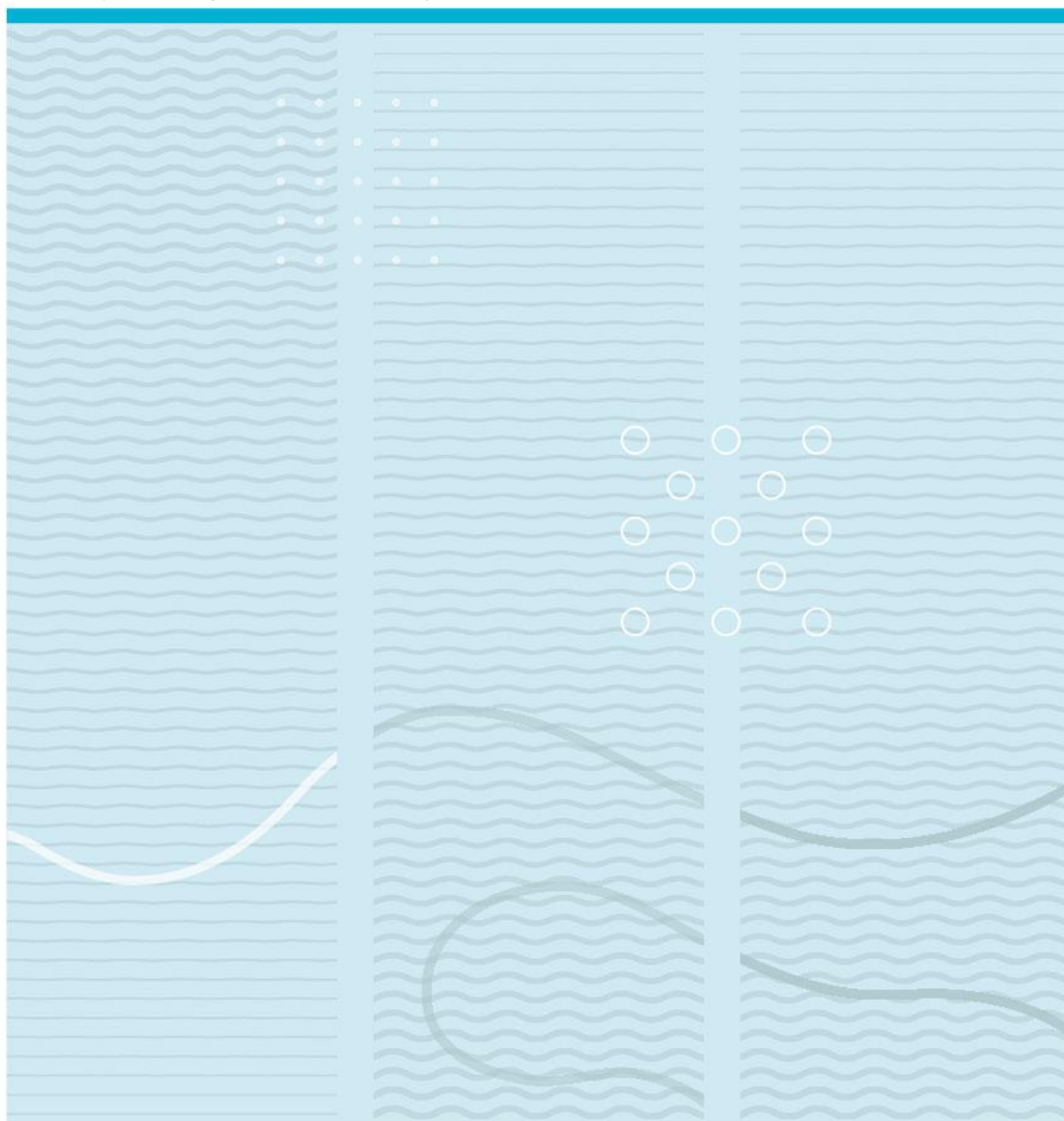


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# Adolescents' attitudes on Extramural English

A study of 10<sup>th</sup> grader's use of English inside and outside the classroom



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This thesis is worth 30 study points

# Abstract

As contact with the world around us has become increasingly accessible so has the exposure to English from outside. English language learning happens not just in the classroom any more. Through the main research question of *What attitudes do students have about their extramural use of English and its relevance in the English language classroom?*, this thesis tries to explore the influence of what is termed extramural English. The term is used to describe voluntary activities adolescents engage in where exposure to English is high.

The findings of this study are based on a qualitative study carried out through interviews with five 10th grade students at a lower secondary school in South-eastern Norway.

The goal for this study was to get insight into the attitudes 10th grade students have towards extramural English and how they themselves perceive its effect on them. The findings did confirm the informants felt an effect of the exposure to extramural English.

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June, 2020

Kristin

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# **1. Introduction**

The initial interest in the topic of this master thesis derives from my own personal experiences with the English subject. Growing up in the 1990s when English was becoming increasingly

more dominant in media imported from outside of Norway, I started watching and engaging in the English language outside of school. I often felt the reason I was a confident and competent student in English had something to do with the amount of English I was exposed to outside of school. However, I never felt it was not recognized as either something positive or negative. Then when I studied to become a teacher at the University of Oslo we had a lecture with Lisbeth M. Brevik. Where she presented her research on the influence of gaming could have on students' English competences. I found this to be very interesting because finally someone recognized the way I had felt growing up, even though I was not a boy or a gamer. This research and what I learned during my teacher training is what ultimately created the idea of this master thesis.

Then when I started teaching, I experienced how my students also were being exposed to a great amount of English outside of school. They expressed how they consumed English through watching YouTube, playing online/video games, and reading English books. Though observing them in the classroom they in some ways held back when using English, but then I would observe them using English in interactions with friends. Like them and other adolescents it is likely that not a day goes by where they are not in some way engaged with the English language, whether it is with the intent of learning or not. Both active and passive exposure to language can occur. My curiosity as to why students would feel more comfortable speaking English in other settings sparked the idea of this master thesis and evolved to wondering about their attitudes to learning English outside, and also inside, the classroom. All this even before I became familiar with the term extramural English and understood the concept and how it related to my experiences both as a student and as a teacher in the Norwegian classroom.

## **1.1. What is Extramural English?**

The term “extramural” stems from Latin and the literal translation of the words “extra” and “mural” meaning “outside” and “wall, respectively. One can conclude that extramural English means “English outside the walls” which is how Pia Sundqvist explained and coined the term in her dissertation from 2009.

