# Girls in vocational studies: The academic voices in the classroom

*A comparison of vocational girls' use of English in and out of school*

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Mastergradsavhandling ved Institutt for Lærerutdanning og Skoleforskning

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# Abstract

As part of the Vocational and General Students' Use of English (VOGUE) project led by Associate Professor Lisbeth M. Brevik, this master study investigates the following research question: *How do girls in vocational studies use English in school and Extramural English out of school?*

To investigate this research question, I triangulated qualitative classroom observations, interviews with vocational girls, and had them fill in a log for ten days. The classroom observations were conducted in three different vocational classes; one *Electricity and electronics class,* one *Health, childhood and youth development class,* and one *Service and transport class.* The classroom observations were mainly conducted to select participants for this study, in addition to measuring how much English the vocational girls spoke in the English classroom, compared to the teacher and the boys in these classes, and what they spoke about. In total, I observed two double lessons in each classroom, and ten vocational girls from these three vocational programs were interviewed, to get firsthand knowledge concerning how they viewed their use of the English language in and out of school. To further portray the vocational girls' daily use of English in and out of school, they filled in a log for the duration of ten days.

Alongside finding out that the vocational English classrooms in this study are bilingual, in terms of the students speaking both English and Norwegian, the findings in this study indicate that while the vocational boys are the dominant voices in the English classrooms, the vocational girls represent the academic voices. The vocational girls' in-school use of English is somewhat limited to subject-specific topics, while the boys' English use is not. Another pattern recognized in the vocational girls' use of English, is that although they are more active users of English outside school, their use of English seems to be related to the various vocational programs.

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# Sammendrag

Denne masterstudien er en del av prosjektet Vocational and General Students' Use of English (VOGUE), ledet av førsteamanuensis Lisbeth M. Brevik. Studien undersøker følgene problemstilling: *Hvordan bruker yrkesfaglige jenter engelsk på og utenfor skolen*?

For å undersøke dette, triangulerte jeg kvalitative klasseromsobservasjoner, intervjuer med yrkesfaglige jenter, og fikk dem til å fylle ut en logg daglig i ti dager. Jeg gjennomførte observasjoner i tre ulike yrkesfaglige klasserom: en klasse i *Elektrofag*, en klasse i *Helse- og oppvekstfag* og en klasse i *Service og samferdsel.* Jeg gjennomførte klasseromobservasjonene hovedsakelig for å velge deltakere til denne studien, i tillegg til å måle hvor mye engelsk jentene i disse yrkesfagsklassene snakket, sammenlignet med engelsklæreren og guttene i klassen, og hva de snakket om. Totalt observerte jeg to dobbeltimer i hver klasse, og jeg intervjuet ti yrkesfaglige jenter fra disse tre yrkesfagprogrammene, for å få førstehåndskunnskap om hvordan de selv vurderte sin bruk av engelsk på og utenfor skolen. For å kunne skildre yrkesfagjentenes daglige bruk av engelsk på og utenfor skolen i detalj, fylte de ut en logg over ti dager.

I tillegg til å identifisere at de yrkesfaglige engelskklassene i denne studien er bilingvale, ved at elevene bruker både norsk og engelsk, indikerer funnene at guttene er de dominerende stemmene i engelskklassene, mens jentene representerer de akademiske stemmene. De yrkesfaglige jentenes bruk av engelsk på skolen ser ut til å være begrenset til fagspesifikke emner, mens guttenes bruk ikke er det. Et annet mønster i de yrkesfaglige jentenes bruk av engelsk, er at selv om de bruker engelsk mer aktivt utenfor skolen, ser deres bruk av engelsk ut til å være knyttet de ulike yrkesprogrammene.

# Acknowledgments

It is with mixed emotions that I write these final words to mark the end of my education period at the University of Oslo. This final year has been the most educational and exciting of them all, however, impossible without the people involved. Writing this master thesis would not be possible without the endless inspiration and help from my supervisor Lisbeth M. Brevik, I am forever grateful for all the support you have given me during this period. Thank you for always answering my countless questions and providing me with feedback and comments. Thank you for involving me in the VOGUE project and allowing me to collect data that contributes to the project. Working with you and my co-supervisor Pia Sundqvist have been a pleasure. Pia, I am thankful for all your support and careful comments, and thank you for your warm welcome at the University of Karlstad. To everyone at the Teaching Learning Video Lab at the University of Oslo, and especially Principal Engineer Bjørn Sverre Gulheim, thank you for all your help in teaching me how to use digital software in analyzing my data.

I want to express deep gratitude to the people at the vocational school where I collected my data. To the English teacher, thank you for being kind and for allowing me to come and observe your teaching in various vocational classes, and for giving me access to your students. To my vocational girls, I have enjoyed observing and interviewing your English use, and thank you for filling in the logs. Without you, this master thesis would not be a reality.

Last, but certainly not least, thank you to my family, I love you deeply. Mom, thank you for your constant support and endless love. Dad, thank you for helping me with Excel and for always supporting me, and Mats, thank you for standing by me during this process, you are my rock.


Saro and Samal, big sister loves you

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# Chapter 1: Introduction

My interest in students who study vocational studies grew simultaneously when I was figuring out where I want to teach after finishing my teacher education. After many conversations with teachers in both vocational and general studies, I found that teaching a vocational class was more tempting. Judging from what the teachers were saying, the students in vocational studies seemed very interested in the common core subject English, and as a future English teacher, this was music to my ears. However, I did not have sufficient information about vocational studies and was on a pursuit to find more information.

After taking Practical Pedagogic Teaching (PPU), I felt more qualified to teach in general studies than in vocational studies, and unfortunately, during my teacher education practice period, I did not get the opportunity to teach a vocational class. In addition, the PPU curriculum and lessons seemed to contain an insignificant amount of information regarding vocational studies, compared to the significant information regarding general studies. Given that PPU qualifies for teaching both in general and vocational studies, this was surprising. Statistic Norway (SSB, 2017)[1] calculated that approximately 62 percent of students attended general studies in 2016. However, despite the number of students in general studies being of a more considerable size than in vocational studies, the information concerning vocational studies should be satisfactory to the extent that I as a future teacher feel qualified to teach English in both general and vocational studies.

For this reason I decided to learn more about vocational studies and students, I started reading articles about the subject, and was introduced to an article by, Associate Professor at the University of Oslo, Lisbeth M. Brevik. This turned out to be the determining factor in my decision concerning the subject of my master thesis. The article *The Gaming Outliers: Does out-of-school gaming improve boys' reading skills in English as a second language?* (Brevik, 2016a), investigates how boys in vocational studies use English in- and out-of-school. The boys are selected to participate because they fit the profile of an outlier, which is presented in the article *The complexity of second language reading: Investigating the L1-L2 relationship* (Brevik, Olsen & Hellekjær, 2016). By looking at student scores on national reading tests in both Norwegian and English, there were students found among both boys and girls, in both

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[1] For details, see: https://www.ssb.no/en/utdanning/artikler-og-publikasjoner/90-per-cent-male-pupils-on-some-programmes

general and vocational studies, who were poor readers in their L1 Norwegian, and significantly better readers in their L2 English. These students were labelled outliers (Brevik, et al., 2016). The biggest groups of outliers were found among boys in vocational studies, and the ones Brevik (2016a) investigated spent a lot of time playing online and offline games in English, hence the title *The Gaming outliers*. This gave the notion that playing video games made them perform better in the English subject at school. This study gave what I felt was crucial insight into students' use of English outside the school walls. As a future English teacher, this was valuable insight into how students learn the English language.

However, I was left feeling curious about how girls in vocational studies used English in and out of school, and ended up asking Brevik about it. She introduced me to the project Vocational and General Students' Use of English in and out of school (VOGUE). She was kind and asked me to be part of the project, which was something I was more than willing to be (see Appendix A). Being part of the project allowed me to investigate the girls in vocational studies. The project also gave insight into students' use of English outside school, which could be beneficial when teaching English in school.

## 1.1 International English

When one thinks about vocational studies in Norway, the English subject might not be the first thought that comes to mind. The reason for this being that one might not think that English, to a large extent, prepares students in vocational studies for occupations were English is needed. However, by looking at the history and status of the English language, one will see that English is expected to be used in almost every occupation.

English is used as lingua franca across national boundaries, and there are more interactions of English between non-native speakers of English, than between native speakers of English, which means that the number of non-native speakers who use English exceeds the number of native speakers of English (Crystal, 2004; 2012; Rindal, 2015). This makes English the global language of communication. One might think that this is due to the number of people using it, yet historically, English became a global language because it was spoken by the people who held both political and military power around the world. However, in order to maintain and enlarge a global language, political and military power is not enough, economic power is needed (Crystal, 2012). During the nineteenth and twentieth century, both America and Great

Britain had immense power (Crystal, 2012). For a language to achieve global status, it has to be recognized in all countries. It can be recognized either as an official or semi-official language or it has to be prioritized in a country's foreign language teaching. English has long before surpassed both these achievements (Crystal, 2004; 2012). Due to English being the common language to use in different international domains, such as education and media, it is highly certain that it maintains its status as a global language, for an elongated time (Crystal, 2012).

## 1.2 The role of English in Norway

English has traditionally been a foreign language in Norway. However, because it displays many characteristics of a second language in Norway, it seems fair to assume that it will become a second language (Rindal, 2015). Because English is the international language of communication, it is certain to be used to some extent in every occupation in Norway. However, for a health-worker fifty years ago, communication in English would most likely not happen to the extent that it does today. This raises the question concerning the importance of English in vocational studies, and how it could or should be taught. Should the English subject be vocationally oriented, which is suggested by the FYR[2] project (Iversen, et al., 2014; Stene, Haugset, & Iversen, 2014), or should the English education have its primary focus on the communicative features, which the English curriculum emphasizes after influence by the Common European Framework of Reference for Languages (CEFR) (Rindal, 2015)? Either way, English is an important subject in school, and an important competence outside school, both for work and leisure. This makes English incomparable with other foreign languages such as; Spanish, German, and French, which are also commonly taught in Norwegian schools. This is also understandable when looking at the English subject curriculum and the amount of years English is studied in Norwegian schools.

## 1.3 English in Norwegian schools

The Norwegian school system comprise a total of 13 years; seven years in primary school (years 1-7), three years in lower secondary school (years 8-10), and three to four years in upper secondary school (years 11-14) (Norwegian Ministry of Education and Research [KD],

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[2] FYR is an acronym for *Fellesfag* (common core subjects), *Yrkesretting* (vocational orientation) *og Relevans* (relevance),

2006, 2013). When applying to enter upper secondary school, all students have the opportunity to either choose general or vocational studies. No matter what kind of study students choose, English is a compulsory subject. Compared to other foreign languages taught at school, English is a compulsory subject from the first year of primary school, until the first year of upper secondary school. Students who wish to study English in later years of upper secondary school are granted the opportunity to do so (Rindal, 2015; KD, 2006, 2013). The English subject curriculum is not a part of the curriculum for other foreign languages, which also indicates that it is considered to hold a different status, on the verge of becoming a second language (Rindal, 2015). The English subject curriculum describes the language as a tool for survival in the world of communication, which is highly relevant for vocational students (KD, 2006, 2013). Whereas the description of the foreign languages in the curriculum for foreign languages, mentions that knowing the language generally gives students opportunities to participate in international contexts (KD, 2006).

## 1.4 English in vocational studies

Unfortunately, myths have developed about the English subject and students in vocational studies, which Brevik (2016b), in her article *Tre myter om engelsk på yrkesfag* [*Three myths about English in vocational studies*], argues needs to be nuanced. These myths include; the notion that students in vocational studies are poor readers, that they are poor comprehenders of theoretical texts, and that their out of school uses of English are irrelevant to what they learn in school (Brevik, 2016b). The English subject curriculum in upper secondary school is identical for both general and vocational programs, which can give the impression that the Ministry of Education and Research in Norway views English as equally important for students in vocational and general studies. Nonetheless, the myths presented by Brevik (2016b), are often used in public and educational debates regarding the English subject curriculum for vocational students. Some argue that vocational students should be granted the opportunity to avoid reading long, advanced, and theoretical texts, while others claim that such texts are just as important for vocational studies, and that the English subject curriculum should instead be vocationally oriented (Brevik, 2016b).  I chose to write my MA thesis on English in vocational studies to examine some of these myths further, by observing vocational English teaching, and by interviewing vocational students about their perspectives on the importance of English, both in and out of school.

# 1.5 Gender and social background in vocational studies

Figure 1A is collected from 2017 Norwegian SSB and illustrates the number of girls and boys in the different programs in vocational studies. There are more boys than girls in vocational studies, and an uneven gender distribution is, in fact, common in many vocational programs.
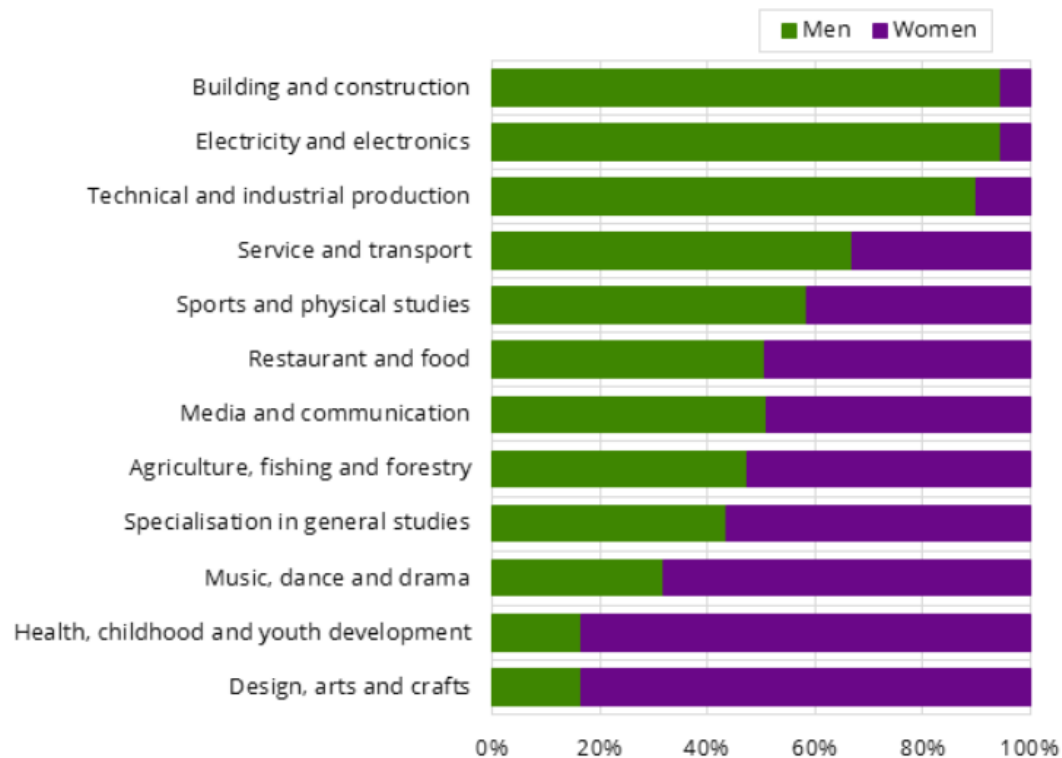


**Figure 1A.** Overview of vocational study programs in Norwegian upper secondary school, ranked by students (here: pupils), education and gender, 2016. Source: Statistics Norway (SSB, 2017).

Vocational studies in Norway is the study with the most student dropouts and the most uneven gender distribution (OECD, 2017). It is stated that three out of four boys attend programs that prepare students for occupations with 90 percent male dominance (Vogt, 2008). Vogt (2008) states that boys who attend the male dominated vocational programs like the *Technical and industrial production program* (see Figure 1A), normally get permanent jobs in the private sector, while girls who attend female-dominated vocational programs like the *Health, childhood and youth development program* (see Figure 1A) start temporary part-time jobs in the public sectors. In addition, Beach, Lundahl and Öhrn (2011) state that the school

system in Scandinavia is structures so that programs preparing for traditional male occupations are found in upper-secondary school, while programs preparing for traditional female occupations are found at University level.

Figure 1B is from the Organization for Economic Cooperation and Development (OECD, 2017) and it illustrates that in Norway, only 38 percent of the students in vocational studies complete the study program within the theoretical duration, and compared to the OECD average of 58 percent among vocational students, this is a large difference. One reason for this low percentage of educational completion in Norway, could be that 21 percent of students in vocational studies, according to OECD (2017), end up graduating from general programs instead. However, this cannot fully explain the low completion rate.
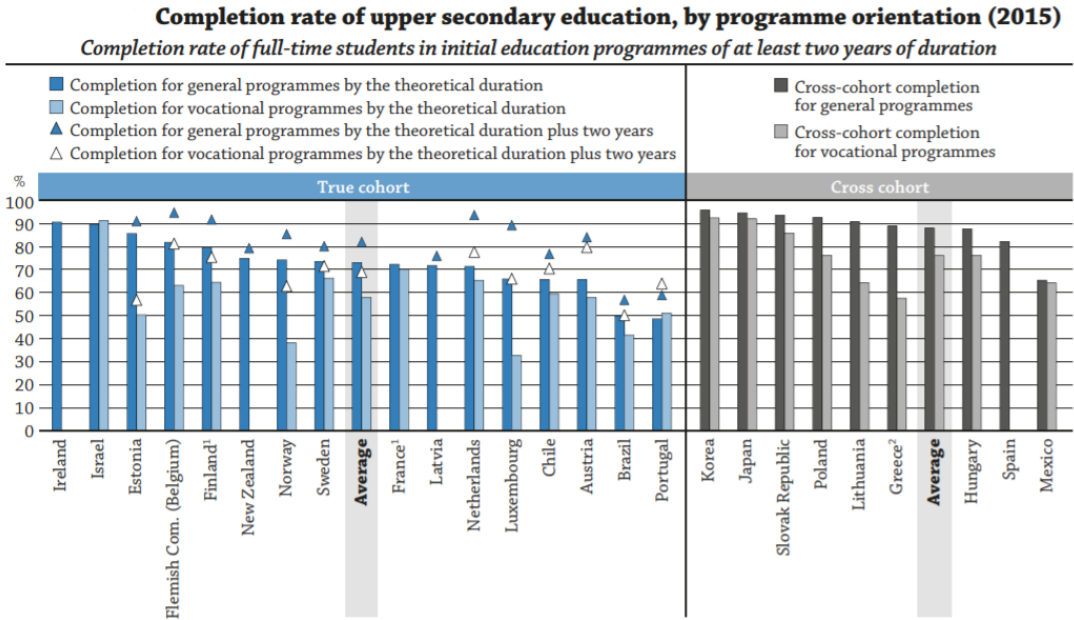


**Figure 1B.** Students completion rate of upper secondary education, 2015 (OECD, 2017).

Figure 1B also illustrates that 63 percent of vocational students complete their education by their theoretical duration plus two years. According to the OECD (2017) report, girls are more likely to complete their upper secondary education within the theoretical duration, and that students' education and immigrant status plays a crucial role in whether they complete their education or not. This is another motivation for my MA thesis, to examine girls in vocational studies in order to understand why they are more likely to complete their upper secondary education within the theoretical duration, than the boys.

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## 1.6  Research question

In this master thesis, my focus is on girls in vocational studies and their use of English in and out of school. Thus, I examine vocational girls' use of extramural English (a term for the usage of English outside the school walls without the intent or inspiration to use it for school), and their use of English in the classroom (For Extramural English, see Sundqvist, 2009). My overall research question is: *How do girls in vocational studies use English in school and Extramural English out of school?* To be able to answer this research question, I have formulated the following research questions that are sectioned into two parts; one for in-school use of English and one for extramural English:

*In-school use of English*

1. To what extent and how do girls use English compared to Norwegian in the English lessons?
2. To what extent and how do the girls use English in these lessons compared to the boys?
3. How do the girls view their own oral activity in English lessons?

*Extramural English outside school*

4. To what extent and how do the girls use extramural English to do better in the English subject at school?
5. To what extent and how do the girls' extramural English activities differentiate across the various vocational programs?

## 1.7  Structure

In the following, I present Chapters 2–6. In Chapter 2, I present theory and prior research, including prior master's (MA) theses that have inspired the topic and choice of methods for my MA study. Chapter 3 gives an account of the methodology I have used, including procedures and ethical considerations. In Chapter 4, I present the findings, before I discuss these in Chapter 5, in light of relevant research and theory. Finally, in Chapter 6, I indicate some implications of my study and suggest further research, before offering concluding remarks.

# Chapter 2: Theory and prior research

In this chapter, I present the theoretical framing that I have used in my MA study, in addition to relevant prior research and MA studies. Since the focal point in my study is to investigate vocational girls' use of English both in and out of school, I explore social relations in learning and using English, and thus, I base my theoretical framing on sociocultural theory (2.1). Further, I discuss what we know about gender differences in the classroom (2.2), language use in the English classroom (2.3), and extramural English (2.4). In each of these sub-sections, theory and prior research are intertwined, to draw on both sources in these complex issues. Finally, I present prior MA theses concerning vocational studies in Norway, which have inspired me to further investigate vocational students and to use multiple qualitative methods for collecting data (2.6).

## 2.1  Sociocultural theory

Since my study investigates students' use of English in and out of school, my interest is in the social relations in learning and using English. Therefore, I find sociocultural theory (SCT) to comprise an appropriate theoretical framing for this study.

The origins of SCT can be found in Vygotsky's work (e.g., Vygotsky, 1978). His work made him one of the greatest psychologists of the first half of the twentieth century, and his work is relevant to present day research regarding SCT and language learning in general (Wertsch,1985). Lantolf (2012) explains that SCT has been used to explain the process involved in learning a second language for a long time. In SCT, humans are believed to use their existing social and cultural artifacts to create new ones, but also allowing new ones to coordinate, among other things, their behavioral activity (Lantolf, Thorne & Poehner, 2015). Within SCT, the developmental process is seen to progress through participation in social situations, which might be in or out of school, and that even the most important forms of human activity develop through interaction within social and material environments, including conditions found in the classroom (Lantolf et al., 2015).

Lantolf (2000) argues that even though research regarding second language learning is about a mediated process, SCT is the only theory that includes meditation as a core construct in its theory, and in Vygotsky's (1978) theory, meditation is imperative (Wertsch, 1985).  In order

to understand the mediated process, I will account for Vygotsky's Zone of Proximal Development (ZPD). Vygotsky (1978) defined ZPD as follows:

> *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).

In other words, ZPD is about what humans can do independently and what they can do with assistance.

Regarding SCT and language learning, an important form of meditation is regulation, which Lantolf, Thorne and Poehner (2015) divide into three types. The first type, *object-regulation*, is instances where humans use objects to acquire mental knowledge. The second type of regulation is *other-regulation*, which is mediated by people, such as teachers or peers. With regard to language learning, other-regulation can come in the form of, for instance, explicit or implicit feedback or guidance from a teacher. Other-regulation, can, inside the ZPD, develop into the third form of regulation, which is *self-regulation*; humans' ability to self-mediate (Lantolf et al., 2015).

This represents the opposite view of Krashen's (1985) *i* + 1 (imput plus one), which argues that humans acquire language only "by receiving 'comprehensible input'" (p. 2), which views humans as passive recipients in their language learning. Within a Vygotskian view, learners are not passive receivers of information, but actively engage with the task, in a process of learning and development (Brevik, 2015; Edwards, 2015). In this view, the learners participate actively in the learning environment, and relate social interaction "to his or her individual consciousness, to make personal connections between the task at hand and other topics or subjects within and beyond the classroom" (Brevik, 2015, p. 23). One aspect of the social interaction in the classroom concerns gender, which is of utmost relevance for my MA study, which is described in the following.

## 2.2  Gender differences in the classroom

As mentioned in the introduction, little research has been conducted with its primary focus on girls in vocational studies in Norway. However, I have used literature about gender differences in Norway and Sweden, as knowledge about gender differences in general could

potentially give my study more depth and understanding of girls in vocational studies. This perspective also offers the opportunity to discuss how gender differences in the classroom might have changed during the past decades, and investigate whether the girls in my MA study fit the pattern seen in prior research regarding female students.

In Norway, Professor at the Centre for Gender Research at the University of Oslo, Harriet Bjerrum Nielsen, explains that classroom research during the 1970's and 1980's proved that girls were minor characters in the classroom, while the boys dominated both orally and physically. She argues that the teachers' pay more attention to the boys in the classroom and often tailor the classroom activities to be beneficial for the boys (Nielsen, 1984, 2009, 2014). Nielsen (2009) conducted longitudinal classroom research on the same class for nine years, from they started in the first grade in 1992, until they graduated from lower secondary school in 2001. Her research showed that although some girls, still, were shy in the classroom, some were more visible than before. She states that this can be due to the girls often being the majority in the classroom, or that since the students in this classroom were from middle class families with working parents, they have different views on gender roles than the students in the 1970's and 1980's had.

An interesting finding is that even though some of the boys are visible in the classroom, they are more restrained than before, and Nielsen (2009) states that this could be because the school have different qualification requirements than before, with more focus on, among other things, communication, and self-organization, which could be more appropriate for the girls, than for the boys. However, Nielsen (2009) points out that the teacher in this study was determined to include the boys in the classroom interaction, by stating that the teacher explicitly wanted boys to answer questions, which was something that Nielsen (2009) did not see the teachers in the 1970's do with the shy girls.

