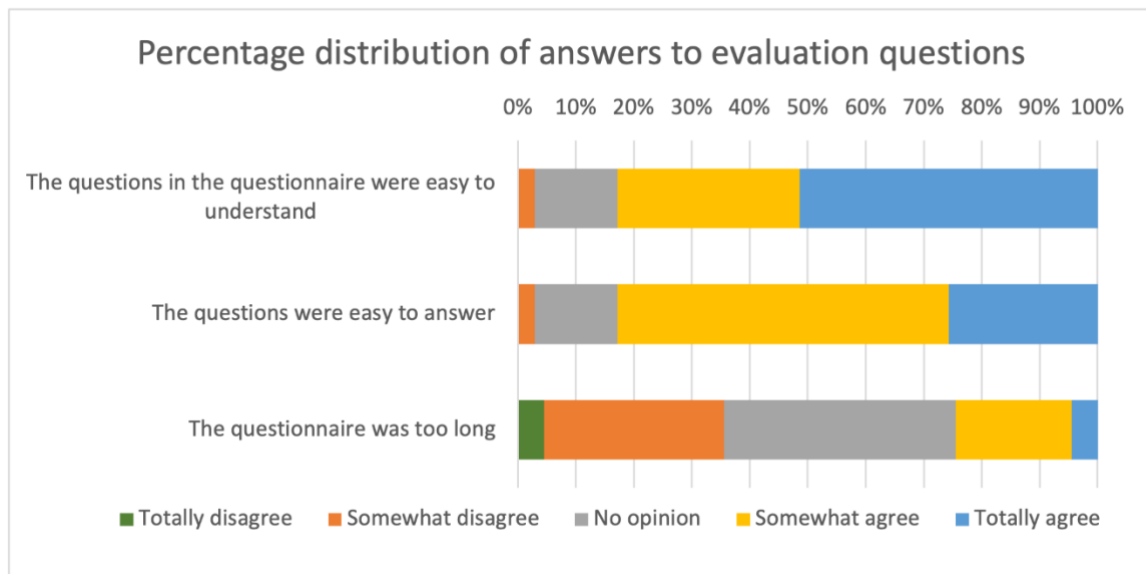
#### **3.3.1.4 Extramural English questionnaire Part D – Demographic questions and evaluation**

The last part, Part D, consisted of demographic questions, which were included to get an understanding of the participants' backgrounds. These questions were placed in the last section of the questionnaire, at the point in which participants tend to feel tired and unmotivated, as these questions require less effort to answer (Ben-Nun, 2008; Johnson & Christensen, 2017). Instead of asking the students what their first language is, they were asked three questions to cover this concept: "What language do you speak with your parents?" (Item D5), "What language do you speak with your siblings?" (Item D6) and "What language do you speak with your friends?" (Item D7; see Appendix 2). These were open-ended questions with a text box for answering, so the participants themselves could write what language(s) they use. The answers to these questions revealed that one of the participants had English as a first language. As the concept of EE does not apply to native speakers of English, this participant's data were removed from this study. The participants were also asked what gender they identify as, including the options "girl", "boy", "other" and "prefer not to answer".

At the end of the questionnaire, there were three evaluation questions (Item D8). These items were included in order for the participants to provide feedback on the questionnaire, as this data collection served as the pilot of the STAGE 10<sup>th</sup> grade data collection. In addition, the data from these items can also be used in the context of the current study to make sure that the questionnaire was received well by the participants. The participants answered on a 5-grade Likert scale: "totally disagree", "somewhat disagree", "no opinion", "somewhat agree" and "totally agree". As illustrated in Figure 3.1, the findings from the evaluation questions show that the participants generally found it easy to understand and answer the questions.

**Figure 3.1**

*Percentage distribution of answers to evaluation questions in item D8 (n = 35)*



A large majority ( $n = 29$ , 83%) “somewhat agree” or “totally agree” that the questions in the questionnaire were easy to understand. Only 1 participant answered “somewhat disagree”, and no one said “totally disagree”. Similarly, 83% ( $n = 29$ ) “somewhat agree” or “totally agree” that the questions in the questionnaire were easy to answer. These answer options correspond to the blue and yellow answers in Figure 3.1. Only one participant answered “somewhat disagree”, and no one said “totally disagree”. Just over a quarter of the participants ( $n = 9$ , 26%) “somewhat agree” or “totally agree” that the questionnaire was too long. Eighteen participants (51%) had “no opinion”, and 16 participants (46%) “somewhat disagreed” or “totally disagreed”.

The results from the evaluation questions show that a large majority of the participants found the questionnaire easy to understand and the questions easy to answer. Some participants found the questionnaire to be too long. This was anticipated, and the reason why the demographic questions were included in the last section of the questionnaire, as these questions require less effort to answer. I also conducted an oral evaluation at the end of the data collection. Three participants were selected by their teacher, who was encouraged to choose students that were able to critically assess their experience as participants. These participants confirmed that the questionnaire was easy to understand and answer and did not find it to be too long. The results of the evaluation questions in the questionnaire and the oral evaluation give reason to believe

that this data instrument worked well, which strengthens the validity of this study. The topic of validity is elaborated on in Section 3.6.

### **3.3.2 Extramural English log – Language diary**

In addition to answering questions about their EE use in the questionnaire, the participants were also asked to fill out an online log of their EE activities for seven days. Every evening, the participants answered a questionnaire in Nettskjema. They were asked if they participated in a total of 14 different EE activities that day. If they selected “yes” for a specific EE activity, a follow-up question appeared, asking for how long. The participants could choose between preset amounts of time, from 5 minutes, 10 minutes, 15 minutes, and then 15-minute intervals up to three hours. The last choice was “more than three hours”, and if chosen, the participant was asked to specify how much time they had spent. The only exception to this was for the activity of *dreaming*, which is impossible to timestamp. In addition to the 14 activities, participants were also asked if they used English for anything else that was not school related, and if so, how long they spent partaking in those activities. The language diary can be found in Appendix 3.

## **3.4 Data collection**

In this section, I describe the data collection process. The data collection for this study took place in the fall of 2022. I collected data over the course of four days: two days in each class. The data collection was organized into two sessions per class, so as to not overwhelm the participants, which could lead to respondent fatigue, which could in turn affect their responses and skew the results (Ben-Nun, 2008). I collected data in the first class in September 2022 on two consecutive days, and in the second class in October and November 2022, with one day between the sessions. In both classes, the participants answered the questionnaire and received information about the language diary on the same day. In addition to the extramural English questionnaire and the language diary, the participants also underwent several proficiency tests for the STAGE project. These were tests targeting the participants’ L2 English vocabulary knowledge, reading comprehension, and speaking skills.

As the official STAGE data collection in 10th grade would take place in 2023, when the majority of the participants would be over the age of 15, only the participants themselves would

need to sign an informed consent form. However, as the pilot was conducted in the fall of 2022, not all participants had yet turned 15. Parents were given information about the STAGE project in a parental meeting a week prior to the first data collection, where parental informed consent forms were distributed. On the first day of the data collection, I collected the parental consent forms. In addition to these, the participants themselves were also given information about the research project and a consent form to sign. I stressed the fact that even though they had their parents' consent, they were not obligated to participate. If a student had forgotten to bring the signed parental consent form and wanted to participate, I checked with their teacher whether or not they were 15 or older. If so, they could give consent themselves without parental consent.

The participants were given a substantial amount of information before deciding to participate in the study, in line with the central research principle of informed consent (Johnsen & Christensen, 2017). Information about the project and data collection was given in a presentation by me with PowerPoint slides to make it easy to follow along. I particularly stressed the fact that their data would be treated with strict confidentiality, and that neither their parents nor teacher would get access to their answers. After the presentation, the participants were given an informed consent form, with all necessary information (see Appendix 4). The participants were given the time they needed to read through in order to make their decision. Some students in each class chose not to participate. They were given alternative tasks to do while the data collection took place and were located in a separate classroom so as not to disturb the participants.

When presenting the language diary during the data collection, I made it clear that filling out a log would only take a couple of minutes every evening, and expressed gratitude for their participation, to hopefully increase participation. I also stressed the fact that even though this was something they were to do at home, the language diary was as essential a part of the project as any of the other tests or questionnaires. The participants were encouraged to remind each other to fill out the logs at school, and I made it clear that it was perfectly fine to fill out the log at a later time if they were to forget or be unable to fill it out every day. If the participant consented to this in their consent form, they were sent a reminder through Nettskjema via SMS every evening.

As illustrated in Table 3.2, 22 participants participated in the language diary, resulting in a total of 123 daily reports. If all 35 participants had completed all seven days of the language diary, the sample would have consisted of 245 daily reports. However, 13 participants did not partake



in the language diaries at all. I have chosen to include all reports in the analysis, even for those participants that did not report the whole week. This is to get a picture of as many participants as possible, even if the data is not as rich and plentiful as what would be preferred. Even a report from a single day provides insight into the EE practices of a specific participant, which is why I have decided to include all reports. Participants' failing to hand in language diary reports every day has been a common issue in similar studies (see Schwarz, 2020).

### **3.5 Data analysis**

In this section, I describe the data analysis procedures I conducted in this study: quantitative analysis in Excel (Section 3.5.1) and SPSS (Section 3.5.2) and qualitative analysis of text answers (Section 3.5.3). For the quantitative analyses, I have used descriptive statistics, which is focused on “[...] describing, summarizing and explaining data” (Johnson & Christensen, 2017, p. 498).

#### **3.5.1 Quantitative analysis of questionnaire and language diary data in Excel**

Nettskjema was used to collect both the extramural English questionnaire and the language diary data. This allowed me to import the collected data into Microsoft Excel files for analysis. I used Excel to perform descriptive analyses of the data material. My first priority was replacing the participants' names with ID codes. The data was pseudonymized rather than anonymized in order to be able to compare each participant's answers among the different data sets.

In the initial round of data analysis, were I color coded the Excel sheets in order to get an overview of the results, explore the data visually and familiarize myself with the data. After this, I coded the data by quantifying all values, in which I gave all response options a numeric value. The language diary data answers consisted of specified values of 15 minutes up until three hours (see 3.3.2). If the participant selected “more than three hours”, they had to specify the time spent in a text box. These text answers were interpreted, and all answers containing information about the time spent on EE activities were given a numeric value. I also used Excel to generate charts and figures for visual aid, to make it easier to present the findings more efficiently (Frønes & Pettersen, 2021).

### **3.5.2 Quantitative analysis of questionnaire and language diary data in SPSS Statistics**

The Excel files were prepared and imported into IBM SPSS Statistics (Version 29) for further analysis. The Excel data was prepared by giving all variables short codes, in addition to the item number and formulation, for easier and quicker navigation within SPSS. The questionnaire and language diary data were combined so that each participant's data was sorted on one row in the spreadsheet. After exporting the language diary data from Nettskjema, all daily reports were sorted as their own rows in the Excel spreadsheet. In order to combine and analyze each participant's data from both the questionnaire and the language diary, all language diary reports were organized so that they occurred on the same row. This means that each row in the spreadsheet contained all data related to each participant. After the necessary preparation and import of the data into SPSS, I then performed descriptive statistics to calculate frequencies, distributions and means, in addition to cross tabulation analysis in order to compare several variables.

The results of the EE scale were all calculated to give a mean score for each participant. I also calculated the participants' mean scores for each of the eight EE factors (Appendix 1), following Sundqvist and Uztosun (2021). For the language diary data, it was necessary to calculate the mean daily time spent on EE activities in total, as well as on each individual EE activity, as the number of days reported by the participants differed. I therefore conducted the following calculations for each individual participant: First, I calculated the average minutes per day spent on each of the EE activities. Then, I calculated the average minutes per day spent on EE activities in total. By calculating these means, I was able to compare the participants' individual EE practices. I also used SPSS to generate tables and histograms for visual representation.

### **3.5.3 Qualitative thematic content analysis of text answers from questionnaire**

In this analytical phase, I analyzed the participants' text answers from the EE questionnaire (Item C1.1, see Appendix 2). As mentioned in Section 3.3.1., the questionnaire contained some open-ended items that required text answers. These text answers were imported into Microsoft Word and analyzed by thematic content analysis (Rapley, 2016), and coded using inductive codes (Gleiss & Sæther, 2021). Dörnyei and Dewaele (2023) argue that the analysis of answers

to open-ended questionnaire items is a far more subjective process than that of quantitative analysis, and that such data requires systematic content analysis in order to avoid being affected by rater subjectivity.

One of the items in the questionnaire was a follow-up text answer question: “Do you think it is important to learn English?” (Item C1), followed by “Please explain why” (Item C1.1). Answering the open-ended question was not obligatory. I started by organizing the text answers based on their answer to the previous question “Do you think it is important to learn English?”, to which the participants could answer “no”, “neutral” or “yes”. Among those who answered “yes” ( $n = 30$ ), 26 gave text explanations. Five participants selected “neutral”, and 3 of these gave text answers. I then read through all of the answers several times to get an overview of the topics raised and noted relevant keywords and concepts from each answer. These were in turn sorted into broader categories. From the analysis of the answers from the participants who believe English to be important ( $n = 26$ ), four codes emerged, which are presented in Table 3.6.

**Table 3.6**

*Coding manual*

<b>Code</b>	<b>Explanation</b>
Communication	The participant says that English is important for communicating in various ways, either by mentioning communication explicitly, or by mentioning related activities such as talking and comprehending.
English as a world language	The participant says that it is important to learn English as it is a language used around the world.
Travel	The participant says that English is important when traveling, either to English-speaking countries or in general.

Usefulness	The participant says that knowing English is important because it is useful, practical or necessary, without relating the usefulness to something specific.
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Many of the text answers touched on several themes, meaning that one text answer may contain several codes. This makes sense, as text answers given in a questionnaire are information dense and shorter than if the explanation was given in for example an interview. The four codes that emerged from my analysis of the text answers can be considered to be related and connected to each other, especially as many participants referred to multiple topics within the same answer. I chose to distinguish them from one another as four separate codes, in order to best cover all of the text answers, as the participants emphasized different aspects in their explanations.