This explanation will be used in this study together with the definition from her and Liss Kerstin Sylvén's book "Extramural English in Teaching and Learning: From Theory and Research to Practice" (2016):

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

(Sundqvist & Sylvén, 2016, p. 4)

The definition by Sundqvist and Sylvén (2016) aligns with the purpose of this thesis which is to explore the attitudes students primarily have about English outside of school. This thesis does not intend to investigate English teaching but rather examine how students might experience their exposure to English in non-educational situations and whether it, in their opinion, has an effect on their learning. This definition of extramural English was therefore chosen because it is in line with what this study intends to explore. For short I have in several passages used the abbreviation EE for this term.

## **1.2. English in Norway**

English is the global language for communication and has become known as the lingua franca of the world, meaning it is the language most used between non-native English speakers (Rindal, 2014). Over the past few decades English has become an increasingly important part of the life of a Norwegian through education, business, travel, and different types of media. Therefore, English in Norway does not fit into the traditional definition of English as a foreign language nor the term English as a second language. The term second language has historically been used for postcolonial countries, but because of the increasing familiarity with the language among Norwegians and the exposure to English many consider it a second language (Rindal, 2020). On the latter, as well will as in this thesis moving forward.

In Norway, as in most other European countries, English has traditionally been labelled a foreign language; acknowledged for international travel, business and education, and taught at scheduled hours in the classroom. However, following increased out-of-school exposure and



increasing English language proficiency, English no longer feels foreign to Norwegians (Rindal, 2014).

This also applies to education and how English is taught in schools. The status of English in Norway is reinforced through the national curriculum as the importance has only increased in the last few years. In 1969, English became a mandatory school subject, and is taught alongside Norwegian from primary school and is obligatory for eleven years. (Rindal, 2014). The curriculum is separated from other foreign languages, which again exemplifies the special status given to English in a school setting. This is also described in the first part of the new curriculum under “Relevance and central values” and reads as follows:

*English is an important subject when it comes to cultural understanding, communication, all-round education and identity development. The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background. English shall help the pupils to develop an intercultural understanding of different ways of living, ways of thinking and communication patterns. It shall prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication.*

(UDIR – LK20 - ENG01-04)

The importance of intercultural understanding and not just understanding a language but how to interact with the world is accented through the building of the curriculum. English has gained an important status both in Norwegian culture and the way it is approached through the school system. Thus it is an important part of the education of young people in the country. There is the explicit goal to provide students with the basis for them to perceive their own and others’ identity in a multilingual and multicultural context.

The curriculum emphasizes how English is a necessary skill to proficiently communicate with the world around us, in personal situations, but also for work, education and entertainment. Several companies in Norway use English as the language of communication and higher education institutions offer courses taught in English only. Hence, this is how the curriculum is influenced by the Common European framework of reference for languages (CEFR) which aims to bridge the gap between educational systems in member countries of the Council of Europe, of which Norway is a member (Speitz, 2020, p. 47-49). The CEFR (p. 33), which can

be used to determine the level of proficiency in English, here many Norwegian students/adolescents score high compared to other European countries.

### **1.3. Broad overview of prior research on EE**

The Norwegian Media Authority (NMA) released a study on children's relationship with media, where they asked children and adolescents between the ages of 9-18 about all aspects of media. One part focused on what languages were more prominent in the types of media they used. There was a definite increase in the use of English with age. The older they got, the more English they would encounter (Medietilsynet, Children and media, 2020). It reported that almost six out of ten children and adolescents reported that when watching YouTube, playing games, or streaming tv-series or movies, it is for the most part in English. While for social media, where they communicate directly with each other, they would use Norwegian.

A quick search on extramural English indicates that there is not an extensive field of research compared to other aspects of language learning. It does, however, allude to EE being explored more thoroughly in the future with several master thesis being published on the subject. The effect of out-of-school learning is a topic which has become more obvious in the later years as exemplified in Sweden by Sundqvist. In Sweden, Sundqvist continued the research from her dissertation together with Sylvén where they explored the use and importance of studying extramural English through the book "Extramural English in Teaching and Learning: From Theory and Research to Practice." (2016). What they investigated and presented as findings in the book has been crucial for further research on EE.

In Norway Lisbeth M. Brevik, together with Rolf Vegar Olsen and Glenn Ole Hellekjær, are behind the most prominent research on the effect of EE. In 2016 the study entitled "The Complexity of Second Language Reading: Investigating the L1-L2 Relationship" was published. Here they explored the relationship between learning an L1 and an L2. They discovered that some of the students had a higher proficiency in reading in their L2 than in their L1. What they concluded with could be connected to the exposure of English outside of school. Building on this, Brevik and Hellekjær went on to study this further resulting in Brevik's continued extensive VOGUE project (Vocational and General students' Use of English in and out of school).

These two studies have researched the ways that EE has had a positive effect on students' learning, and both will be explored more in depth in chapter 2, on theoretical background. They are useful and important research for my project as they exemplify how English in a tutorial situation already affects students.

## **1.4. Thesis and research questions**

While conducting research of extramural English in Norway, it became clear that there have not been very many studies carried out on EE's impact on lower secondary students. For this reason, this study aimed to get a better understanding of the perspectives and attitudes towards EE among year 10 students. This will provide the study with valuable information that can be useful for English teachers. Exploring what they perceive extramural English has taught them, both inside and outside the classroom, is what this dissertation aims to examine through this thesis question:

- *What attitudes do students have about their extramural use of English and its relevance in the English language classroom?*

As mentioned, I will go forward with exploring the idea of how through these other research questions:

RQ 1: How are students' own experiences of English learning inside and outside school?

RQ3: What are the students' attitudes about the effect of their extramural use of English on their language learning?

RQ 3: In what ways do students feel that extramural English has influenced them, and do they believe language teaching still to be useful?

## **2. Theoretical background and prior research**

In this chapter, theoretical background will be presented together with prior research connected to the thesis questions, and specifically how we can see traditional ideas of learning

compared to the new challenges a teacher faces in the classroom. To see how something might affect the learning process of a language, I have chosen to look at how learning and second language acquisition has been looked at traditionally.

This chapter will firstly present sociocultural theory laying the groundwork of an explanation on how students learn, moving to more specifically how to teach a second language. Second, Krashen's comprehensible input theory in connection to the input of EE. Thirdly, giving a broader definition of extramural English, including prior research on EE that in parts has inspired this master thesis and lastly, I refer to a couple of master thesis with similar topics to give context and relevance.

In this thesis English will be considered a second language(L2), referring to the attitudes of English in Norway by other scholars, such as Rindal (2014). However, it is worth mentioning for some people language learning can be more complex than this. For some English is their first language, or their third or just a foreign language. Based on the knowledge that students in Norway mostly have the same amount of teaching hours of Norwegians and English, respectively. Continuing the use of the abbreviations of L1(first language) and L2(second language), when referring to L1 as Norwegian and L2 as English because it is in line with the participants of the study's preferences.