In Sweden, Professor of Education at the University of Gothenburg, Elisabet Öhrn, identified patterns between genders. These patterns indicated that boys express themselves more than girls do in the classroom, and that boys both give attention to and receive more attention from the teachers (Öhrn, 1990). She also concluded that the different genders are more or less active in different subjects and various issues. In her research, Öhrn (1990) collected material from different schools in Gothenburg, Sweden, by conducting classroom observations of teachers and students, in addition to interviewing them. With regard to gender behavior in the classroom, she found differences concerning when the different gender dominated in

classroom interactions. While the girls' interactions were limited to specific subjects, the boys' participation was not limited to any specific subject, and boys, more often than girls, received more questions and criticism from the teacher, and, in addition, asked questions and gave comments more often than the girls did. Her findings also indicate that the teachers had more knowledge about boys than about girls, and argues that this

> might be affected by the fact that they know more about the male "category" (both because males, male activities and values are those more visible in society and because boys are generally more publicly active in school). (Öhrn, 1990, p. 202)

In recent years, however, it has been reported that girls on average achieve better results and perform better than boys in school, both in Norway and Sweden (Asp-Onsjö & Öhrn, 2015; Bakken, Borg, Hegna & Backe-Hansen, 2008; Backe-Hansen, Walhovd & Huang, 2014). Asp-Onsjö and Öhrn (2015) explored the discourses of gender and educational achievements by analyzing data from ethnographic studies. Multiple data sources were collected from these studies, consisting of classroom observations, observations of breaks, field conversations, interviews with teachers, and group interviews with 36 girls and 25 boys (15-16 year olds) at nine different Swedish schools, located in different social and economic surroundings. Although all their findings are interesting, I present the ones I find most relevant for my MA study, namely that some of the teachers gave more positive attention to the boys than to the girls, and that they did this because of their awareness that boys on a group level performed less well than girls did (Asp-Onsjö & Öhrn, 2015). However, the teachers only gave positive attention to the boys who were high achievers, and not to the other boys or any of the girls. As reported by Asp-Onsjö and Öhrn (2015), the teachers' attention to the high-achieving boys resulted in girls not being given the opportunity to involve themselves in classroom discussions.

Based on prior research, Beach and Öhrn (2011) argue that girls in Swedish secondary schools "have developed greater social and moral understanding than the boys", and that the schools should enhance these issues when schooling boys (p. 4). However, they argue that no research supports the notion that the school system encourages these issues more towards girls than boys.  Regarding students' influence in the classroom, they further argue that girls` influence is lessened in comparison to that of the boys, and that course content is aimed more towards boys and masculinity, which could be one of the reasons why the girls' influence in the classroom has decreased (Beach & Öhrn, 2011). These findings are of relevance to my

MA study, as male-oriented vocational programs in Norway prepare students for occupations with 90 percent male dominance (Vogt, 2008), which can give the notion that the course content is indeed aimed more towards boys and masculinity, thus making it harder for the girls to influence the schooling.

In another study, Hjelmér (2011) explains that the *Child and recreation program* in Sweden attracts young women who have low grades from lower secondary school, and with parents who have a low educational background. This educational program resembles the *Health, childhood and youth development program* in Norway (see Figure 1A), and in Norway, much like Sweden, 70 percent of students in vocational programs have parents with their highest education from secondary school or upper secondary school (Ekren, 2014). In the Child and recreation class that participates in Hjelmér's (2011) one-year ethnographical study, there were 17 girls and 4 boys. Many of the girls and all of the boys expressed, during interviews, that they found it difficult to speak in the classroom, and because of this, were quiet. They expressed that the program was not vocationally oriented at all, "I applied for Child and Recreation because I wanted to learn about children,", and "I thought it should be more about children and leisure", as well as "It's really never anything about children and leisure time itself" (Hjelmér, 2011, pp. 58-59). The boys, on the other hand, did not express any opinions regarding their learning and indicated that teaching and learning were the teachers' responsibility.

In another study, Rosvall (2011a) examined a *Vehicle class*, with 16 boys and, and only male teachers, with the exception of *one* female teacher. This *Vehicle class* resembles the *Electricity and electronics program* in Norway, with regard to male homogeneity in the vocational program (see Figure 1A). What was interesting in this *Vehicle class* was that the students approved theoretical knowledge because of the theoretical awareness being needed in order to "get a job, earn more, to advance, etc." (Rosvall, 2011a, p. 98). However, Rosvall (2016a) also observed that the boys disapproved of work done outside the vehicle hall, and that they found reading to be a female activity. This meant that if a boy was reading a book, it could lead to the boys questioning the reader's sexuality.

Rosvall (2011b) presents other research findings from ethnographically produced data conducted during one year's fieldwork in a *Social Science class*, with 11 girls and 21 boys. His findings indicated that the majority of the girls in this class, and some of the boys, were silent the whole school year, and he argued that this this could be because of the teachers'

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lack of trying to involve the silent students. Rosvall (2011) indicates that the silent students cannot be blamed and that the teachers' way of practicing pedagogy plays a crucial role in students' oral activity.

Based on the literature and the empirical studies referred to above, there seems to have been a development from girls being the minor characters in the classroom in the 1970's and 1980's, to achieving better results and performing better than the boys. However, in terms of influence and oral activity, the girls, today still seem to be the minor characters in the classroom, while the boys are to some extent more restrained than before. For my MA study, the gender aspect is relevant in relation to my classroom observations. My main focus is not the social interaction between girls and boys in the vocational classrooms as such, but whether such interaction might be observable in relation to their language use in the English classroom.

## 2.3  Language use in the English classroom

In this section, I present literature concerning language use in the English classroom. This is mainly because my MA study concerns investigating how much English the girls speak in English lessons, and also, because it provides a backdrop to discussing whether their use of English outside school resembles their use of the English at school.

There is little consensus about which language approach is the best one in the language classroom (Brevik & Rindal, forthcoming); for example, a monolingual or bilingual approach. A monolingual approach means that speaking one language in the classroom is encouraged, and the argument is that only speaking the second language (L2) or the target language (here: English) is the best way to learn the language (Brevik & Rindal, forthcoming). However, since language and identity are closely linked, others argue against a monolingual approach, because of fear that it will replace the first language (L1, here: Norwegian) (Brevik & Rindal, forthcoming). Although the intention of a monolingual classroom is not, in any way, to replace the L1, but rather that the use of L1 might be a distraction from practicing the L2 (Brevik & Rindal, forthcoming). In classrooms where students can communicate using their L1, they do not need their L2 to understand each other, which can lead to challenges in maintaining a monolingual classroom, and when this happens, the classrooms often become bilingual, which is quite common in Norwegian classrooms (Brevik & Rindal, forthcoming).

A bilingual approach concerns the switching between the L1 and the L2 in the same lesson. When teachers and students alternate between speaking the L1 (here: Norwegian) and the L2 (here: English) in the classroom, either impulsively or as a result of conscious code-switching, the classroom is considered bilingual (Brevik & Rindal, forthcoming). There are many ways in which conscious code-switching can happen in the classroom, by using L1 for academic or non-academic purposes to develop the students' language skills,  for example to explain something that the students seem to not understand in L2 (Brevik & Rindal, forthcoming). Cook (2001) argues that language teachers should encourage students to use the target language, but that using L1 in the classroom does not prevent students from learning another language. Conversely, Dahl (2015) states that code-switching could hinder language learning, arguing that the best way of acquiring a language is through exposure to the language in question. Others argue that code-switching can lead to a positive transfer from L1 to the target language (Cummins, 2008).

In their recent study, Brevik and Rindal (forthcoming) investigated video recordings and student surveys from seven different schools across two school years. Their findings show that in a total of 60 English lessons, the students and teachers spoke English 77 percent of the time, Norwegian 16 percent of the time, and seven percent of the time was used switching between English and Norwegian. They argued that these classrooms were monolingual, not only because English was used the most, but also because the teachers constantly encouraged their students to speak English, both in the classrooms where Norwegian was used very little, and in the classrooms where Norwegian was used almost as much as English. Their findings also show that teachers and students use Norwegian for different functions. Teachers use Norwegian for communicating purposes such as when organizing various classroom activities, or managing student behavior (non-academic functions), and when scaffolding to support student comprehension, giving task instructions, and when explaining terminology (academic functions). In light of their findings, Brevik and Rindal (forthcoming) state that using L1 when scaffolding comprehension possibly benefits L2 development.  However, the also state that usage of L1 in long stretches of time might not be beneficial if students are to learn how to use English not only for academic purposes in the classroom, but also for non-academic purposes outside school (also known as Extramural English).

## 2.4  Extramural English

I have chosen to use the term *extramural English* (EE) and not *English out-of-school* when describing how, why and when students use English outside the school walls, and when investigating whether their usage can have positive correlations with their usage of English in school. The reason for this is that it is a term used by others (Sundqvist, 2009, 2011; Sundqvist & Sylvén, 2016) when discussing students' use of English outside school. According to Sundqvist and Sylvén (2016), the definition of the word *extramural* can be understood by looking at the etymology of the word. *Extra* holds the meaning 'outside', while *mural* means 'wall' (Sundqvist & Sylvén, 2016, p. 6).

The intentions Sundqvist & Sylvén (2016) have for using the term EE, is essential for why I have chosen to use it as well. They state that it has been used when describing teaching in places extending the school walls. However, since the term *English out-of-school* connote that the school is somewhat involved with the students' use of English outside school, something they perhaps are not involved in, EE is better to use. My interest is not first and foremost on the students' usage of English outside school as a result of guidance provided by teachers, such as when doing homework or preparing for a presentation in school. I am interested in investigating how students use English on occasions when not in school.

However, as Sundqvist (2009) explains when describing EE, for the student, deliberate intention to acquire English is not required, but it can happen due to the students' determination to learn the language. This is explained as something that should not be excluded when investigating EE, thus it will not be excluded in my study. Students' deliberate intent of learning English is equally as interesting and important to investigate when investigating EE in my research. Some of the typical EE activities listed by Sundqvist and Sylvén (2016) are watching movies or TV, reading books or blogs, or playing online and offline video or digital games, such as the outliers in Brevik's (2016a) *Gaming outliers.* Personally, I would suggest that EE activities could also be linked to usages such as communicating using English as lingua franca, or using English when speaking to a native speakers of English, either orally or in writing (Rindal, 2015). Some may think that English communication is done deliberately to learn English, but it can be done unintentionally as well, and, still, lead to English language learning.

I was unsure whether I should use Phil Benson (2017) term *language learning and teaching beyond the classroom* (LBC) which consists of four dimensions, location, formality, pedagogy and locus of control, instead of EE (Benson 2011 in Sundqvist & Sylvén 2016; Benson & Reinders, 2017). Both terms involve using of English outside school without the intention of learning the language. However, Sundqvist and Sylvén's (2016) reason for not using the term LBC is due to the connotations the usage of the word *learning* in this contexts gives. According to Sundqvist and Sylvén (2016), the word 'learning' can be linked to Krashen's (1981) view of learning a second language. The argument is that error correction and the presentation of explicit rules helps language development (Sundqvist & Sylvén, 2016). Krashen and Seliger (1975) point out that for adults and teens after puberty, formal instruction is more beneficial than exposure, when learning a second language. And, as Sundqvist and Sylvén (2016) argue, this notion is opposite with the notion that a second language can be acquired subconsciously through exposure, and I too, think that any connotation to Krashen's second language acquisition theory in this setting is misleading, thus EE is chosen.

There are, nevertheless, many relevant points linking LBC and teaching, which I find relevant for linking EE and teaching as well. According to Benson and Reinders (2017), the importance of teachers' knowledge regarding LBC and in-class learning is crucial for learning in general. There could, however, be negative outcomes of knowing about students' LBC and integrating it with teaching. By giving students activities to do outside school such as homework, this can result in a reduction of self-indicated LBC. Conversely, giving students extracurricular activities to do at home can also have a positive influence, leading to the creation of LBC (Benson & Reinders, 2017; Sundqvist & Sylvén, 2016).

In Sundqvist's (2009) dissertation, *Extramural English matters,* she examined how EE affected oral proficiency and vocabulary among 80 English L2 learners. The results showed a positive correlation between EE use outside school and oral proficiency and vocabulary at school, but that the correlation between EE and vocabulary was stronger. The study also concluded that the type of activity used in EE mattered significantly with regard to their oral proficiency and vocabulary. In activities where the student could generally remain passive, such as when watching movies or listening to music, there was less impact on oral proficiency and vocabulary, than in productive and active activities, such as playing video games and reading. However, other studies has indicated that watching L2 movies may positively impact

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L2 development in the sense that you pick up more L2 vocabulary the more you watch (Webb & Rodgers, 2009a, 2009b). Another interesting finding in Sundqvist's (2009) dissertation, which is also relevant for my MA study, is that the boys in the study spent more time on active and productive activities than the girls did, which again resulted in a greater correlation between the boys' EE activities, oral proficiency and vocabulary, than the girls' EE activities.

Sylvén and Sundqvist (2012) examine whether the EE activity of online gaming affects learners' listening and reading comprehension and vocabulary, among 86 participants, aged 11-12 in Sweden. The results from this study proved that EE had a positive correlation with reading and listening comprehension and vocabulary. The result showcased that frequent gamers, gaming five or more hours per week, had the best results. They outperformed those who gamed less than five hours per week, who in turn outperformed non-gamers. The study concludes that gaming at an early age can be valuable with regard to second language acquisition.

Sundqvist and Wikström (2015) investigated whether there was a correlation between the EE activity digital gameplay and advanced vocabulary in writing and English grades. Based on the frequency of their gameplay, three groups were labeled 'non-gamers', 'moderate gamers' (playing less than 5 hours a week), and 'frequent gamers' (playing more than five  hours per week). Regarding advanced vocabulary and English grades, the frequent gamers scored higher than the other groups. Sundqvist and Wikström (2015) also investigated whether there were correlations between digital gameplay and L2 vocabulary grades, for both boys and girls. Their findings indicated that even though there were no correlation between gaming and L2 vocabulary overall, there were statistically significant differences in favor of the boys. This indicates that boys who spend more time gaming, benefit from time spent on digital gameplay in terms of increasing their L2 vocabulary.

Similarly to Sundqvist and colleagues (Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012), Brevik (2016a) identified a gamer profile in her study. She identified a group of students with reading comprehension results in English that surpassed their reading comprehension results in Norwegian. The students themselves explained their markedly better reading results by their extensive gaming activities, playing online games more than 3 hours per day outside school. Moreover, Brevik (fortcoming) identified two other profiles; the 'surfers' and the 'social media prosumers'. In addition to gaming, the 'surfers' spend time on other EE activities, such as watching movies, listening to music, and reading on the social

media platform Facebook (Brevik, forthcoming). The 'social media prosumers' in Brevik's (forthcoming) study, spend much time on EE activities involving social media platforms. Garvoll (2017) also identified students with a 'surfer' profile in her MA study, in addition to 'social media consumers'. The difference between the 'social media prosumers' (Brevik, forthcoming) and 'social media consumers' (Garvoll, 2017), is that the 'social media prosumers' in Brevik's (forthcoming) study, both produce and consume English as part of their EE activities, for example by producing oral English through Skyping with family or friends in other countries. The 'social media consumers' in Garvoll's (2017) MA study mostly listens, watches, and reads English passively, as part of their EE activities. In Brevik's (forthcoming) study, both profiles were linked to different genders, all the 'surfers' were vocational boys, while the 'social media prosumers' were vocational girls. These profiles are of interest for my MA study, in identifying whether the vocational girls in my study resemble any of these profiles concerning their EE use.

## 2.5  Prior MA theses

In the following, I present prior MA theses in the field of vocational education in Norway, related to the English language and school subject, specifically. I have focused on MA studies that with their various findings – and subsequent research gaps – have inspired me to conduct further research on vocational students and inspired me in which methods to use in doing so.

I have identified five MA theses of relevance, written between 2010 and 2017. Of these, three concerned vocational orientation (Myhre, 2015; Nødtvedt, 2017; Sagli, 2017), one concerned vocational students' written texts in English (Nygaard, 2010), and one concerned vocational students' use of English in and out of school (Garvoll, 2017).

First, Nygaard (2010) investigates in her master thesis, the accuracy in students' written English in vocational studies. The method used was by collecting two sets of written texts from 95 vocational students during one school year, both in the autumn and the spring semester, in addition to conducting teacher interviews. The reason for collecting two sets of tests during one school year was to investigate whether the students' grammar mistakes was reduced. She also investigated whether the inaccuracy in their English writing could provide any explanations for why students in vocational studies struggle with English and other common core subjects, and, as a result, often drop out of school. Nygaard (2010) concluded

that there were 25 percent fewer mistakes in the second submission, which suggested that these vocational students were not weak with regard to writing as such.

In her master thesis, Myhre (2015) investigated attitudes towards the English school subject and in working life. To collect data for her thesis, she interviewed both vocational subject teachers, vocational English teachers, and workers from the trade and industry sector. The results showed that English competence in written and oral communication was significantly focused on in the trade and industry sector, and this did not correspond with the technical expressions in English that the teachers in vocational studies prioritized. In other words, this thesis suggests a lack of vocational orientation in English lessons, and thus a lack of relevance for the vocational students.

Similarly, Sagli (2017) in his master thesis, interviewed both teachers and students in vocational studies and investigated how they perceived vocational orientation in the English subject. The results showed that although vocational orientation was useful, there were some downsides to it. Due to the teachers' inability to vocationally orient the learning situations in authentic manner, the students felt that its relevance was lost on them. Another problem he found regarding vocational orientation was that it collided with examination preparations, both concerning time and content. The study concluded that vocational orientation did not increase the relevance for teaching, and that relevance is more important than orientation.

Conversely, Nødtvedt (2017) found in her master thesis by conducting observations in Norwegian classrooms and interviewing Norwegian teachers and six vocational studies, how teachers and vocational students portray vocational orientation and relevance as a result of the FYR-project in the common core subject Norwegian. Her findings indicate that vocational orientation is motivating the vocational students and creating a connection between the students and the Norwegian language teachers in the sense that they communicate more sufficiently and the students appreciate their Norwegian language teachers showing interest in vocational subjects. In terms of relevance, her findings indicate that vocational orientation in the Norwegian common core subject will not be the same for all the students in the sense that some students might find it relevant, while others will not.

As a part of the VOGUE-project, Garvoll (2017) investigated how five students in vocational studies, four boys and one girl, used English in and out of school. These students were selected based on their test results from national reading tests in both Norwegian and English.

They were comparable to Brevik's (2016a) so-called outliers, students who are poor readers in their L1 Norwegian and good readers in their L2 English. By interviewing and have them fill out a log each day for two weeks, Garvoll (2017) managed to find out how much and what the outliers read in English compared to Norwegian, in and out of school. The study concluded that their out-of-school use of English had a positive correlation to their reading comprehension in English. In line with Brevik's (2016b) quest for studies that contributes to nuancing the myths surrounding vocational students, Garvoll (2017) argues in her master thesis that the vocational students' use of English out of school is highly relevant. She also confirms Brevik et al.'s (2016) findings that although some vocational students are weak readers in Norwegian, they might be good readers of English. To me, the log seemed a relevant method to use in my MA thesis to gather information about the girls' EE and in-school use of English because it portrays their daily use of English, which is not information I can collect by only conducting interviews or classroom observations.

These master theses illustrate that although the common core subjects are vocationally oriented, it might not be considered as relevant for the vocational students. It also indicates that it is highly important to interview students to capture their own perspectives on their English instruction. Even though none of these master theses are explicitly about vocational girls' use of English in and out of school, I was inspired by all of them. Myhre's (2015), Nøtvedt's (2017), and Sagli's (2017) findings show the importance of focusing on vocational orientation in the classroom, and thus, relevance is something that I am inspired to investigate. Garvoll's (2017) log used to gather information regarding the out-of-school use of English, is also something that I will use to gather information for my thesis. Interviews with students, as well as classroom observations and logs, are therefore methods I have chosen to use in this master thesis to collect my data.

# Chapter 3: Methodology

In this chapter, I describe the methods used to examine my main research question: *How do girls in vocational studies use English in school and Extramural English out of school?* First, I introduce the research design (3.1), and the procedure I used in my study (3.2), followed by a presentation of the participants (3.3). In addition, a description of the methods used in my data collection (3.4) and the data analysis (3.5) and finally, I address research credibility and ethical considerations of my study (3.6).

## 3.1  Research design

Since the purpose of my study is to investigate how girls in vocational studies use English in and out of school, I found the most suitable research approach in order to investigate this matter to be qualitative. The definition given below by Buston, Parry-Jones, Livingston, Bogan and Wood (1998) aligns with my understanding of a qualitative research approach:

> Qualitative research seeks to answer "what", "why" and "how" questions, rather than "how often" or "how many". The prime goal is not to enumerate, as is usually the case in quantitative research. The key characteristic of qualitative research is that it facilitates the researcher's understanding of the meaning assigned to the phenomena by those being studied. The direction of research is guided by the research subjects to a much greater extent than is usual with quantitative strategies. (p. 197)

Thus, I have chosen a qualitative approach, not solely due to my interest in answering my research questions, but also because the method enables me to be more flexible regarding how to follow up questions in the interviews (Creswell, 2007). Flexibility gives the opportunity to differentiate the methods used during the process, and the chance to investigate beyond the starting point. Another reason for choosing a qualitative approach is a wish to focus on the participants' perspectives. According to Creswell (2007), in qualitative research, the participants' opinions are greatly focused on. However, in my data analysis, I have been open to a certain quantification of the data (Creswell, 2007). For example, asking *how* girls in vocational studies use English in and out of school, involves examining what they use English for and how often, which then means a certain a quantification of qualitative data. Such quantification is in line with qualitative research methodology (Creswell, 2007).

I found that classroom observations, student interviews, and student logs were suitable methods to use in collecting data to answer my research question. The classroom observations provided the opportunity to acquire firsthand understanding of how the vocational students use English in the classroom, including how much they speak English. The interviews enabled me to collect the participants' views on my observations of their english use in the classroom, and their elaboration on how they use English out of school. According to Maxwell (2013), interviews give the researcher the opportunity to understand the interviewee's perspectives, while observations give the researcher the chance to be a direct source of the event. While the obsrvations and the interviews collected data at one or two points in time, the logs gave information about the girls' use of english in the classroom and their EE use outside school for a prolonged time (ten days), which would have been impossible to gather by using only interviews and classroom observations.

## 3.2 Procedure

The procedure I used in this MA study comprise four steps, which are illustrated in Figure 3A:

**Observation 1**
- Observation of girls' English use in school
- Selecting participants

**Interview**
- Girls' (N=10) perspectives on English use in and out of school

**Log**
- Girls (N=9) perspectives on English use in and out of school (for ten days)

**Observation 2**
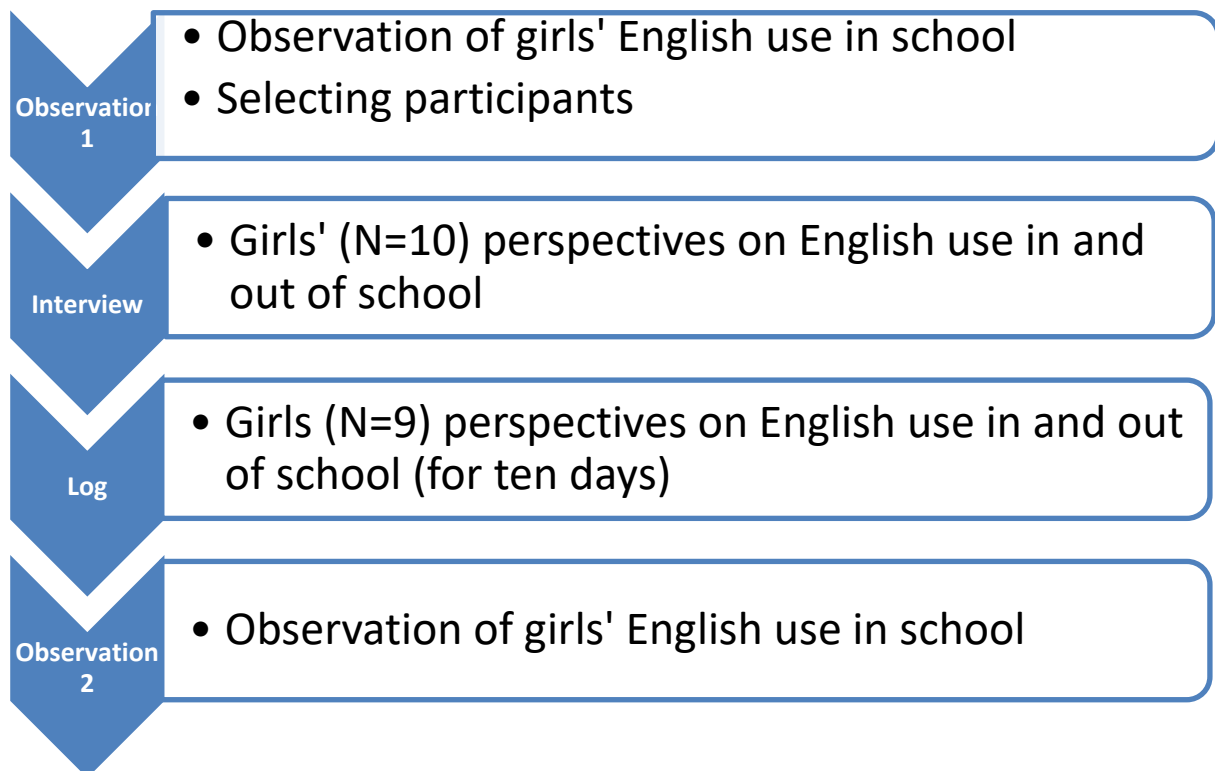- Observation of girls' English use in school

**Figure 3A.** Data collection procedure (steps 1-4)

*Step one*: The first observation concerned selecting participants in each classroom using the following criteria: 1. Gender (girls), 2. Their use of English in the classroom, preferably one who spoke very little, one who spoke a lot, and one who was in the middle. A dictaphone was used to record the entire lessons (a double lesson in each classroom), to identify how the students used English, and how much English they used, and the audio recordings also enabled me to compare their English use across genders.