I color coded the participants' text answers by assigning one color to each code and highlighting the parts of their answers that corresponded with each code. This was done to make sure that the inductive codes were actually rooted in the data and covered all themes present in the material. The text answers that are presented as examples in chapter 4 were translated from Norwegian into English by me. An overview of the participants' answers in Norwegian, along with my color coding of the answers, can be found in Appendix 5.

### **3.6 Credibility**

In this section I will discuss the credibility of my study. I will discuss the reliability (Section 3.6.1) and validity (Section 3.6.2), regarding both data collection and data analysis. Finally, I discuss the ethical considerations and limitations of this study (Section 3.6.3).

#### **3.6.1 Reliability**

Reliability refers to the trustworthiness of the research process (Gleiss & Sæther, 2021). More specifically, in quantitative research, reliability is related to the preciseness of the measuring of a given phenomenon (Frønes & Pettersen, 2021). There are several factors that may affect the reliability of a study, and I have therefore taken measures to make my research trustworthy.

I have strived for transparency in my research, which allows for others to evaluate the reliability of this study and replicate it.

### **3.6.1.1 Data collection reliability**

As the data collection materials used in this study are also a part of the STAGE project, they have undergone extensive quality controls and revisions to ensure that all item formulations, rating scales and layouts are correct and of a high standard. These measures were taken to ensure that the participants would find the questionnaire easy to understand and answer (Johnson & Christensen, 2017), which is supported by the results from the analysis of the evaluation questions (see 3.3.1.4). As previously mentioned in Section 3.1, I had already executed several data collections for the STAGE project before conducting the pilot study. I was therefore familiar with how a data collection for STAGE worked before collecting the data for this study. In addition, another researcher in STAGE was present on the first day of the first data collection for this project. They observed the data collection and provided feedback afterwards. The feedback was mainly focused on practical issues and time management, not the actual conduction of the tests or information beforehand. Having another researcher from STAGE present during the data collection ensured that the data collection went according to the project's standard.

Using a digital service like Nettskjema as a tool for collecting the data helps ensure reliable data, as it prevents ambiguity in the way participants give their answers. Most items in the questionnaire were obligatory, meaning that the participants could not accidentally skip questions. This ensures a high response rate for all items, although at the same time it may cause respondents to select an answer at random, as they are unable to skip it. For items where the participants could only choose one option, Nettskjema made it impossible to do otherwise, which would have been possible using a paper-based questionnaire. In addition to this, Nettskjema automatically plots data and exports it into a data processing software, eliminating the risk of manual input mistakes made by the researcher (Dörnyei & Dewaele, 2023).

### **3.6.1.2 Data analysis reliability**

In my courses in the MA program of English didactics, I have received training in analyzing both quantitative and qualitative data. I have attended workshops for Excel analysis, as well as for thematic content analysis. I have also had mandatory methodology courses as part of my MA program, focusing on standards for quality educational research. In preparing files and

analyzing them in SPSS, I have received one-on-one training by a researcher in the project, in order for my work to meet the STAGE-project's standards. In these sessions, both the STAGE researcher and I have conducted parts of the analyses simultaneously, with the same results, in order to ensure reliability. In my data input and analyses, I have undertaken reliability measures by consistently and systematically double-checking and control checking the data input and calculations I have conducted, known as intra-coder reliability (Johnson & Christensen, 2017).

I performed a reliability analysis (Cronbach's alpha,  $\alpha$ ) in order to determine the internal consistency of the EE scale (cf. Section 3.3.1.1). According to George and Mallery (2016), alpha values above .9 are regarded as excellent. The analysis showed that the reliability of the EE scale in this study is excellent ( $\alpha = .93$ ). The EE scale thus has a very high internal consistency, strengthening the reliability of the analyses of the EE scale data. It can be mentioned that four of the EE factors had unsatisfactory alpha values (see Appendix 1). This can be explained by my small sample size, and that several of these factors contain relatively few items. However, I still considered it highly relevant to include these factors, as their mean scores were high, and previous research has shown that they are popular EE activities (Schwarz, 2020; Sundqvist, 2009).

### **3.6.2 Validity**

The term validity refers to the quality of the data material and the inferences made by the researcher (Gleiss & Sæther, 2021). Validity is not a quality of any specific test or instrument, but rather of the conclusions drawn from the data material (Ary et al., 2018). I have taken several measures in every step of the research process to ensure accuracy in this study.

#### **3.6.2.1 Data collection validity**

A major factor that strengthens the validity of my study, is the fact that it is part of the STAGE project. This means that all data collection materials have been developed by a team of researchers working for the project, and that any contribution of mine has been approved by experienced researchers. The EE scale is a tested and valid data collection instrument (Sundqvist & Uztosun, 2021). The fact that the data is collected for a large-scale international research project like STAGE, strengthens the validity of the data collection instruments. According to Johnson and Christensen (2017), evidence of validity based on content is found

by experts studying the relation between constructs and tests, and the researchers in STAGE play the role of such experts. While I was part of the planning and forming of the EE questionnaire, all my contributions were always discussed and approved by researchers working on the project.

Another measure I have taken to ensure validity, is by using triangulation. Triangulation is an approach that uses several methods or data sources to analyze the same phenomenon and can be used to check if findings are consistent across multiple data sources (Gleiss & Sæther, 2021). According to Patton (1999), studies using only one method are “[...] more vulnerable to the errors linked to that particular method [...] than are studies that use multiple methods in which different types of data provide cross-data validity checks” (p. 1192). Initially, I was planning on only using the survey data in my study. However, after the data collection, I decided that the EE logs were a valuable source of information that could be used to further investigate the participants’ EE use. By doing this, I have data on what activities the students report on a general basis (the EE scale), as well as data on what they have done on specific days (language diaries), providing a better understanding of the participants’ EE practices.

### **3.6.2.2. Validity of data analyses**

In terms of the validity of the data analyses I have conducted, I have used the validity measure of peer review. Peer review is a strategy in which one confers with other, capable people in order for them to provide critical feedback (Creswell & Miller, 2000; Johnson & Christensen, 2017). These peers have consisted of my supervisors, colleagues in STAGE, and fellow students with knowledge of both research methodology and the field of English didactics. I have conferred with others in all the stages of data analysis, strengthening the validity of the analyses in this study.

### **3.6.3 Ethical considerations and limitations**

Research ethics is an essential pillar of any research project, and I have taken several measures to respect the privacy of the participants. In order to ensure confidentiality, all 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. Both the consent forms, the questionnaire and the logs were approved by Sikt – Norwegian Agency for Shared Services in Education and Research (Sikt, 2023) as part of STAGE.

A limitation of this study is that the sample is relatively small compared to other studies in which quantitative methods are used. This study uses data that was collected in the pilot for the grade 10 STAGE study. I could have been given access to more data in the spring of 2023, as this was when the actual grade 10 STAGE data collection took place. However, including data at that point would have delayed my data analysis to the extent that there would not have been enough time to include these analyses in my MA thesis. STAGE aims to have 200 10th graders in Norway participate, as a sample of this size would allow for generalizations. The results of my study based on a smaller sample are therefore not generalizable. However, the results from this MA thesis can be used to discuss general tendencies in the target group. I argue that while my sample is rather small, the benefits of being part of an international research project like STAGE outweighs any drawbacks. It would not have been possible for me to design data collection instruments of the same quality in a project of my own. I therefore considered the two classes that were part of the STAGE pilot study to be enough for the purpose of my research project.

Another limitation is related to the language diary. As the language diaries were filled out at home, not all participants participated, and for those who did, many did not complete all seven days. This is a common issue in research using similar instruments with participants of the same age as in this study (see Schwarz, 2020). I have argued my reasons for including all daily reports in Section 3.4. However, the data material would have been richer and more valid if all participants had completed all seven days of the language diary. The participants' EE practices were triangulated by using data from both the language diary and the extramural English questionnaire, which helps compensate for the missing language diary reports.



## 4 Findings

In this chapter, I present my findings that emerged from the analysis of the extramural English questionnaire and the language diary data. My findings are organized into three main findings, which answer the three research questions of this thesis:

1. *What are the characteristics of students' reported extramural English practices?*
2. *What are the characteristics of students' beliefs regarding English learning?*
3. *What are the characteristics of students' experiences with extramural English in relation to the English school subject?*

The first main finding (4.1) is related to the participants' extramural English (EE) practices. The participants spend several hours every day partaking in a number of EE activities, although there is great individual variety regarding the time spent and number of activities they engage in. The most common EE activities are related to social media, music, watching various types of videos, and gaming. The second main finding (4.2) is that participants find learning English to be important as it is a global language used for communication and when traveling. The participants believe EE has a more significant role in the development of their English language proficiency than schoolwork. The third main finding (4.3) is related to the participants' experiences with the role of EE within the English classroom. Many participants do not experience that their teacher takes an interest in their EE practices, nor find the subject to be fun or facilitate English learning.

### 4.1 Mapping students' extramural English use

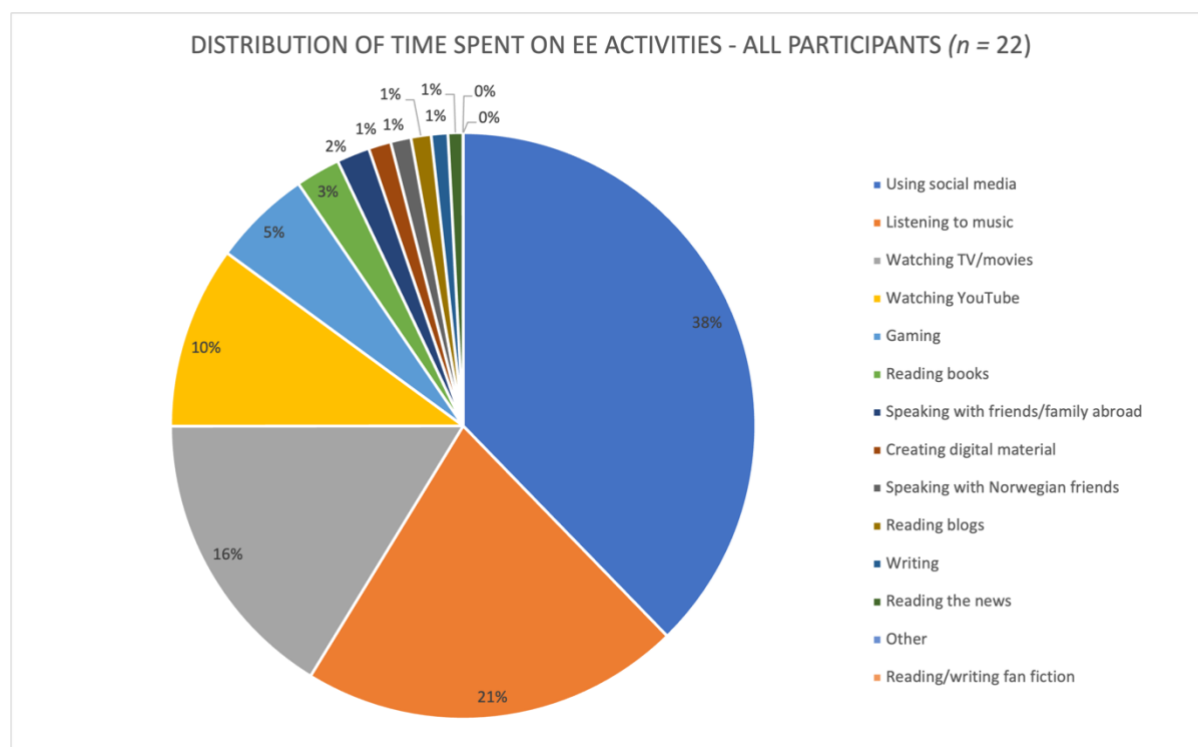
The first main finding is related to the participants' EE practices. The extramural English questionnaire and language diary data findings showed that the participants partake in between three and eight EE activities over the course of a week, and the average daily time spent on EE activities was 4 hours and 24 minutes. Social media was the top EE activity, both in terms of frequency and duration. Listening to music and watching YouTube, movies and TV series are also activities that the participants did often and spent a lot of time on. The biggest difference between genders was found for the two EE activities gaming and reading books. Boys played games more frequently than girls, and girls read more books than boys.

### 4.1.1 Frequency and duration of extramural English activities

The language diary data consisted of up to seven reports per participant, one per day for a week, where they have answered what activities they have partaken in each day, and how much time they have spent on each activity. The sample consisted of 123 daily reports, distributed among 22 participants. The language diary contained 15 different EE activities, where 14 of the activities are measured in time. Figure 4.1 presents an overview of the distribution of time spent on the various EE activities among all participants.

**Figure 4.1**

*Distribution of time spent on EE activities reported in the language diaries, for all participants*



The findings showed that the participants spent the most time *using social media*, which accounted for 38% of time spent on EE activities. *Listening to music* was in second place with 21%. The next activities were *watching TV or movies* (17%), and *watching YouTube* (10%), in respectively third and fourth place. These four activities made up 86% of the total amount of time spent on EE activities, which means that a large majority of the participants' time was spent on activities related to using social media, listening to music or viewing YouTube videos, TV series or movies. The remaining 10 activities made up 13% of the total time spent engaging

in EE activities. In this group, *gaming* was the most considerable activity, accounting for 5% of the total time.

In addition to investigating time distribution, I also wanted to find out the frequency of each activity, by looking at how many daily reports feature each EE activity. While Figure 4.1 shows an overview of how the participants' time was spent on different EE activities, Figure 4.2 presents the percentage of individual reports in which each activity was included. The sample consisted of 123 daily reports.