## **2.1. Sociocultural theory**

Sociocultural Theory (SCT) has become a basis to the understanding of human interaction, learning, and behaviour that is central to modern pedagogy. Developed by the Russian psychologist L.S. Vygotsky and his colleagues, sociocultural theory creates a framework for understanding mental activity and development:

“The most significant moment in the course of intellectual development, which gives birth to the purely human forms of practical and abstract intelligence, occurs when speech and practical activity, two previously completely independent lines of development, converge.”

(Vygotsky, 1978, p. 24)

The fundamental concept of the theory hinges on the assumption that most forms of human cognitive activity are mediated. It can be through cultural activities, verbal interaction, and

family life, but also attending school, leisure activities, work, and a great deal of other factors (Lantolf & Thorne, 2006). In this thesis I will try to look at how these other mediating factors outside of the specified learning environments can affect the learning process.

In their article on SCT (Lantolf & Thorne, 2006) expand on the three levels of mediation. The first level is called object-regulation where the object in itself and alone produces a way of behavior and thought. The second level is other-regulation where a teacher, parents, friends, and siblings are instrumental to the cognitive process. The third level is called self-regulation where a method of thinking is internalized, and action can be performed without any outside support. These levels of mediation are also central to the understanding of how a person is acquiring a second language, where self-regulation through internalization is the level where for example language takes on a psychological function.

Vygotsky captured the interconnection established by internalization in his general law of genetic development: Every psychological function appears twice, first between people on the social level, and then internally on a psychological level (Lantolf & Thorne, 2006).

In their article on SCT, Lantolf and Thorne (2006) also discuss the zone of proximal development (ZPD) as a well-known concept of the SCT-theory. Vygotsky has defined it as such:

“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 Lantolf & Thorne, 2006)

ZPD is the notion that actual level of skill reached by a student only reflects the situation at the moment and tells little about what he or she can achieve in the future. The more competent peer supports the child on its way to knowledge which are culturally relevant. According to Vygotsky humans are in constant development and change and learn through experience. In recent times the ZPD is often seen through the term scaffolding, meaning how a teacher or an adult help a child in a situation where they support until the student can manage the skill on their own (Saljo, 2019, p. 127).

Thus a learner of a foreign language can have equal skills at one level in the process but have different levels of development when taking into account the mediation they receive. Lantolf and Thorne (2006) argue that traditional language tests will show insufficient evidence of development. While an emphasis on communication would strengthen the skills. Now students learn “to communicate through social media and other activities which are mediated by technique and technology” (Saljo, 2019, p. 127).

Sociocultural theory is central to this thesis in that I will try to see how students who already have gained experience with language through more informal situations have brought these into their formal learning of English as a second language.

## **2.2. Second language learning**

Within the field of second language learning, there are competing theories on how best to teach a second language. Approaches to teaching English have changed greatly over time, however, some aspects are recurring as exemplified in this section through the input and output hypotheses. When learning a second language, in this case English, subconsciously students will rely on the linguistic system already in place from their first language, here: Norwegian. As mentioned, this is partly the principle of sociocultural theory. The skills connected to language learning like how to read, listen, write, and speak are not automatically known to a new language learner, but adapting them the linguistic knowledge from the first language to a new language can be quite difficult for some. Therefore, it is important to be aware of how to teach them most successfully (Angelsen & Hauge, 2020, p. 324-326).

Building on the metalinguistic knowledge learners have about language already, students can reflect over their own learning, while using what they have already acquired have proven to be beneficial in second language learning.

### **2.2.1. The Input Hypothesis**

In “Principles and Practice In Second Language Acquisition” (1982) Stephen D. Krashen asks the question “how do we acquire language?” (Krashen, 1985, p. 20). Where he accounts for second language acquisition theory where, in his opinion, describes the most important and effective methods to acquire a language. He believes the best methods are those who foster “comprehensible input”, meaning that the acquirer must be receptive to the input and be able to comprehend it before being required to produce it in the target language. Learning cannot

turn into acquisition. Many learners may know “the rules” but fail to apply them. Learners need to do as much acquiring as possible in order to achieve communicative fluency.

Krashen proposes five hypotheses about second language acquisition: the acquisition-learning distinction, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis.

Firstly, the *acquisition-learning hypothesis* is where he makes the distinction between the two as independent ways of developing competence in a second language. Either, subconsciously acquiring a language through exposure or, consciously learning by formal teaching/instruction. In other words, You are either “picking-up” a language, or you are being taught a language (Sundqvist & Sylvén, p. 79; Krashen, 1982).

Secondly, the *natural order hypothesis* is based on the idea that there are similarities between the natural progression of learning grammatical structures of the first language as of a second language. All learners have a predictable order of acquisition, but at a different pace (S&S, p. 79, Krashen 1982, p. 12). This means that language is acquired naturally, without the need for grammar exercises or a particular focus on grammatical structures or rules.

Thirdly, *the monitor hypothesis* states that acquisition and learning are used in very specific ways (Krashen, 1982, p. 15). The learned competences ‘monitor’ the production of new languages. Meaning the acts as self-correction of the new rules and meaning of acquired.

Fourthly, *the input hypothesis* according to Krashen relates to acquisition rather than learning compared to usual pedagogical approaches in second language teaching. It states a learner acquires “by understanding language that contains structure a bit beyond our current level of competence ( $i + 1$ )” (Krashen, 1982, p. 21). Exemplified with the formula  $I + 1$ : input which is one step beyond (+1) and the learner’s current stage of linguistic competence ( $i$ ).

Lastly, the *affective filter hypothesis* states that learners with high motivation, self-confidence and low anxiety have a more effective second language acquisition process (Krashen, 1982, p. 31). The teacher should provide a classroom that emulates a safe environment.

Even though the critique of Krashen can be seen as valid since it can be difficult to give evidence exactly how learners acquire a second language, because there are so many aspects to account for, he still has played a major role in laying the groundwork for new approaches and new theories on second language acquisition have developed because of his ideas.

The importance of these hypotheses for this thesis is the idea that enough exposure to a second language will lead to production in the target language. Like adolescents today are being exposed to English outside of school will in many ways subconsciously “pick-up”, as Krashen says, and bring this competence with them in further acquisition. Even if this was not the exact intent of Krashen’s theories. It is possible to see the lines drawn between his theories and the way students are acquiring language outside of the classroom. Therefore, the most relevant hypotheses moving forward will be the natural order, input and affective filter. Krashen also said he thinks an “effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation.” (Krashen, 1982, p. 32)

### **2.2.2. The Output Hypothesis**

Krashen’s emphasis on input was challenged by Merrill Swain’s comprehensible output hypothesis. She claimed that for successful language learning to take place there needs to be production of the target language, hence output. Arguing that language acquisition is not learned strictly by input, but by the capability of producing, using and interpreting language in real-life communication.