*Step two:* After the first observation, I selected two to four girls in each classroom, who were then invited to participate in interviews. All were willing and able to participate, and filled in a consent form. These are the participants in my study. Since they were over 16 years of age, no parental consent was necessary. The interviews were conducted after the first observation and the goal was to collect information about the interviewees' views on their English use in the English lesson I had observed, and their use of English in school in general, as well as their views on extramural use of English (see Appendix B for the interview guide).

*Step three:* At the end of each interview, I asked all interviewees if they would be willing to fill in a log about their use of English in and out of school each day for ten days. I explained that the log would be filled in digitally, and that they would get a daily remainder. All participants agreed to fill in the log (see Appendix C for the log).

*Step four:* I chose to have a second classroom observation (a double lesson in each classroom), mainly to validate my original observation of the participating girls, and to consider if the three profiles (active, semi-active and inactive) remained the same in the second lesson. If they did not, I would consider if other measures were necessary, such as follow-up interviews or more observations. However, the second observation confirmed the original profiles, and I did not find further data collection necessary. Thus, overall findings from the classroom observations are based on both double lessons in each class (four lessons in each class, totaling 12 lessons). In addition, I present transcriptions from individual lessons to illustrate differences between the classrooms, between lessons, and between girls and boys in these lessons.

## 3.3 Participants

The sampling strategy I chose to follow was what Maxwell (2013) and Creswell (2014) call purposeful sampling. Purposeful sampling can be achieved through the selection of particular people, activities, or settings picked deliberately to gather information that is relevant to the research question (Maxwell, 2013). I observed three vocational classes at the same school, each with different vocational study programs. These classes were selected deliberately to find one class that was female dominated, one with a somewhat equal number of girls and boys, and one male-dominated class. I approached a school that I know offer several vocational programs, to increase the chances of recruiting classes from different vocational programs, and with a variation in the gender distribution. This means that each class in this study was from the same vocational school, with the same English teacher, which I comment on further below, concerning reliability.

The vocational program statistic (see Figure 1A) was used when sampling vocational classes for my study. I observed a *Service and transport class*, with four girls and five boys. At the same school, I found an *Electricity and electronics class* that was indeed male-dominated, with nine boys and two girls. When looking for a female-dominated class, I looked for a *Health, childhood and youth development class*, since these classes often are female-dominated (see Figure 1A). However, the class in the school I was able to do my research was not overly dominated by the female gender, such as the male gender was in the *Electricity and electronics class*. In the *Health, childhood and youth development class* there were nine girls and six boys.

| Study program | Participants (pseudonyms) | Level of activity | Selection criteria |
|---|---|---|---|
| *Service and transport* | Frida | Inactive | oral activity |
| | Gemma | Active | |
| | Julia | Semi-active | |
| | Lilly | Semi-active | |
| *Health, childhood and youth development* | Caroline | Inactive | ability to finish QuizLet |
| | Sue | Active | |
| | Kate | Semi-active | |
| | Elsa | Semi-active | |
| *Electricity and electronics* | Maggie | Inactive | only two girls in the class |
| | Dina | Active | |

**Figure 3B.** Overview of my ten participants**.**

Based on the sampling criteria already mentioned (1. they had to be girls, 2. preferably, at least one who spoke very little [inactive], one who spoke a lot [active] and one who was in the middle [semi-active], in each class), I recruited a total of ten girls. Even though I aimed towards selecting the participants based on their level of oral activity, I could only apply these criteria in one of the classes, as shown in Figure 3B.

In the *Service and transport* class, I identified one active, one inactive and two semi-active girls. All four were willing and able to participate in my study. In the *Health*, *childhood and youth development class,* none of the girls in the classroom were orally active, therefore I decided to walk around and see how fast they finished tasks on QuizLet, which is a program with digital learning tools using flashcards. One girl stood out in the sense that she completed before the majority of the students, and started to help the student sitting beside her with the QuizLet tasks, and thus, I labelled her as 'active'. Two girls were finished almost simultaneously with the other classmates, and therefore I labelled them as 'semi-active'. Caroline was the last one to finish and even got extra time to finish, and she was therefore labelled 'inactive'. In the *Electricity and electronic class*, there were only two girls, so I wanted to include them both in my MA study. During the classroom observation, I was able to decide their oral activity.

## 3.4  Data collection

As illustrated in figure 3A, the data collection in this study consists of four steps: 1) Observation 1, to examine the use of oral English in the classroom, and select participants, 2) Interviews, to gather information about the participants' use of English in and out of school, 3) Logs, to ask the participants to fill in logs for two weeks to gather information about their use of English in and out of school, 4) Observation 2, to validate the students' use of oral English in the classroom.

### 3.4.1 Classroom observation

As explained in the procedure section (3.2), the data collected during the observations concerned the girls' use of English. I observed two double lessons in each classroom (totaling 12 lessons), and audio recorded all observed lessons. I followed qualitative observation guidelines. These consisted of the five Ws concerning the observation; what (English use),

who (the girls), where (in the classroom), why (to examine girl's English use compared to boys'), when (during English lessons), and how (using audio recording, field notes) (LeCompte & Preissle, 1993; Johnson & Christensen, 2008). This method allowed me to observe most aspects that could potentially be interesting to answer my research questions. As these guidelines were followed, my observation notes consisted only of notes relevant for the research question and notes that could potentially be used in the interviews. The observations were what Cohen, Manion and Morrison (2011) call semi-structured, in the sense that they were conducted with an agenda but with a less predetermined method.

I took the role of what Creswell (2003) calls complete observer. The only interaction I had with the students was when I gave information regarding why I was there, including information regarding the dictaphone. I sat in the back of the classroom and took observation notes. Sometimes, during the observation, however, it was necessary for me to walk around in the classroom to select participants for my study, as mentioned previously.

The reason I chose to conduct two separate observations in each classroom, was because I wanted to see if the use of English was somewhat similar in both observed double lessons. Cohen et al. (2011), state that problems can potentially occur during observations, for example that factors, which might affect the situation, can be due to that specific lesson or topic. Similarly, I knew that I could not prevent something from happening during the observations that was out of my control. However, I took some measures in advance of the observations, to avoid problems with the dictaphone, such as testing the audio-effect. This made me familiar with the fact that the distance between the speakers and the dictaphone could not be far. Luckily, most of the classrooms were quite small, and the number of students were few. The use of a dictaphone during the observations gave me the opportunity to examine the girls' use of English in the classroom. It also made it possible for me to measure how much oral English the girls used, compared to the teacher and the boys. Additionally, it made it possible to examine what the girls said, how they said it, and when they said it.

### 3.4.2 Interview

An interview is a conversation that has a purpose and is often more or less structured, and "initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic

description, prediction, or explanation" (Cohen et al. 2011, p. 411). In this study, I used semi-structured interviews, which according to Wengraf (2001) are structured in the sense that questions are prepared beforehand. However, as Wengraf (2001) explains, the interviewees' responses are impossible to plan, and therefore, the interviewer must adapt to improvise. To allow improvisation and to ensure that all my interviewees were asked the same questions, I developed an interview guide (see Appendix B), however, since I conducted the interviews immediately after the first observations in each classroom, it was important to me to be able to improvise because it allowed for questions linked to my observation.

The interviews were all conducted face-to-face, individually and in Norwegian. According to Cohen et al. (2011), a researcher must remember that an interview is a social encounter and not solely a data collection method. Even though it would be easier for me to conduct the interviews in English, since I would then avoid later translations, the interviewees' preferred language might not be English, and therefore the interviewees would most likely be more comfortable using Norwegian. However, this was only an assumption, so the interviewees were asked to decide which language they wanted to use in the interviews. There were two main reasons for giving the interviewees this choice: 1) show them that their opinion mattered and was appreciated, 2) the possibility that some might choose to use English would be most interesting and relevant in light of my research question. The participants were also asked if it was ok to record the interviews using a dictaphone, which they all agreed to. The reason for choosing to audio record the interviews, was that I wanted to interact fully during the interviews and not take notes, which without audio recording would mean risking to not be able to note down everything that was being said.

In an attempt to start a conversation and try making the interviewing situation as comfortable as possible for the interviewees, I started the interviews with open-ended questions regarding their vocational program and first or preferred language. After the introductory questions, the interview was divided into two parts: 1) questions regarding their use of English in their English lessons, and 2) questions regarding their use of EE outside school. The questions in each part were almost identical. Some were open-ended, while others were yes/no questions, with the possibility to ask follow-up questions, such as "why?". The final question in each interview concerned whether the interviewees had some additional information, which was mainly to assure that the interviewees had had the opportunity to say everything they wanted to say.

### 3.4.3 Logs

At the end of each interview, I asked the interviewees if they would be willing to participate further by filling in a daily log for two weeks, with the exception of the weekends. They were all informed that if they did fill in the log for two weeks, they would get a reward (a gift card of 200 NOK). All interviewees in the same class filled in the log over the same two weeks. My supervisor, Lisbeth M. Brevik, informed me that the log used in Garvoll's (2017) MA study had worked well in her study, and might be suitable for my study as well. I decided to contact her and got permission to use her log as a guide when making my own. My log ended up consisting of 16 questions in total (see Appendix C) and took about five minutes for the students to fill in each day. The log, much like the interviews, consists of two parts, with one section about their in-school use of English and another part regarding their extramural use of English. Some of the questions in the log were closed-ended to measure numeric frequencies. However, these closed-ended questions were only included to make the open-ended qualitative questions richer. In an attempt to have some diversity in the questions, I included one question about vocational orientation (see Appendix C, question 7) and one question about whether their EE use was to do it better in the English school subject (see Appendix C, question 12), in an attempt to link the girls' EE activities and in-school use of English.

The students filled in the logs digitally every day for ten days, by clicking on a link I sent to their e-mails. I used the University of Oslo's "nettskjema" (online survey) to create the logs, which allowed me to log in on to the online form each day, to check if the participant had answered. To ensure that they did, I gave each participant a daily reminder.

## 3.5 Data analyses

Creswell (2014) state the following in regard to qualitative data analysis, which is highly relevant for my MA study:

> Qualitative researchers build their patterns, categories, and themes from the bottom up by organizing the data into increasingly more abstract units of information. This inductive process illustrates working back and forth between the themes and database until the researchers have established a comprehensive set of themes. Then deductively, the researchers look back and at their data from these to determine if more evidence can support each theme or whatever they need to gather additional information. (p. 186).

For my data analysis, I made a folder on my computer for each participant in this study. The folders consisted of analyses from the observed English lessons, the interviews, and the logs, which made the data analysis more transparent, and gave me the opportunity focus on qualitative analysis in terms of comparing rich data from multiple sources for each of the girls. The only analysis that took place before I had finished gathering all of the data was the analysis of the transcribed audio recordings from the observed lessons. Although I transcribed the interviews immediately after each interview, the interviews and logs were all analyzed after all the interviews were finished, and all the students had filled in the log for ten days.

## 3.5.1 Observation

To find out how much English the girls in each classroom used, and how much English they used compared to the teacher and the boys, I used Interact Mangold[3] to quantify the qualitative data gathered from the observations. At the Teaching Learning Video Lab (TLVL), at the Department of Teacher Education and School Research (ILS), University of Oslo, Principal Engineer Bjørn Sverre Gulheim instructed me in how to use Interact Mangold. Interact Mangold is a software, which is used in observational research and is excellent when one needs to analyze audio recordings. The software program gives the opportunity to content code the audio recordings, and you can do so by personalizing the codes and make as many as you need. The program allows you to content code each second of the audio recordings, which makes it possible to see how many seconds or minutes something occurs.

To have sufficient codes, I listened to the audio recordings beforehand and made note of codes required for every observation. I created the following *participant codes*: *teacher, boys, girls*. Then I created the following *language codes*: *Norwegian, English*. No other languages were used in these lessons. I coded each observation in my data material for when the teacher, the boys, or the girls spoke, and whether they used English or Norwegian. I only coded their interaction in plenary. The reason for this, is that it was almost impossible to hear what everyone said when they, for example, worked in groups or spoke to the one sitting next to them. Therefore, content codes for speaking activity were only noted when they spoke in plenary. Interact Mangold gives you the duration (seconds) for everything that is content coded in each audio recording, which made it possible for me to see how many seconds either the teacher, the boys or the girls spoke in either Norwegian or English. The complete content

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[3] For more information about Interact Mangold see: https://www.mangold-international.com/en/

coded data was added to my MS Excel document to find out how many percent of the lessons each participant (teacher, boys, girls) spoke in plenary, and which language they used (English, Norwegian). This data analysis process is illustrated in Figure 3C below:
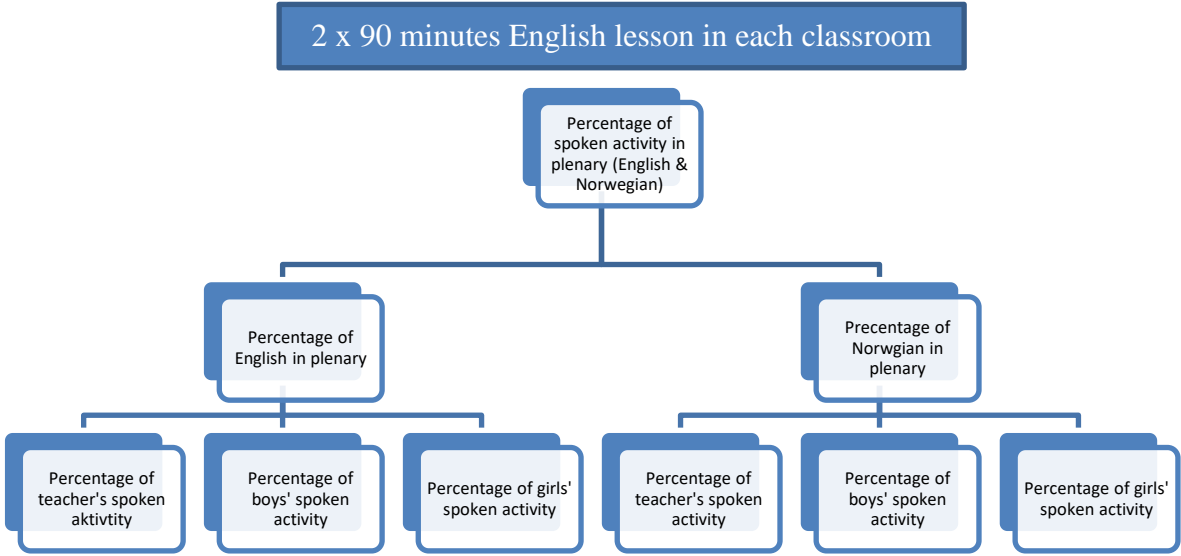


**Figure 3C**. The progress of finding out how much English and Norwegian the students and teacher spoke in plenary

I decided to transcribe the audio recordings from the classroom observations to investigate what the girls were saying when using English, and to examine if what they said was academic or non-academic. Due to the audio recordings being lengthy and somewhat complicated to transcribe, I used Inqscribe[4] for this analysis, and was instructed by Gulheim at the TLVL in using this software as well. Inqscribe is a transcribing software that makes the transcription process easier due to a number of transcribing tools, such as a foot pedal, which helps rewind, fast forward and stop the recordings, making the transcription process faster and more accurate. Similar to Interact Mangold, you can define time stamped snippets or keypad shortcuts that occur often, and these snippets were identical to the content codes I used in Interact Mangold: participants (teacher, boys, girls), language (English, Norwegian).

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[4] For more information about Inqscribe see: https://www.inqscribe.com/

## 3.5.2 Interview

The audio-recordings from each interview were transcribed in the hours after they took place. For this, I also used Inqscribe. All of the interviews were fully transcribed to ensure that data that could potentially be relevant to my research question were incorporated. Kvale and Brinkmann (2009) state that the researcher is the one who decides what the transcriptions will contain. Cohen et al. (2011) argue that it is nearly impossible to include everything that happens in the interviews by transcribing and that the researcher has to take account for which part of the interview one should include. The transcriptions in my study include everything the participants said, but they do not include pauses, laughter and speed of talk. The reason why the speaking was the only thing that I decided to include, was due to the focus of analysis in this study, namely what the interviewees said, and not how they said it.

All the transcriptions were read, and the parts relevant to the log and observation were included. Since the interview was parted in two sections, each with its individual categories for in and out of school use of English, and with many identical questions in each section, I was able to compare their answers in each category, and build on these answers in my analysis. For example, the girls were asked to elaborate on a scale from one to ten (ten being the highest), how relevant English was for them both in school and outside school (see Appendix B). By having identical questions about EE and English in school, I was able to compare their answers to see whether their use of English in one context was more relevant to them.

## 3.5.3 Logs

I analyzed the logs in light of the observations and the interviews, to see if the results from each method corresponded. The logs were sectioned into three main categories: 1. personal information, 2. English in school, and 3. EE (see Appendix C). The log consisted of both open-ended and close-ended questions. For each type of question, I used different methods in analyzing the data. The first method was done by conducting a frequency analysis, by summarizing the answers for each of the close-ended question in an Excel document, and then I presented the results in various bar charts. The open-ended questions were analyzed thematically as supplementary information to the results from the closed questions in the log, and as supplementary information to the other data collection methods. For example, in the log, the participants were asked each day if they had done any of the listed EE activities (see

Appendix C, question 9, close-ended). If any of the girls said that they had played games either online or offline, I checked whether they had added any information, for example about which game they had played (see Appendix C, question 10, open-ended). Then I compared their open-ended answer to the transcriptions from the interviews, to check if they had given information there about gaming and determine if they had said that their gaming activity enabled them to use English, and how they usually did this. During this analysis, the log worked as a validation of what they had stated in the interviews.

## 3.6  Research credibility

In the following section, I discuss the credibility and ethical considerations for my master-thesis by discussing the validity and reliability of my study, and ethical considerations. I am aware that the information in this section might include a certain repetition from the sections above, but since this is to explicitly comment on how I have tried to ensure research credibility in my MA study, I hope this is acceptable.

Brevik (2015) argues that the difference between validity and reliability can be described as "the trustworthiness of the inferences drawn from the data (validity)" and "the accuracy and transparency needed to enable replication of the research (reliability)" (p. 46). The idea here is that if my data are valid, they must be reliable, but, if the data are reliable, it does not necessarily mean that they are valid. For example, if I get a different measure on *how much* the girls in my study speak English in the lessons every time I listen to the audio tape, my measure is not reliable. However, if my measure is reliable, and tells me how much English the girls speak in the lessons, it does not mean that it is a valid measure of *how* they use English in these lessons. Moreover, it is not a valid measure of *how much* or *how* they use English outside the classroom. In other words, reliability is necessary, but it is not sufficient to claim that my study is valid (Brevik, 2015). In the following, I describe what this means for my MA study. By choosing one school and one teacher, the argument can be made that my data are not representative for other schools or classes that have other teachers. Still, I believe that this should not be considered a threat to my research, as the aim of my MA study is not to generalize, but to use qualitative methods to get rich data about girls in vocational English classes, and to capture their perspectives.

## 3.6.1 Reliability (or "repeatability")

Reliability refers to the repeatability of findings, meaning "the extent to which a measurement procedure yields the same answer however and whenever it is carried out" (Kirk & Miller, 1986, pp. 19). However, in qualitative research, it is almost impossible to get the same results in a later study, since "research where people are involved can never be fully replicated; for instance, the atmosphere in a classroom will never be identically recreated and identical utterances will not be uttered" (Brevik, 2015, p. 46). In the following, I will discuss reliability with regard to my data: observation, transcription, interviews and logs.

*Observation reliability:* I chose to observe double lessons, hoping that the girls would behave more or less as usual the longer I observed them. I conducted two observations in each class, on different days, making the total amount of observation in each class, four hours. I also used audio recording, to capture exactly what was being said, and to be able to measure how much English was used by the girls compared to the boys and the teacher. I placed the dictaphone beside the teachers, making it less visible for the students, to prevent them from focusing on it. I have also tried to minimize the teacher influence, as the teacher is not my unit of analysis. By choosing to observe three classes with the same English teacher, I have hopefully avoided the situation that some of the teachers might have focused specifically on encouraging girls' participation in the English lessons over boys' and vice versa. Also, using Interact Mangold to code the material increased the reliability of my analysis.

*Interview reliability*: Kvale and Brinkmann (2009) state, regarding interview reliability, that using different words and leading questions can lead to different understandings, and further lead to different answers. To avoid this, I developed an interview guide, and used the same guide when interviewing each of the girls, making it possible to see how the majority of the interviewees understood the questions.

*Reliability in transcription:* I audio recorded both the observations and the interviews, and I transcribed all in full. Kvale and Birkmann (2009) illustrate, by showing transcriptions of an interview done by two different people, how much it can differ due to the difference in the usage of comma and full stop. I tried making the transcriptions as identical as possible to the actual audio recordings, by transcribing the audiotapes immediately after each observation and each interview, when they were still clear in my mind. This was important to contextualize each lesson and interview, and to be able to separate the different situations

from each other, and by adding comments for clarification. Whenever I was uncertain of what was being said, I went back and listened again. When I had transcribed each recording in full, I listened to it once more while I read my transcription, giving me the opportunity to correct any discrepancies. Also, using the software Inqscribe increased the accuracy of my transcriptions.

*Log reliability*: Regarding the log, I used Garvoll's (2017) log as a guide, which by itself included repeatability, since I repeated several of Garvoll's (2017) questions. The questions I changed or added were designed with the help of my supervisor. Similar to the interview guide, I also made sure all the girls answered the same log, with identical questions. Also, by having them answer the log over ten days, I included repeatability as a reliability measure within the log itself. Some of the questions in the log were closed-ended, and according to Cohen et al. (2011) such a procedure enhances reliability, by making it possible for me to identify diversity and similarity in the results. Maxwell (2013) also states that this "enables you to assess the amount of evidence in your data that bears on a particular conclusion or threat" (p. 128).

## 3.6.2 Validity (or "trustworthiness")

Based on my efforts to ensure reliability throughout my data collection, I will now describe the trustworthiness I have tried to employ in my data analysis. According to Johnson and Christensen (2013), some qualitative research studies are better than others, and the terms "validity" or "trustworthiness" refer to this quality difference. This means that validity does not refer to the data itself, but is instead connected to my judgement as a researcher, and whether the inferences I draw from my data are trustworthy (Brevik, 2015). This is also what Maxwell (2013) refers to, when he argues that, "validity in qualitative research is not about the result of indifference, but of integrity" (p. 124). Similarly, Creswell (2014) describes that qualitative validity "means that the researcher checks for the accuracy of the findings by employing certain procedures" (p. 201), which means that the qualitative researcher cannot rely on the results alone, but check if the methods that are used can be a reason for why your research results might be wrong. I took a number of steps to minimize the threats to validity to maximize the validity of my MA study: researcher bias, reactivity, and triangulation.

*Researcher bias*: This is about how my values or expectation as a researcher might influence the inferences I draw from my study (Maxwell, 2013). I have tried to minimize researcher

bias by being open to unexpected findings, and not searching for results that were consistent with what I expected to find (Johnson & Christensen, 2013). For example, in my findings section, I comment specifically on unexpected findings, to explicitly show that I have tried to minimize a potential bias.

*Reactivity*: This is about the influence the researcher has on the setting or people in the study (Maxwell, 2013). Kleven, Hjardemaal and Tveit (2014) point out the effects an observer may have on the ones being observed. That the observer may affect the situation by creating an unnatural environment. Thus, a threat to my classroom observations could be the affect that I, as the observer, might have had on the girls. This could happen, for example, if my presence in the classroom made them speak more or less English compared to what they usually do, or use English in a different way. However, since the observations may pose a threat to validity regarding reactivity, I decided that there would be a second observation to reduce reactivity. After the observations ended, I saw that the results of the girls' oral activity were somewhat similar across all four lessons, in every class I observed, which made it possible for me to assume that my presence did not affect the girls' use of English to any extent. Also, since I interviewed the girls after my first observation and before the second, I had the opportunity to get feedback from them about the potential reactivity threat, by asking them if their use of English in the first lesson was more or less the way they usually used English.