### Figure 4.2

*Percentage of daily language diary reports (n = 123) that include each EE activity*

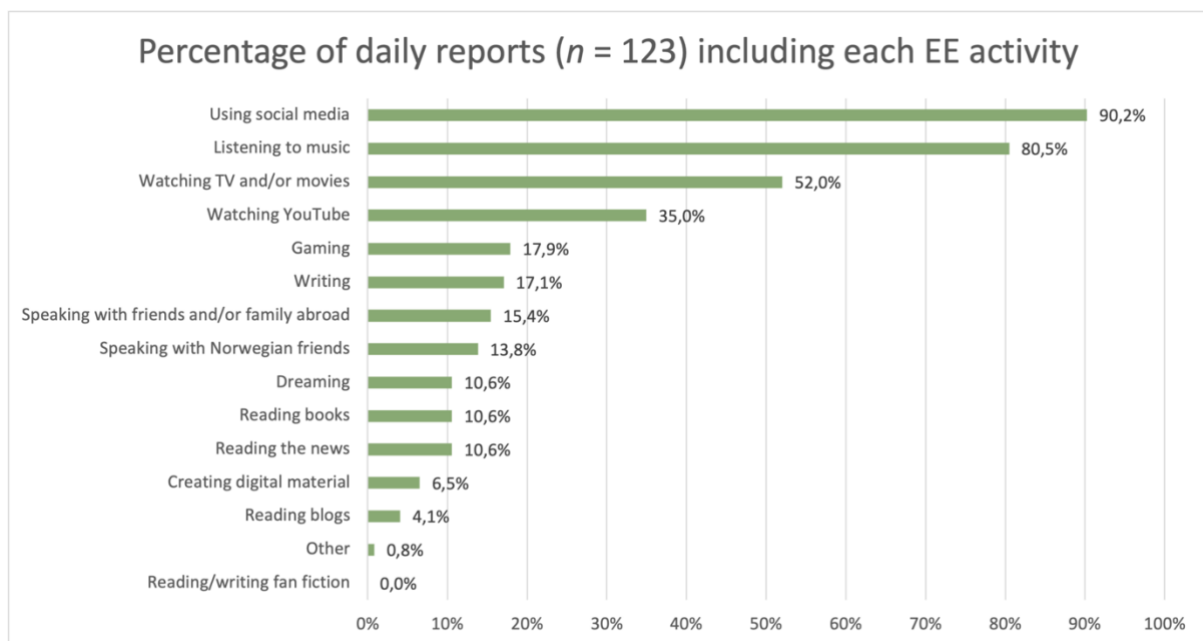
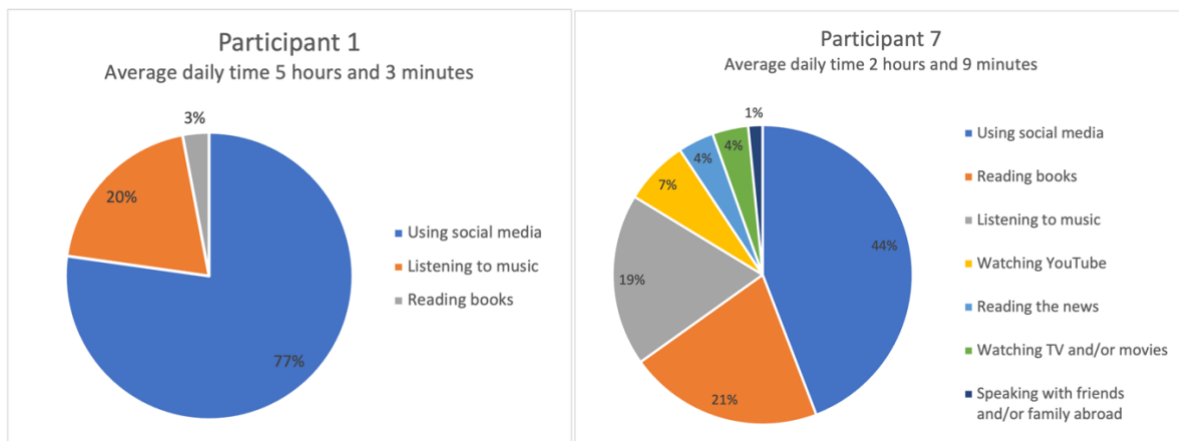


Figure 4.2 illustrates the frequency of each activity among all the language diary reports ( $n = 123$ ). The top four activities in terms of frequency were the same four activities that the participants spent the most time doing (see Figure 4.1). The most frequent activity was *using social media*, which was featured in 90% of all reports. Social media use was also the only activity which all participants ( $n = 22$ ) reported engaging in at least one of the seven days included in the language diary, which means that all participants partook in this activity on a weekly basis. More than 80% of all daily reports included *listening to music*. *Watching TV or movies* occurred in 52% of all reports. Thirty-five percent of daily reports included *watching YouTube*.

As all the respondents did not report the same number of days, as not all participants completed the whole week-long log, their average daily time spent on EE activities was calculated. These findings showed that the participants spent several hours every day on a variety of different EE activities. On average, the participants reported spending 4 hours and 24 minutes per day on EE. The minimum average daily time was 1 hour and 45 minutes, and the maximum was 8 hours and 15 minutes. All participants partook in a minimum of three different activities during the week they reported. The maximum number of activities reported was 8, and the mean number of activities reported was 5. There was no relation between time spent and the number of activities the participants partook in, as some participants spent a great deal of time on a few activities, whereas others distributed a smaller amount of time across several activities. To illustrate this pattern, the pie charts in Figures 4.3 and 4.4 give an overview of two participants' average daily time and how their respective time was distributed across different EE activities.

**Figures 4.3 and 4.4**

*Distribution of time spent on EE activities for two participants*



These two examples illustrate the fact that there is variation within the sample regarding the amount of time spent on EE activities and the number of activities in which they engage. Participant C1L01 spends a relatively high amount of time (5 hours and 3 minutes) on 3 activities. In contrast, participant C1L07 distributes their relatively little amount of time (2 hours and 9 minutes) on a total of 7 different activities.

**4.1.2 The EE scale**

The EE scale is a scale of 32 items on a scale from “1 – never” to “7 – always”. The items consist of statements regarding various EE activities, and the participants answered how

frequently they partake in each activity. Table 4.1 illustrates the five EE scale items with the highest mean score.

**Table 4.1**

*The EE scale items with the highest mean score, in descending order*

<b>Item</b>	<b>Mean score</b>
I listen to music in English	6.37
I watch videos in English	6.09
I sing (along) in English	5.46
I follow specific English-speaking YouTubers and/or vloggers	5.40
I play games which require reading in English	5.34

This finding supports the findings from the language diary data analysis in 4.1.1. The highest scoring activities from the EE scale were *listening to music, watching videos, singing (along), following YouTubers and/or vloggers, and playing games which require reading in English*. These top five activities correspond with the top five activities reported from the language diaries (see 4.1.1). The participants spend the most time listening and singing along to music, watching videos and playing games.

In order to get a picture of each individual participant's EE use, I calculated every participant's mean score for the whole EE scale. All the mean scores are presented as a histogram in Figure 4.5.

**Figure 4.5**

*Histogram of EE scale mean scores (n = 35)*

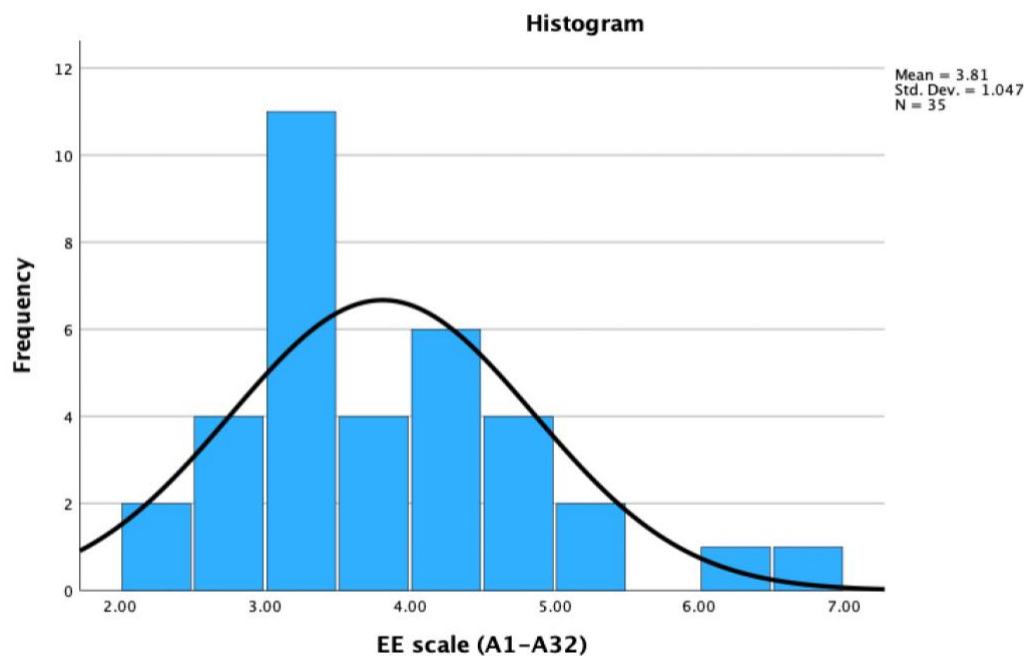
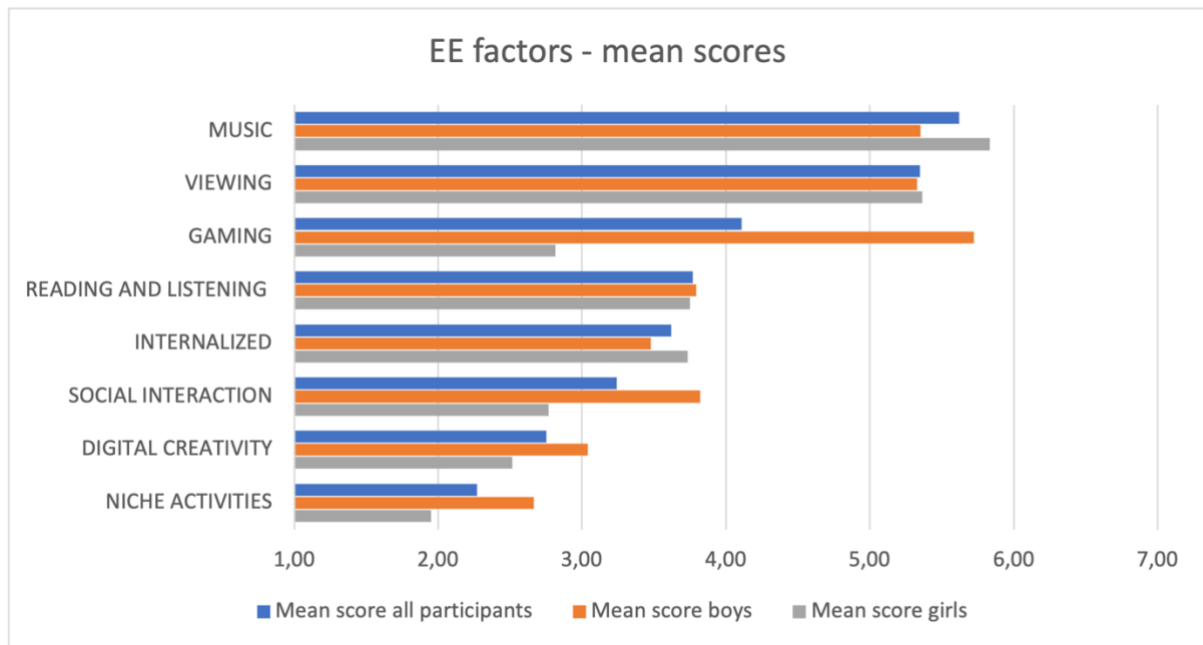


Figure 4.5 shows that there was great variety within the sample regarding how often the participants interacted with various EE activities. The average mean score for the whole sample was 3.81, on a scale from 1 to 7. As shown in Figure 4.5, the histogram is skewed to the right. The majority of the participants scored around the middle or to the left of the 7-grade scale, while fewer participants scored much higher (the right-hand side of the scale). The majority of participants' score is located around or left of the center, but there are some participants that score very high, suggesting that they spent a lot of time on many EE activities. Such participants may be characterized as "high EE users" (Sundqvist, 2019).

The 32 items that comprise the EE scale can be grouped into 8 categories or subdimensions, called EE factors (Sundqvist & Uztosun, 2021). Each participant's mean score for each factor has been calculated and is presented in Figure 4.6.

**Figure 4.6**

*EE factors mean scores*



I will discuss the three factors with the highest mean scores: *music*, *viewing* and *gaming*. For an extensive list of what items are included in each factor, see Appendix 1. The factors with the highest mean scores for all participants were *music* and *viewing*, with respective mean scores of 5.6 and 5.4. This corresponds with the top 4 EE scale items (see Table 4.1), which all fall into either of these categories. Within the *music* factor, one finds activities such as listening to music, singing (along), and reading lyrics. The *viewing* factor consists of activities such as watching videos and following YouTubers, vloggers and/or famous people. The top two categories are thus made up of activities that are mainly input-based. The factor with the largest discrepancy between genders is *gaming*. Within this factor, the mean score for boys (5.6) is more than twice as high as the mean score for girls (2.8). An independent samples *t* test showed that this difference is statistically significant ( $p < .001$ ). The *gaming* factor consists of several activities that are relevant to gaming, such as reading, writing, speaking and listening, meaning that this factor comprises activities that involve both input, interaction and output.

As discussed in Chapter 3, the language diaries and the EE scale are closely related, as they both measure what EE activities the participants partake in, and how often they do it. Many of the activities are formulated the same way in both instruments. However, the EE scale does not include one specific question related to social media use. There are somewhat related items, for example “I am a fan and follow one famous person (or more) regularly, which involves

using English” (Item A31), “I create digital materials in English and publish online” (Item A13) and “I watch videos in English” (Item A16). However, there is no one item in the EE scale that covers the use of social media specifically. The language diary data showed that social media use was both the activity that the participants spent the most time on and that was featured the most frequently. Based on EE scale items that could be related to social media, it could fall under several of the EE factors: *viewing*, *social interaction* or *digital creativity*. The language diary data then contributes vital information about what EE activities the participants partake in, as social media use is the biggest activity both in terms of duration and frequency (4.1.1).