Swain argued that the output method would force learners to process language, and thus also will enhance the cognitive process of language learning. Through this method, a person learning a language will go through a process of producing output by taking part in conversations in a learning situation and through social interaction. When producing the language students will perhaps notice gaps in their own knowledge – they notice what can be termed a “hole” in their interlanguage. (Swain, 2000, p. 99)

Though there is an interest in the product of SLA (Cook, 2001), the output hypothesis requires the there is a recognition of the fact that output is not equal to product, i.e. that the



student has learned and understood it as part of the acquisition process (Swain, 1985). The argument is put forward that output allows for self-monitoring, reflection and noticing gaps in one's language competence. This gives the student of a language the opportunity to attempt to correct and will consequently increase the potential for learning and SLA (Sundqvist & Sylvén, 2016).

Swain (2002) presented the term “collaborative dialogue” to put the comprehensible output hypotheses to use. Collaborative dialogue is knowledge-building dialogue, in SLA, it is dialogue that constructs linguistic knowledge where language use and language learning can co-occur. It is language use mediating language learning. She gives examples of how dialogue can provide opportunities to use language and opportunities to reflect on their own language use. Using language as a tool to learn, and even using each other in dialogue will strengthen their cognitive language learning in line with sociocultural theory (SCT). The social aspect which connects learning to sociocultural theory is key to this thesis.

The output hypothesis can also be seen in connection with the concept of communicative competence, introduced by Dell Hymes (1972), which is the idea of “competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner.” (Simensen, 2020, p. 29). Later it has broadened to include written communication as well. The new English curriculum as of 2020 emphasizes communicative competence to a greater degree. Being able to communicate and interact with others through English skills, both oral and written, has become important (Speitz, 2020, p. 45).

### **2.3. Extramural English and similar concepts**

The definition of extramural English from Sundqvist's dissertation (2009) has been presented (2009). In “Extramural English in Teaching and Learning” by Sundqvist and Sylvén (2016) they give background to where the term comes from and what they have based their research on. First of all, Sylvén used the term extramural exposure to English in 2006, where she in a way pioneered in the field of EE. Before this again, Benson (2006) refers to out-of-class learning as activities outside of the educational context and formal schooling, without the direct intent of learning (Sundqvist and Sylvén, 2016, p. 8). He claims that students are engaging more frequently in out-of-class learning activities than teachers know (Benson,

2006). One can also see this as incidental language learning and it has to some degree been more explored than EE, but with the same idea that learning happens without the intentional act of learning. It differs in the way that EE can be both intentional and incidental learning, or just unintentional learning. Together all these terms explain different aspects of the same concept, that students can learn English from different types of out-of-school situations (Sundqvist and Sylvén, 2016, p. 8).

### **2.3.1. Extramural English activities**

Sundqvist and Sylvén (2016) explain how there is nearly no limit as to what can be considered EE activities, at least for people with access to the internet. There is neither a limit to the amount of time spent on activities engaging with English. They do however need to be voluntary and without the interference of a teacher or instructor of some sort. The authors present a list of the most common extramural activities:

- Watching films, tv series, music videos, video blogs(vlogs)
- Listening to music
- Reading blogs, books, magazines, newspapers
- Surfing English websites on the internet
- Following people, news, organizations, and so on, on Twitter or Instagram (or some other online community)
- reading/writing/speaking/listening/interacting in real life or online
- playing video/digital games (online or offline, on one's own or with others)

(Sundqvist and Sylvén, 2016, p. 7, compromised by author)

Sundqvist and Sylvén (2016) introduced the extramural house to exemplify what they categorized as EE activities and the time adolescents spend on them. The “house” has two floors and an attic. The first floor has easily accessible activities, such as watching TV and listening to music. Here adolescents can spend an infinite amount of time outside of school. On the second floor there is reading and computer use, like online gaming. These are on a separate floor since it takes some effort to engage with these activities. From a learning perspective it is important to climb the stairs of the extramural house. (Sundqvist and Sylvén, 2016, p. 138-139). The key aspect here is the idea of active and passive learning.

Though they explain the time children and teenagers spend in the EE house, it is by far more than the time they receive English lessons in school. Underlining that before the teacher would be in control of all the knowledge, now there has been a slight switch where students come to school with a great deal of knowledge about languages already.

In this thesis when using the term *extramural English activities (EE activities)* it will refer to the activities mentioned above.

### **2.3.2. Affinity spaces**

Another researcher, Gee (2017), is also concerned with the topic of how voluntary activities outside of the classroom can contribute to useful learning. He coined the term *affinity<sup>1</sup> space* to describe how people can come together through shared interests without being personally bonded. In recent times he proposed the term *new affinity spaces*, relating to the growing use of virtual spaces. A modern way of both informal learning and teaching in these spaces. He saw adolescents' engaging in activities where they would meet people with shared interests, and even develop an identity around this. (Gee in Brevik & Rindal, 2020, p. 194-197)

## **2.4. Prior research**

Scholarly interest in students' extramural use and learning of English is relatively new in the Scandinavian context. This section gives an overview over existing studies that provide a context for the findings presented in this thesis.

### **2.4.1. Three Language profiles**

In 2015 Brevik together with Olsen and Hellekjær conducted a study of over 10, 000 Norwegian students in upper secondary school comparing reading comprehension in their L1(Norwegian) to their L2(English). This study was groundbreaking in the field because it challenged the idea that if one is a poor reader in one's first language you will be a poor reader in one's second. Among the data they discovered through national reading tests, a group of adolescents had poor reading skills when reading Norwegian, but also that the same adolescents had noticeable better reading skills when reading in English (Brevik, Olsen & Hellekjær, 2016). These students were then categorized as 'outliers', and after further

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<sup>1</sup> Affinity = Relationship without blood relation (Oxford English Dictionary in Brevik & Rindal, 2020, p. 194)

investigation, it became clear that their extensive exposure to English outside of school had a direct effect on how they performed inside the classroom in English.

Based on the research of the outlier's language use and interests Brevik created three language profiles. The three language profiles:

***The Gamer** spends up to 8 hours daily gaming online using English, analyzing and inferring as they continue their quest. Predominantly boys.*

***The Surfer** spends hours daily on various online platforms, searching for authentic language situations, commonly involving English. Predominantly boys, but also some girls.*

***The Social Media User** produces English by communicating with friends online and consumes information in English through social media, music, TV series, and films. Predominantly girls who are non-gamers, but may have gamed before.*

(Brevik, 2019)

Brevik identified the main affinity spaces of the participants and proposed the three language profiles (Brevik & Rindal, 2020). They all had one thing in common, they all used extramural English for activities involving social media, music, TV series, and films. What differentiated them was the times spent on each activity, especially gaming (Brevik, 2019).