*Triangulation*: The use of different methods to gather data is widely adopted in qualitative research and is called triangulation. Triangulation is "using different methods as a check on one another, seeing if methods with different strengths and limitations all support a single conclusion" (Maxwell, 2013, p. 102). Both Maxwell (2013) and Creswell (2003) state that triangulation could reduce the risk of validity threats. The use of triangulation gives the opportunity to gather information that may be impossible by limiting oneself to using only one method. However, as Fielding and Fielding (1986) point out, triangulation does not automatically reduce validity threats, because the different methods may have the same biases. In my study, triangulation is used to see if the findings in the different methods correspond. By collecting data from classroom observation, interviews, and logs, I triangulate two or more methods at the same point in time to answer my research question. It also allows me as the researcher to check if data collected from the different methods give a coherent justification when compared (Creswell, 2014). First, I triangulated my observations of the students' use of English in the classroom with their own views on this in the interviews

immediately after the first observation. Moreover, I triangulated their self-reported use of English in the interviews, with what they report in their logs. Finally, I triangulated the information in their logs about their activity in the English lessons, with what they reported in the interviews, and with both my first and second observations. This is one reason why triangulation is particularly good for this study; asking the participants during each interview if they were orally active in the English lesson, and checking if their answers corresponded with their actions according to my observations.

## 3.6.3 Ethical considerations

When conducting research, the researcher needs to be respectful and inform every participant about the research and respecting the privacy of the participants: "A standard protection is often the guarantee of *confidentiality*, withholding participants' real names and other identifying characteristics" (Cohen, et al., 2011, p, 228). To ensure confidentiality, I have used pseudonyms instead of the participants' real names in this MA thesis, and I have chosen not to name the school. I also avoided asking questions that opened for personal information., the participants in this study were given a consent form when I asked if they wanted to participate, which they signed. The use of this consent form was granted by the Norwegian Centre for Research Data (NSD) as part of the VOGUE-project (see Appendix D).

# Chapter 4: Findings

In this chapter, I present the findings in this study in two sections; the first section concerns the vocational girls' use of English in school (4.1), whereas the second section concerns their use of extramural English outside school (4.2).

## 4.1 English in school

Regarding the vocational girl's oral activity, my findings indicate three main patterns; first, that English is used as the main language in all three vocational classes; second, that the girls speak considerably less than the boys do; and third, that almost all the students speak English more often than Norwegian in the observed lessons. Concerning what the girls say in plenary, my findings show that they mostly use English for academic, subject-related content, while the boys also use English for non-academic issues. The girls' own views of their English activity in the classroom, as expressed in the interviews, mainly aligns with my perception of how actively they participated in the observed lessons, which is that some are orally active, while others are semi-active, or inactive. The girls, more or less, agreed on whether the subject in the observed English lessons were vocationally oriented or not.

### 4.1.1 Vocationally oriented English lessons

I observed vocational orientation in two different English classrooms, as the teacher used the online game Quizlet to teach her students program-specific terminology. To make the QuizLets, the English teacher had asked the vocational program teachers for relevant terminology that the students had worked with previously. In the *Health, childhood and youth development class* and the *Service and transport class*, the first observed double lesson was vocationally oriented, while the second double lesson dealt with English culture or literature. In the *Electricity and electronics class*, I did not observe vocational orientation, however, the subject in the English classroom was, similar to the other two observed vocational classes, English literature and culture.

In the vocationally oriented lessons, the students chose vocationally oriented QuizLets although they were also given the opportunity to choose QuizLets with English subject vocabulary. The tasks were of various formats; flashcards, learn, spell, match, timer, gravity,

or live. For example, in the *Health, childhood, and youth development programme*, one question in the *gravity* format was, "Hvem tar blodprøver?" [Who takes blood tests?], written in Norwegian. The students were asked to provide an answer (a term) in English, with the question dropping from the top to the bottom of the screen, which indicates how much time there is to type the answer. In another example, the *match* format, there was a card with a picture of a doctor's stethoscope and another card with the word "stethoscope" (along with other cards in pairs of pictures/words), which the students were asked to match.

This finding was contrasted to the girls' reports in the logs, which on the one hand indicated that there was vocational orientation in several of the English lessons throughout the ten days' duration of the log. On the other hand, a clear differences of opinion came across. Question seven in the log asked the girls; *Do you think what you did in today's English lesson was vocationally oriented?* (see Appendix C). Figure 4A illustrates what the girls at the various vocational programs answered.
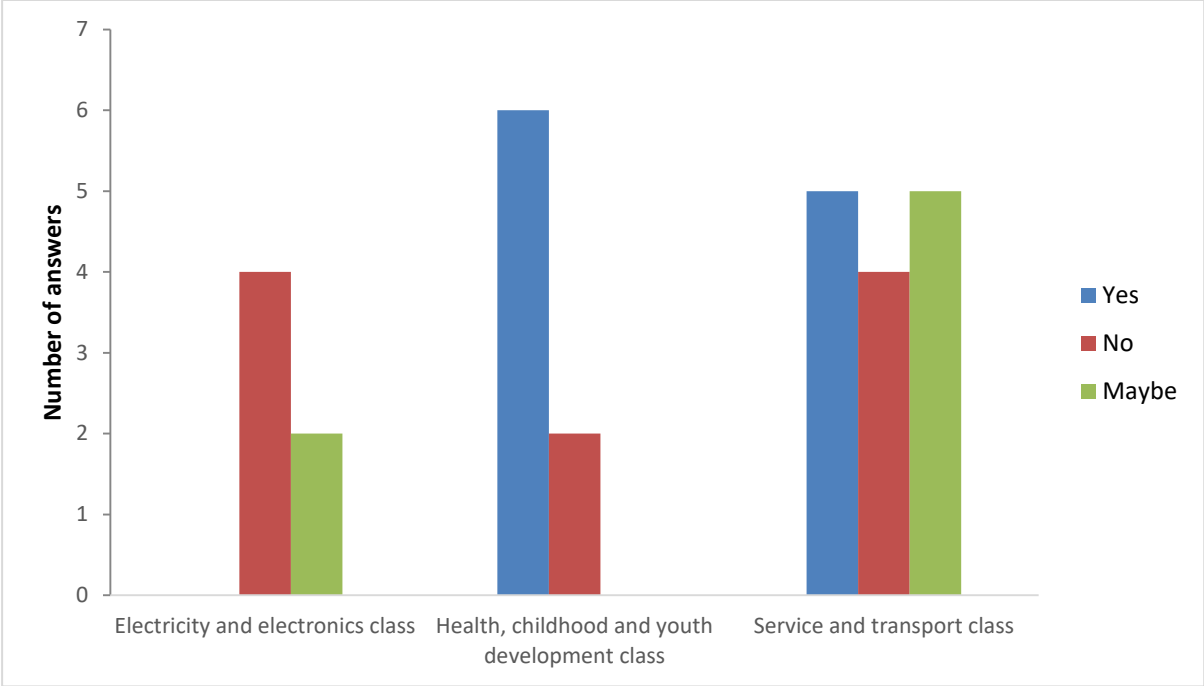


**Figure 4A**. Results displayed according to the various vocational programs to the log question: *Do you think what you did in today's English lesson was vocationally oriented?*

As shown in Figure 4A, there seems to have been a certain occurrence of vocational orientation in the English lessons in the ten days' duration of the log. In these ten days, the *Electricity and electronics class*, and the *Health, childhood and youth development class* had

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three double lessons each. This is shown in Figure 4A as a total of six answers in the *Electricity and electronics class* (3 lessons x 2 girls), a total of eight answers in the *Health, childhood and youth development class* (3 lessons x 2 girls, plus 2 lessons x 1 girl), and a total of 14 answers in the *Service and transport class* (4 lessons x 2 girls, plus 3 lessons x 2 girls).

**Electricity and electronics class**

As seen in Figure 4A, the girls agreed that one of these English lessons had not been vocationally oriented ('*no*') when the topic for this lesson was *Issues in the USA*. However, in the two remaining lessons, the topic was *Racism in the USA*, and here they disagreed somewhat concerning whether these lessons were vocationally oriented. One girl answered that that she was uncertain ('*maybe*'), explaining her uncertainty by writing that "everybody needs to know about racism". The other girl did not think this topic was vocationally oriented ('*no*' twice), and explained that they did not have electricity during that time in the US.

**Health, childhood and youth development class**

In all of these English lessons, they worked with culture as part of a FYR project. The girls disagreed whether the FYR lessons actually were vocationally oriented, which is of particular interest, since the aim of FYR is to vocationally orient common core lessons, such as English. Two of the girls agreed ('*yes*') that all these lessons were vocationally oriented due to the FYR project, without giving any further information. The two other girls disagreed somewhat ('*yes*' and '*no*'); one of them explained that, "I don't think our project has anything to do with *Health, childhood and youth development"*, while the other stated that, "I'm in Health. And then culture is very related to that".

**Service and transport class**

The four girls in this program disagreed even more concerning whether these lessons were vocationally oriented. The topic in the English lessons during the time they filled in the log, was *The UK*. They learned about teens in the UK, including statistics about ethnic groups, they tasted British food and watched the movie *East is East,* about a Pakistani family living in the UK. The girls' reasons for saying that the lessons were not vocationally oriented ('*no*'), were that they learned about people living in the UK. Their reasons for being uncertain ('*maybe*'), was that the topic was partly about jobs, that the racism and racial differences in the movie were related to their work, and that in their work places they sometimes found it

hard to communicate with foreign customers because of language differences. Finally, their arguments for these lessons being vocationally oriented (*'yes'*), were that they listened to teens talking about different professions they wanted to pursuit after school, and that the movie *East is East* was vocationally oriented because you encounter different cultures in working life. They also argued that it is important to learn to speak up in a group of people using English, and that Norway is cooperating with the UK.

## 4.1.2 To what extent do the girls speak English in the lessons?

As explained (see Section 3.5, data analyses), the percentage for oral activity concern their interaction in plenary. The results for each class are based on all four lessons in each class. As seen in figure 4B, the oral activity in plenary sessions was relatively similar in each class: 55% in the *Service and transport class*, 51% in the *Electricity and electronics class*, and 43% in the *Health, childhood and youth development class*.
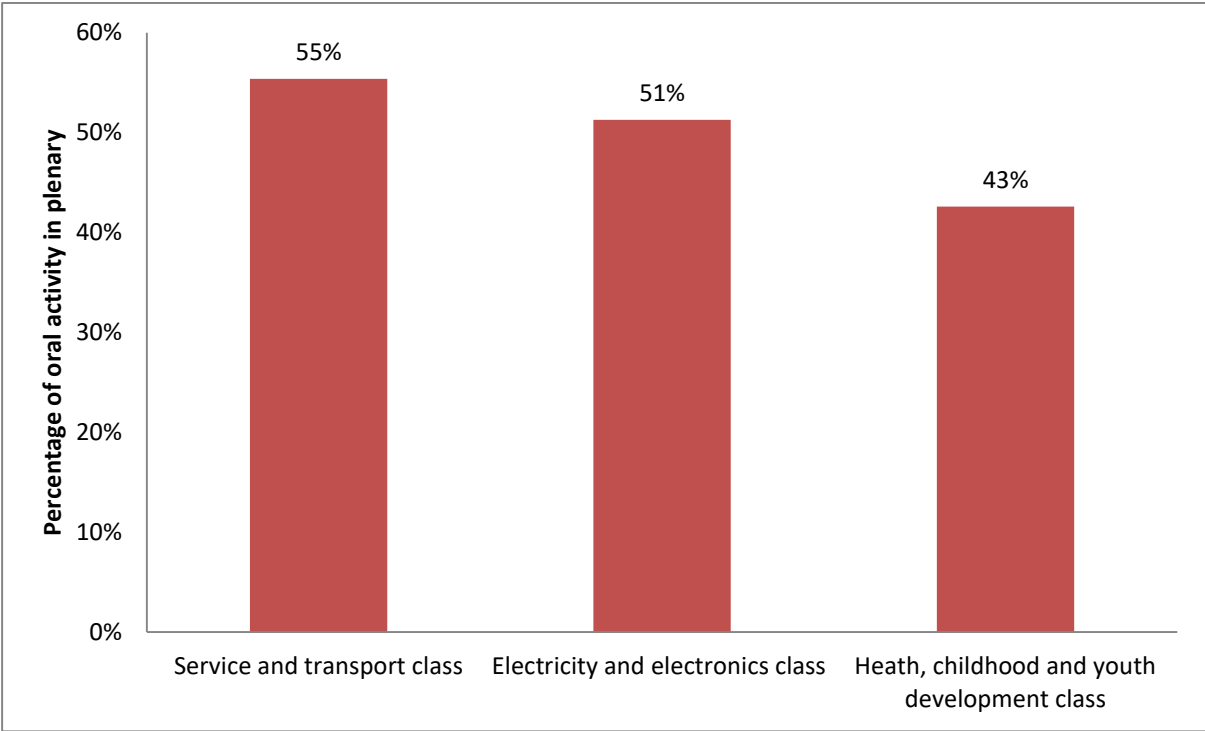


**Figure 4B**. Percentage of oral activity in plenary sessions across all three vocational programs

I also incorporated their use of Norwegian in the, to capture all spoken activity in the plenary sessions, plenary sessions, and to see if their oral participation differed depending on which language they spoke. In these plenary sessions, the teacher and the students spoke both

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English and Norwegian. Figure 4C illustrates how much of each language the classes used, clearly showing that the usage of English dominates in each class.



**Figure 4C.** Oral activity in plenary in both English and Norwegian, across all three vocational classes.

The students' opportunities to speak in these classrooms are illustrated in Figure 4D below.



**Figure 4D.** Students' oral activity in plenary sessions

Figure 4D shows that even though the number of boys differs in each of these classes, and both typical male and female dominated vocational programs are represented, the boys are the dominant voices in all these classrooms, when speaking English and Norwegian. The d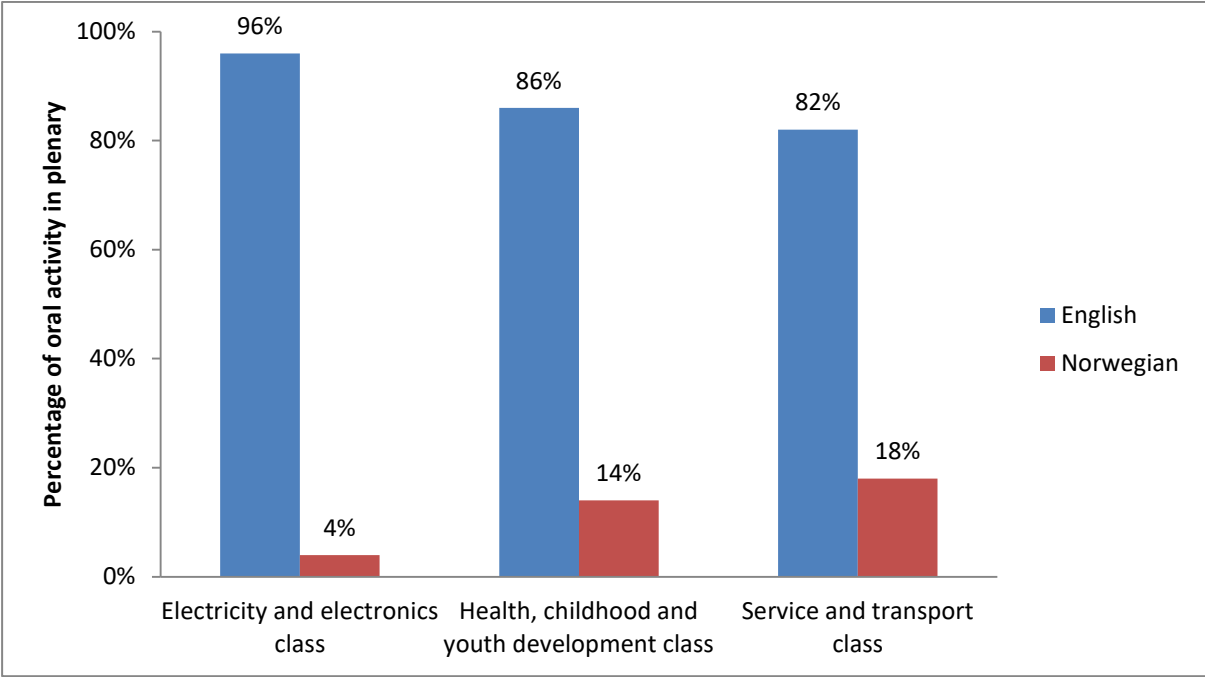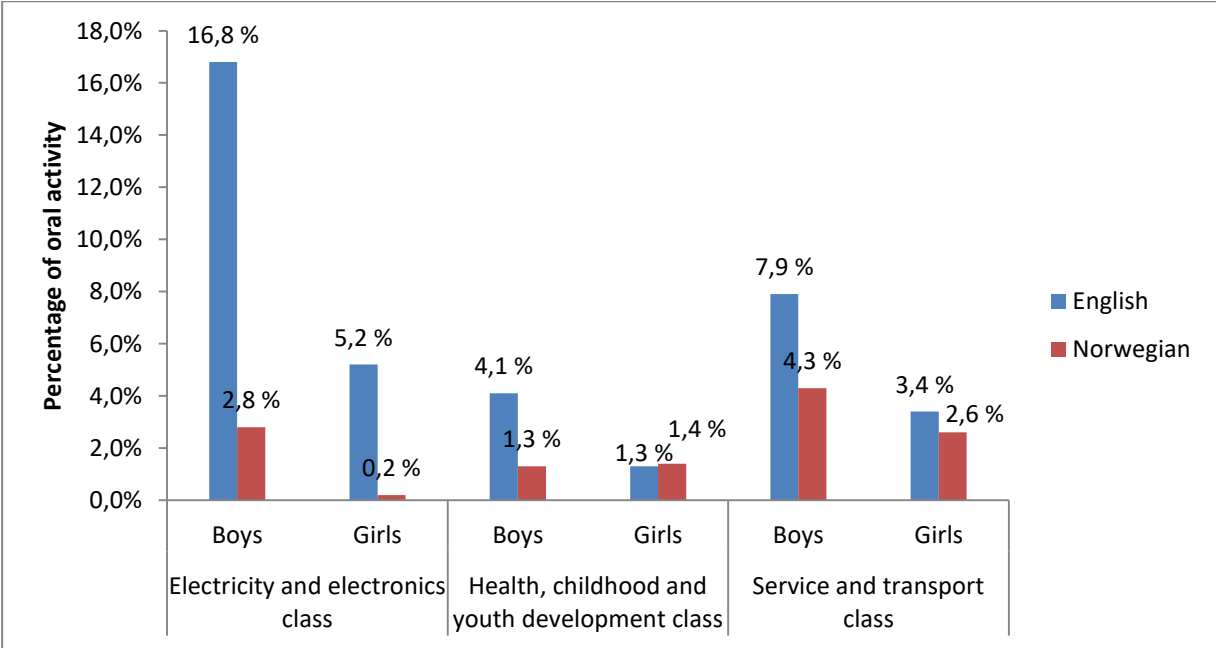ifference is the largest in the *Electricity and electronics class*, where the boys spoke English 16.8% and Norwegian 2.8%, of the time, which is three times more than the girls, who spoke English 5.2% of the time and Norwegian 0.2%. In the *Health, childhood and youth development class*, the boys also spoke about three times as much in English as the girls did (boys 4.1% and girls 1.3%), but almost equal amount of time in Norwegian (boys 1.3% and girls 1.4%). Finally, in the *Service and transport class*, the boys spoke about twice as much as the girls, both in English (boys 7.9% and girls 3.4%) and in Norwegian (boys 4.3% and girls 2.6%). This suggests that the boys were orally dominant in the examined classrooms.

Figure 4D illustrates, with the exception of the girls in the *Health, childhood and youth development class*, that all students spoke English more often than they spoke Norwegian. In addition, the numbers in Figure 4D shows that the girls in the *Electricity and electronics class* were the ones who spoke the most out of the girls in this study, considering the number of girls in each class.

## 4.1.3 How do the girls use English in comparison to the boys?

In this section, I present rich data from the classroom plenary sessions, to shed light on how the girls used English in these classrooms. I present the results according to the various vocational programs. First, I specify the topics for the lessons, to determine if they were vocationally oriented or not. Then, I present what the girls and the boys said when using English, by showing excerpts from the transcripts of the observed English lessons.

*Electricity and electronics class*

In the first observed double lesson, the topic was poetry. The teacher gave instructions on how to analyze a poem. Then, the students read a poem in plenary and afterwards discussed it, both in groups and in plenary. At the end of the lesson, the students worked with QuizLet Individual and Quizlet Live, where the students worked in groups, and with the groups they played against each other.

One of the girls, Dina, used English in plenary in this observed double lesson, and when she spoke English, she used it for academic purposes, in long topic-related dialogues (see Excerpt 1A). The boys also used English in subject-related dialogues, although often for shorter stretches of time (see Excerpt 1B), and in addition, the boys also used English for non-academic purposes (see Excerpt 1C).

### Excerpt 1A. Girl discussing the poem "Connected"

*Teacher*:     Yeah, do anyone else have any thoughts about that line?

*Dina*:        Maybe, maybe it mean a progress, like in two years you have internet [inaudible audio], and internet and life was slower because information have been given, they can slowly learn today

*Teacher*:     Yeah, that's a good solve, I think, absolutely. So, what is this poem really about, then?

*Dina*:        Maybe…

*Teacher*:     Yeah, [Name]?

*Dina*:        I think the poem is about how progress, and how so many people changes, or […] personalities, or how we think about the world, […]. Like I think the poem, *Therefore I am*, it's just, "I think Therefore I am*"*

*Teacher*:     Yeah, It's Descartes, right?

*Dina*:        Yeah

### Excerpt 1B. Boys discussing the poem "Connected"

*Boy 1*:       It has to do something with connection

*Teacher*:     Yeah

*Boy 1*:       Maybe with the world or the people around, around the globe

*Teacher*:     Yeah. Did everybody hear what [Name] said?

*Boy 2*:       Yes

*Teacher*:     Yes?

*Boy 2*:       Connection

***Excerpt 1C. Boys in dialogue about dividing the students into groups***

*Teacher*:      Try with four, if that doesn't work, we'll change the groups

*Boy 2*:      No, no it's gonna work

*Teacher*:      I think it will be good

*Boy 2*:      I think it will work

*Teacher*:      Then we have three, you probably guessed who's on

*Boy 1*:      Ok, well [Name], we splitting [up], so we're gonna have to…

*Boy 3*:      Yeah, but you're so good, you need him

*Boy 1*:      [Name] ja [Name]
                    *(yes)*

*Teacher*:      So, there are some tasks you can follow if you want to. [Name]?

*Boy 1*:      I think most of us would agree that it would be better if we could make the groups ourselves.

*Teacher*:      Yeah, I know…

*Boy 1*:      Yes

*Teacher*:      but I want to try this, this once

*Boy 1*:      Oh, we do this in every class

*Teacher*:      Huh?

*Boy 1*:      We never make our own groups

*Teacher*:      No. But it might be a reason for that

*Boy 1*:      Yeah…

In the second observed double English lesson in the *Electricity and electronics class,* the topic was the American Dream. First, they had to do an activity called "pressure writing", where the students had to write down what they knew about the American Dream, without speaking to each other and talking about it. Later in that same lesson, they had to write down other things they had learned about the topic on the same piece of paper. Second, the teacher and the students discussed the American Dream in plenary (see Excerpt 1D). Then, they went on a web-page, where they could look up if their relatives ever immigrated to the United States of America. Last, they listened to two poems about the American Dream and about success, before discussing them in groups and in plenary (see Excerpt 1E). In the following excerpts,

we see how both girls and boys use English for academic purposes, and how boys in addition use English for non-academic purposes (see Excerpt 1F):

### Excerpt 1D. Girl discussing the American Dream

| | |
|---|---|
| *Dina*: | I think that I don't know what she [Melania Trump] should do in the life and it's difficult to say is the American Dream or not, because be someone's wife is not some benefit |
| *Teacher*: | No, so how is, yeah, ok, I see. So, she's, your, in your opinion she is not an example of the American dream? |
| *Dina*: | I don't know, I'm not sure how, what kind of work she can, I can't say that is her life making |

### Excerpt 1E. Boys discussing the poem "Harlem" by Langston Hughes

| | |
|---|---|
| *Teacher*: | He published his poem in 1951 and called it "Harlem", how does the meaning of the poem change when you know, no, when you know when it was written? Where it was written and who the author was? So a related question. Yeah? |
| *Boy1*: | It wouldn't change because he's still describing something and therefore it would not change no matter when it was written, and, or by whom it was written by |
| *Teacher*: | Ok, so we have had about civil rights |
| *Boy1*: | Yes |
| *Teacher*: | And it is 1951 and you said something, before [Name] that might be central to this point, that it is not the land, the freedom of color is not the case. So how is this related to the discussion question D? |
| *Boy1*: | People were racist |
| Teacher: | So, does black people have to put their dreams on hold more often then? |
| *Boy1*: | It depends, it depends on the dream. |
| *Boy2*: | Yes, and the importance of the dream, to the people having the dreams |
| *Teacher*: | Ok. So what do you remember anything about the civil right movement? It was perhaps a bit earlier, but it's yeah. So how was the situation for colored people and white people? did they have the same opportunities? |
| *Boy1*: | No |

| | |
|---|---|
| *Teacher*: | No, they didn't. So it doesn't affect how you see the poem at all |
| *Boy1*: | No, because the poem is still a description of something objectively. Like, no matter what gender, skin-color or religion I have, if I say the blackboard is white, it's still white |

**Excerpt 1F. Boys discussing with teacher why they have to use paper in the pressure writing activity**

| | |
|---|---|
| *Teacher*: | Ok, so before I start talking, I want you to write something. And I want you to do it on paper |
| *Boy 1*: | Why on paper? |
| *Teacher*: | Because that is easier, in a way |
| *Boy 1*: | No! |
| *Teacher*: | No…? |
| *Boy 2*: | What's so much easier about doing it on paper? |
| *Teacher*: | It is easier |
| *Boy 2*: | No |
| *Teacher*: | Trust me, it's easier |
| *Boy 1*: | No, it… |
| *Teacher*: | Try it, please |
| *Boy 1*: | No, it's not… |
| *Teacher*: |  I want you to write on paper |
| *Boy 2*: | But we want to write on PC |
| *Teacher*: | This is a different kind of writing |

Excerpts 1A, 1B, 1D and 1E show that Dina and the boys in this class used English for academic purposes to discuss subject-related topics. In addition, the boys use English for non-academic topics (see Excerpt 1C, 1F). The perhaps most surprising finding was that the boys used English when they discussed off-topic with the teacher, while the girls did not.