### 4.1.3 Reading books

There is no item in the EE scale about reading books in English, because reading books was not retained in the exploratory factor analysis that was part of the EE scale development (Sundqvist & Uztosun, 2021). However, since reading is known to be important for learning, the authors recommend to include a separate question about reading when examining EE. Therefore, such a question was added in the next section of the questionnaire. I wanted to research whether there was a difference between genders regarding reading and conducted a cross tabulation analysis of these two variables, as presented in Table 4.2.

**Table 4.2**

*Cross tabulation analysis of the variables “What is your gender?” and “Do you read books/e-books in English?”*

		D1. What is your gender?		Total
		Boy	Girl	
B2. Do you read books/e-books in English?	Never	8	0	8
	Seldom	5	5	10
	Often	2	10	12
	Always	0	5	5
Total		15	20	35

The results showed that the girls read books in English more often than the boys did. Among those who seldom or never read books ( $n = 18$ ), 13 (72%) were boys and 5 (28%) girls. Among those who often or always read books ( $n = 17$ ), 15 (88%) were girls and 2 (12%) boys. All participants who answered “never” were boys, and all that answered “always” were girls. This



finding thus highlights a gender difference when it comes to reading books voluntary in English outside school.

#### **4.1.4 Summary of first main finding**

The findings presented in Sections 4.1.1–4.1.3 above show that the participants spend a significant amount of time on EE activities every day, on average 4 hours and 24 minutes. The participants engaged with in a variety of EE activities, between 3 and 8 different activities during one week, and there is considerable variation within the sample regarding how much time is spent on how many activities. The data from the language diaries and EE scale showed that the participants spend the most time *using social media, watching videos, TV series, movies and YouTube, listening and singing along to music, and gaming*. The language diary data showed that *using social media* was the biggest activity in terms of both frequency and duration. The activities from the EE scale with the highest mean scores are related to the EE factors *music* and *viewing*. The analysis based on the 8 EE factors showed that there is a considerable gender gap when it comes to *gaming*, where boys reported that they partake in gaming-related activities in English more often than girls. There is also a gender difference regarding *reading books*, where girls engaged in this activity more frequently than boys. The findings above characterize the participants' EE practices.

## **4.2 Student beliefs regarding extramural English and English learning**

The second main finding is related to the participants' reported beliefs regarding EE and English learning. The participants believed that it is important to learn English as it is useful for communication and when traveling, as it is a global language. Section 4.2.1 below presents these reasons, using participant replies as illustrative examples of different aspects. The findings show that the participants think that their EE use has contributed to their English learning, and a large majority attributes most or all of their English knowledge to EE rather than to schoolwork (Section 4.2.2).

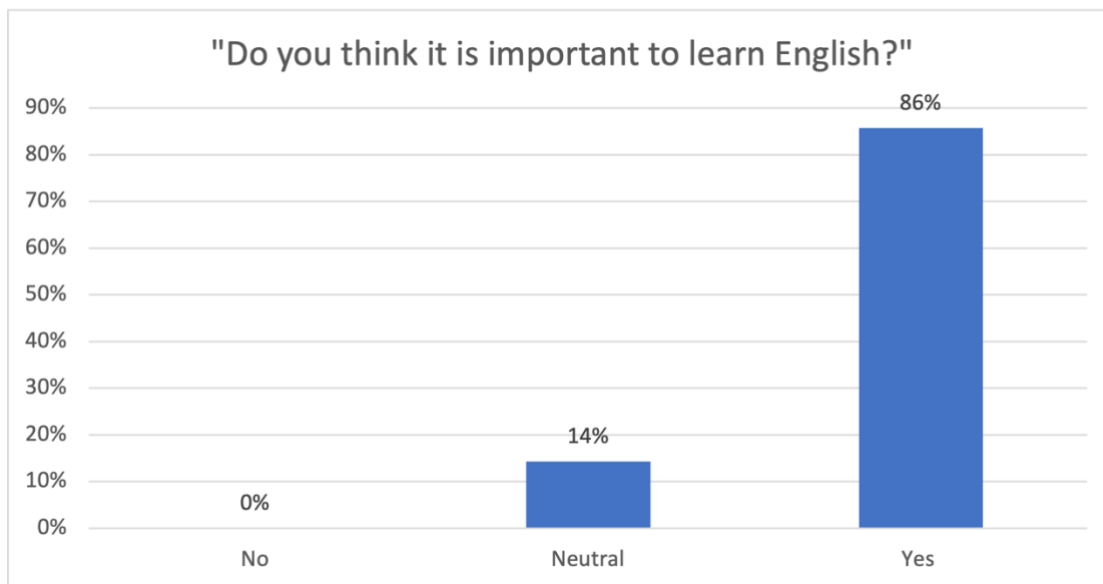
### **4.2.1 The importance of learning English**

This section examines the participants' beliefs regarding the importance of learning English. As shown in Figure 4.7, there is consensus among the participants that learning English is

important. A large majority reported that they believe it is important to learn English ( $n = 30$ , 86%). Five participants (14%) were neutral about the importance of learning English. No one considered English learning to be not important.

**Figure 4.7**

*Reported beliefs regarding the importance of learning English ( $n = 35$ )*



The questionnaire item above (Figure 4.7) was followed by a text box where the participants were encouraged to elaborate on their answers. This question was not obligatory, and six participants chose not to answer. The text answers for those who answered “yes” to “Do you think it is important to learn English?” ( $n = 26$ ) have been categorized using inductive codes (see Table 3.5). The four themes that emerged were *Communication*, *Travel*, *Utility* and *English as a global language*. Thus, there were four aspects of learning English that the participants considered important: it is used for communication and when traveling, it is a global language, and they find it useful. These reasons are interrelated, but have been analyzed as distinct aspects in order to cover the nuances between the participants’ answers. Many participants pointed to several themes when explaining why they find learning English important. Fifty-eight percent of the answers ( $n = 15$ ) referred to more than one theme, while the remaining answers ( $n = 11$ , 42%) contain only one of the themes.

The following section presents examples of text answers containing only a single theme, for each of the four aspects.

Participant 8: *Because it is a global language that many countries use.*

Participant 17: *Because almost everyone uses English in their daily lives.*

Participant 14: *Because English is one of the most important languages you have to know if you are in another country.*

Participant 34: *For everyone to understand each other.*

In the four examples above, the participants emphasized different reasons as to why they believe learning English is important. Participant 8 explained that English is important as it is a global language, while Participant 17 argued that learning English is useful as it is commonly used, without specifying what it is used for. Participant 14 pointed to the fact that English is important when traveling, and Participant 34 argued that English is important for comprehension, an essential aspect of communication. These reasons are interrelated, but the participants focused on different aspects in their answers.

A majority of the participants pointed to several aspects in their answers when explaining why they find learning English to be important. The two examples below show how participants included several answers in their explanations.

Participant 7: *It is important to learn English in order to understand what other people are saying. A lot of things are in English and a lot of people speak English around the world.*

Participant 31: *English is one of the largest world languages. No matter where you go, there is a large possibility that someone there speaks English and you can communicate through the language.*

In the first example above, Participant 7 argued that English is important in order to understand and communicate with people around the world, as English is a global language. According to Participant 31, learning English is important because one is able to communicate in English when traveling, as it is a global language. These two examples highlight how the four themes that emerged from the data analysis are related and connected to each other.

Five participants were neutral regarding the importance of learning English (cf. Figure 4.7). These answers were not analyzed using the same codes as above, as these answers mainly focused on nuancing the importance of English, rather than providing reasons for its

importance. Two of the five participants who answered “neutral”, gave the following explanations:

Participant 3: *I think you can do well without having to learn a new language.*

Participant 29: *It is not the most important thing you can learn.*

The examples above illustrate that not all participants consider learning English to be highly important, although the participants did not dismiss the importance of English entirely.

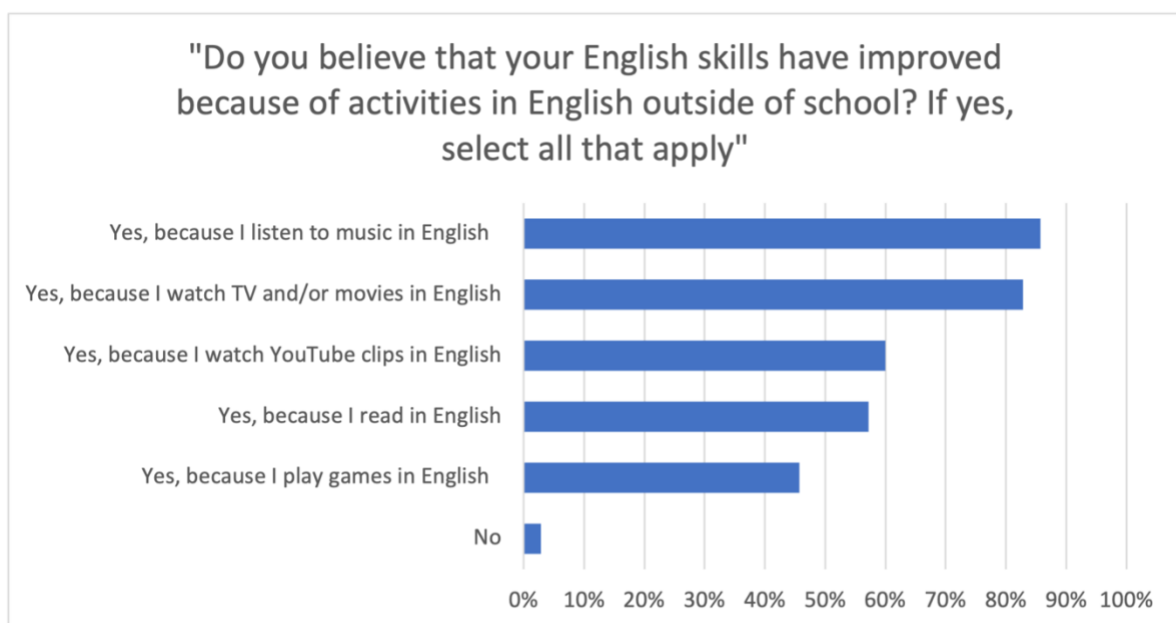
The findings in this section show that a large majority find learning English important, because it allows them to travel and communicate with people all over the world as it is a global language, and because they find it useful. Some participants are neutral to the importance of English learning, however, they do not find it to not be important.

#### 4.2.2 Extramural English and English learning

In order to research student beliefs regarding the role of EE in English learning, the participants were asked about whether they believe certain activities have improved their English proficiency:

##### **Figure 4.8**

*Reported beliefs regarding the role of EE in the development of English proficiency (n = 25, the figure illustrates the percentage of participants that selected each answer).*



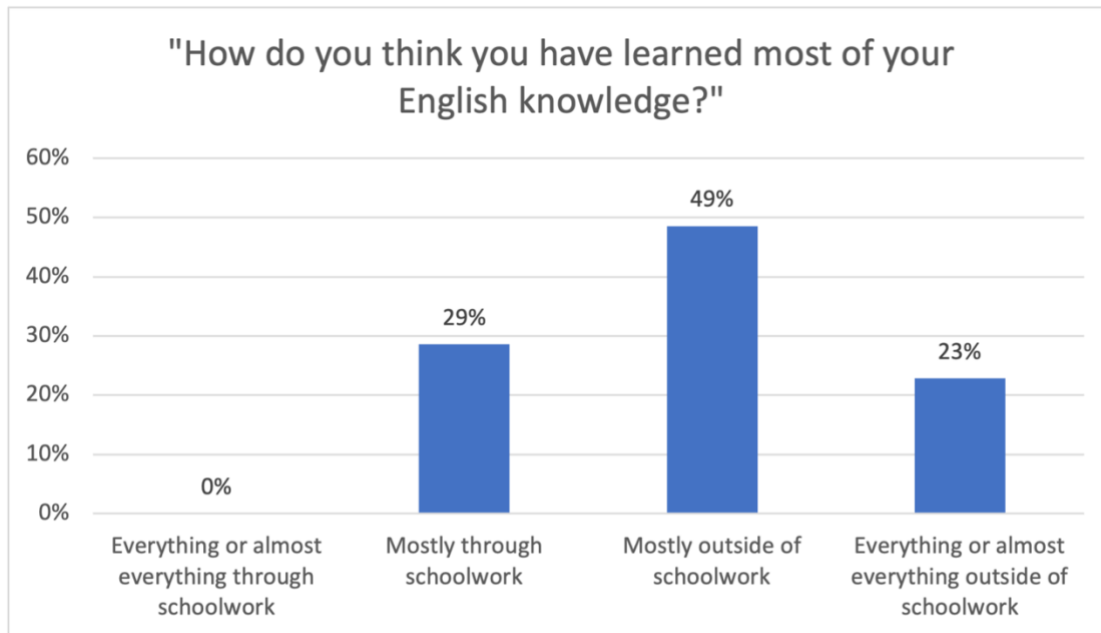
These findings showed that the participants believed that partaking in various EE activities has contributed to their English learning. A large majority of the participants reported that they believed that *listening to music in English* ( $n = 30, 86\%$ ) or *watching TV or movies in English* ( $n = 29, 83\%$ ) has improved their English proficiency. A majority answered that *watching YouTube in English* ( $n = 21, 60\%$ ) or *reading in English* ( $n = 20, 57\%$ ) has improved their English proficiency. Almost half of the sample said that *playing games in English* has improved their English proficiency ( $n = 16, 46\%$ ).

Twenty-six percent ( $n = 9$ ) checked all of the “yes, because...” boxes, indicating that they participate in all mentioned activities, and believe that all of them promote their English learning and proficiency. One participant selected “no”. However, in the following survey item, the same participant also said that they believe they have learned most of their English mostly outside school (see Figure 4.9). It is possible that they partake in different EE activities than those listed as options in this item. However, based on the results of the whole sample, and the participant’s answer to the next item, it is reasonable to assume that the participant answering “no” to this question was merely a mistake, misunderstanding or oversight. Taking this into consideration, this finding suggests that all students reported that participating in various EE activities has contributed to the development of their English proficiency.