The language profiles included emphasis on learning and teaching practices (such as watching Youtube tutorials or discussing strategies), both in virtual world and the physical world, not just that adolescents use of English outside of school not only involves entertainment.

In "Outliers: Upper secondary school students who read better in the L2 than in L1" by Brevik and Hellekjær (2017) 'the outliers' from the original study Brevik, Olsen and Hellekjær (2016) were explored more in-depth. The study analyzed reading proficiency, reading comprehension, strategy use, and interest in English as the second language (L2) of 463 upper secondary students. Together with the data from the national reading test, a student survey asking about the students reading interest and motivation was conducted. The main findings from this were that they used relevant strategies and reported high interest in their L2. Their motivation for reading and engaging with English differs from what motivates them to read and engage with Norwegian, meaning they preferred English over Norwegian in some situations.

The ‘outliers’ who showed the greatest differences in L1 and L2 reading proficiency were often boys and heavily involved with gaming (Brevik & Hellekjær, 2017). Which she explored in the article “The gaming outliers: Does Out-of-School Gaming Improve Boys’ Reading Skills in English as a Second Language?” (Brevik, 2017). It revealed not just that some boys scored higher on reading test than girls, but they also distinguished between their in- and-out-of-school use of English and did not see any connections between the two contexts. The data was collected through interviews with five boys with Norwegian as their L1, and English as their L2. The conclusion from this article was since the outliers found it difficult to transfer their skills and knowledge between the languages the need for teacher’s awareness of how to teach and draw from the benefits of this.

Through the mentioned studies, Brevik started the VOUGE (Vocational and General students’ Use of English in and out of school) project in 2015 which spans across Norway collecting data from both students and teachers at 90 upper secondary schools. Asking them through quantitative and qualitative data, examining their language use in and out-of-school. This project continually researches vocational students, who have a statistically higher drop-out rate than other upper secondary students not just in Norway, and the reasons for their surprising proficiency in L2. Working towards solutions as to how best support best teachers and students in their teaching and learning.

In Sweden, the research on EE is more extensive. Even if conducted in Sweden the situation and the role of English language is quite similar, so in ways, it can be transferred as the status and use of English is comparatively similar to Norway. In addition to researching and writing the aforementioned book “Extramural English in Teaching and Learning”, Sundqvist and Sylvén have done several studies on EE in Sweden. Their book gives extensive knowledge and information of the history as well as research done on EE.

Pia Sundqvist’s dissertation from 2009, where the first definition of EE is found, paved the way for the research on EE like the one presented in this thesis. The dissertation explored the effects of EE on oral proficiency and vocabulary among Swedish ninth graders. A mixed method was used to collect data through a questionnaire and language diaries. The findings from her research showed that that the correlation between EE and vocabulary was stronger

and more straightforward than the one between EE and oral proficiency. The impact was also greater on boys than on girls, which is similar to newer research on the influence of EE.

Comparably, Brevik (2016) and Sundqvist & Sylvén (2012) have found that adolescents who are heavily involved with online gaming could improve language proficiency at school rather than those who were passive users of EE activities. In their study entitled “Gaming as extramural English L2 learning and L2 proficiency among young learners” the data was collected through a questionnaire, a language diary, and three proficiency tests among students aged 11–12 in Sweden. Their main finding was that boys who played multiplayer interactive games outperformed girls. Pointing out that gender is not the defining factor, but the interest in types of games. Boys leaned towards more active games rather than girls. They state it is difficult to prove it is exactly, but linguistically rich and cognitively challenging digital games contain relevant second language (L2) input and stimulate scaffolded interaction between players, thus supporting the development of L2 proficiency. They in a later study focused specifically on the online game World of Warcraft, where users communicate with each other a lot.

Another study relevant to my project was done by Sundqvist and Olin-Scheller (2013) called “Classroom vs. Extramural English: Teachers Dealing with Demotivation” which addresses how extramural English influences the motivation of lower secondary students. Since the EE they engage with is much more vibrant and interesting to them the motivation to learn inside the classroom is lower. The article suggests for teachers to become more involved and immersed in the EE of their students to try and bridge the gap between EE activities and the classroom. I will comment more on how this correlates with my thesis in the last chapter.

#### **2.4.2. Relevant previous master’s theses**

Since research and writing on extramural English is quite limited in Norway, I have also looked at previous master thesis' and how they have to some extent focused on EE.

Jørgen Jakobssons "A study of the types, frequency and perceived benefits of extramural activities on Norwegian 10th graders" (2018) is a thesis that deals with some of the issues I have tried to discuss in my thesis. Jakobsson has set out to map the use and influence of EE-activities with 10th graders. He tries to see what types and frequency of the extramural

activities they engage in. Then he tries to see how this affects their attitude towards English as a language and as a subject in school. He aimed to find out where the students believed they learned more. Then he set out to find out if there was a correlation between these factors and the grades the individual pupil received. He also researched the students' perception of the benefits of extramural activities for their English learning. It was also a goal to try to identify gender specific similarities and differences. His research showed that the pupils used around 14 hours every week on EE each week, but asks to be taken into consideration that this can be influenced by exaggerated reporting. Gaming had the highest score, while reading scored lowest. Music, TV-shows and movies scored also for a substantial amount of the time they used on EE. His findings suggest that the amount of time used on EE influenced heavily on their attitude to the subject. His informants also claimed that they learned more from EE than from regular teaching in school.

In Ahmed Reda, thesis "Multilingual students and their extramural English" (2019) he finds that student-attitude to EE is connected and seen as an investment in language acquisition. Students were actively using EE, though there were variations between individuals. The findings suggest that the students clearly saw EE as a benefit for them in learning English. But their goal also had a longer perspective. They used EE to actively enhance their grades in the subject. Some of the informants also stated that they did it because they saw English as an important international language, seeing further than it being just another school subject to be graded.

Thea Holm tries in her thesis "Teacher beliefs, student perspectives and bridging activities in the English classroom" (2020) to investigate how a teacher can bring out of school activities and interest in language (i.e. extramural English) into the classroom. And thus "bridge the gap". She found that there is a credible amount of both student and teacher empowerment through this. It also opens up for autonomous learning in the classroom. It is her the findings on how teachers can build on their students out-of-school English and activities that come with it, is what is relevant for this thesis.