***Health, childhood and youth development class***

The topic for the first observed double lesson in the *Health, childhood and youth development class* was mostly vocationally oriented. The students were asked to choose a profession, and then work in groups and talk about the profession they chose. Then, they prepared for a presentation they were having the following week about their chosen profession, which is why the rest of the lesson was about how to make a good presentation. They also worked individually with the online learning tool QuizLet Individual, concerning vocationally oriented vocabulary.

In the first English lesson, the girls used only snippets of English in plenary, consisting of "yeah" and "yes", however, the girls used English just as much as the boys in the lesson when they played the game "Alias". In the "Alias" activity, the students were asked to write a few sentences about a chosen occupation, then they read the sentences aloud to another, who would then try to guess the occupation (see Excerpt 2A). This excerpt demonstrates how girls and boys used English in groups (not in plenary), and I saw how this activity engaged both the boys and the girls. The boys also used English in short and topic unrelated dialogues, for example when helping the teacher with technical difficulties (see Excerpt 2B).

### ***Excerpt 2A. Girls and boys discussing professions for "Alias"***

*Teacher*: Ok, so, what about you?

*Girl*: I have a job that specializes in different part of the work. I give out medicine. But I cannot think of anything else to say.

*Teacher*: Can you think about anything else to say about the profession? Have you met someone who has that profession today, or at school?

*Girl*: I make medicine, and sell it.

*Teacher*: Ah, you're a pharmacist. What about you?

*Boy*: I chose a nurse.

*Teacher*: Yeah, that's what you want to become, right? So, what did you say about the profession?

*Boy*: I help people in my profession, I work with many different people. I often work at a hospital, but I can also work in other places.

### Excerpt 2B. Boys helping the teacher with technical difficulties

*Boy*:        Plug that one into the wall

*Teacher*:    Oh, thank you. Ok.

*Boy*:        You [You're] supposed to do that

*Teacher*:    Ok, now you're messing with me

*Boy*:        No, it's not

*Teacher*:    Ok

*Boy*:        Put it in and start the video

*Teacher*:    Ok, now it's probably crazy. No, this isn't right

*Boy*:        Yeah, press start

*Teacher*:    No, because

*Boy*:        Press start


In the second double lesson, the topic was the United States of America. The students had to work in groups, discuss what they knew about the USA, and write what they discussed on the blackboard. Afterwards, they listened to an audio tape about myths and facts about the US, and discussed these in plenary. Although both the girls and the boys used snippets of English in term of "yes" and "no", the boys used English in topic-related dialogues (excerpt 2C). In this observed double lesson, the girls spoke more than in the first one, and just as the boys, used English in long topic related dialogues (Excerpt 2D).


### Excerpt 2C. Boys discussing the US

*Teacher*:    Yeah, so EA, that's gaming, Activation. Did you think about demonstrations and…?

*Boy 1*:      No, it's…

*Teacher*:    No?

*Boy 1*:      It's not a gaming company

*Teacher*:    Ok

*Boy 1*:      You can say it's demonstrations too

*Teacher*:    Ok

*Boy 2*:          I think a gaming company

*Teacher*:        Yeah

*Boy 3*:          I do too, yeah, and the gaming company made *Call of Duty Black Ops*, yeah. They made *Call of Duty Black Ops* 1, 2 and 3, I think, […] and many other games

*Teacher*:        Ok. Yeah, and you've written "Hollywood" and "Nuketown", what is that?

*Boy 3*:          *Call of Duty Black Ops* and map. But the map is realistic in the USA, they had old place in USA


### Excerpt 2D. Girl discussing myths and facts about the US

*Girl*:           The American dream is to come from nothing and then make something of yourself

*Teacher*:        Mhm

*Girl*:           And, come from rich, *nei*, poor to rich
                                  (*no*)

*Teacher*:        Yeah

*Girl*:           But, also, like feel? the family

*Teacher*:        Mhm

*Girl*:           And, respect, respect, I think

*Teacher*:        Yeah, so, to…, if you only work hard enough and believe enough in yourself, then you can come, become whatever you want, because America is the land of opportunity. So, of course that's not true, but [name]

*Girl*:           That comes from, *altså*, America is only just immigrants
                                  (*therefore*)

*Teacher*:        Mhm

*Girl*:           So, the people who moved there

*Teacher*:        Mhm

*Girl*:           Came from nothing, or, and thought that if they just went to the land of opportunity, they can get this dream too

Excerpts 2C and 2D show that although the boys in the *Health, childhood and youth development* class spoke three times as much as the girls did in plenary, when the girls chose to speak English, they talked for academic purposes, about subject-specific topics for long stretches of time, similar to what the boys did.

### Service and transport class

The first double lesson in the *Service and transport class* was also vocationally oriented. The students listened to an audio tape about child labor, talked about the text, and made questions about it. Also in this class, the teacher talked about a presentation they were to have about their future work place and asked the students to work with QuizLet Live. The girls used English in subject-related contexts (see Excerpt 3A). The boys used it in both topic-related (see Excerpt 3B) and topic-unrelated contexts (see Excerpt 3C).

#### Excerpt 3A. Girl talking about child labor

*Julia*: It's called coffee practice, I think

*Teacher*: Ok, yeah, then we might not…

*Julia*: And the C stand…, I know that it stands for something

*Teacher*: Yeah, so they have to meet some, some standards to be approved

*Julia*: Yeah

*Teacher*: Yeah, so, that's good, and they have to be, I think there's something with pay

*Boy*: Fairtrade

*Teacher*: Is it. Yeah, I think that's something else, but…

*Julia*: I learned that if every Starbucks farm, coffee farmers, or the, every coffee was Fairtrade

Teacher: Mhm […]

*Julia*: So, if our, if every coffee in the world was Fairtrade

*Teacher*: Mhm

*Julia*: It hadn't been enough money to pay to the people that have Fairtrade

### *Excerpt 3B. Boy talking about child labor*

*Boy*:          For your co…, those countries who u… uses children

*Teacher*:          Mhm

*Boy*:          To produce their items

*Teacher*:          Yeah, but how do you know which coun…, companies does that? Yeah

*Boy*:          There was a huge report in the media

*Teacher*:          Mhm

*Boy*:          About the different companies who uses child labor, children to produce, for example clothes or…

*Teacher*:          Mhm

*Boy*:          Other everyday items

*Teacher*:          Mhm

*Boy*:          So, like, you kinda have to research it on your own, because it doesn't get as exposed in the media as other things

*Teacher*:          Yeah, [name]

*Boy*:          Most companies who do child labor, they are not open with how they make a produce…


### *Excerpt 3C. Boys in non-academic interaction at the start of the lesson*

*Boy 1*:          Hvordan sier man forbanna på engelsk?
          *(How do you say pissed off in English?)*

*Teacher*:          Hm?

*Boy 1*:          Hvordan sier man forbanna på engelsk?
          (*How do you say pissed off in English?)*

*Boy 2*:          Pissed off

*Boy 3*:          Forbannet
          (*Pissed off)*

*Teacher*:          Are you pissed off [name]?

*Boy 1*:          Nei, nei
          (*No, no)*

*Teacher*:          No. Do you think, is cookies a smart choice after running orientation, you think?

| | |
|---|---|
| *Boy 2*: | I think it's a, yeah, it's a perfect solution |
| *Teacher*: | Hæ?<br>*(Huh?)* |
| *Boy 3*: | I think it's a smartest choice, yeah |
| *Teacher*: | Ok |
| *Boy 2*: | It like good prize, I worked for it |
| *Teacher*: | Ok |

In the second observation, the topic was poetry, mostly sonnets. They participated in a QuizLet Live about poetry, in addition to reading and analyzing sonnets. In this lesson, the teacher asked if the students knew any poems they wanted to read and analyze. One of the girls took out a book from her backpack containing Shakespeare's complete collection of sonnets and poems, and suggested the whole class could read *Threnos* from *The Phoenix and the Turtle.* Interestingly, this girl was not active in the first observed double lesson, and the girl who was active then (see Excerpt 3A), was not active in this lesson.

In this double lesson, the girls and boys spoke English only during topic-related discussions about the sonnet. Excerpt 3D illustrates how both the girls and boys used English when they discussed what *Threnos* means. Excerpt 3E is a dialogue between the teacher and the girl who suggested the poem, while Excerpt 3F illustrates how the boys in this class normally communicated in English for non-academic purposes in class.

### Excerpt 3D. Boys and girls discussing Threnos from Shakespeare's "The Phoenix and the Turtle"

| | |
|---|---|
| *Boy*: | *Threnos* is like, it's a expression of sadness and pain |
| *Teacher*: | Ok |
| *Boy*: | Primitively |
| *Teacher*: | Yeah, and you would like to add something, Gemma? |
| *Gemma*: | Like this poem, is like truth, and like an external person says their opinion about the love between the phoenix and the turtle |

***Excerpt 3E. Teacher asking the girl why she likes the poem she suggested***

*Teacher*: Yeah, so you said that you really like this poem, Gemma. Do you want to share why?

*Gemma*: The first time I read it

*Teacher*: Mhm

*Gemma*: I just thought it was beautiful

*Teacher*: Yeah

*Gemma*: Then again, I was like fourteen, so

*Teacher*: Yeah, but that's…

*Gemma:* And, there's a lot of death, as you said

*Teacher*: Mhm

*Gemma*: And, I think that's, like, interesting

*Teacher*: Yeah

*Gemma:* And, there's also, like, I think it's a little story about two people, like tragedy

*Teacher*: Mhm

*Gemma*: They're together, but, they have no family left, just the two of them

*Teacher*: Yeah

*Gemma*: And, they're so different, yet, so beautiful


***Excerpt 3F. Boy discussing Sonnet 130 by William Shakespeare***

*Teacher*: Yeah, and in terms of the topic, what can we find in the last two lines? You can just turn your paper. So, do you remember what the theme was?

*Boy*: Lyrical? Or the theme…

*Teacher*: No, but do you remember what the theme was?

*Boy*: The theme?

*Teacher*: Yeah, it was on your QuizLet

*Boy*: Yeah, like the word theme, yeah

*Teacher*: Yeah

*Boy*: But we've been talk about the theme of the poem

| | |
|---|---|
| *Teacher*: | No, but do you remember what, when we talk about the theme, what do we mean then? Yeah |
| *Boy*: | What the poem is really about? |
| *Teacher*: | Yes. So, and then it says here that, the, in the last two lines, the the theme can of, often be detected in the last two lines, so now we've come to that. So, and yet by heaven I think my love as rare, as any she belied, with false compare. So, what is he saying here? |
| *Boy*: | That, well… |
| *Teacher*: | It might be something that we today, us girls at least, could relate to, in a way. |
| *Boy*: | It's like, she loves her, but he doesn't know why |

Excerpts 3A, 3D, and 3E show that the girls usually use English for academic purposes in topic-related contexts, while the boys use English both in topic-related (3B, 3F) and off-topic contexts (3C). This illustrates the numbers in Figure 4D, which show that the boys in this class spoke twice as much as the girls. The girl talking in Excerpt 3E did not speak in the first observed lesson, and the girl from Excerpt 3A did not speak in the second lesson, showing that their use of English varied across lessons.

## 4.1.4 The girls' own views on their oral activity in English lessons

In this section, I compare my observations with the girls' answers in the interviews immediately after the first lesson I observed, and then with their log answers during two weeks after my classroom observations.

**The inactive girls: Frida and Maggie**

Both girls I labelled as inactive based on my observation, Frida from the *Service and transport class*, and Maggie from the *Electricity and electronics class,* offered some nuances in the following interviews. Frida answers in English only if the teacher asks her a question she knows the answer to (Excerpt 4A), while Excerpt 4B shows that Maggie chooses to answer in English if she knows the answer *and* no one else answers.

***Excerpt 4A. Frida speaks if she knows the answer***

*Interviewer:*  Do you use English at school?

*Frida:*  Not that much orally

*Interviewer:*  Not that much orally…?

*Frida:*  But in writing

*Interviewer:*  You are more active in writing?

*Frida:*  Yes

*Interviewer:*  Yes. Because I noticed that the teacher speaks a lot of English.

*Frida:*  Yes

*Interviewer:*  Do you answer in English then, or?

*Frida:*  Yes, if she asks me, or if I have something to say, I speak English.


***Excerpt 4B. Maggie speaks if no one else does***

*Interviewer:*  Are you orally active [in the English lessons]?

*Maggie:*  No

*Interviewer:*  No?

*Maggie:*  Not really, but if it's like… no one answers and I know the answer, then I say it.

*Interviewer:*  Then you say it?

*Maggie:*  Yes

*Interviewer:*  And then, do you answer in English or in Norwegian?

*Maggie:*  If it is completely quiet, in the English lesson?

*Interviewer:*  Yes

*Maggie:*  Then I answer in English.


These excerpts show that both Frida and Maggie answer in English if they know the answers, and if the teacher asks them (Frida) or no one else speaks (Maggie). Figure 4E shows that in their logs, these two girls confirmed this view; answering that they had not been orally active in the English lessons for the ten days' duration of the log.
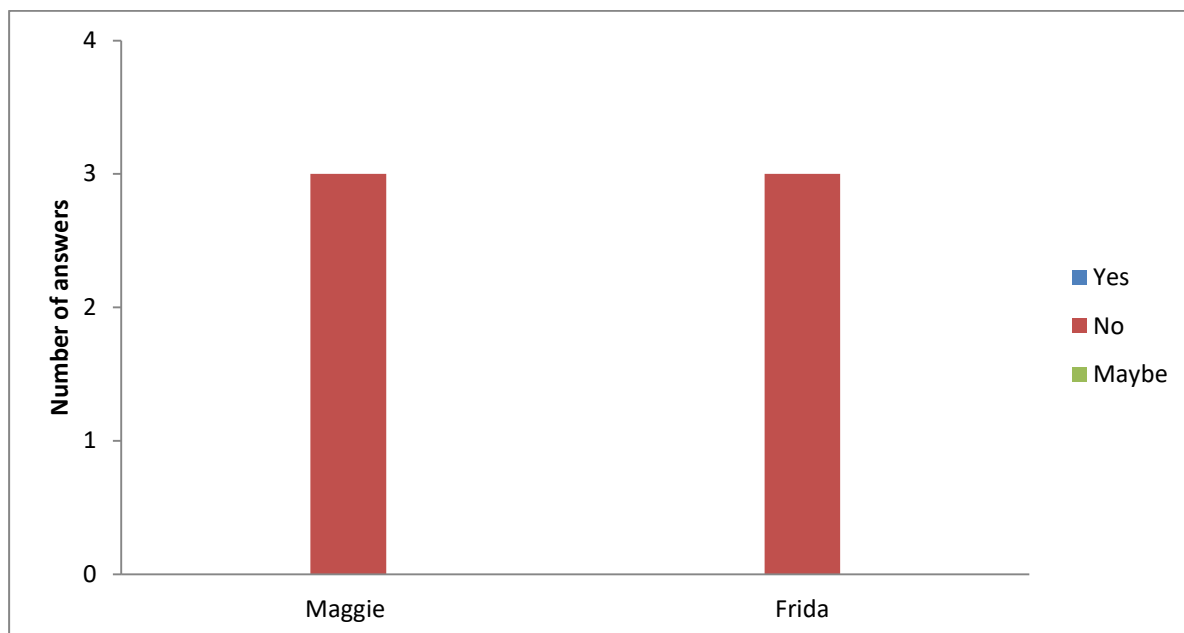
**Figure 4E**. The inactive girls' answers to the log question: *Do you think you were orally active in today's English lesson?*

**The semi-active girls: Elsa, Kate, Julia and Lilly**

As already mentioned, I labelled two of the girls in the *Health, childhood and youth development class* (Elsa and Kate) as semi-active, based on how they finished QuizLet and not on their level of oral activity (see Section 3.3 Participants), and Julia and Lilly were labelled semi-active due to their oral activity during the English lessons I observed. However, in the interview, after the first observation, in the *Health, childhood and youth development class*, Elsa confirmed my impression of her being orally inactive, while Kate considered herself orally active (see Excerpts 4C – 4D).

    *Excerpt 4C. Elsa considers inactive in the English lessons*

    *Interviewer:*   Do you use a lot of English at school?

    *Elsa:*           No

    *Interviewer:*   No?

    *Elsa:*           No

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*Excerpt 4D. Kate considers herself somewhat orally active in English lessons*

*Interviewer:*   What about in the English lessons? [do you use English]

*Kate:*   Well, English is the language we use in the lessons, so…

*Interviewer:*   Yes?

*Kate:*   Well, I do use it

*Interviewer:*   Do you answer in English, as well?

*Kate:*   Yes

In the interview after the first observations, Julia and Lilly confirmed my impression that they were semi-active in that they used English in the classroom, as illustrated by Julia in Excerpt 4E:

*Excerpt 4E: Julia uses English when she knows the answer*

*Interviewer:*   Orally, in class… do you speak a lot of English?

*Julia:*   In class, in the English lessons?

*Interviewer:*   Yes, are you active?

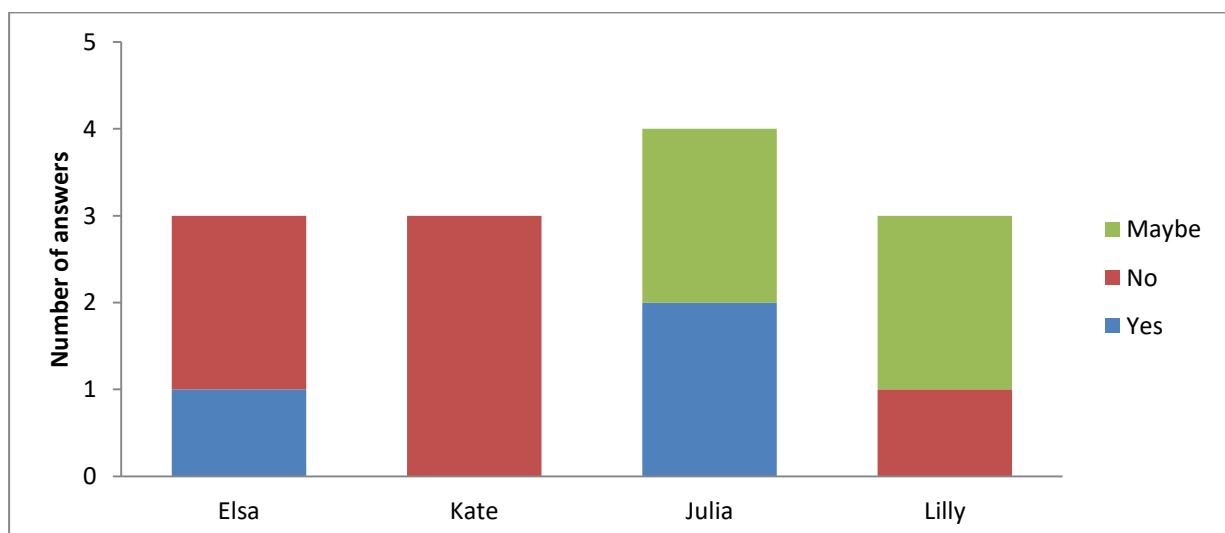*Julia:*   I try, but it depends on if I know it well or not.



**Figure 4F**. The semi-active girls' answers to the log question: *Do you think you were orally active in today's English lesson? Note:* Lilly answered this question three out of four times they had an English lesson during the time they filled in the log.

Figure 4F illustrates that, in line with my observations and the interviews, Elsa viewed herself mainly as inactive, while the other girls considered themselves both as orally inactive ('*no*'), semi-active ('*maybe*') or active ('*yes*') in their English lessons they had during the ten days they filled in the log.

**The active girls: Dina, Sue and Gemma**

In this group, much like the girls in the semi-active group, one of the girls in the *Health, childhood and youth development class* (Sue) was selected as active solely based on her completion of the QuizLet assignment, and not her oral English activity. Dina and Gemma were labelled active due to their oral activity in the English lessons I observed.

In the interviews, both Dina and Sue confirmed my impression of them being orally active, as both said they are usually orally active in the English lessons. Gemma on the other hand, said that she was not orally active in the English lesson because she dislikes talking in plenary (Excerpt 4F), which does not align with her level of activity in the observed lessons.

> *Excerpt 4F. Gemma does not like to speak English in plenary*
>
> *Interviewer:*   Do you speak a lot of English in the English lessons, are you active?
>
> *Gemma:*   No
>
> *Interviewer:*   You are not that active?
>
> *Gemma:*   I am not that fond of speaking in plenary.