In extension of the finding above, in which the participants believe that EE activities can promote English language learning, Figure 4.9 shows that they find EE to be a more important source of English knowledge than schoolwork.

**Figure 4.9**

*Reported beliefs regarding the role of EE and schoolwork in English acquisition (n = 35, percentages are rounded off and do not add up to 100)*



The result showed that there is consensus among the participants that EE has contributed to English learning to at least some degree, and a large majority accredited EE with most or all of their English knowledge. A large majority believed that they have learned most of what they know in English mostly or fully outside of schoolwork ( $n = 25$ , 71%). Almost half of the sample ( $n = 17$ , 49%) reported that they have learned most of what they know in English “mostly outside of schoolwork”. Twenty-three percent ( $n = 8$ ) accredited “everything or (almost) everything” to EE. Twenty-three percent ( $n = 8$ ) accredited “everything or (almost) everything” to EE. Ten participants (29%) answered “mostly through schoolwork”. No one answered “everything or almost everything through schoolwork”. In sum, all participants reported beliefs about the importance of EE for the development of their own English proficiency.

### **4.2.3 Summary of second main finding**

The findings in 4.2.1 and 4.2.2 show that the students find learning English to be important and that they believe that EE activities promote English learning, even more so than schoolwork. The participants explain the importance of English by arguing that English is a useful and global language used for communication and while traveling. The participants believe that their EE use has impacted their English knowledge, and they find EE activities to be a greater source

of English knowledge than schoolwork. These findings characterize the students' beliefs regarding English learning.

### 4.3 Extramural English and the English school subject

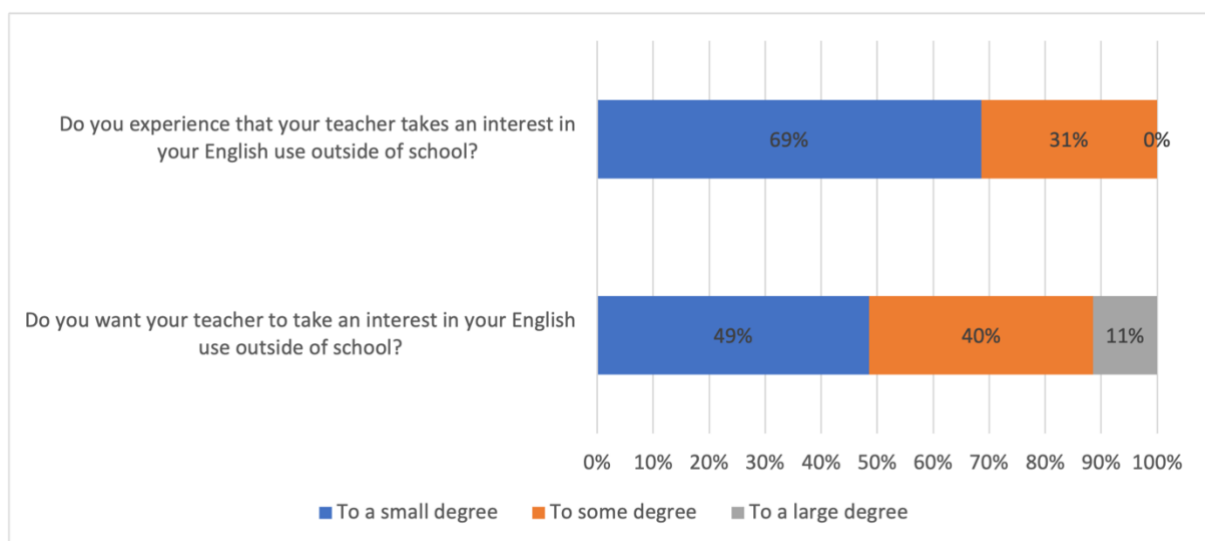
The third main finding is related to the participants' experiences with English in school and how the school subject is related to their EE use. The findings show that the students experience a gap between the English school subject and their EE use. The data showed that a large majority of the participants do not experience that their English teacher takes an interest in their EE use, and that half of the participants do not want their teacher to show interest in their EE either. A large majority do not experience that their teacher talks to them about English language media that they are interested in (Section 4.3.1). Many participants reported that they seldom or never have fun or learn a lot in English class, and that their English teacher is not considered to be an English language role model to a large degree (Section 4.3.2).

#### 4.3.1 Extramural English and the teacher

In order to research the participants' experiences with the relation between EE and the English subject, they were asked about their experience with and desire for their teacher showing interest in their EE use:

**Figure 4.10**

*Reported experiences regarding the English teacher's interests in students' EE (n = 35)*



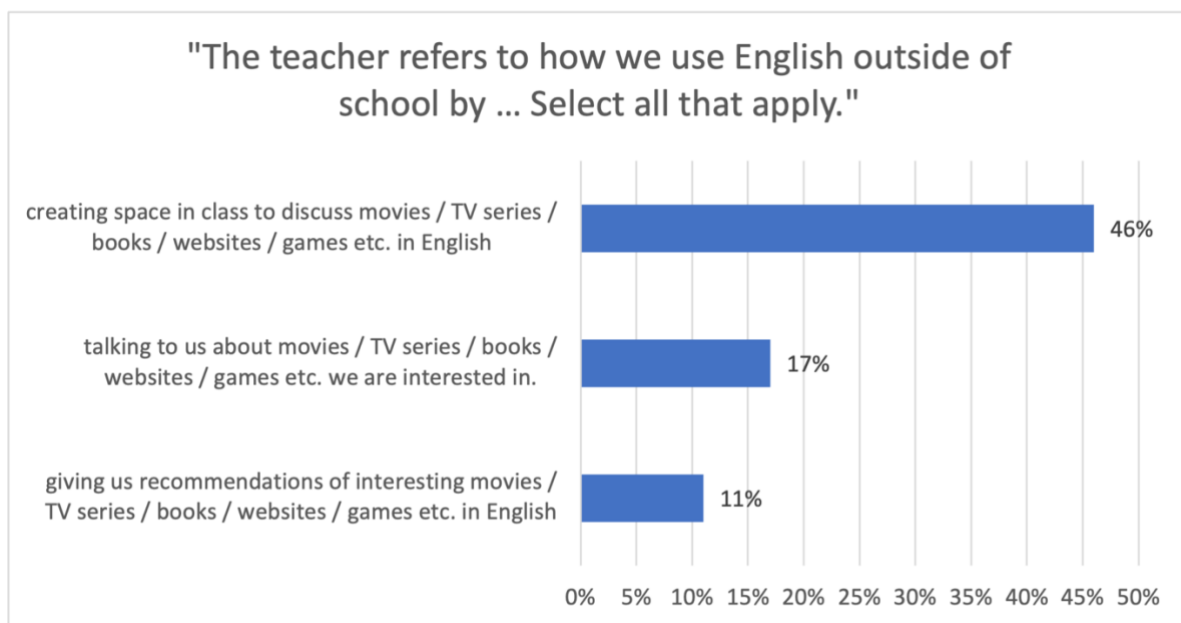
These results showed that the participants experienced that their EE use is not given much attention by the English teacher. A large majority ( $n = 24, 69\%$ ) experienced that their teacher takes an interest in their EE to a small degree, and 11 participants (31%) answered “to some degree”. No one answered “to a large degree”.

About half of the participants ( $n = 17, 49\%$ ) reported that they do not want their teacher to show interest in their EE (“to a small degree”). The other half wanted their teacher to take an interest in their EE to some or to a large degree. Four participants (11%) answered “to a large degree”, 14 participants (40%) answered “to some degree”. These findings indicate that participants tend to wish for their teacher to take more of an interest in their EE than he/she actually does. However, there is still a large group that do not want their teacher to take an interest in their EE, and would prefer to keep the divide between English in and out of school.

In order to find out if and in what ways the teacher refers to the students’ EE use in class, the participants were presented with statements regarding how their teacher refers to their EE and asked to check all options that they agreed with:

**Figure 4.11**

*Reported experiences of the English teacher referring to students’ EE ( $n = 35$ )*



Almost half of the participants ( $n = 16, 46\%$ ) reported that their English teacher creates space in class to discuss media such as movies, TV series, books, websites, games etc. in English (from here on referred to as *English language media*). Only 4 participants (11%) agreed that



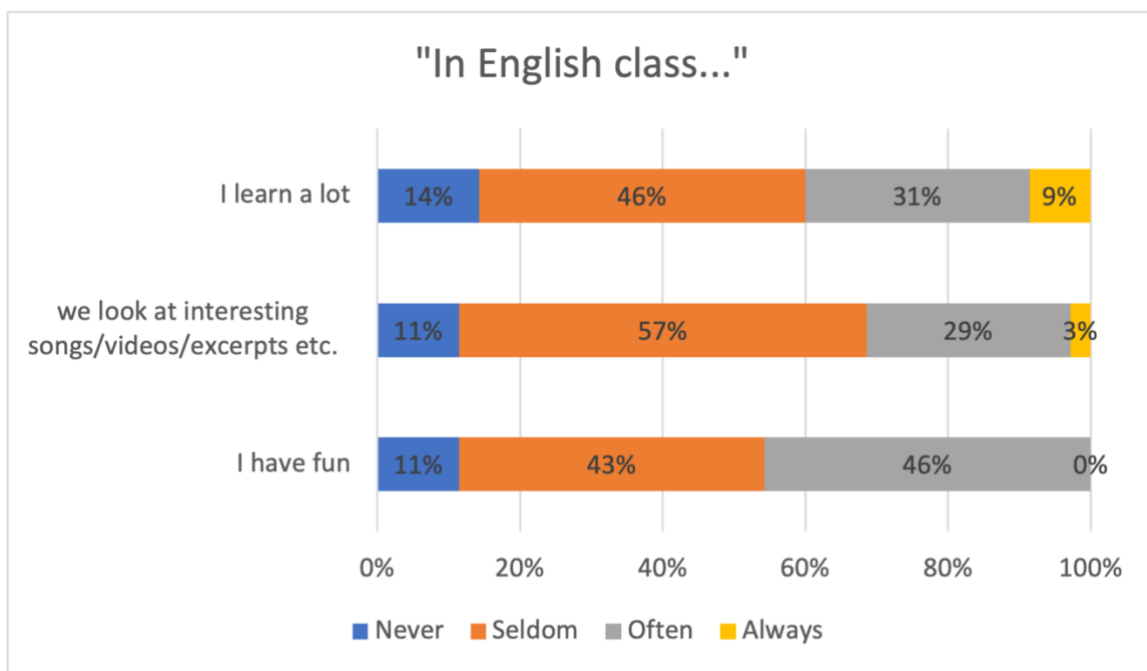
their teacher recommends interesting English language media. A small group ( $n = 6$ , 17%) agreed with the claim that their teacher talks to them about media in English that they are interested in. These results indicate that although the teacher may create space in class to discuss English language media, it is not the topics, genres or type of media the students are interested in. As few report that their teacher gives them recommendations of interesting English language media, this can indicate that the teacher either does not make recommendations at all, or that their recommendations are not of things that interest the students.

### 4.3.2 English class and the English teacher

The findings in Section 4.1 showed that the participants spent a significant amount of time on a variety of EE activities, suggesting that they find it interesting. In order to research student experiences regarding English in school, they were asked several questions about English class:

**Figure 4.12**

*Reported experiences with the English school subject ( $n = 35$ )*



The findings in Figure 4.12 indicated that a small majority of the participants seldom or never experience English class to be fun, promote learning or offer opportunities to engage with texts that they find interesting. Almost half ( $n = 16$ , 46%) reported that they often have fun in class. The other half ( $n = 19$ , 54%) said they seldom or never have fun in class. No one reported that

they always have fun in class. As the findings in Section 4.1 show that all participants spend time doing EE activities in their free time, it is natural to assume that they find it interesting and fun. However, in English class, more than half of the participants reported that they seldom or never have fun, which presents a discrepancy between their relation to English in and out of school.

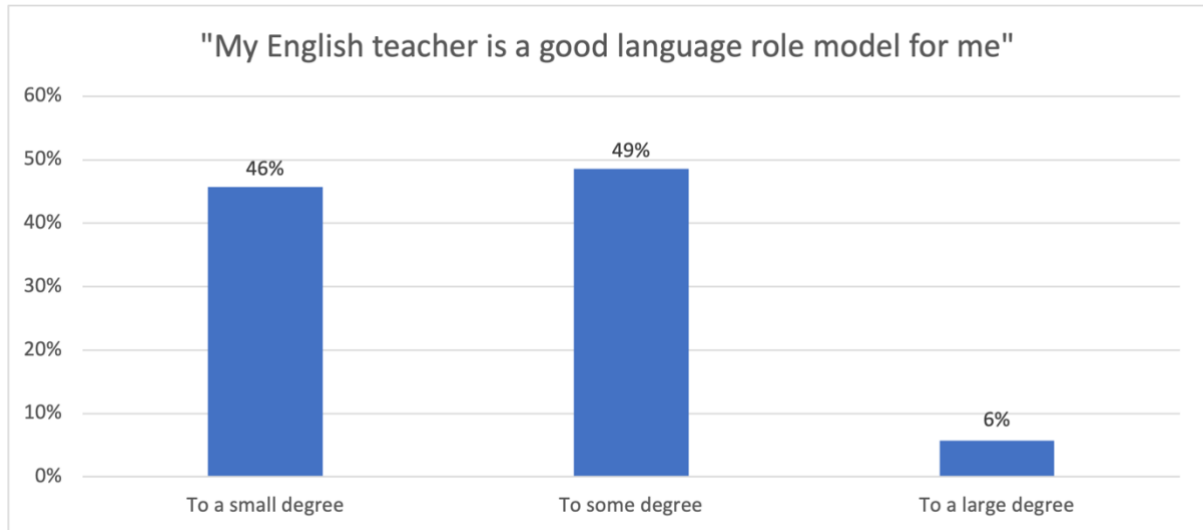
A majority ( $n = 24$ , 68%) reported that they seldom or never look at interesting songs, videos, excerpts etc. in class. This finding is in line with the findings presented in Figure 4.12, where only 17% ( $n = 6$ ) reported that their teacher talks to them about media they are interested in. At the same time, 11 participants (31%) answered that they “often” or “always” interact with interesting songs, videos, excerpts etc. in English class, supporting the notion that students’ EE interests are varied and diverse.