## **2.5. Summary theory**

In this chapter theoretical background and previous research have been presented. First, the sociocultural theory is important for this thesis as it explains how student learn on a social

level and on an internal level. And gives hints on how a teacher can support the students through these processes in the classroom. This is relevant since the topic of this thesis is how students bring their acquired knowledge with them into the classroom. Further, giving the definition of extramural English and extramural English activities and how they will be used in this research to explain voluntary activities out-side-of the classroom where students encounter English. The previous research is mainly from Norway and Sweden and explore how the influence of EE activities have affected how students perform in the classroom.

The existing research on EE from Norway specifically lack an investigation into the lower secondary grades. This is where this master thesis fits in to the line of research on EE. In addition, I am interested in the attitudes of the students rather than their specific competences they inhabit.

### **3. Methodology**

The findings of this study are based on a qualitative study carried out through interviews with five 10th grade students at a lower secondary school in South-eastern Norway. The students volunteered through contact with their English teacher at the school I reached out to. Because of the pandemic the interviews were then conducted online via video, and with permission,



recorded and subsequently transcribed to be used for coding. The collected material was then analyzed for this thesis. In this chapter the methodical choices will be presented, reflected, and discussed.

### **3.1. Research design and the qualitative approach**

The first choice of a research project is whether to adopt a qualitative or quantitative approach. The choice of method says something about the evaluations done before the beginning of a research project. It is important for the method to help answer the overarching question presented, in this case: *Which attitudes do students have about their extramural use of English and its relevance in the English language classroom?*

According to Postholm and Jacobsen (2018) a qualitative research approach aims at instigating social constructs and how to best attain them is through some sort of observation. By looking at what they are doing or saying, in their own words (p. 99). Therefore, a qualitative approach best suits my thesis. A quantitative study often sees a broader spectrum than a qualitative one as the latter aims to go more in depth. This becomes clear when looking at the data collected through video recordings and field notes.

A qualitative research approach often wishes to align with reality on a greater scale rather than focusing on the numbers. When choosing a research design, I examined my research question and evaluated the best way to answer it (Postholm & Jacobsen, 2018). The questions aim to explore the attitudes of students, and I found it appropriate to use a qualitative approach. Since I wanted to ask the participants directly about their personal opinions, a research design based on interviews seemed to be appropriate.

The advantage of applying a qualitative research design for this project is principally the social aspect of it. When trying to understand and describe what specific people do in their everyday life, or what impact these actions have on them, I found that asking the informant would be the most effective approach. (Postholm & Jacobsen, 2018). I wanted to gain insight into the ways students think about their use of EE, rather than a general overview (Tjora, 2018).

To give my data a broader aspect, I did at one point during the process consider including a quantitative perspective by conducting a survey/questionnaire among 10<sup>th</sup> graders. However, due to the time perspective, I decided not to and rather focus on the data I would collect during interviews. After some research I realized that the interviews would provide me with the information I needed to make a conclusion of my research question.

### **3.1.1. Semi-structured interview**

I decided on interviews because I wanted to speak directly with the students, and in their own words, let them describe their opinions on their personal use of English. I landed on semi-structured interviews, for the purpose of flexibility, during the process, meaning during the interview I would be able to change the order of the questions. This gave me the possibility to ask follow-up questions where there would be a need for this. (Tjora, 2018). Semi-structured interviews are neither open conversations, nor strict interviews. They are interviews that are well structured and properly researched in order to get the best information possible from one's informants (Postholm & and Jacobsen, 2018). Therefore, as an interviewer, it gives room to explore certain topics that might come up during the conversation, instead of having to follow an interview guide meticulously. The goal of the interviews was to gain insight into how the informants experience EE, and how it has affected them. I therefore felt semi-structured interviews would be the best fit for my research project.

### **3.1.2. The participants and the school**

I contacted a school that was known to me so it would be easier to get access, but I was not familiar with any of the students there. The school was interested right away and helpful with getting me in contact with a teacher who approached her class to see if anyone would be interested in participating. The informants were not hand-picked by me nor the teacher but volunteered. Looking back, it could have benefitted the study to have been more specific in my request in order to get more variety, but ultimately, I gained access informants that were eager and interested in participating.

The informants were five girls in the age of 15-16 years old. They all attend the same school located in the Oslo-area of Norway in a relatively affluent neighbourhood. The area socioeconomically well off and known to be inhabited by a majority of highly educated people. There was no data about the students personal or socioeconomic background

collected, neither were there given any information of their competence level at school. This was a conscious choice so there would be no preconceived notions about the students.

Since some of the students were under the age of sixteen consent from a legal guardian or parent was needed. The consent form and information about the project was distributed to the parents through the teacher, and signed by the student and a parent found in appendix number 2. It was also made clear to the student and parents that they could withdraw their consent at any given time throughout the project, and that participation was entirely voluntary.

Underlining that I was to keep anonymity to the best of my ability and that they would be able to read the final product.

### **3.1.3. The interview guide**

According to Tjora (2018) the interview guide should be used as a tool to structure the interviews and establish continuity between the different interviews. I constructed the guide around his model of starting with a couple of warm-up questions, before moving on to more in-depth questions and ending with some to round off the conversation. In total the interview guide had fourteen questions and were created to be quite direct, while giving room for them to answer without feeling they were leading to one specific answer. For some of the questions had planned follow-up questions in case there would be a need for this. The interview guide planned for a combination of what Tjora (2018) calls a focused interview and an in-depth interview, so I had the freedom to use the interview guide freely during the interviews. The interview guide is included as appendix

### **3.1.4. The interviews**

A couple of year ago I did similar research project where I gained experience interviewing 10th graders. From this I learned aspects to avoid when conducting interviews, especially concerning the guide. For example, the importance of well thought out questions and the usefulness of recording the conversation. With this in mind, combined with the time aspect I chose not to do a trial/pilot/test interview. I'm not blind to how a test interview could have been helpful in some ways, but with my experience combined with working thoroughly on the guide and researching theory, I felt prepared to proceed without.

The interviews were kept brief and focused, only a couple minutes in the beginning were spent on the introduction and warm-up questions. The confidence they met me with made it feel safe to start the more in-depth questions quickly. In total the interviews lasted between approximately 10-20 minutes with an average of about 15 minutes. The questions were asked in different orders as to how they fit naturally into the conversation. Follow-up questions would lead to topics not specified, but in the end, they were all asked the same questions.

The interview guide was written in Norwegian and so were the questions asked. I did consider doing them in English, but opted not to, mainly because of their age. Considering they were fifteen and sixteen years old I wanted them to express themselves as freely as possible as it seemed to be the most beneficial solution. One of the students asked if we were to do it in English and seemed fine with it either way. Even if it would have been easier for me to have the answers in English for analysing the data and not having to translate them, I do feel as that this would have made the situation more difficult for the informants. Since English is not their L1 they might have spent more time figuring out what to say and not given accurate answers.