The variation between my observations and the girls' views of themselves as more or less active in the English lessons corresponds well with the findings in the log. Sue answered that she had been orally active ('*yes*') in both English lessons for the ten days' duration of the log, while Gemma and Dina reported that they had been active in one lesson ('*yes*'), but less active in the other lessons ('*no*' and '*maybe*').
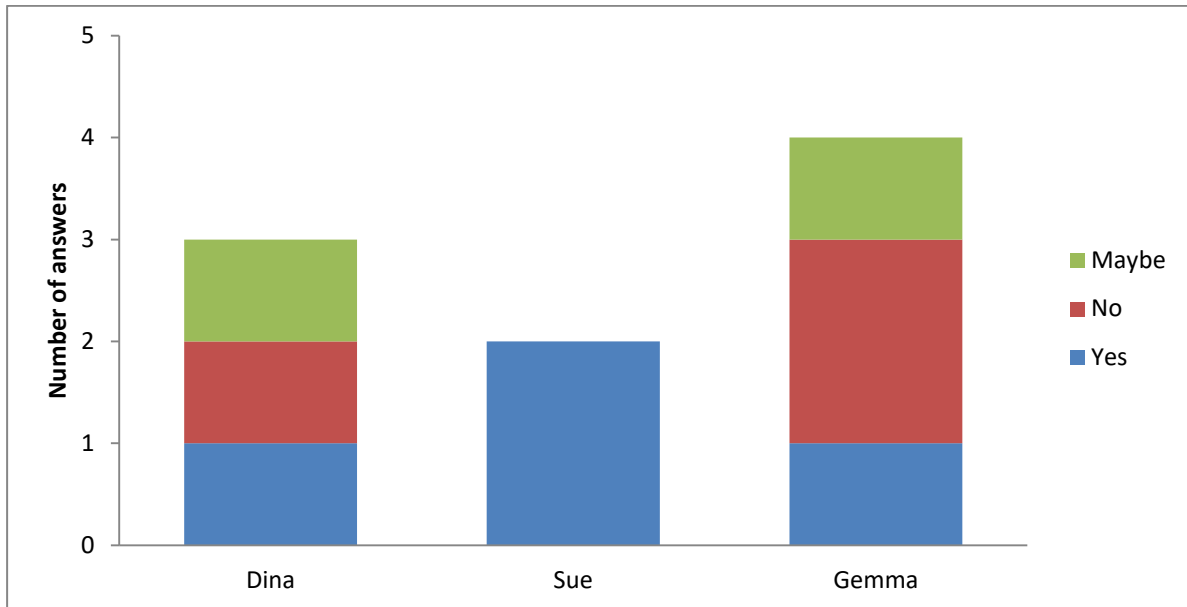
**Figure 4G.** The active girls' answers to the log question: *Do you think you were orally active in today's English lesson? Note:* Sue answered this question 2 out of 3 times they had an English lesson during the ten days they filled in the log

Finally, Figure 4H illustrate the girls' answers to question 5 in the log (see Appendix C). In all three groups, the girls sometimes wished they had been more active in the English lessons ('*yes*'), and sometimes not ('*no*'). Interestingly, though, the semi-active and active girls, more often answered that they did not wish to be more orally active, whereas the inactive girls more often wished they had been more active.
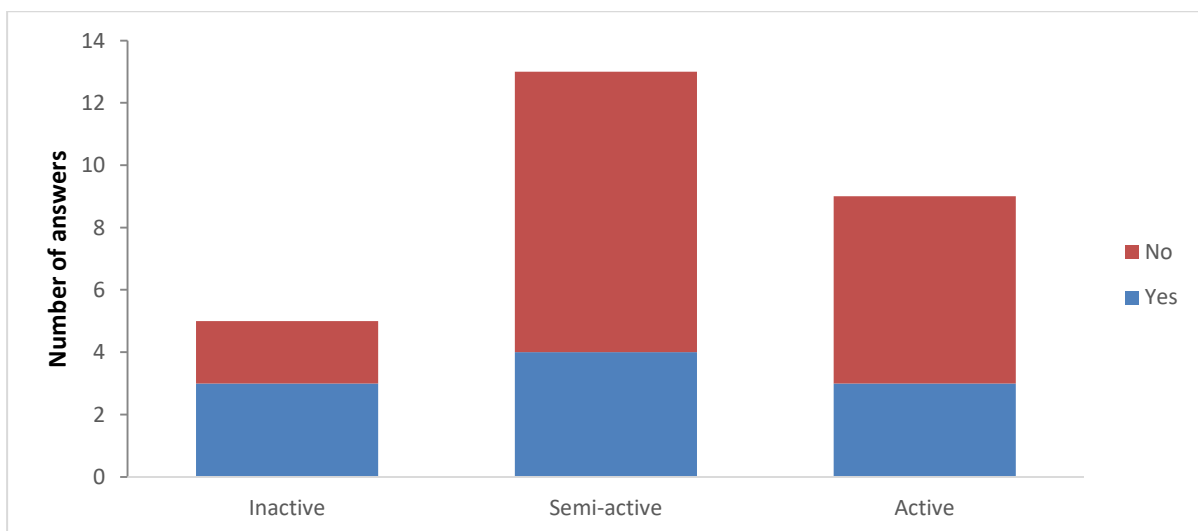


**Figure 4H.** Results displayed according to the level of activity to the log question: *Do you wish you had been more orally active in today's English lesson?*

The girls in the *Health, childhood and youth development class*, were not, as mentioned previously, selected based on their oral activity, I wanted to see if these wished to be more active than the girls in the other programs. However, Figure 4I shows that this was not the case, while the girls in the other programs showed more variation.
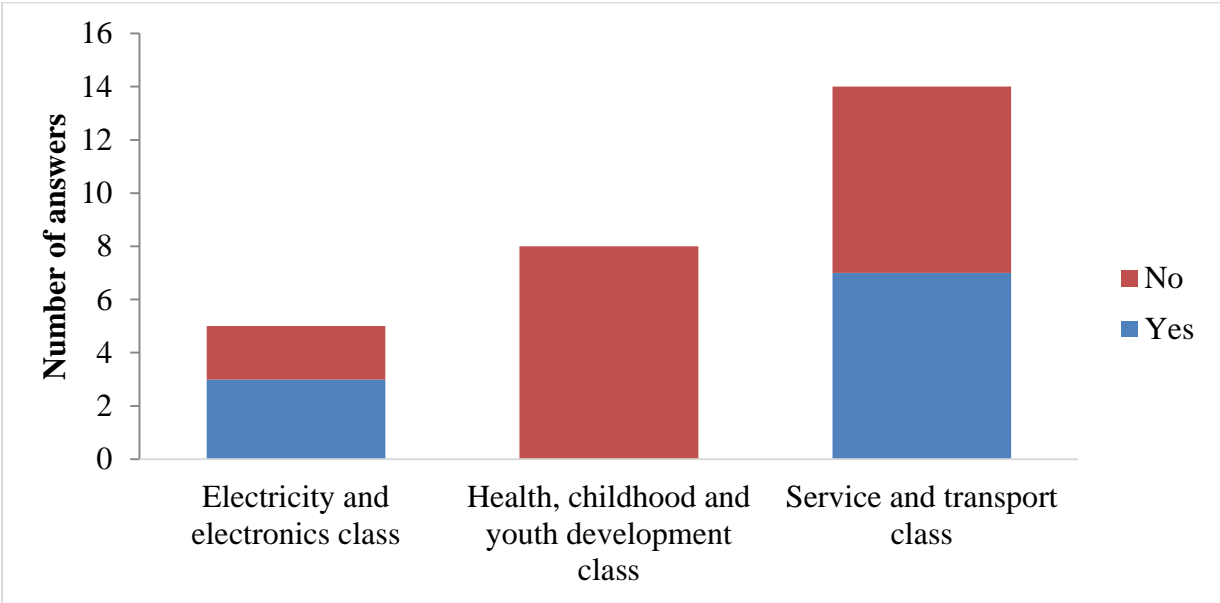


**Figure 4I**. Results displayed according to the various vocational programs to the log question: *Do you wish you had been more orally active in today's English lesson?*

**Comparison across observations, interviews, and logs**

In this section, I have presented the self-reported findings from the logs and interviews regarding what the vocational girls themselves answered concerning their use of English in school. These findings indicate that the girls' views of how they use English in school align with the data I collected during my classroom observations.

As seen in Figure 4J, the girls who were classified as *inactive* based on my classroom observations, also reported that they were orally inactive ('*no*') in the English lessons they had in the ten days' duration of the log. The log answers among the girls I observed as *semi-active* were more scattered, in the sense that although they mostly answered that they had been orally inactive ('*no*') during the English lessons these ten days, they also reported that they sometimes ('*yes*' and '*maybe*') had been active. The girls I had observed to be *active,* reported in their logs that in their English lessons these ten days, they mostly viewed themselves as having been orally active ('*yes*'). These findings indicate that the girls' oral activity varies across English lessons.
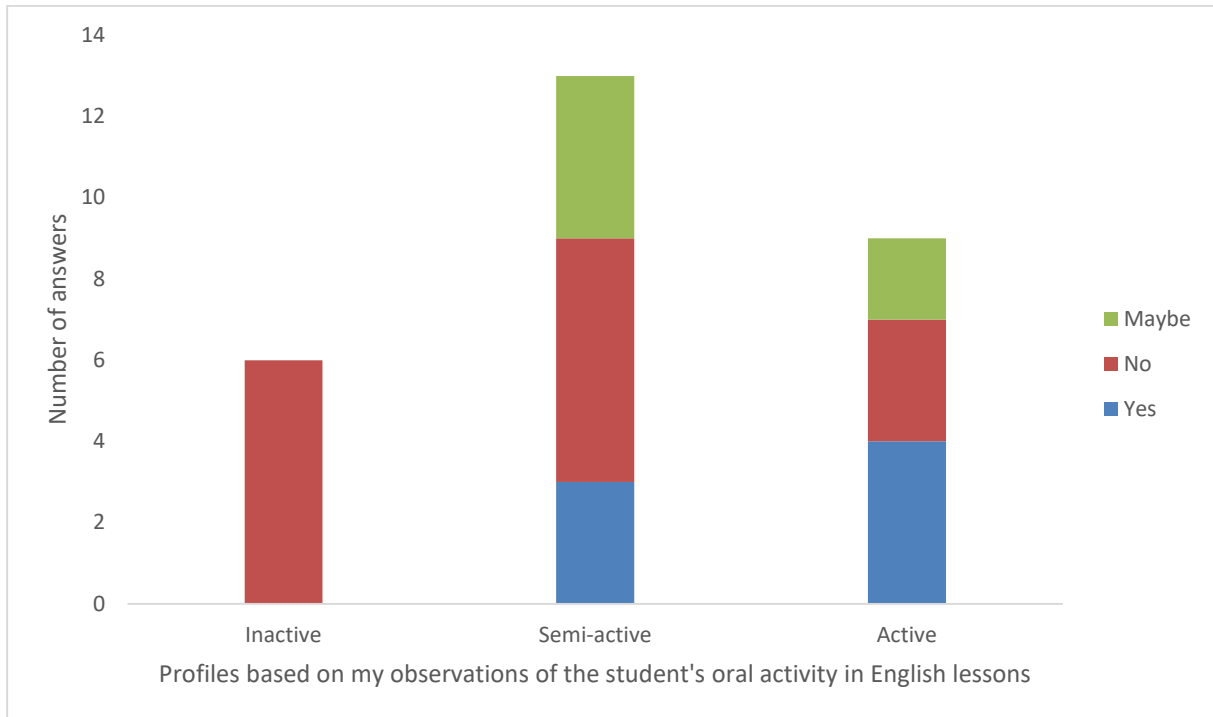
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**Figure 4J.** The level of activity based on the log question: *Do you think you were orally active in today's English lesson? Note*: During the ten days' duration of the log, the *Service and transport class* had four double English lessons, while the other two classes had three (totaling ten double lessons).

# 4.2 Extramural English use outside school

My findings regarding the girls' EE activities outside school indicate that even though most of the girls state that they do not use English outside school to do better in the English subject in school, their EE activities seem to have a connection to the various vocational programs.

### 4.2.1 The girls seldom use extramural English to do better in school

In the logs, the girls were also asked whether they used English outside school in order to do better in the English subject in school (see Appendix C, question 11). Figure 4K shows that almost all the girls answered '*no*' (81%), while some answered '*yes*' (11%), and a few answered '*maybe*' (8%).
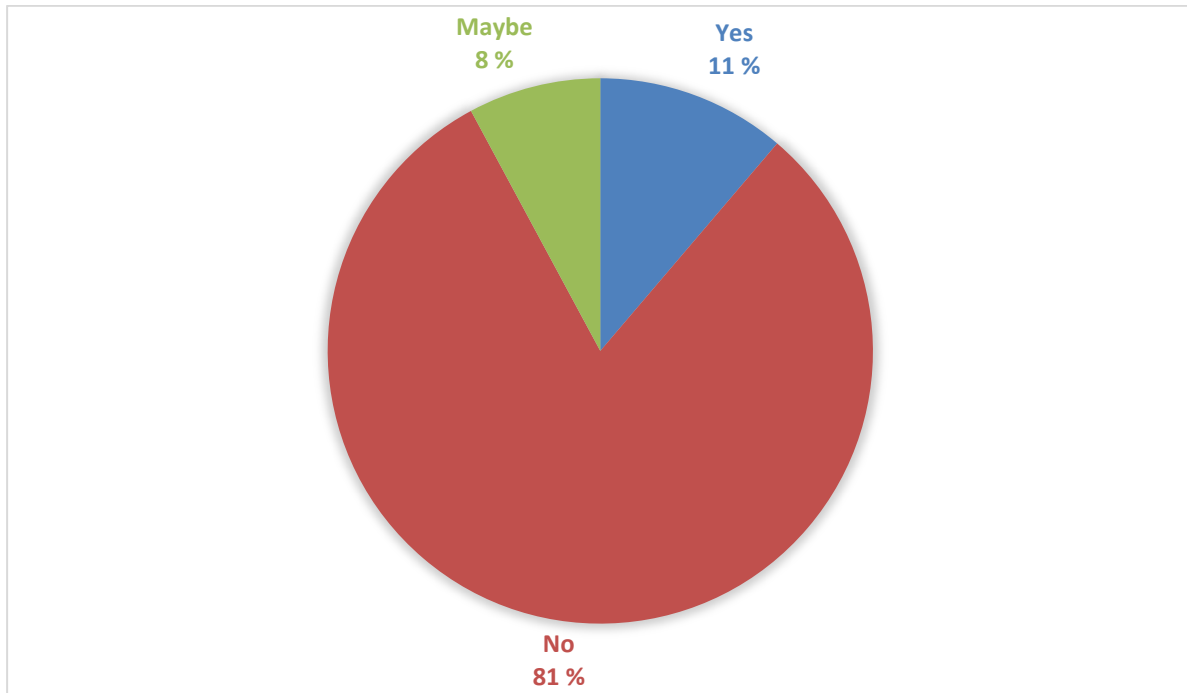
**Figure 4K.** The girls' answers to the log question: *Did you use English outside school today because you want to do better in the English subject at school?*

When looking at the few times they answered '*yes*' in the log (11%), most of the girls explained that they wanted to either improve their English grades at school, work on their homework, or to learn new words. However, some of the girls gave other answers, for example, Dina explained that she used English outside school to do in better at school because "English is language of the world", and Julia explained that she intentionally chose English subtitles instead of Norwegian ones when watching movies, to improve her English comprehension.

## 4.2.2 Reported use of English outside school

Aiming to get more insight into the girls' EE activities outside school, one of the multiple choice questions in the log (see Appendix C, question 9), asked the girls how they used English outside school each day for the ten days' duration of the log. Figure 4L illustrates the aggregated EE activities the girls reported to have used outside school for these ten days, and clearly shows that the girls used English for a number of activities; listening to *music*, using English to read on the *Internet*, watching and listening to *TV series and movies*, reading and communicating via *Facebook*, playing *games*, reading *novels*, using oral and written *chat*, and when *travelling*.
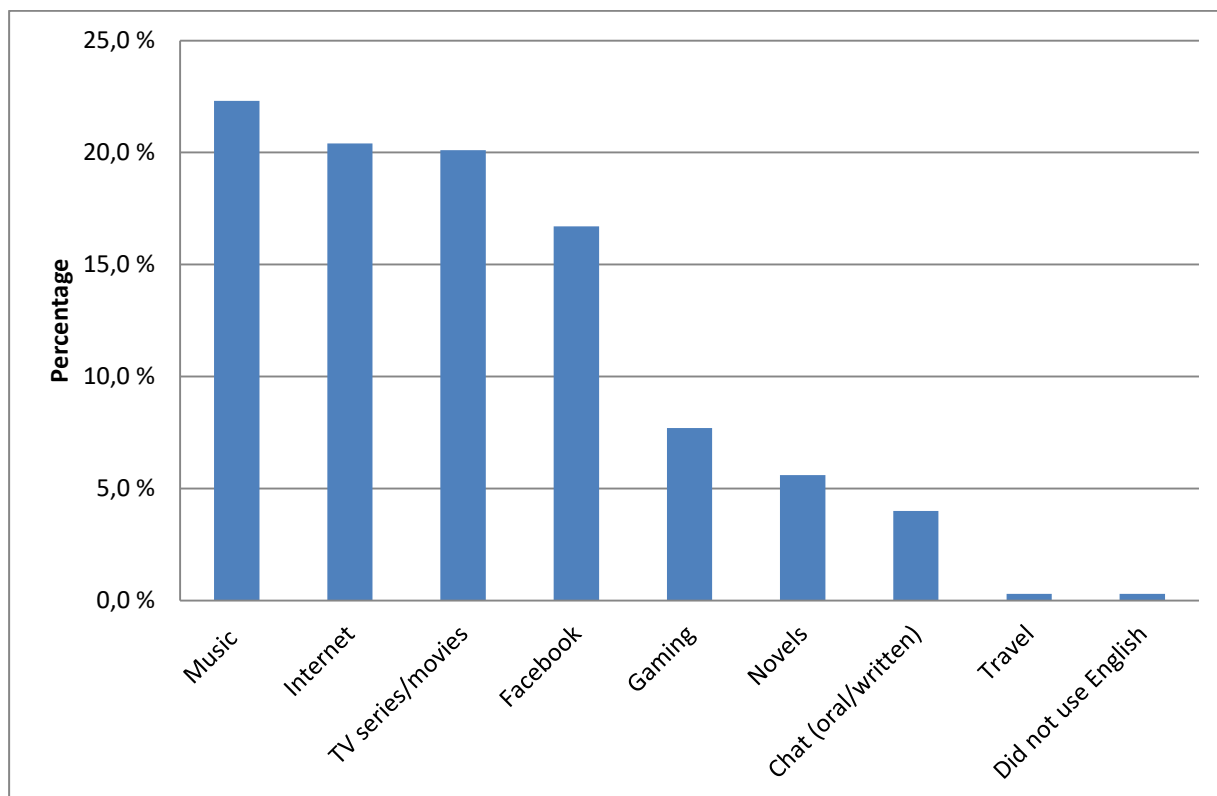
**Figure 4L.** The girls' EE activities outside school.

In the following, I give a description of these EE activities in more detail, divided into four main categories; listening, producing, reading online, and reading and listening offline.

*Listening (music, TV series/movies):* The girls reported that they used EE outside school to a great extent in various activities, such as listening to music and watching TV series or movies. I was interested in seeing which kind of listening activity the girls used the most, which, as a whole, is listening to '*music*' (see Figure 4L).

*Producing (oral/written chat, travel):* In the log, the activities I included as producing English were '*chat: oral/written*' (see Appendix C, question 9). In addition, when looking at the '*other*' category (see Appendix C, question 9), I saw that some of the girls reported that they produced English orally when travelling. Specifically, they revealed that they used English as a lingua franca with foreign flight attendants when travelling.

*Reading online (Internet, Facebook):* In Figure 4L, I have chosen to separate the online reading activities, '*Internet*' and '*Facebook*'. This is due to my interest in finding out how much time the girls spent on social media and using the internet to read, separately. As seen in

Figure 4L, the girls, as a whole, read on the internet more than reading on the social media platform Facebook. As seen in Appendix C, question 9, I initially had two categories for Internet, '*news*' and '*reading something on the Internet*'. Nevertheless, I decided to collapse these categories and rather have them as one category, '*Internet*' because it was irrelevant to my study to separate the two reading activities.

*Reading and listening offline (novel):* Figure 4Lshows how much the girls reported reading novels in English, and in addition, the '*other*' section in the log, one of the girls said that she listened to audiobooks, which I decided to include in the '*novel*' category. These two categories differ from the internet category in the sense that the girls read and listened to novels offline.

*Gaming*: In the log, the girls were asked if they played online or offline games, I have chosen to collapse these categories into '*gaming*' as seen in Figure 4L. The reason for labeling it gaming, is because in the interviews I got information regarding the girls' gaming habits.
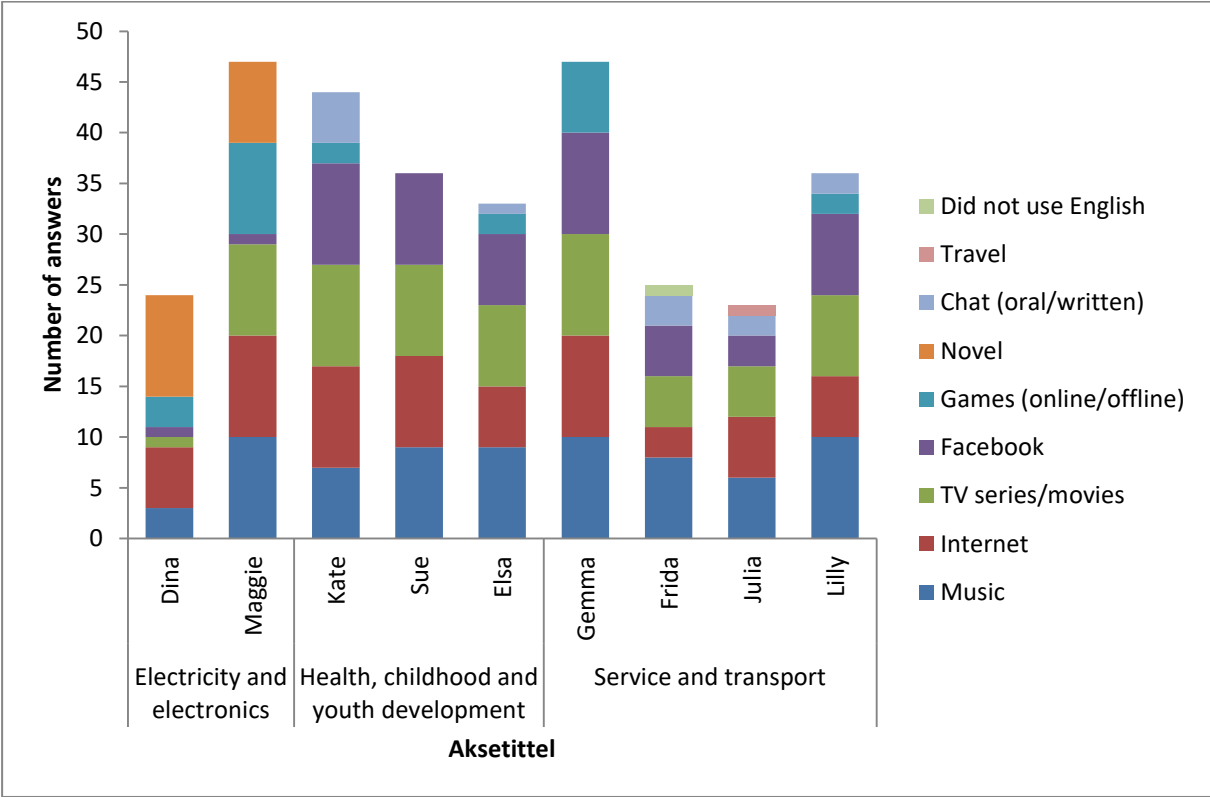


**Figure 4M**. The girls' EE activities according to the various vocational programs for the ten days' duration of the log. *Note:* Sue answered this question nine out of ten times.

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Figure 4M illustrates the girls' EE activities according to the various vocational programs, however, before I present their activities, I will clarify the numbers in the figure. The numbers in the vertical line in Figure 4L illustrates how many EE activities the girls had for the ten days' duration of the log. For example, if we look at Gemma's activities, we see that she had 48 EE activities, while Dina only had 24, and out of Gemma's 48 activities, ten of them were listening to music, while out of Dina's 24 activities, she listened to music three times.

Figure 4M, shows that all the girls listen to music, reads something on the internet, watch TV series or movies and reads on the social media platform Facebook. However, some more than others, while Maggie and Dina only used the social media platform one day, Gemma and Kate used it for ten days. All the girls, except Sue, Frida and Julia, played games but in different quantity, Maggie played games nine out of the logs ten days duration, while Kate, Elsa and Julia said that they played games two times. With the exception of Dina, Maggie, Sue and Gemma, all girls chat either orally or in writing, and only two girls, Dina and Maggie read novels. Julia is the only girl who used English when travelling, while Frida is the only girl who, one day, said she did not use English outside school.

When looking at the girls' EE activities, I see a pattern in their use that goes in line with prior research (Brevik, forthcoming), namely 'surfers' and 'social media prosumers', but with some nuances. In addition, I see that the profiles seem to have a connection to the various vocational programs.

**The surfers: Dina and Maggie**

The first profile I want to present is the surfer, which includes the two girls in the *Electricity and electronics class.* The surfer profile indicates that these girls surfed between six different activities both online (Internet, Facebook, games, music, and TV series/movies) and offline (printed novels and audiobooks). They cannot be labelled 'gamers', as their gaming activities made up a small share of their EE activities compared with their other EE activities. In the interviews, when the girls were asked to elaborate on how they played games, Maggie said that she used to play games before, but that she was not a gamer. Dina, on the other hand, said that although she played games up to 12 hours a week, she mostly did so during the weekends, which can explain why her frequency in the '*gaming*' section is relatively low (see Figure 4M).

Similarly, these girls cannot be labelled 'social media prosumers' either, as their social media activities comprised between half (Dina) and two thirds (Maggie) of their activities only, with gaming and novels comprising the rest. While Maggie mostly listened to, Dina mostly read printed novels. But both girls spent little time reading on the social media platform Facebook, and more time reading on the internet. Furthermore, Figure 4M shows that Maggie's and Dina's uses of EE activities differed from the other girls' in the sense that they were the only ones who read and listened to novels. They were also the only ones not to use English to chat, either orally or in writing, or travels. Although Maggie used EE almost twice as much as Dina, the activities they use EE for are identical.

Figure 4N clearly shows that for the ten days' duration of the log, Maggie spent more time on EE activities than Dina does. While Maggie used EE more than five hours each day for eight days, Dina used EE less than three hours each day for six of the days, and more than five hours for only one day.
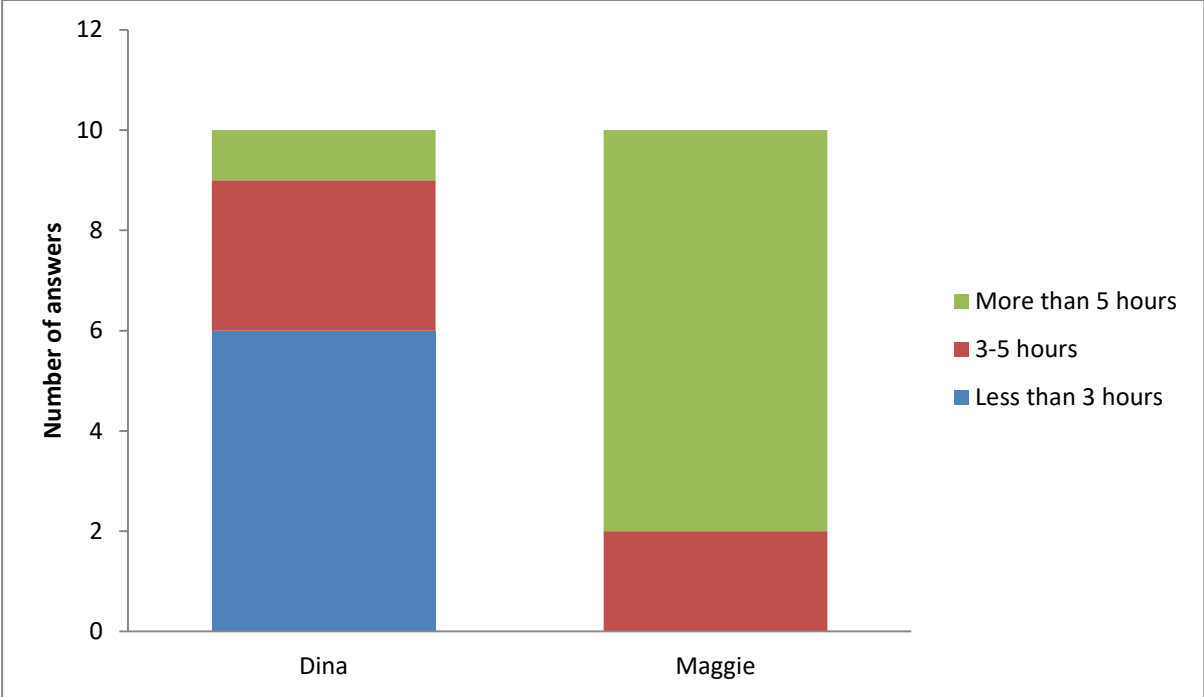


**Figure 4N**. Dina's and Maggie's time spent on EE activities outside school for the ten days' duration of the log.

Figure 4M shows that Maggie spent more time than Dina watching TV series or movies, and in the interviews both girls explained that they watched Netflix regularly outside school.