The majority ( $n = 21$ , 60%) reported that they seldom or never learn a lot in class. This finding is in line with the findings in Section 4.2.2, where the students accredited most of their English learning to EE rather than to schoolwork. At the same time, 14 participants (40%) reported that they often or always learn a lot in English class. Relating this finding to the second main finding, it is possible that some students learn a lot in English class, while learning even more from their EE use, leading them to attribute EE with most of their English knowledge.

As the first main finding (Section 4.1) showed, the participants are surrounded by EE, meaning that they are exposed to considerable amounts of English outside of school. This makes it likely that they encounter language role models through their EE activities. The participants were asked whether they consider their English teacher to be a language role model:

**Figure 4.13**

*Reported experiences regarding the English teacher as a language role model (n = 35, percentages are rounded off and do not add up to 100.)*



The result showed that many students did not consider their teacher to be a language role model. Almost half of the participants ( $n = 16$ , 46%) did not think their English teacher is a good language role model for them. Almost half ( $n = 17$ , 49%) answered “to some degree”, while only 2 participants (6%) found their English teacher to be a good language role model “to a large degree”. In light of the findings in Sections 4.1 and 4.2, where students partake in a number of EE activities, and many attribute most of their English proficiency to EE, it is possible that they search for English language role models outside of school.

### **4.3.3 Summary of third main finding**

The findings in Sections 4.3.1 and 4.3.2 showed that the participants do not find their EE to be present in the English classroom. The students report that their teacher does not take an interest in their EE to a large degree, and almost half of the participants do not want their teacher to show interest in their EE. A small majority of the participants seldom or never have fun or learn a lot in English class, nor find the materials they look at in class interesting. The findings above characterize the participants’ experiences with EE in relation to English in school.

## 4.4 Summary of findings

In this chapter, I have presented findings that answer the three research questions of this thesis. From my analyses of the EE questionnaire and the language diaries, three main findings emerged. The first finding is related to the participants' EE practices. I found that they spend a lot of time on a variety of different EE activities, while there was variety within the sample. The most frequent activities are *using social media*, *listening to music* and *watching TV series, movies and YouTube videos*. The second main finding is that the students find learning English important, and that they believe that EE has contributed to their English learning and proficiency. The third main finding showed that many students do not find the English subject to be interesting, promote learning or provide good language role models. A majority of participants reported that their English teacher does not take an interest in their EE. Combined, the findings show that while the participants use considerable amounts of English in their free time and believe that this facilitates English learning, and find learning English to be important, they do not find the same sense of motivation and fulfillment inside the English classroom and do not experience that their teacher draws on their EE in class.

## 5 Discussion

In this chapter, I discuss my findings in light of the theory and previous research presented in chapter 2. In the previous chapter, I identified a discrepancy between the students' extramural English (EE) and their experiences with the English school subject. They spend a lot of time on various EE activities (cf. Section 4.1), but that same motivation and interest is not as present in their experiences with the English school subject (cf. Section 4.3). This may be due to the fact that they accredit most of their English learning to EE rather than schoolwork (cf. Section 4.2). The combination of these findings gives indications of the possibilities and limitations of EE for the English school subject. In this chapter, I will argue the importance of what Schwarz (2020) refers to as *EE sensitivity*:

[...] classroom practice should not be modelled on students' language use and learning outside school, but endeavour, on the one hand, to facilitate and enhance such learning and, on the other hand, to usefully complement it by focusing on those skills and types of knowledge that students are unlikely to acquire in extramural contexts. Hence, rather than being *EE-inclusive*, English teaching in the 21st century should ideally be *EE-sensitive*. (italics in original) (p. 353).

This stance will be supported by discussing the didactic implications of students' practices, experiences and beliefs regarding English in and out of school, in light of theory and previous research. First, I will discuss the possibilities of EE (Section 5.1). Then, I go on to discuss the limitations of EE (Section 5.2). Finally, I discuss the importance of "walking the line" (Sundqvist, 2023), referring to balancing acts the English teacher must perform in order to successfully draw on EE in the English classroom (Section 5.3).

### 5.1 Possibilities of extramural English

In this section, I use my findings to discuss the possibilities of Extramural English in itself and with regard to drawing on students' EE in the English classroom. I argue that EE may lead to English learning, and teachers can map and draw on students' EE in the classroom in order to make the English subject more relevant and motivating and to promote empowerment.

### 5.1.1 Learning English through extramural English activities

This study has shown how students believe that EE promotes English learning to a greater extent than schoolwork. Previous research and studies have found that there is a relation between EE activities and English proficiency (Brevik, 2019; Jakobsson, 2018; Olsson, 2012; Peters, 2018; Rød, 2022; Sundqvist, 2009). As Sunqvist (2009) put it in the title of her doctoral dissertation: “Extramural English matters”. Thus, the student belief that EE promotes learning is in line with research claims. The relation between EE and learning suggests that there are benefits to drawing on EE within the English classroom, in order to promote in-school learning and motivation for the English school subject. Not only did the participants in this study believe that EE has helped the development of their English proficiency, they also engage in EE activities for several hours every day. This suggests that they find interacting with English fun and rewarding, as they spend a large portion of their free time engaged in EE activities. However, many participants also report that they seldom or never have fun in English class. It would seem that drawing on students’ EE within the English classroom would help bridge the gap between the interesting and rewarding out-of-school English use and the unmotivating in-school English subject.

The findings also showed that the participants’ EE practices were characterized by input-heavy entertainment-based activities such as watching videos, TV series and movies and listening to music. Input can be understood as “linguistic evidence” for L2 learners, and is a necessary part of language acquisition (Gass & Mackey, 2020; Ortega, 2013). Through their EE activities, students are exposed to authentic texts in English, and they both read and listen to English input. Much of this L2 input is produced by *more competent others* (Vygotsky, 1978), who serve as models of language use. As the students’ EE revolves around input, it is likely that they use, and possibly improve, their receptive skills in English when engaging in these activities. At the same time, there are limitations to input-based EE practices, which will be discussed further in Section 5.2.

One of the competence aims after year 10 in the English subject curriculum is that students shall be able to “explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests” (Ministry of Education and Research, 2019). This formulation means that bringing students’ EE interests into the classroom is strongly advised from educational authorities. The present study showed that students are already aware of the learning potential of their EE practices. However, as they

experience a lack of presence of EE in the English school subject, they miss out on opportunities to work directly with their EE interests within the context of formal English instruction. Schwarz (2020) argues that English instruction should not mimic, but aim to enhance out-of-school learning. This requires that the teacher identifies the learning potential in students' EE practices, and uses this insight to build on students' prior knowledge. In line with the sociocultural model of the Zone of Proximal Development (Vygotsky, 1978), the students' competence then develops from the current EE learning outcome, i.e. what they already know, to enhanced competence through the help of the teacher.

### **5.1.2 The importance of communication in English**

I found that the participants believed that learning English is important, as it is a global language used to communicate with people across the world, especially when traveling. The students' reasons for finding English to be important reflect central concepts stated in the English subject curriculum (Ministry of Education and Research, 2019). *Communication* is one of three core elements of the English school subject, suggesting that using English to communicate is a central aspect of the formal English instruction. The use of English to “[...] learn, communicate and connect with others” is central to the relevance of the English subject (Ministry of Education and Research, 2019). The inter-disciplinary topic of *democracy and citizenship* focuses on the use of English to “[...] experience different societies and cultures by communicating with others around the world, regardless of linguistic or cultural background” (Ministry of Education and Research, 2019). Thus, there is a correspondence between central concepts stated in the English subject curriculum, and the participants' beliefs regarding English learning.

It could be that the students find English to be important because the relevance of the subject has been successfully, and possibly explicitly, conveyed to them in school, or that the English subject curriculum is in line with not only what Norwegian educational authorities intend for the subject to be, but also with the students' perceived need for English competence. Regardless, the participants' beliefs regarding the importance of learning English are in line with central aims of the English subject. As students find English to be important for communication, and communication is central in the English subject curriculum, it is likely that working with the topic of communication and communicative skills in English lessons would be perceived as relevant and motivating for students. English is more than a foreign language in Norway, as it seems to be developed as an additional language alongside the L1

(Henry 2019a; Rindal 2020, 2024). There is therefore a need to develop competence that makes students able to communicate in various contexts, both in and out of school. The topic of communication will be further discussed in Section 5.2.2.

### **5.1.3 Mapping students' EE practices**

While all participants engaged in several hours of EE activities every day, there was considerable variation within the sample regarding the amount of time spent and number of activities engaged in, ranging from around 2 to more than 8 hours per day on average. This variation presents a need for teachers to familiarize themselves with their students and their EE habits. Mapping student interests and EE can be done by the same means as in this study, namely through questionnaire and activity logs (Sundqvist & Sylvén, 2016). Such tools provide insight into the EE practices of students, and gives teachers an opportunity to facilitate further development of EE-related skills and knowledge within the English classroom. Doing so at the beginning of a school year is not only a way to get to students in general, but it creates a foundation of knowledge that teachers can use in the planning of the English instruction in school, in order to relate the English subject to students' out-of-school English use. Such insight is considered vital for "successful classroom work" (Sundqvist & Sylvén, 2016, p. 161), strengthening the notion that English teachers should aim to explore their students' EE practices.

The mere act of showing interest in students' EE may strengthen teacher-student relations, as students experience that their teacher takes an interest in their lives outside school. The participants in this study reported that they wanted their teacher to take an interest in their EE to a larger degree than they actually experienced their teacher doing. This suggests that the students find lessons more motivating if the content was closer to their out of school interests. The analyses also revealed gender differences in two EE activities: gaming and reading books. Reading books is an input-based activity, while gaming encompasses a variety of sub-activities that require both receptive, productive and interactive skills (Sundqvist & Uztosun, 2021, see Appendix 1). Knowing which activities students partake in, and which they do not partake in, can help the English teacher identify the types of skills and knowledge that each individual student needs to develop and focus on in school, as different EE activities require different skills.



While drawing on students' EE in school is encouraged (Sundqvist & Sylvén, 2016; Rindal, 2020) and even advised from educational authorities (Ministry of Education and Research, 2019), the findings in this study shows that many students do not experience that EE is present in the English school subject. The students reported a lack of EE involvement by the teacher and that the teacher rarely gives recommendations of interesting movies, TV series, games, books etc. If teachers maps their students EE, and thus identifies the limitations of the learning outcome, they can actively bridge the gap between English in and out of school by recommending media resources that are both interesting and may promote learning. The act of recommending interesting texts or digital material to students is a way for the teacher to model conscious EE use, which may promote the same reflections among students. Giving recommendations is a non-intrusive way to link EE to the English subject, as students themselves can decide whether to engage with the material. The issue of EE intrusion is discussed further in Section 5.2.4.

#### **5.1.4 Student engagement and empowerment**

The findings of this study showed that students do not experience that their teacher is interested in their EE use or facilitates classroom discussions about authentic English material and texts that the students are interested in. In the core curriculum in Norway, it is stated that students should have an influence in the day-to-day activities in school and “that they can have impact on matters that concern them” (Norwegian Ministry of Education and Training, 2017). A way to promote such influence, and at the same time draw on their EE practices in the classroom, is to not only map, but actively engage in students' interests and prior knowledge in the classroom. The participants in this study were aware of the learning potential of EE, and they even believed that EE has played a bigger part in the development of their L2 proficiency than schoolwork. By acknowledging the role of EE within the classroom, and actively engaging in activities or material related to students' interests, students may become aware of learning strategies they may employ both in and out of school. This may in turn promote lifelong learning (Sundqvist & Sylvén, 2016), in which students can actively and consciously reflect on their own EE practices and the possibilities for learning, even after they finish school.

Sundqvist and Sylvén (2016) argue that acknowledging EE in school may result in both teacher and student empowerment. Teachers may feel empowered as they gain insight into students' EE practices that were previously unknown, while students may feel validated as their out-of-school interests are acknowledged in the classroom. One way of drawing on students' EE in

the classroom is by the use of bridging activities (Thorne & Reinhart, 2008), which was successfully done in Holm (2018). Holm (2018) found that the strategic use of student interests within the classroom led to both teacher and student empowerment and promoted learner autonomy. The participants in the current study were already aware of the learning potential in their EE, but the teacher may need to make students aware of the different types of learning, knowledge and skills, and how students' EE practices may not be sufficient in the development of their overall competence. These limitations of EE will be discussed in 5.2. Such awareness could lead to a clearer perceived relevance of the English school subject. I argue that drawing on students' EE in the English classroom would lead to an increased experience of relevance for students. If the link between EE and the English school subject is made clear by the teacher, and the students experience how their EE practices may be used in school, the school subject may feel more motivating and relevant, which may facilitate learning in school.

## **5.2 Limitations of extramural English**

In this section, I discuss some limitations of EE learning both in and out of school. I also address the importance of being mindful and sensitive when bringing EE into the English classroom. I argue that the English subject curriculum calls for the development of formal and academic skills, which students are unlikely to acquire extramurally, and that teacher transparency and student awareness on this topic may help students realize the relevance of the English school subject.