### **3.1.5. Ethical concerns**

The project was reported to NSD (Norsk senter for forskningsdata) and approved before the interviews were conducted. This ensures that the data collected is handled safely and used correctly.

The ongoing pandemic and COVID-19 restrictions made it difficult to do the interviews in person. Following USN guidelines they were conducted over Zoom, which is a videotelephony software program used for video conferences and meetings. The links to the meetings were scheduled with the participants parents via e-mail to minimize contact. Thanks to the increasing use of video conferences over the last couple of years, everything went smoothly.

The interviews were recorded using the mobile phone app “Diktafon” through “Nettskjema” which is a safe place to temporarily save recordings and data developed by the University of Oslo. It is an accepted tool by USN for recording interviews. The app only records the sounds and sends it automatically to another server/website(Nettskjema), meaning nothing is saved on the phone. This made the processes much easier and worked perfectly together with Zoom.

Since this meant the video did not have to be recorded in Zoom, we were able to keep the cameras on during the interview making the situation feel more comfortable, more like a normal conversation.

### **3.1.6. The transcriptions**

The interviews were transcribed precisely, keeping most of the words said including filler words and run-off sentences. Minimizing only the filler sounds of “eh” and “um”, making the answers flow a little better and easier to code. Since every interview transpired a little differently and the questions were not always asked in the same order, and therefore to make sure nothing was lost the transcriptions were kept accurate. The names have been given pseudonym, as to keep the anonymity of the participants.

Tjora (2018, p. 174-175) says the biggest loss from the transcription of an interview from oral to written is the atmosphere, and the two will never be exactly the same. When we speak, we do not use paragraphs nor punctuation, and since I have translated the answers as well, there may be times where the intended meaning and the conclusion I make are different.

Being aware of the fact/Being aware of this I still felt the authenticity of the answers would be better if asked in Norwegian, in order for them to express themselves more clearly in their mother tongue. Since the answers are in Norwegian, I have in this thesis to the best of my ability tried to keep the authenticity of the answers as close to the original as possible. Some answers were easier to translate than others, and may be shorter than the Norwegian one. Being aware of the implications of the translations of the answers I have in an appendix number 4 included the Norwegian transcripts of them to ensure full transparency.

## **3.2. Research credibility**

For a research project to be credible there are certain concerns a researcher has to take accountability for. There will always be weakness and shortcoming to comment on. But most importantly to evaluate the reliability and validity of the study/research. First, what limitations is connected to my research, and how have I affected the results through my procedure. First, what limitations is connected to my research, and how have I affected the results through my procedure. The credibility of a study is not ultimately just connected to the result of what a researcher discovers, but it a study can be repeated (Postholm & Jacobsen, 2018).

### **3.2.1. Validity**

Validity is connected to if the study answers what it is supposed to and how well does the findings represent reality (Postholm & Jacobsen, 2018). An important part of a study is to determine its validity, meaning to examine if the findings are worthy of further investigating.

The study could easily be transferred, and the research design would be easy to replicate. The results might differ greatly or not at all. One implication here would be that I allowed for a semi-structured interview where follow-up questions and the participants were encouraged to share spontaneous thoughts which are not included in the guide, will give a different result if transferred, but will be comparable since all the informants were asked all the same questions just not in the exact same order. And with doing it another place where you maybe would not get the same answers, you might get new information that would broaden the field. I would say it would further inspire to a greater research in the field.

A shortcoming of my research is the selection of participants. They were only five girls, who also were from the same school and even same English class. Meaning their point of view is thought to be quite similar. The data collected from the five interviews cannot really be used to say anything general about the use and effect extramural English have on 10th graders. Therefore, the modest number of informants and connecting data material cannot fathom the complex mechanisms and the broader roots of this. Rather I have tried to find connections between the informant's answers and in contexts these findings fit with the theory and prior research presented previously when analysing the data.

### **3.2.2. Reliability**

When considering how reliable a research study has been, one has to considerer how the process of research and the researcher has affected the results. In this case, the interview situation and me as an interviewer. Before conducting the interviews, I was concerned with how the participants would respond, if they would feel anxious about sharing or feel uncomfortable, but I was surprised at how comfortable the students seemed during the interviews. I thought I would have to spend more time in the beginning easing them into the deeper questions, but for the most part all of them shared their experiences and attitudes in an elaborate manner right from the start. Since the process felt this positive, I feel confident of

the choice of method for getting the most useful and reliable information connecting to EE and my thesis question.

The role of the researcher or the interviewer may have a direct effect on how the interviews play out and if the results you are left with are satisfactory. Prior to the interviews there was no contact or relationship between me and the participants, except for the information they were given in writing about the project we had no knowledge about each other. This was to ensure my role be kept as neutral as possible and would not affect the situation. There is at this point no way for me to know what actual effect I had on the process, but I tried to the best of my ability to stay impartial (Tjora, 2018).

A common concern with interviews is if the informants are answering truthfully or if they are looking for the correct answer to impress the interviewer. Especially, in this study where the informants were younger who might be more impressionable, and not as confident. Therefore, before each interview I specified that I wanted them to say what they mean and there are no right or wrong answers here, I was only interested in their personal opinions.

### **3.2.3. Analysing the data**

The data collected from the interviews were analysed by systemizing the answers then comparing the answers of the informants. The questions and answerers were put into a table to get an overview before coding to see where certain aspects of the topic was repeated. This was to more easily recognize if there were similarities or differences in the answers.

## **4. Findings**

The goal for this study was to get insight into the attitudes 10th grade students have towards extramural English and how they themselves perceive its effect on them. The findings are presented thematically with what I determine to be the most relevant towards answering my research questions. The following sections demonstrate these findings, with representative citations from the interviews. In Appendix 4 the original Norwegian answers can be found,

some of the answers have been shorted and made more precise by the other to express more concretely the opinions of the informants.

The first section 4.1 on *Time spent and on what* accounts for the preferences of the informants' activities. Secondly, section 4.2 investigates the attitudes and experiences of the students with learning English inside and outside the classroom. Thirdly, section 4.3 investigates the role of the teacher and how the teacher might bridge the gap between EE and English inside the classroom. Lastly, section 4.4 is about the accent choice of the informants and how this can be linked to the influence of EE.

As an introductory question to build a relation with the informant, I asked them informally about their opinions and feelings on English as a school subject. Not with the direct intention of it being useful for the study, though it became surprisingly insightful of their attitudes towards school. The informants were overwhelmingly positive to the English subject. Oda and Vida even claimed it to be their favourite subject. They professed importance of the cultural aspect of English teaching and how it relates to them. They seemed to appreciate how their teacher would teach in a way that would be useful for them outside of school also. From this question and the answers, it became obvious I was met by students who over-all were highly competent students of English. Here exemplified by Lily's answer which highlights both how she feels about the subjects, but that she enjoys the content:

“Yes, I think English is a very fun subject. I feel I learn a lot in English at school, so we learn a lot about other countries and cultures where they speak English, which right now we have about Native Americans, and I think that is very exciting because then I feel that I get to learn a little about other cultures, even though I feel that English in a way something I am very close to, I still feel that I am getting to learn something about something that is very different from the way I live.”