Maggie's information in the interview about her time spent watching TV series aligns with the information she provided in the log:

### *Excerpt 4G. Maggie: binge-watching*

*Interviewer:* How much English do you spend at home, do you think, listening and reading and… is it a lot?

*Maggie:* It is actually a lot

*Interviewer:* It is?

*Maggie:* Because I watch Netflix and…

*Interviewer:* Yes. How many hours a week, do you think?

*Maggie:* A lot, to put it like that.

*Interviewer:* Yes. Do you watch anything specific? Any TV series?

*Maggie:* I often watch TV series, I probably watch, like five episodes a day, or something like that.

This excerpt indicates that not only does Maggie watch Netflix "a lot", she is also what is known as 'binge-watching', watching several episodes at a time. While Dina also frequently watches TV series and movies, she explained in the interview how she combines this activity with reading novels, which aligns with her high frequency in the '*novels*' section in her log (see Figure 4M):

### *Excerpt 4H. Dina: watching and reading*

*Interviewer:* Is English… Are you interested in English outside school?

*Dina:* Yes. Because I like to read a lot and many of the books or scientific programs are only in English

The results gathered from the logs and the interview clearly shows that Dina's and Maggie's EE activities outside school differ greatly with the other girls' activities. Firstly, they are the only ones who read novels, and read on the social media platform Facebook in a small degree compared with the other girls, and their surfer profile resemble the surfer profile associated with boys whom attend male-oriented vocational programs (Brevik, forthcoming).

**The social media prosumers: Kate, Sue, Elsa, Gemma, Frida, Julia and Lilly**

Based on the logs and interviews, I find the girls in the *Health, childhood and youth development class* and the *Service and transport class* to resemble each other in their EE activities, and at the same time differ from the two girls in the *Electricity and electronics class.* Because their activities are very similar, I will present the girls in the *Health, childhood and youth development class* and *Service and transport class* together.

The social media prosumer profile indicates that these girls all used English outside school when reading on the social media platform *Facebook*, when reading something on the *Internet*, watching *TV series or movies*, listening to *music* and producing English either when *chatting*, or for *travel* (see Figure 4M). As seen in Figure 4L, Kate, Elsa, Gemma and Lilly all play games, however, they cannot be labeled gamers because their gaming activities made up a small share of their EE activities compared with the other EE activities. Gemma, who is the girl with the highest frequency of *gaming* said that she is a gamer when she has time, however, compared with the frequency of reading *Facebook*, reading something on the *Internet*, watching *TV series or movies* and listening to *music*, her gaming frequency is quite low (see Figure 4M). These girls cannot be labeled surfers because of their high frequency in the *Facebook, music, Internet* and *TV series or movies* sections, which clearly indicate that they are all social media prosumers, and because none of them read or listen to novels.
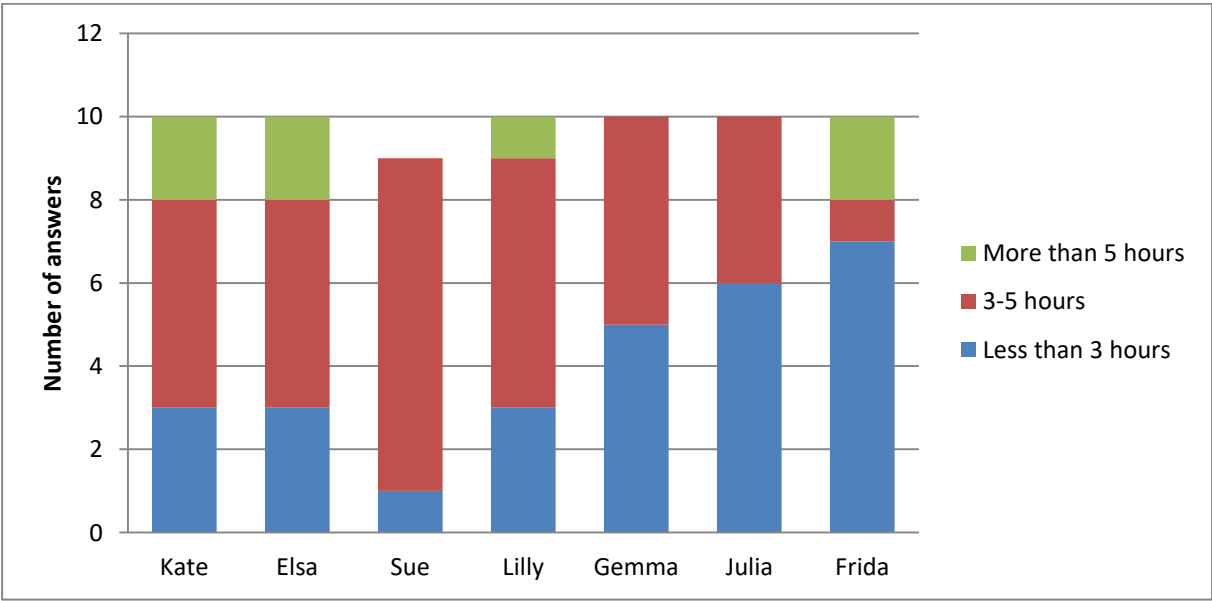


**Figure 4O.** The social media prosumers' time spent on EE activities outside school for the ten days' duration of the log. *Note:* Sue answered this question nine out of ten times.

Figure 4O shows that the girls mostly used less than three hours and three to five hours on EE activities outside school. Kate and Elsa had an identical time use on EE activities outside school, with the highest frequency of three to five hours for six days, and the lowest frequency of more than five hours for only two days. Frida and Julia were the girls in this group who had the lowest frequency on EE activities outside school (see Figure 4M) which complement their results in how much time they use on EE activities, while Julia used less than three hours for six days, Frida did so for seven days.

Gemma is the girl with the most EE activities (see Figure 4M), but her time spent shows that she did not use more than five hours on EE activities, but three to five hours for five days and less than three hours for five days. Sue filled in the log for nine days, but her EE activities were identical each day (see Figure 4M). When looking at her time spent on EE activities, she, eight days used three to five hours and one day less than three hours. Lilly's time spent on EE activities differed, but she much like Sue, Elsa and Kate mostly used three to five hours on EE activities, with a six-day frequency.

The girls were all asked to elaborate on how interested they were in English outside school and Kate's answer is a good illustration of a social media prosumer (Brevik, forthcoming), namely that she uses it for social media and TV series and movies because "you see English everywhere":

### *Excerpt 4I. Kate: a social media prosumer*

| | |
|---|---|
| *Interviewer:* | Are you interested in English outside school? |
| *Kate:* | Yes, well, you see English everywhere, on all social media and… |
| *Interviewer:* | Mhm? |
| *Kate:* | It is the only language that I use regularly |
| *Interviewer:* | Yes? |
| *Kate:* | And on movies and such |
| *Interviewer:* | Yes? |
| *Kate:* | Yes |
| *Interviewer:* | So on a scale from one to ten, how interested is you in English outside school? |
| *Kate:* | It is a bit more [than in school], maybe an eight |

| | |
|---|---|
| *Interviewer:* | An eight? |
| *Kate:* | Yes |

[…]

| | |
|---|---|
| *Interviewer:* | Is it relevant for you during your leisure time? English… |
| *Kate:* | Yes, it is |
| *Interviewer:* | Why? |
| *Kate:* | No, I watch a lot of Netflix, and that is a lot, most of it is in English |
| *Interviewer:* | Yes? |
| *Kate:* | And I often read some texts and articles and such [on the Internet], which are often in English |

All the girls in this group said either in the log or interview, that they produced English either for chatting, or when travelling (see Figure 4M). In the interview Sue said that she sometimes spoke English at home with her father's Brazilian girlfriend with Portuguese as her L1, and with her sister's American boyfriend, which indicates that she sometimes uses English as a lingua franca, while sometimes speaks to native speakers of English:

### Excerpt 4J. Sue: speaking English at home

| | |
|---|---|
| *Sue:* | I speak a little English at home as well |
| *Interviewer:* | You do that, yes…? |
| *Sue:* | Yes |
| *Interviewer:* | Ok |
| *Sue:* | Because my father's girlfriend is Brazilian |
| *Interviewer:* | Oh? |
| *Sue:* | So she does not speak Norwegian |
| *Interviewer:* | Do you speak English other places outside school? |
| *Sue:* | Well, there is my sister's boyfriend [*Sue has previously explained that her sister's boyfriend is American*] |
| *Interviewer:* | Yes |

In the log, Julia explained that she produced English when travelling, while all the girls, except Sue and Gemma said they produced English by chatting in the log, Gemma explained in the interview that she produces English by writing stories:

### Excerpt 4K. Gemma: writing English at home

*Interviewer:*   Are you interested in English outside school?

*Gemma:*   Yes

*Interviewer:*   Yes, you are…Why?

*Gemma:*   I like the language

*Interviewer:*   You like the language?

*Gemma:*   I always have

*Interviewer:*   Yes, ok. Do you speak English at home?

*Gemma:*   No, not…no. I write some in English

*Interviewer:*   You write, what do you write?

*Gemma:*   Stories, I text with people about them

The results collected from the logs and interviews all compliment the social media prosumer profile. These girls' EE activities differentiate with Dina's and Maggie's EE activities because they all use the social media platform Facebook to a large extent compared to Dina and Maggie, and because they also produce English, in some way or another, outside school. The social media prosumer profile is, much like the surfer profile is associated with male-oriented vocational programs, connected to female-oriented programs.

# Chapter 5: Discussion

In this chapter, I discuss my findings in view of theory and prior research (see Chapter 2). The results from the classroom observations in this study have shown that the primary language in all the English lessons was English, which was used 82-96% of the time (see Figure 4C). This observation is in line with the findings from English classrooms in secondary school in Norway (Brevik & Rindal, forthcoming), which showed that on average, English was spoken 77% of the time. Based on the language approaches presented in Brevik and Rindal's (forthcoming) study, they argue that a monolingual English ideal does not only apply when English is spoken most of the time, but also when the teacher explicitly encourages the students to speak English.

This did not happen in the three vocational classes I observed. In fact, the students sometimes used Norwegian words when speaking English, without the teacher commenting on this at all. While their usage of the English language was maintained throughout all the observed lessons in this study, they also spoke Norwegian regularly, and the teacher seemed to accept that. The teacher also spoke Norwegian herself, up to 12% of the time in the observed English lessons, and the impression from these classrooms was that using Norwegian for both academic and non-academic purposes was a regular and accepted practice, although more infrequent than their use of English. Thus, the language practice in the English lessons seem to represent a bilingual approach (Brevik & Rindal, forthcoming), both for the teacher and the students.

In the following, I discuss these findings, which indicate that the boys are the dominant voices in the English classroom (5.1). Second, I discuss the finding that while the boys use English for both academic and non-academic purposes, the girls mostly use English for academic purposes, (5.2). Third, I discuss the findings that even though the girls report that their use of English outside school is rarely used to do better in the English subject, their extramural English activities seem to be somewhat related to the various vocational programs and prior research on vocational students' EE activities (5.3).

## 5.1 Boys: the dominant voices in the vocational English classroom

With the exception of the teacher, the boys were the dominant voices in each observed vocational class, speaking between two and three times as much as the girls in the same classroom (see Figure 4D). These results resemble the results from classroom research in Norway regarding gender in the 1970's and 1980's, which showed that girls were minor characters in the classroom compared with the boys who dominated both orally and physically (Nielsen, 1984; 2009; 2014). The findings also resemble results from American and British observational studies, which indicated that boys expressed themselves more in the classroom than the girls did (Öhrn, 1990). However, Nielsen's (2009) more recent research on gender differences in the classroom indicate that girls still come across as shy in the classroom, but more visible than before. Moreover, she argues that the boys are more restrained than before, which she suggests might be because the girls are often the majority in the classroom. In my analysis, Nielsen's (2009) theory does not correspond with my findings.

In my study, there are three different vocational classes; a male-dominated *Electricity and electronics class* with nine boys and two girls, a somewhat female-dominated *Health, childhood and youth development class,* with nine girls and six boys, and a *Service and transport class,* with approximately the same number of male and female students (four girls and five boys). The reason my findings differ from Nielsen's (2009) is that alongside the boys being the dominant voices in the classrooms I observed, when looking closer at the findings, it is noticeable that the girls in the *Electricity and electronics class* were the ones who spoke most English in plenary in proportion to how many girls there were in the classroom (see Figure 4D). While the girls in the female-dominated *Health, childhood and youth development class,* were the ones who spoke the least.

This finding is particularly interesting in light of Hjèlmer's (2011) ethnographical research in a *Child and Recreation program,* which can be said to resemble the *Health, childhood and youth development class* in my study, regarding the type of vocational program and distribution between male students (22-23%) and female students (77-78%). Hjèlmer's (2011) findings showed that some of the girls and all of the boys were quiet in the classroom because they found it difficult to speak. This information corresponds with my findings, that show that the boys in the *Health, childhood and youth development class* were the ones who spoke the

least English in plenary, compared to the boys in the other programs (see Figure 4D). However, despite this being the case when comparing the boys across the classes in my study, the boys even in this program spoke three times as much as the girls in the same class.

An explanation for the girls' oral activity in the *Electricity and electronics class* compared with the two other classes is not easy to give, nor for why the boys always are the dominant voices in these classrooms. However, these findings might be seen in light of Nielsen's (2009) study, where she states that the teacher in her research was determined to get a boy to answer, because the boys were usually more orally restricted. My findings might also be understood in light if Asp-Onsjö and Öhrn's (2015) study, where they found that teachers give more attention to the boys than to the girls, and even gave more positive attention to the high achieving boys, leaving the other boys and all the girls in a state of not receiving any attention or questions from the teacher. Öhrn (1990) argues that the teachers have more knowledge about the male category, and thus more knowledge about the male gender. The teacher's knowledge about the male category, is something that I think could help explain why teachers tailored the classroom activities to be more aligned with the male gender in the 1970's and 1980's. However, in today's society, that might not be the case. I will therefore discuss what the girls themselves said about their oral activity in the English lessons, and see what the underlying reasons for their low percentage of oral activity in plenary could possibly be.  This is of particular relevance, since when they spoke in the classroom, they mainly talked about subject-related or academic topics.

## 5.2  Girls: the academic voices in the vocational English classroom

My findings showed that the girls spoke less than the boys in the classroom in all three vocational programs, but that when they used English, they mainly used the language for academic purposes. During my classroom observations, I observed that the girls only spoke in topic-related situations, about academic content, while the boys spoke in topic-unrelated situations and often used English for non-academic purposes. In line with Brevik and Rindal's (forthcoming) study, the boys in the *Electricity and electronics class* used English for both non-academic and academic purposes, for example as they commented on the teacher's task instructions which could explain why they spoke more than three times more English in plenary than the girls did (see Figure 4D).

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In other words, another reason why the girls' oral activity in the English classroom is much lower than the boys' could be that the boys also used English for non-academic purposes to communicate with the teacher when for example disagreeing with the teacher to write on paper in a pressure writing activity (see Excerpt 1F). The boys also used English for non-academic purposes in the *Health, childhood and youth development class* when they helped the teacher with technical difficulties (see Excerpt 2B), while the girls did not.

Furthermore, in Brevik and Rindal's (forthcoming) study, they found that the teachers often used Norwegian when organizing classroom activities. In my study, this situation resembles how the teacher used English when giving task instructions (see Excerpt 1C), which resulted in the boys arguing with the teacher, showing their disapproval. However, it is interesting to see that the discussion was in English. This finding was only found regarding the boys and not the girls, as the girls' English activity throughout the observed lessons across all the classrooms was only in the form of answering teacher questions or speaking about the topic at hand. My findings thus indicate that the girls in all vocational programs speak English in plenary only when answering questions for academic purposes, which again might explain their low percentage of oral activity in these English lessons.

Interestingly, although the *Health, childhood and youth development class* in my study resembles Hjèlmer's (2011) *Child and Recreation* in terms of the distribution of students and oral activity, the girls in Hjèlmer's (2011) study "blame themselves for not being able to communicate in the classroom." (p. 67). In my study, when the girls in the *Health, childhood and youth development class* were asked if they wished they had been more orally active in the English lesson, all answered 'no', which suggests that in contrast in to the girls in Hjèlmer's (2011) study, they were happy with the more quiet role in the classroom. Conversely, the girls in the male-dominated *Electricity and electronics class* more often said 'yes', stating that they wished they had been more active, while among the girls in the more gender-balanced *Service and transport class,* there was an equal distribution between 'yes' and 'no' (see Figure 4J).

In light of their oral activity, the girls' answers in the interviews and in their logs seem to show a pattern in the sense that the ones in the female-dominated '*Health, childhood and youth development class'* did not wish to be more active, while the girls in the gender-balanced '*Service and transport class*' sometimes wished and sometimes wished they had not been more active, while the girls in the male-dominated '*Electricity and electronics class'*

wished they had been more active. Thus, my main findings show that the more orally active girls wish they were even more active, while the less orally active ones seem content with a lower activity-level. However, it is important to remember that there was a variation concerning how active they were in the English lessons as well. Although these findings indicate that the girls seem to accept their level of oral activity in the English lessons, it does not exclude other factors from influencing their low oral activity, and looking at what they answered regarding their oral activity provide some interesting answers.

When looking at what the girls said about their oral activity in the English lessons, the findings show that to the girls, the teacher's ability to include them in the classroom discourse, and also their knowledge about the subject are important factors for their oral activity. For example, both Maggie and Frida were labelled as inactive based on my classroom observations, and in the interviews, they gave information which explained that their oral activity in the English lessons was restricted to the knowledge about the subject and the teacher asking them. Maggie said that she answers in English only of she knows the answer, and only if no one else provides an answer (see Excerpt 4B), while Frida said that she answers in English only if the teacher asks her directly, and if she knows the answer (see Excerpt 4A). In contrast, four of the semi-active girls; Elsa, Kate, Julia and Lilly mainly confirmed my observations of them being semi-active in the English lessons, while Julia, much like Maggie and Frida, said that her oral activity depended on her knowing the answers (see Excerpt 4E). Thus, the emphasis in the English lessons among these inactive and semi-active girls seemed to do with their academic knowledge first and foremost, and if they knew the answer or had knowledge of the topic, they might answer if the teacher explicitly asked them. Based on these findings, the girls came across as *academic* voices rather than girls without a voice in the vocational English classroom.

These findings indicate that the girls depend on the teachers prompting them to provide answers, which is most interesting in light of Öhrn's (1990) classroom research that showed how teachers gave the boys more questions and more criticism, than what they gave the girls, and also that the boys themselves asked more questions and gave comments more often. Moreover, Asp-Onsjö and Öhrn's (2015) findings show that teachers, still, ask the boys more questions in the classroom, which results in the girls being orally inactive in the lessons. Based on Öhrn's research (Asp-Onsjö & Öhrn, 2015; Öhrn, 1990), my findings indicate that the girls' oral activity is markedly lower compared to the boys', which might be either

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because the teacher pays more attention to the boys academically, or because boys themselves communicate both academically and non-academically in these lessons. In order for the girls to be more active, the teacher's role in including the girls might be key.

Two of the active girls, Sue and Dina, confirmed in the interviews that they were active, while Gemma said that she disliked speaking English in plenary and because of this was not orally active (see Excerpt 4F). However, during my classroom observations in the *Service and transport class,* Gemma was in fact active in the double lesson when the topic was poetry (see Excerpt 3D-3E), while she was inactive in the double lesson when the topic was vocationally oriented. In the same class, Julia was inactive in the poetry lesson but active in the vocationally oriented English lesson (see Excerpt 3A). These findings imply that the girls' oral activity was also based on their interest in the topic of the lesson, which supports the notion that the girls' voices are academically oriented in the classroom.

This finding could possibly also offer some explanation for why the boys in the *Service and transport class* spoke about twice as much English in plenary than the girls did (see Figure 4D). This might simply be because while the girls' oral activity depended on their interest in the topic, the boys' oral activity in the English lessons concerned both academic and non-academic talk, and thus did not differ to the same extent. These findings indicate that the girls' oral activity appears restricted to the subject of the lesson, much like the girls in Öhrn's (1990) research, while the boys' oral activity is not limited to the subject. The same applies to the girls in the *Health, childhood and youth development class,* because even though they did not speak in plenary in the first observed double lesson when the topic was vocationally oriented, they spoke in groups (see Excerpt 2A), which suggests that they speak when the topic is relevant to them. Another example occurred in the second observed double lesson, when a girl spoke in plenary once only, and that was when the topic was not vocationally oriented, which might indicate that she was interested in the topic (see Excerpt 2D).

In the male-dominated *Electricity and electronics class,* it was somewhat surprising to see that none of the observed English lessons were vocationally oriented. However, while Dina was active in both observed double lessons, Maggie was inactive. Based on Öhrn's (1990) research, which suggests that the girls' oral activity was determined by the classroom topic, it is possible that Maggie's low oral activity would change if the English lessons would have been vocationally oriented, or that Dina would be less active during the vocationally oriented teaching. Another reason suggesting that Maggie's oral activity might differ if the topic was

vocationally oriented relates to Hjèlmer's (2011) findings that show students' disapproval if the lessons in vocational programs were not being vocationally oriented. In my MA study, several of the English lessons were vocationally oriented during the ten days' duration of the log (see Figure 4A). However, the girls had different opinions when asked to elaborate on whether the topic was vocationally oriented, which indicates that vocational orientation is not a matter of fact, but instead a matter of opinion.

Rosvall's (2016b) findings also suggest that the teachers' pedagogical practices might influence the students' oral activity in the classroom, indicating that such practices might vary between teachers. However, across all three vocational classrooms in my MA study, their English teacher was the same one, and because some of the students spoke more than others, the teacher's pedagogical practices might not explain why the boys spoke more than the girls, or why some of the girls were more active than others. The reason might indeed concern the classroom situation, in which the gender-balance might carry more weight, or the sociocultural context outside the classroom, where the girls' extramural English activities might be relevant for their overall language practices.

## 5.3  Extramural English activities

In the following, I discuss the findings from the girls' extracurricular English activities, not only due to my interest in finding out how they use English outside school, which relates to my fifth research question, but also because their voluntary use of English outside school might offer further explanations with regard to their English use in school. I also discuss how EE activities could lead to developing L2 proficiency before discussing the various patterns I have seen in the vocational girls' EE activities.

In the logs, the majority of the girls (81%) reported that they do not use English in their leisure time to do better in the English subject at school (see Figure 4K). This validates my reason for not using the term *English-out-of-school,* because as Sundqvist and Sylvèn (2016) argue, the term can connote that the school is somewhat involved in the students use outside school, which they most likely are not. As the girls in this study explained, their primary use of EE is not to do better in English at school, but to use English according to their interests and everyday life. However, in light of Vygotsky's SCT (1978), L2 acquisition can be seen to develop through various social settings (Lantolf, Thorne & Poehner, 2015).

I chose not to use the term *language learning and teaching beyond the classroom* (LBC) for the same reasons, in line with Sundqvist and Sylvèn (2016), who argue that the term *learning* in LBC can give connotations to Krahen's (1981, 1985) view of learning namely that learning is a conscious decision. For example, even though Julia in my study said that she watches movies with English subtitles when asked if she uses English to do better in English at school, the girls' overall choose EE activities outside school without the intent relating their use of English at school. However, the girls' reports that they do not use EE to do better in school might relate positively to developing their English proficiency, because as Benson and Reinders (2017) state, teachers might reduce self-initiated LBC by, for example, giving students homework, and thus it might reduce their voluntary uses of EE.

Sundqvist (2009) investigated how EE activities impacted students' oral proficiency and vocabulary, and found that the type of EE activity they engaged in mattered; passive activities, such as watching movies or listening to music had less impact than participating in more active EE activities, such as playing video games or reading. In my MA study, the girls' EE activities comprise both passive ones, such as *watching movies or TV series* and listening to *music*, and more active ones, such as reading *novels* or reading on the *internet*, using *Facebook,* playing *games* and otherwise *producing* English. These findings suggest that although the girls do not report to engage in EE activities in order to improve in school, the affect might be that their interest and participation in EE activities also help them develop their English proficiency in school-related matters (e.g., Brevik, 2016; Sundqvist & Wikstöm, 2015).