### **5.2.1 Input-based social media use in English**

The findings from the analysis of the language diaries and the EE scale showed that the participants' EE practices largely consist of input-based (Gass & Mackey, 2020; Ortega, 2013) and entertainment-related activities, such as listening to music and watching videos. The language diary data showed that social media use was decidedly the activity that the participants engaged in the most, both in terms of frequency and duration. It was also the only activity in which all participants engaged in throughout the week. In Sundqvist and Sylvén's model, *the EE house* (see Figure 2.3), different EE activities are arranged on different floors in the house, illustrating how input-based activities require less effort and skill than output-based and interactive activities (2016). In *the EE house*, all internet-related activities are located in *the office*, on the second floor. I want to challenge this notion. Media-based activities are

usually complex, with a set of sub-activities, making it difficult to define the overarching activity as mainly receptive or productive/interactive. When using social media, one could either be a passive spectator, or produce content, or comment on and engage with others' content. The EE scale findings showed that listening to music, watching videos and following English speaking YouTubers and vloggers were among the top reported EE activities. One could then assume that students partake in such activities also while using social media, meaning that at least a large portion of their social media practices is mainly receptive. If students' social media practices mainly consist of input-based sub-activities, it suggests that their social media use does not require them to use and develop receptive and interactive skills to a large degree. This suggests that the EE house and its presentation of all internet use belonging on the second floor might be outdated, with the constant evolution of technology access and practices, as it no longer requires much effort to use the Internet.

As mentioned above, there are inherently interactive sides to social media, such as commenting, messaging and interacting with content in various ways. The Norwegian Media Authority (2020) found that Norwegian was the most common language on social media, while a relatively large group reported using English. As social media is a way to keep up with and interact with not only public profiles, but also real life relations, it is possible that the interactions on social media with friends and family that speak Norwegian, takes place in Norwegian. This is supported by findings from the language diary data, which showed that only 13,8% of daily reports included the use of English to speak to Norwegian friends (cf. Figure 4.2). This suggests that the students' interpersonal communication with real life relationships on social media mainly happens in Norwegian, strengthening the notion that the participants' EE social media practices are mainly input-based. Ortega (2013) argues that while L2 input is necessary for L2 acquisition, it is not sufficient. Thus, there is a need to develop productive skills in school, such as writing and speaking, in order to complement students' receptive EE learning.

## **5.2.2 The complexity of communication in L2 English**

Although student beliefs regarding the importance of English learning correspond with the English subject curriculum to some extent, as discussed in Section 5.1.2, there are still discrepancies between the two. While communication is a core element in the English subject curriculum, and the participants acknowledge communication as an important factor of learning English, the core element specifies the role of communication *in various contexts*.

Students should be able to “[...] use the language in both formal and informal settings” and “[...] employ suitable strategies to communicate, both orally and in writing, in different situations and by using different types of media and sources” (Ministry of Education and Research, 2019). In this, there is the notion of communicating strategically and intentionally, suited to different contexts and settings.

My findings suggest that the students are not aware of the limitations of their EE and its learning potential. The participants’ EE practices are characterized by entertainment-based activities such as social media, listening to music and watching movies, TV series and YouTube videos. Of course, there exists educational content on these platforms, and some students may actively seek out this content in an act of learner autonomy (Sundqvist & Sylvén, 2016). However, it is unlikely that educational content makes up the majority of the content the participants consume on these platforms. This means that the formal English education in school needs to not only facilitate formal and academic language learning, but also provide opportunities to use that language and communicate in contexts that students are unlikely to encounter in their free time. Such opportunities could help compensate for the limitations of students’ EE.

### **5.2.3 The development of academic competence in school**

The participants’ EE activities are characterized by considerate amounts of input through entertainment and popular media, such as using social media, listening to music, and watching TV series, movies and YouTube videos. Such activities are unlikely to promote the development of formal and academic English competence. The distinction between informal and formal language proficiency is addressed by Cummins (1981), who distinguishes between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The EE activities students engage in seem to lead to the development of receptive skills and BICS, suggesting that they to a lesser extent develop productive skills and CALP outside of school. Thus, the formal English instruction should aim to develop students’ formal and academic competence, in line with Schwarz’ notion of EE-sensitive English teaching (2020). When drawing on EE in school, it should ideally complement the learning that students’ EE promotes outside of school. As a students’ command of BICS may give an inaccurate representation of their overall linguistic proficiency (Cummins, 1981), it is important for English teacher to assess students’ formal *and* informal L2 proficiency (Sundqvist & Sylvén, 2016).

The findings showed that students consider learning English to be important as it is used for communication, as it is a global language, making it useful when traveling. The participants did not mention the need for English in future academic and business-related situations. However, the higher education sector is affected by internationalization, making English particularly present in this part of Norwegian society (Diku, 2021; Rindal, 2024). As the sample of this study consisted of 15-year old lower secondary students, it is possible that the participants are not yet concerned with the topics of academia and business. However, one of the primary goals of education in Norway is to “[...] develop knowledge, skills and attitudes so that they can master their lives and can take part in working life and society” (Norwegian Ministry of Education and Training, 2017). This calls for the development of academic skills and language, not only in English, but also in Norwegian. In Cummins’ (1981) model *the Dual Iceberg Metaphor* (Figure 2.2), the development of CALP in one language is not distinct from that of other languages, but CALP is rather a shared, underlying pool of language knowledge that can be applied to all languages a person knows (1981). In light of this, the development of academic skills and language use in the English subject aids not only English competence. It develops students’ general academic language proficiency, making it a general and universal skill, rather than keeping it restricted to the English subject and language.

The students in this study believed that their English language proficiency had improved due to their EE practices, but these practices are characterized by much input, and less interaction and output (Gass & Mackey, 2020; Ortega, 2013). Gee (2017) raises concerns around the way academic skills are developed in school, in that it often is treated as a passive, rather than active skill. As the findings suggest that students’ EE practices mainly facilitate the development of receptive skills used in informal contexts, the development of students’ formal academic proficiency may then belong in the Zone of Proximal Development: what the students yet do not know, but what they are able to achieve with help from the teacher (Vygotsky, 1978). By focusing on developing both academic proficiency and L2 productive skills in school, the formal English instruction may aid in the development of competence that students may need later in life, such as in academia and business. Education shall facilitate competence supports students to become well-functioning citizens, able to participate in working life and society (Norwegian Ministry of Education and Training, 2017), which suggests the need to develop formal academic skills in English.

I argue that in order for students to be willing and motivated to work on the development of formal and academic skills in school, they must see the value and relevance of such

competence. As Gee (2017) argues, young people have no problem mastering specialist varieties of language related to their interests, e.g. online or gaming language, suggesting that mastering academic varieties is also within reach for the students, especially with the help of the teacher as a *more competent other* (Vygotsky, 1978). English teachers should be transparent and facilitate student awareness around the topics of language variation and communication within different contexts. Creating student awareness of their need for mastery of academic skills may spark motivation for working with English in school, as it can highlight a need for knowledge that they are less likely to acquire through EE.

### **5.2.1.1 The English teacher as an academic language role model**

As students are to develop formal and academic competence from the English school subject, there is a need for good language role models to display such language use. The participants in this study did not experience their teacher to be a good language role model to a large extent, which suggests that they might look for language role models in English outside of the English classroom. The participants' EE practices are characterized by activities that revolve around input, which is defined as "linguistic data produced by other competent users of the L2" (Ortega, 2013, p. 59). Students' EE use allows for copious amounts of L2 input, produced by more competent others (Vygotsky, 1978), possibly in the form of native speakers. This is in line with the English subject curriculum, in which the development of digital skills in English shall lead students to "encounter authentic language models" (Ministry of Education and Research, 2019)". However, as the EE practices of the students are heavily revolved around entertainment, it is likely that the students are not exposed to academic language role models in their free time. If the teacher is not considered by students to be a good language model in general, perhaps they still might take the role of an academic language model. However, this requires transparency and awareness around the development of different language varieties (Cummins, 1981; Gee, 2017), as the students have to realize the limitations of EE in terms of the development of language proficiency. The notion of the English teacher as a role model for formal and academic English use supports the need for both student and teacher awareness of the limitations of EE.

### **5.2.1.2 Identifying and challenging detrimental student beliefs**

In this study I found that all participants believed that their EE practices have improved their English proficiency, and that a majority believed EE to be more important than schoolwork in

the acquisition of English knowledge. A small majority reported that they seldom or never have fun or learn a lot in English class. Prior research has shown that students may be reluctant to develop formal skills in school if they find a greater sense of motivation and fulfillment when using and learning English outside of school (Ushioda, 2013). As there is a discrepancy between students' experiences within the English classroom, in which they report a lack of fun and learning, and their EE practices, on which they spend a considerable amount of time, it would not be unreasonable to think that some participants experience such reluctance. Henry (2014) argues that both teacher and student awareness of such beliefs is vital in order for students to realize and benefit from the type of learning that is facilitated in the English school subject. One cannot expect students to be aware of these beliefs themselves, as beliefs are often tacit and deeply ingrained (Borg, 2011). It is thus the teacher's role as a competent and professional educator to identify, convey and explain possible beliefs among students that can be detrimental to their formal English education in school.

#### **5.2.4 Respecting students' personal spheres**

While there are benefits to drawing of students' EE in school, doing so brings a set of challenges which require teachers to be mindful as they enter students' personal spheres. About half of the participants reported that they do not want their teacher to take an interest in their EE. It is possible that the students find the school subject so un motivating that they would prefer to keep the two spheres separate, or perhaps that their EE practices are related to personal identities they wish to keep private. Both Henry (2019b) and Sundqvist (2023) argue the importance of not overstepping boundaries and intruding when drawing on EE in the classroom. Some students may experience their teacher's interest in their out-of-school activities as unwanted intrusions, rather than an attempt to promote learning and motivation for the English school subject.

Creating awareness and conversations related to EE in English classrooms that EE has previously not been a part of, is a process that may take time, as students hold beliefs regarding the relation of the two English spheres. I argue that English teachers should aim to gain insight into not only students' EE use, but also into students' willingness to share these practices. This is especially important since students may hold beliefs that makes them reluctant to engage with English in school, as discussed in Section 5.2.1.2. Such beliefs may lead students to not want to share their personal EE practices.

### **5.3 Finding a balance**

In the sections above, I have argued for various possibilities and limitations of EE based on my findings in light of theory and prior research. However, more important than merely being aware of both possibilities and limitations, teachers have to find a balance between the two in order to successfully draw on students' EE in the classroom.

I argue that English teachers need to “walk the line” in two different ways: The first balance is between drawing on EE in the classroom in order to enhance the learning that EE provides, while at the same time focusing on the development of more formal and academic competence in school, which students are unlikely to develop extramurally. This is the balance which Schwarz (2020) calls EE-sensitivity. The other aspect of finding a balance is between acknowledging, referring to and showing interest in students' EE in order to promote a sense of relevance and motivation for the English school subject, while at the same time respecting and being mindful of not intruding into students' personal and private spheres. This is what Sundqvist (2023) refers to as “walking the line”. EE can be brought into the English classroom in order to make the subject feel more relevant to the students. At the same time, the purpose of the English subject must be made explicitly clear to the students, in order for them to see the relevance of their formal English instruction. Thus, I argue that navigating students' EE and its role in the classroom is, like much of what a teacher does, a balancing act.



## 6 Conclusion

In this chapter, I summarize the findings (Section 6.1) and discuss the contribution and implications of this study (Section 6.2). I also provide suggestions for further research (Section 6.3). This study has shown that while the vast extramural English (EE) use of the participants may explain why they believe EE to be a greater source of English learning than schoolwork, students need awareness of how the English school subject facilitates the development of academic competence they are unlikely to acquire through EE.

### 6.1 Summary of findings and contribution

In this study, I have aimed to explore the possibilities and limitations of EE, in light of the answers to three research questions:

1. *What are the characteristics of students' reported extramural English practices?*
2. *What are the characteristics of students' beliefs regarding English learning?*
3. *What are the characteristics of students' experiences with extramural English in relation to the English school subject?*

In the following, I summarize the three main findings that answer these research questions.

The first main finding (cf. Section 4.1) is related to the participants' EE practices, which were extensive and characterized by input-based entertainment. The top activities in terms of both frequency and duration were using social media, listening to music, and watching TV series, movies and YouTube videos. All participants reported using social media at least weekly. The participants spent on average almost four and a half hours on an average of five different EE activities daily. However, there were great individual differences in regard to the number of activities they engaged in and the time spent on said activities.

The second main finding (cf. Section 4.2) showed that the participants found learning English to be important. They explained this importance by arguing that English is useful to know as it is a world language, so one needs it to communicate, especially when traveling. There was consensus among the participants that their EE practices have contributed to the development of their English proficiency, and many found EE to be a greater source of English learning than schoolwork.

The third main finding (cf. Section 4.3) is related to the participants' experiences with the English school subject and how their EE is acknowledged by their English teacher. The participants reported that their teacher does not take an interest in their EE practices, and almost half of the participants did not want their teacher to show interest in their EE. While many reported that the teacher facilitates classroom discussions about TV series, movies, books, games and other English language media, it is not the types of media that the participants are interested in. A majority of the participants did not consider their teacher to be a good language role model to a large extent, suggesting that they find their English language role models through their EE activities rather than in school. A small majority reported that they seldom or never have fun or learn a lot in English class.

Combined, the findings in this study show that there was a discrepancy between students' EE practices and their experience with the English school subject. While students were engaged in large amounts of EE activities and they found learning English to be important, they did not experience the same motivation for the English school subject, and believed that they learn more from the EE activities rather than schoolwork. In chapter 5, I discussed the possibilities and limitations of EE. I argued that while drawing on EE interests within the English classroom may make the subject feel more relevant to students' out-of-school lives, there is also a need for students to become aware of the relevance of their formal English instruction, as it facilitates the development of the diverse skills, knowledge and competence that they are likely to need as well-functioning citizens.

## **6.2 Didactic implications**

In this section, I summarize the didactic implications that were discussed in Chapter 5. In chapter 5, I argued that English instruction should be EE-sensitive (Schwarz, 2020), which suggests that EE can be drawn on in order to make the English subject more relevant and motivating, while still providing opportunities to develop skills and knowledge that students are unlikely to acquire extramurally. This stance was argued by discussing the possibilities and limitations of EE, as well as discussing the balancing acts required to successfully draw on students' EE within the English classroom.

The findings presented and discussed in this study call for both teacher awareness and teacher transparency regarding the possibilities and limitations of EE. The teacher may empower students by taking interest in their EE. This may potentially improve teacher-student relations, and facilitate motivation for English in school by drawing on student's EE within the classroom, while being mindful of not intruding on student's personal spheres. At the same time, the teacher should explicitly argue the importance of the English school subject, as it facilitates the development of skills, knowledge and language proficiency that students are unlikely to acquire out of school. Such academic proficiency is important for participation in academia, business and society as a whole. Making students aware of the limitations of their EE use in terms of the development of their English proficiency, and facilitating such learning within the English school subject, may promote motivation for interacting with English in school, as well as in their free time.

### **6.3 Suggestions for further research**

As the EE practices of young people are in constant change, there is a need for continuous research on this topic in order to understand how young people interact with English outside of school and to understand their relation to the English school subject. Below, I offer suggestions on how to further research different aspects of the relation between EE and the English school subject.

Firstly, I argue that the relation between students' EE practices and the formal English instruction in school should be further investigated, not only from the perspective of students, but also the perspective of the teacher. How do the extramural interests of students affect teachers' practices within the classroom? Exploring how teachers navigate the various identities and interests in their student group and how they perceive the possibilities and limitations of EE can lead to valuable perspectives about teaching practices and teacher beliefs.

Secondly, I consider it relevant to research the practices of students with a high sense of learner-autonomy, who actively and consciously engage in EE activities to promote their language proficiency. This could shed light on how to further bridge EE and the English school subject, and to identify any possible perceived shortcomings of the English school subject that lead to the out-of-school pursuit of knowledge.

Lastly, I found that half of the participants in this study would prefer their teacher to not take an interest in their EE use, and I argue that this topic needs to be researched further. One could use a similar questionnaire to the one used in this study in order to identify and sample students that hold such opinions, and explore the topic further, possibly through student interviews. This would lead to valuable insight on the topic of EE sensitivity and how teachers may best perform the balancing act of drawing on EE while still respecting the identities and personal spheres of students.

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# Appendices

## Appendix 1: The EE Scale (Sundqvist & Uztosun, 2021)

The alpha values listed apply to the current study.

<p><b>Factor 1</b> <i>EE Internalized</i> <math>\alpha = .879</math></p>	<ul style="list-style-type: none"> <li>• I think in English</li> <li>• I daydream in English</li> <li>• I talk to myself in English</li> </ul>
<p><b>Factor 2</b> <i>EE Gaming</i> <math>\alpha = .929</math></p>	<ul style="list-style-type: none"> <li>• I play games online with others (multi-player, MMOs) using English</li> <li>• I play games which require writing in English</li> <li>• I play games on my own (single-player) using English</li> <li>• I play games which require reading in English</li> <li>• I play games which require listening in English</li> <li>• I play games which require speaking in English</li> <li>• I watch gaming videos and/or live streamers or Let's Players</li> </ul>
<p><b>Factor 3</b> <i>EE Digital Creativity</i> <math>\alpha = .865</math></p>	<ul style="list-style-type: none"> <li>• I create digital material in English for myself (for example, videos, podcasts, music)</li> <li>• I create digital materials in English and publish online (for example, videos, podcasts, music)</li> <li>• I create digital materials in English and share with people I know (for example, videos, podcasts, music)</li> </ul>
<p><b>Factor 4</b> <i>EE Niche Activities</i> <math>\alpha = .447</math></p>	<ul style="list-style-type: none"> <li>• I write fanfiction in English</li> <li>• I play tabletop/board games (not digital) in English</li> <li>• In my free time, without being instructed by my teacher, I use educational English apps and/or websites for the purpose of learning English</li> </ul>
<p><b>Factor 5</b> <i>EE Viewing</i> <math>\alpha = .546</math></p>	<ul style="list-style-type: none"> <li>• I follow specific English-speaking YouTubers and/or vloggers</li> <li>• I watch videos in English</li> <li>• I view/watch English-speaking material when I am on my own</li> <li>• I am a fan and follow one famous person (or more) regularly, which involves using English</li> </ul>
<p><b>Factor 6</b> <i>EE Social Interaction</i> <math>\alpha = .907</math></p>	<ul style="list-style-type: none"> <li>• I talk to others in English, expecting a response (spoken interaction/oral communication)</li> <li>• I write in English for/to others, expecting a response (written interaction/communication)</li> <li>• I talk to others in English, not expecting a response</li> <li>• I write in English for/to others, not expecting a response</li> <li>• I speak in English with people I know (in real life or online)</li> <li>• I speak in English on the phone</li> </ul>

<p><b>Factor 7</b> <i>EE Music</i></p> <p><math>\alpha = .448</math></p>	<ul style="list-style-type: none"> <li>• I sing (along) in English</li> <li>• I listen to music in English</li> <li>• I read the lyrics of songs and/or poems in English</li> </ul>
<p><b>Factor 8</b> <i>EE Reading and Listening</i></p> <p><math>\alpha = .643</math></p>	<ul style="list-style-type: none"> <li>• I read and take quizzes in English</li> <li>• I listen to the radio (for example, podcasts and news) in English</li> <li>• I read newspapers or magazines (paper or online) in English</li> </ul>

## Appendix 2: Extramural English questionnaire

### Spørreundersøkelse

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

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

Takk for at 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/beregne 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).

- |                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Aldri</b>             |                          |                          |                          |                          |                          |                          | <b>Alltid</b>            |
1. Jeg lytter til musikk på engelsk
  2. Jeg snakker på engelsk i telefonen
  3. Jeg leser og gjør quizer/tester på engelsk
  4. Jeg skriver på engelsk for/til andre, uten å forvente å få svar
  5. Jeg følger spesifikke engelsktalende YouTubers eller/og vloggere
  6. Jeg skaper digitalt materiale på engelsk og deler det med personer som jeg kjenner (for eksempel video, podcast, musikk)
  7. Jeg skaper digitalt materiale på engelsk til meg selv (for eksempel video, podcast, musikk)
  8. Jeg snakker engelsk til andre mennesker uten å forvente meg svar
  9. Jeg spiller spill som krever at man leser på engelsk
  10. Jeg spiller spill som krever at man lytter på engelsk
  11. Jeg skriver på engelsk for/til andre og forventer meg svar (skriftlig interaksjon/kommunikasjon)
  12. Jeg hører på radio på engelsk (for eksempel podcaster og nyheter)
  13. Jeg skaper digitalt materiale på engelsk og publiserer det på nett (for eksempel video, podcast, musikk)
  14. Jeg snakker med andre på engelsk og forventer meg svar (muntlig interaksjon/muntlig kommunikasjon)
  15. Jeg spiller spill som krever at man snakker på engelsk

16. Jeg ser på engelske videoer
17. Jeg snakker engelsk med personer som jeg kjenner (i virkeligheten eller på nett)
18. Jeg skriver fanfiction på engelsk
19. Jeg dagdrømmer på engelsk
20. Jeg leser engelske sangtekster og/eller dikt
21. Jeg bruker engelske undervisningsapper og/eller nettsider for å lære meg engelsk uten at læreren min har bedt meg om det
22. Jeg ser på gamingvideoer og/eller live streamers eller Let's Players på engelsk
23. Jeg spiller spill som krever at man skriver på engelsk
24. Jeg synger (med) på engelsk
25. Jeg snakker med meg selv på engelsk
26. Jeg spiller spill på egen hånd (singleplayer) og bruker engelsk
27. Jeg leser aviser og tidsskrifter (på papir eller på nett) på engelsk
28. Jeg ser på engelskspråklig materiale når jeg er alene
29. Jeg tenker på engelsk
30. Jeg spiller online-spill med andre (multiplayer, MMOs) og bruker engelsk
31. Jeg er fan og følger en (eller flere) personer regelmessig, noe som gjør at jeg bruker engelsk
32. Jeg spiller brettspill (ikke digitale) på engelsk

### Evaluering (Del A)

Du har svart på spørsmål om aktiviteter på engelsk i løpet av en normal skoleuke, MANDAG til **FREDAG** (ikke lørdag og søndag). Tror du at du hadde svart annerledes hvis vi hadde spurt deg om aktiviteter fra MANDAG til **SØNDAG**?

Svar så ærlig som mulig! Vi trenger å vite dette for å kunne videreutvikle spørreskjemaet.

- Ja
- Kanskje/usikker
- Nei
- Jeg vet ikke

### 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, hvilket foretrekker du eller ser du på oftest?**

**B2. 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:**

**B3. Hvis du spiller spill på engelsk (på data, nettbrett, PlayStation, Xbox, mobiltelefon, etc.): Hvilke spill foretrekker du eller spiller du oftest? Gi gjerne eksempler på spilltitler**

**B4. Hvis du ser på YouTube-klipp/videoer: Gi gjerne konkrete eksempler (navn, titler) på hva du foretrekker å se på:**

**B5. Når du hører eller leser et engelsk ord som du ikke forstår PÅ SKOLEN, 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"/>

**B6. 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"/>

**B7. Er det noe annet du gjør når du hører eller leser et engelsk ord som du ikke forstår?**

- Ja  
 Nei

**B7.1. Hva gjør du når du hører eller leser et engelsk ord som du ikke forstår?****B8. 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"/>

**B9. 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"/>

**B10. 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



**B10.1 Bruker LÆREREN andre språk i engelsktimene?**

- Ja  
 Nei

**B10.2 Hvilke(t) andre språk bruker LÆREREN i engelsktimene?****B11. 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

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

- Ja  
 Nei

**B11.2 Hvilke(t) andre språk bruker DU i engelsktimene?****B12. Engelsklæreren min er et godt språklig forbilde for meg**

- I liten grad  
 I noen grad  
 I stor grad

**B13. 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"/>

#### B14. Læreren refererer til hvordan vi bruke 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

##### B14.1. Hvordan refererer læreren til hvordan dere bruker engelsk utenfor skolen?

#### B15. 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. F.eks. du skal ikke gi både lesing og skriving samme tall. Bruker du minst tid på både grammatikkøvelser og lytting, må du gi ulike tall til hver av dem, altså 6 til den ene og 7 til den andra.

	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"/>
Skriving	<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 ved siden av skolearbeid
- Alt eller nesten alt ved siden av 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

**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 og evaluering**

**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

**D5. Hvilke(t) språk snakker du oftest med foreldrene dine?**

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

**D7. Hvilke(t) språk snakker du oftest med vennene dine?**

**D8. Evaluering av spørreskjemaet**

Vi vil gjerne vite din mening om dette spørreskjemaet! Kryss av for hvert spørsmål nedenfor.

	Helt uenig	Litt uenig	Ingen mening	Litt enig	Helt enig
Instruksene i spørreskjemaet var lett å forstå	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spørsmålene var lett å svare på	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spørreskjemaet var for langt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

## Appendix 3: 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 «3.2.2. 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 dugjorde 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 4: STAGE informed consent form

### 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 skrivet 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 strøomme 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)

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## 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: Color coded questionnaire text answers

Text answers to «Do you think it is important to learn English? Please explain why» (Item C.1.1). Sample consists of the text answers from the participants that answered “yes” to “Do you think it is important to learn English?” (Item C.1) ( $n = 26$ ).

### Coding manual:

Communication

English as a world language

Travel

Usefulness

Participant 2	Jeg syntes det er viktig å lære engelsk fordi man kan trenge det når man er ute og reiser eller skal kontakte noen.
Participant 4	Fordi det er et av verdensspråkene og da kan man kommunisere med resten av verden.
Participant 6	Det er viktig og kunne engelsk når man for eksempel skal til utlandet, eller du snakker med noen som ikke kan norsk.
Participant 7	Det er viktig å lære seg engelsk slik at man forstår hva andre folk sier. Det er masse som er på engelsk og mange mennesker snakker engelsk rund om i verden.
Participant 8	Fordi det er et globalt språk som mange land bruker
Participant 9	Fordi man trenger det i andre land, det er et veldig globalt språk som nesten alle land forstår.
Participant 11	Fordi vi bruker det mye og det er gøy å kunne snakke engelsk flytende
Participant 12	Det er et viktig middel å mestre for å lettere skape et samhold i verdenssamfunnet. Det knytter mennesker sammen og gjør kommunisering over landegrensene mye lettere.
Participant 13	Jeg mener det hjelper når man skal finne venner og kommunisere med andre folk fra andre land.
Participant 14	Fordi at engelsk er et av de viktigste språkene man skal kunne hvis man er i andre land
Participant 15	Fordi man kan kommunisere med andre fra andre land
Participant 16	Selv om det mest snakkede språket i verden ikke er engelsk, er det likevel viktig å lære engelsk fordi de fleste andre lærer det for å kunne snakke med englendere og amerikanere. De to landene har hatt mye effekt på verden gjennom historien, som er grunnen til at det er et så overlegent språk.
Participant 17	Fordi nesten alle bruker engelsk i hverdagen
Participant 18	Det er viktig for å kunne kommunisere
Participant 19	Siden man kan kommunisere med folk fra andre land og det gjør det lettere å dra på ferie.
Participant 20	Lettere og kommunisere med folk fra utlandet
Participant 21	Fordi når du drar til et land som ikke forstår ditt språk, så må du prate engelsk.
Participant 24	Fordi det er et internasjonalt språk som man trenger mer av
Participant 25	Fordi det er viktig språk som blir brukt mange steder i verden.
Participant 26	Fordi det er et internasjonalt språk som gjør det enklere å kommunisere med andre fra andre land.

Participant 27	Fordi da kan man kommunisere med andre folk som snakker engelsk, dette gjør engelsk til et fellesspråk.
Participant 31	Engelsk er et av de største verden-språkene. Uansett hvor du drar er det stor sannsynlighet for at noen der snakker engelsk og du kan kommunisere via språket.
Participant 32	Engelsk er et stort språk og nesten alle har det som et språk i tillegg til et annet i verden
Participant 33	For å kunne kommunisere med mennesker rundt om i verden.
Participant 34	For at alle skal forstå hverandre
Participant 35	Jeg synes det er viktig fordi engelsk er et språk man faktisk kan bruke i andre land hvor du ikke snakker det språket for eksempel.