I labelled the girls in the *Electricity and electronics class* as 'surfers' based on their EE activities and the girls in the *Health, childhood and youth development class* and *Service and transport class* as 'social media prosumers'. Since I had observed that some of these girls were active, some were inactive and some were semi-active, based on their oral activity in the classroom, it was interesting to see that all of them were more active users of English in their spare time. For example, when looking at the EE activities of Maggie and Frida, who were orally inactive in the classroom, both girls do what Sundqvist (2009) refers to as 'active' EE activities outside school (see Figure 4M), such as reading novels (Maggie), reading on the internet (both), using Facebook (both) and producing oral English by chatting (Frida). Similarly, the girls who were semi-active or active in oral English based either on their oral English communication or their ability to finish Quizlet in the classroom all did 'active' EE

activities outside school, such as reading on the internet (all), using Facebook (all), playing games (Lilly, Gemma, Elsa, Lilly), when travelling (Julia), reading novels (Dina), chatting orally or in writing (Kate, Elsa, Lilly, Julia) (see Figure 4M). Sue said in the interview that she produced English orally at home (see Excerpt 4J), while Gemma said she wrote English at home (see Excerpt 4K).

All the girls' EE activities consisted also of what Sundqvist (2009) calls 'passive' EE activities, such as watching TV series or movies and listening to music (see Figure 4M), and according to Rodgers and Webb (2009a, 2009b) passive EE activities, such as watching L2 movies can also improve L2 vocabulary through incidental learning. When comparing the vocational girls' use of English in school and out of school, these findings indicate that whether or not the girls are actively participating in the classroom discourse in English lessons, they all participate in a variety of active and passive EE activities outside school. Rosvall's (2011a) study could possibly give an explanation for the 'surfers' high frequency in the active EE activity reading *novels* outside school compared with the 'social media prosumers' who did not read novels (see Figure 4M). Rosvall (2011a) states that reading a book in the Vehicle class in his study, could lead to the boys in the vehicle program questioning the sexuality of the one reading the book. Since the vehicle class in Rosvall (2011a) resemble the *Electricity and electronics class* in terms of male-domination in the classroom, the surfers' high frequency in reading novels outside school could be because there is no room for such activities in school, and thus they do it outside school.

Prior research regarding the active EE activity of online gaming suggest that gamers' reading comprehension in L2 improves the more they game (Brevik, 2016a; Garvoll, 2017; Sylvén & Sundqvist, 2012), and that it can improve students' development of their L2 vocabulary (Sundqvist & Sylvèn, 2012; Sundqvist & Wikström, 2015). Based on Brevik (2016a), I chose not to label any of the girls in this study 'gamers', because their EE activity related to gaming made up a very small share of their EE activities. However, during the interviews, Gemma said she gamed when she had the time, and Dina said she played games up to twelve hours a week, but mostly during the weekends (see Figure 4M). Because these girls were the most orally active girls in the classroom, and because studies show that gaming can improve L2 vocabulary (Sundqvist & Sylvèn, 2012; Sundqvist & Wikström, 2015), and oral proficiency (Sundqvist, 2009), it is possible that Dina and Gemma's oral activity in the classroom is affected by their active EE gaming, despite not reporting gaming to a great extent. This is,

however, something I might have missed out on, since I only asked the girls to fill in the log during school days, and not during the weekend. This means that although Maggie's frequency in EE gaming was quite high (see Figure 4M), she was labelled a surfer, due to the combination of a variety of EE activities, in addition to gaming.

Finally, I will now discuss the girls' EE activities to consider if their use of EE activities offer an understanding of their oral activity in the classroom, and why some of the girls are more orally active than others.

Based on the EE activities among the girls in my study, the girls' EE activities seem to resemble two outlier profiles presented in Brevik's (forthcoming) study. In the male-dominated *Electricity and electronics class*, as mentioned previously, the girls' EE activities aligns with the 'surfer' profile. The EE activities among the girls in the female-dominated *Health, childhood and youth development class* and the gender-balanced *Service and transport class*, seem to resemble the 'social media prosumer' profile. In Brevik's (forthcoming) study, these profiles were linked to different genders; the surfer was identified as a male profile, while the social media prosumer was identified as a female profile. An intriguing aspect of trying to match the participants in my MA study with these profiles, is that even though my study comprises girls and their EE activities, the 'surfer' profile and the 'social media prosumer' profile seem to some extent to be linked to the genders dominating their vocational programs. This means that in my study, the 'surfers' are girls, but they attend a male-dominated vocational program, while the girls in the 'social media prosumers' profile attend a female-dominated vocational program and a gender-balanced vocational program.

# Chapter 6: Conclusion

In the final chapter, I discuss some possible implications and contributions collected from my main findings (6.1). In addition, I give suggestions for further research (6.2), before I give some concluding remarks (6.3).

## 6.1 Implications and contributions of the findings

In this MA thesis, I have investigated my research question: *How do girls in vocational studies use English in school and Extramural English out of school?* My main findings indicate that the boys are the dominant voices in each class, and second, that while the boys use English for both academic and non-academic purposes, girls mainly use it for academic purposes. Finally, the girls engage in a large variety of EE activities outside school, and to some extent, they seem to have a connection to the various vocational programs they attend.

Based on audio recordings from classroom observations, I found that the boys in this study are the dominant voices in the English classrooms, regardless of how many girls and boys were in each of the observed classes, and also regardless of their vocational program. These findings seem to challenge the notion that the girls are more visible in the classroom today than they were in the 1970's and 1980's, because they often are in the majority in most classrooms (Nielsen, 2009). However, Nielsen (2009) did not study vocational classes specifically, which might offer some explanation for this observed difference.

Based on what the girls said in the interviews, it seemed that the teacher's pedagogical practices played a crucial role in the girls' willingness to participate in oral activity in the classroom. Some of the girls stated in the interviews, that they were orally active only if the teacher asked them questions, and only if they knew the answers. Thus, my MA study contributes to supporting prior research that show the affect teachers' pedagogical practices have on students (Asp-Onsjö & Öhrn, 2015; Rosvall, 2016b). This implicates how imperative it is that teachers include all students in classroom dialogues by asking questions and encouraging them to participate, regardless of gender.

I argue that the findings gathered from the observed English lessons show that while the girls mainly used English for academic purposes, boys also used it for non-academic purposes, which could be a reason why the boys always are the dominant voices in the classroom. By

further investigating the audio recordings, I also found that the girls' oral activity was often determined by the topic of the lesson. While some girls were active in vocationally oriented English lessons, other girls participated more in the English lessons when the topic was not vocationally oriented. Interestingly, the girls being the academic voices in the classrooms contribute to validating the conception of girls' oral participation being limited to specific topics, while boys' participation is not (Öhrn, 1990). Although this might seem negative concerning the boys' dominance, using English for non-academic purposes is recommended to be able to use English as a lingua franca (Brevik & Rindal, forthcoming). This suggests that classroom practices should not silence the boys, but instead encourage the girls to use English also for non-academic purposes. Based on my classroom observations, the teacher speaks markedly more than all the students together, so there should be room for the girls to be more active speakers in the classroom without reducing the boys' participation in these classroom interactions.

These findings also implicate the importance in investigating the students' interests, to incorporating these interests in the classroom, and try to make lesson topics interesting to all the students. However, the girls' variety of answers to whether the topic of their English lessons was vocationally oriented show that vocational orientation is not a matter of fact, but of opinion. This implicates that teachers should explain and discuss with the students in what ways the current English project or lesson is vocationally oriented before the lesson, making the students aware of its potential relevance to them.

The collected findings from the logs and the interviews showed that the girls used EE to a large extent outside school, but that they commonly do not use EE to do better in English at school. The girls' EE activities were similar to Brevik's (forthcoming) profiles of 'surfers' (a male profile) and 'social media prosumers' (a female profile). These findings seem to contribute to validate that vocational girls are often 'social media prosumers' who spend time watching TV series and movies, listening to music, and using social media, all in English. The findings also expand the notion of the 'surfer' profile, in the sense that while the surfers in Brevik's (forthcoming) study are boys, the 'surfers' in this MA study are girls who attend a male-dominated vocational program. These findings can also indicate that the ones attending the same vocational programs choose similar EE activities, or that the 'surfers' in this study are influenced by the boys dominating their classrooms. Nevertheless, an implication of a potential match between these profiles and the girls in my study, is that English teachers in

vocational studies should make an effort to learn about their students' EE activities. Most importantly, I will argue that they should make an effort to understand *why* their students choose the EE activities they do, and then consider how to bridge their EE activities and their use of English in school.

## 6.2  Suggestions for further research

As research has offered little information on vocational girls in general, there is need for more research to be conducted in this field, and I find any research in this field to be imperative. However, with regard to further research on the findings in my MA study, I suggest investigating if English teachers in vocational studies give the boys more positive attention than they give the girls, like the teacher in Asp-Onsjö & Öhrn's (2015) study, and see if this could be the reason why the boys are the dominant voices in the vocational classroom. It would also be interesting to see if inactive girls are more orally active if the teacher include them more explicitly in the classroom dialogues. For example, by conducting an ethnographic research study for a year in a vocational classroom, it would be fascinating to see if the inactive students become more active if the teacher encourages them and invites them into classroom dialogues with both academic and non-academic purposes.

With regard to the girls being the academic voices in the classroom, I suggest further research to investigate this more closely, by observing if this is an observable pattern over time. In addition, research could possibly aim to find out if the girls in vocational studies are more orally active in vocationally oriented English lessons, compared to lessons when the topic is not vocationally oriented. Moreover, since the girls in the male-dominated *Electricity and electronics class* were more orally active than the girls in the female-dominated *Health, childhood and youth development class* and the gender-balanced *Service and transport class,* it would be interesting to interview the teacher to identify if the teacher's perspectives could explain this difference. The reason for this is because it would be interesting to examine if the teacher's pedagogical practices differs in male-dominated vocational classes, and if so, why.

In regard to the girls' EE activities, I suggest investigating how these vocational girls use EE over a longer period of time than has been done in this study, by for example, analyzing how they use EE by having them videotape their activities could be an interesting study.

Examining how they use these various EE activities will possibly allow for comparison to their use of English in school.

## 6.3  Concluding remarks

I have learned a lot about how girls in vocational studies use EE and English in school through working on my MA thesis. Concerning the girls' use of English in school, this project has given me what I feel is imperative insight into the importance of pedagogical practices. By knowing that the inactive girls in this study are more active if the teacher asks them academic questions, I find it of utmost importance to provide girls in vocational studies opportunities to participate actively in academic as well as non-academic classroom dialogues. I have also learned about the importance of vocational orientation, although not all vocational students are active even when the topic is vocationally oriented, which I think is crucial information for English teachers in vocational studies. Finally, the girls in this study proved to be actively using EE in their leisure time, and in the future, I will try to encourage students to have active EE activities by showing them that their EE activities most likely already have and will continue to develop their English competencies.

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# Appendix A – Participation in VOGUE

Erklæring ved deltakelse i prosjekt: *Vocational students' Use of English (VOGUE) ved prosjektleder Lisbeth M Brevik, 2017/18.*

Shilan Ahmadian er tatt opp i prosjektet i forbindelse med arbeid med masteroppgave i Lektorprogrammet. Forskningsprosjektet *VOGUE* er forpliktet til å følge personopplysningslovens retningslinjer ved all registrering, lagring og bruk av innsamlede datamateriale. Ved deltakelse i prosjektet er masterstudenten forpliktet til å gjøre seg kjent med og følge disse retningslinjene (se: https://lovdata.no/dokument/NL/lov/2000-04-14-31). Datamaterialet skal ikke deles med en tredjepart eller fremvises til andre.

Alle data som innhentes i prosjektet, eies av VOGUE (ved prosjektleder Lisbeth M Brevik), og kan brukes av prosjekteier i videre forskning. Det betyr at innsamlet data til masteroppgaven ikke eies av studenten, men av prosjektet. Studenten har tilgang til dataene så lenge arbeidet med masteroppgaven pågår, innenfor veiledningsavtalens periode.

Jeg bekrefter herved at jeg er innforstått med avtalens innhold, har gjort meg kjent med personopplysningslovens retningslinjer, og forplikter meg til å følge disse i mitt arbeid med datamaterialet tilhørende forskningsprosjektet VOGUE.

Jeg plikter også å referere eksplisitt til VOGUE prosjektet (ved prosjektleder Lisbeth M Brevik) i min masteroppgave, jf. Forskningsetiske komiteers krav til god forskningspraksis/henvisningsetikk (http://www.etikkom.no/Forskningsetikk/God-forskningspraksis). Enhver situasjon der datamateriale som tilhører VOGUE benyttes i analyser i publikasjoner, skal være kjent for prosjektleder Lisbeth M Brevik før publisering.

Sted: Blindern, 9. mai 2017

Student                                    Prosjekteier

# Appendix B – Interview guide

**Intervjuet har som mål i å finne ut:** *(the aim of the interview is to find out:)*

I. Hvordan de bruker engelsk på skolen og utenfor skolen *(How they use English in and out of school)*

II. Hva de bruker engelsk til på og utenfor skolen *(What they use English for outside school)*

III. Hvor mye de bruker engelsk på og utenfor skolen *(How much do they use English in and out of school)*

IV. Hvor relevant engelsk er for dem på og utenfor skolen *(How relevant is English for them in and out of school)*

**Intervjupersonens personlige informasjon**: *(The interviewee's personal information)* Disse spørsmålene er inspirert av Brevik (2016a). *(These questions are inspired by Brevik (2016a).*

1. Hvilket yrkesfagprogram går du*? (Which vocational program do you attend?)*
2. Er norsk ditt førstespråk? *(Is Norwegian your first language?)*

Hvis nei, hva er ditt førstespråk*? (If no, what is your first language?)*

3. *H*ar du gått på engelskspråklig skole før? *(Have you previously attended an English-speaking school?)*
4. Hva er ditt favorittfag på skolen? *(What is your favorite subject at school?)*

**In school use of English.** *(In school use of English).* Inspired by Brevik (2016a), Garvoll (2017) og Sagli (2017). *(Inspired by Brevik (2016a), Garvoll (2017) and Sturla (2017).*

**Relevanse** *(Relevance)*

5. Er du interessert i engelskfaget på skolen? *(Are you interested in the English subject at school?)*
   Hvorfor/hvorfor ikke? *(Why/why not?)*
6. På en skala fra 1 til 10 – hvor interessert er du i engelsk på skolen?*(On a scale from one to ten, how interested are you in English at school?)*
   Hvorfor? *(why?)*
7. Er engelsk relevant for deg på skolen? *(Is English relevant for you at school?)*

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8. Hva synes du om engelskfaget på skolen? *(What do you think about the English subject at school?)*
9. Er engelskfaget viktig for deg i forhold til det du skal studere eller jobbe med i fremtiden? *(Is the English subject important for use in terms of your future education or job?)*
10. Spørsmål fra observert time? *(Questions from observed lesson?)*

## Hvor mye og hvordan *(How much and how)*

11. Bruker du engelsk på skolen? *(Do you use English at school?)*
12. Hvor mye engelsk bruker du i engelsktimen? *(How much English do you use in the English lesson?)*
13. Er du mest skriftlig eller muntlig aktiv i engelsktimene? (Are you mostly active in writing or orally in the English lessons?)
14. Hva bruker du engelsk til på skolen? *(What do you use English for at school?)*

## Engelsk utenfor skolen. *(English outside school)*

**Relevanse** *(Relevance)*

15. Er du interessert i engelsk utenfor skolen? *(Are you interested in English outside school?)*
    Hvorfor/hvorfor ikke? *(Why/why not?)*
16. På en skala fra 1 til 10 – hvor interessert er du i engelsk utenfor skolen?*(On a scale from one to ten, how interested are you in English outside school?)*
    Hvorfor? *(why)*
17. Er engelsk relevant for deg utenfor skolen? *(Is English relevant for you outside school?)*

## Hvor mye og hvordan *(How much and how)*

18. Bruker du engelsk outside school? *(Do you use English outside school?)*
19. Hvor mye engelsk bruker du utenfor skolen? *(How much English do you use outside school?)*
20. Bruker du mest skriftlig eller muntlig engelsk utenfor skolen? (Do you mostly use written or oral English outside school?)
21. Hvordan bruker du engelsk utenfor skolen og til hva bruker du det? *(How do you use English outside school and for what do you use it?)*

**Hva enn eleven svarer må jeg prøve å få dem til å utdype** *(Whatever the student answers, I must try to get them to elaborate)*

**Hvis de for eksempel spiller, spør jeg:** *(If they for example play games, I ask:)*

Hvor mye spiller du? *(How much do you play?)* Fra Brevik (2016a) og Garvoll (2017) *(From Brevik (2016a) and Garvoll (2017)*

Mindre enn 3 timer per dag? *(Less than 3 hours per day?)*
3-5 timer? *(3-5 hours?)*

Mer enn 5 timer? *(More than 5 hours?)*

Er det online? *(Is it online?)*

Leser du? *(Do you read?)*

Leser du alle instruksjonene på norsk eller engelsk? *(Do you read the instructions in Norwegian or English?)*

Hvilke funksjoner bruker du? (*What functions do you use?)*

Chatter du skriftlig på engelsk? *(Do you chat in writing using English?)*

Chatter du skriftlig på norsk? *(Do you chat in writing using Norwegian?)*

Chatter du muntlig på engelsk? *(Do you chat orally using English?)*

Chatter du muntlig på norsk? (*Do you chat orally using Norwegian?)*

Hvilke funksjoner bruker du? *(What kind of functions do you use?)*

22. Er det noe du har lyst til å si som jeg ikke har spurt om? *(Is there anything you want to say that I have not asked about?)*

# Appendix C – Student log

## Logg - bruke engelsk
## *(Log – use English)*

**Hei. Tusen takk for sist. Her kommer loggen jeg snakket med deg om. Du fyller ut logg hver dag i to uker, på disse dagene:**
*(Hi. Here is the log I talked to you about. You fill in the log each day for two weeks, at the days listed below)*

**UKE:**
*(Week)*

**UKE:**
(Week)

- Navn * *(Name)*

  [          ]

- Klasse * *(Class)*

  [          ]

- Logg for dato * *(Log date)*

  [          ]

- **På Skolen ***
  *(At school)*

1. Hadde du engelsktime i dag? *(Did you have an English lesson today?)*

   ○ Ja *(Yes)*

   ○ Nei *(No)*

2. Hva var temaet for timen? *(What was the topic for that lesson?)*

   [        ]

3. Tenker du at du var muntlig aktiv i den engelsktimen? *(Do you think you were orally active in that English lesson?)*

   ○ Ja *(Yes)*

○ Nei *(No)*

○ Kanskje *(Maybe)*

4. Kan du si hvorfor? *(Could you say why?)*

  [                    ]

5. Skulle du ønske du var mer muntlig aktiv i den engelsktimen? *(Do you wish you had been more active in that lesson?)*

○ Ja *(Yes)*

○ Nei *(No)*

6. Hva skulle til for at du skulle vært mer muntlig aktiv i engelsktimen som var i dag? *(For you to have been more orally active, what would have to happen?)*

  [                    ]

7. Tenker du at det dere gjorde/hadde om i engelsktimen har noe med yrkesfaget ditt å gjøre?
*(Do you think what you did in the English lesson was vocationally oriented?)*

○ Ja *(Yes)*

○ Nei *(No)*

○ Kanskje *(Maybe)*

8. Kan du si hvorfor? *(Could you say why?)*

  [                    ]

**Om din bruk av engelsk utenfor skolen! \***
*(Regarding your use of English outside school!)*

9. Gjorde du noe av dette i dag? * *(Did you do any of these 'activities' today?)*

  Du kan sette av flere kryss  *(You can check more than one)*

☐ Leste nyheter på engelsk *(Read news in English)*

☐ Leste Facebook på engelsk *(Read Facebook in English)*

☐ Leste roman på engelsk *(Read a novel in English)*

☐ Leste noe på internett på engelsk *(Read something on the internet in English)*

☐ Så på TV-serie/film på engelsk *(Watch TV series/movies in English)*

☐ Lyttet til musikk på engelsk *(Listened to music in English)*

☐ Spilte spill på engelsk (online eller offline) *(Played games in English (offline or online))*

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☐ Chattet muntlig på engelsk *(Chatted orally in English)*

☐ Chattet skriftlig på engelsk *(Chatted in writing in English)*

☐ Brukte engelsk til noe annet *(Used English for something else)*

☐ Brukte ikke engelsk utenfor skolen i dag *(Did not use English outside school today)*

10. Hvis du brukte engelsk til noe *annet* - skriv hva her *(If you used English for something else – write what here)*

        _____

11. Hvor mye engelsk har du brukt utenfor skolen i dag?
    *(How much English did you use outside school today?)*

    ○ Mindre enn 3 timer *(Less than 3 hours)*

    ○ 3-5 timer *(3-5 hours)*

    ○ Mer enn 5 timer *(More than 5 hours)*

12. Brukte du engelsk utenfor skolen i dag fordi du vil gjøre det bedre i engelskfaget på skolen?
    *(Did you use English outside school today because you want to do it better in the English subject at school?)*

    ○ Ja *(Yes)*

    ○ Nei *(No)*

    ○ Kanskje *(Maybe)*

13. Kan du si hvorfor? *(Can you say why)*

        _____

    Takk for dagens logg! *(Thank you for today's log!)*

# Appendix D – Consent form

Til elever og foresatte ved:
Dato:

**Forskningsprosjekt om bruk av engelsk blant jenter på yrkesfag**

Jeg er masterstudent i engelsk fagdidaktikk ved Det utdanningsvitenskapelige fakultet ved Universitetet i Oslo. Jeg er med i prosjektet Vocational and General students' Use of English in and out of school (VOGUE), som har som mål å forske på elevers bruk av engelsk på og utenfor skolen. Jeg skal utføre et mastergradsprosjekt om jenter på yrkesfag sin bruk av engelsk på og utenfor skolen. Målet med prosjektet er å undersøke hvor mye engelsk jentene bruker, samt hva de bruker engelsk til.

I forbindelse med dette, vil jeg observere engelsktimer ved skolen i løpet av høsten 2017. Jeg ønsker å ta lydopptak av undervisningsøktene som observeres for å måle hvordan og hvor mye engelsk blir brukt av lærer og elever. Etter hvert ønsker jeg å intervjue jentene i klassene som har blitt observert. Det vil bli tatt lydopptak av intervjuene, men intervjuguiden er utformet slik at det ikke vil forekomme personopplysninger i lydopptaket. Videre ønskes det at jentene som har blitt intervjuet fører en logg i to uker om bruken av engelsk. Jeg ønsker også å samle inn elevenes resultater på kartleggings-/læringstøttende prøver i engelsk og deres karakterer i engelsk fra ungdomsskolen.

Deltakelse i prosjektet kan derfor innebære følgende for elevene: observasjon i klassen, lydopptak av observasjon, intervju med lydopptak, innsamling av logg, karakterer og skriftlige arbeider.

Prosjektet vil bli gjennomført i henhold til gjeldende lovverk for personvern og forskningsetiske retningslinjer. Studien er meldt til Norsk samfunnsvitenskapelig datatjeneste (NSD) (Prosjektnummer 32544) som en del av VOGUE-prosjektet, og alle personopplysninger vil bli behandlet konfidensielt. Det er kun jeg og min veileder som vil ha tilgang til datamaterialet. Ved prosjektets slutt i 2018 vil datamaterialet anonymiseres. Deltakerne vil ikke kunne bli gjenkjent i publikasjoner fra prosjektet.

Deltakelse i prosjektet er frivillig, og det vil ikke ha konsekvenser for undervisning om den enkelte elev deltar eller ikke.

Dersom dere har noen spørsmål til studien, kan dere ta kontakt med meg på e-post shilan.ahmadian@gmail.com eller telefon 906 06 813. Min veileder ved Universitetet i Oslo kan også kontaktes med spørsmål: Lisbeth Brevik, førsteamanuensis i engelsk ( l.m.brevik@ils.uio.no ).

Med vennlig hilsen
Shilan Ahmadian

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# UiO : Universitetet i Oslo
Utdanningsvitenskapelig fakultet/Institutt for lærerutdanning og skoleforskning

**Samtykke til deltakelse**

**Elevens navn:** _____

**Elevens alder:**_____ (under 16, vennligst inkluder foresattes underskrift nedenfor)

- ☐ Ja, jeg godtar å være med i studien. Jeg samtykker til følgende:
    - ☐ Observasjon i klassen
    - ☐ Lydopptak
    - ☐ Logg
    - ☐ Intervju
    - ☐ Innsamling av engelskkarakterer fra ungdomsskolen
    - ☐ Innsamling av resultater på kartleggings/læringsstøttende prøve i engelsk
    - ☐ Innsamling av elevtekster

- ☐ Nei, jeg vil ikke delta i studien.

_____
Dato                                  Sted

_____
Elevens underskrift

_____
Foresattes underskrift (ved deltakelse av elever under 16 år)

**All deltakelse i prosjektet er frivillig, og du kan når som helst trekke ditt samtykke uten noen grunn. Dersom du trekker deg, vil alle opplysninger bli slettet.**

**Spørsmål om studien kan rettes til:**
*Prosjektansvarlig:* Shilan Ahmadian, mastergradsstudent, ILS, UV, Universitetet i Oslo.
    shilan.ahmadian@gmail.com, telefon 906 06 813
*Veileder:*
    Lisbeth Brevik, førsteamanuensis, ILS, UV, Universitetet i Oslo, l.m.brevik@ils.uio.no