## **4.1. Time spent and on what**

As previously explained, I define extramural English as exposure to English through activities without the intent of learning outside of the classroom. The participants reported heavy use of such activities on the question asked on how much time they would spend every day on platforms or activities where English is heard, read, or talked.



The results from this question might not be entirely accurate as they were to answer without preparation or documenting time spent, but they seemed confident as to how many hours was used. When asking a follow-up question, to give them time to think it over the answer stayed the same. Accordingly, the number of hours they reported will be used for further discussion.

<b>Name</b>	<b>Hours spent</b>	<b>On what</b>
Lily	3-5	Tik Tok, Netflix, Instagram
Milla	6	YouTube
Oda	5	Netflix, YouTube
Emma	Ca. 8	Spotify, Instagram, Twitter
Vida	Ca. 9-10	Netflix, YouTube

Lily reported between 3-5 hours, Milla said around 6 hours, Oda reported the fewest hours with about 5 hours. Emma reported she could spend about 8 hours, though she explained that after recently deleting Tiktok her habits had changed and now spent most of her time listening to music, which would be in English. Vida reported spending the most hours with stating between 9-10 hours every day. She explained that she used most of her time on Netflix where everything she watched was in English and that could easily take up a lot of time.

The mentioned media platforms where they would spend most of their time were YouTube, Netflix and Spotify. They described how they would watch tv-series/shows, movies, and videos where English is spoken for the most part for hours at a time, but made it clear they would watch shows and movies in Norwegian as well. On the contrary, they all explained that when using social medias such as Snapchat, Instagram, and Twitter where they would communicate with friends Norwegian was the preferred language to use.

There was little mentioned about reading in English, even though this was included in the question of what they would spend time on. However, Milla was the only one to mention reading news in English directly and Lily was the only one to mention reading. Expressed here, together with the preference of watching English shows additionally:

“Yes, I mostly only watch English shows, also I think it is really exciting to read - or I really like reading English books that are written in English, because I feel like I like to read it in the original language.”

Lily response revealed something about their preferences. Where she explains she likes to read in the original language, because she likes it to be in the original form. Further when asked specifically on whether they preferred to engage with English rather than Norwegian they almost unanimously answered that they preferred English. Some of them expressed similarly to Lily it had to do with the authenticity of the language, as explained by Vida:

“Maybe yes. It has more to do with how movies in English are made, I feel English movies are less cliché, it is like more cliché if you are watching something dubbed in Norwegian.”

In conclusion this was a group of adolescents who could spend a lot of time on EE, hence the platforms they mentioned the majority of the content is in English. It appears it was not just that they preferred or sought out EE, but what they were interested in was often in English. The activities they reported to engage with are as previously explained more passive. With these activities the user is not engaging as actively with the language and the effect of the exposure to English can be lower. Nonetheless, all five of them claimed to understand most of the English they would encounter and had a positive attitude towards English.

#### **4.1.1. Using English instead of Norwegian**

When I asked about how much time they spent on English outside of the classroom another interesting aspect came up on their language use. Of how they use English instead of Norwegian in non-learning situations with friends. Two of the girls had very similar answers that in some way did not have anything directly to do with the question. How they sometimes struggle to find the Norwegian word so they will use the English one or they know a phrase or word they find fitting for the situation for which there are no Norwegian translations. Throughout the other interviews this was also express by several of the informants. Here are the two examples, first Vida said:

“... I have these moments where I like say things in English, because I can't remember it in Norwegian”

While Vida expresses how it just happens because she cannot remember the Norwegian word, it is not intentional. Emma expressed more of the feeling of why she chooses to say words and sentences in English:

“...I don't know if this is relevant, but pretty often, because there are more words to choose from in English, so sometimes if you don't have the Norwegian word for something, you just put in the English word or just say English sentences because I won't sound so serious”

Considering prior research on EE, and the reported answers about how much time they spend watching English I see this as a direct link to the influence EE has had on their language. Reporting that it is easier for them sometimes to express certain things in English rather than their L1 I find to be very fascinating. I wish I had spent more time on this during the interviews and asking for more context as to when this would likely occur. It is noteworthy the possibility of this being connected to the fact they have been taught English since the first grade, and it is therefore a big part of their lives both inside and outside of the classroom.

## **4.2. English learning inside and outside of the classroom**

At the end of each interview the last question was asked directly if they believed the English they encounter outside the classroom have influenced their English inside the classroom. This because I did not want it to set the tone for the entire interview I wanted to see if I could ask them on other aspects first. They all acknowledged the notion of their English being influenced by EE, however they had different experiences from inside the classroom.

When figuring out how to ask about the influence EE has had on their English and their language learning, I asked several different questions about where they had learned the most English. Wanting to investigate if EE had influenced, them I wanted to know more about how they felt they had learned English specifically. I have little knowledge of how they perform academically in the classroom, or in interaction with the teacher and other students, I have therefore had to in ways interpret what the informants said to me could mean this topic.

Since the research question of this thesis was on the personal experience of the students, I wanted the participants to try to reflect on their own attitudes and therefore asked these questions specifically regarding English learning inside and outside of the classroom:

- *From where or what do you feel you have learned the most English?*
- *Do you feel you are learning the same English inside and outside the classroom?*
- *Can you say something about how you believe you learn English best?*

#### **4.2.1. From where or what do you feel you have learned the most English?**

On this question interestingly none of the informants expressed clearly that they had learned the most English from school. School was in fact barely mentioned. The initial response was a variation of movies, social media, and friends. Or as Oda here explains a combination of outside and inside the classroom:

“I feel like I have learned the most basic English in school, but more like talking is more from friends and social media, where you hear other people talk. With a more day-to-day, how you would talk normally and not as formal English.”

They separate the English they acquire, explaining that the English they are taught in school is more formal and stricter than what they encounter outside which is more casual and informal. In other words, students feel as though they learn the linguistic features of a language in the classroom and gain communicating skills and learn new vocabulary outside of it. Oda was not the only one to express this notion of the difference of where they learn different aspects of English, here Milla specifically comments on the grammar teaching inside and vocabulary learning outside of the classroom:

“... in the classroom there is more about word conjugation and lots of things that are kind of nice to know, while in your free time, you just learn new words. If I do not know exactly how to formulate a sentence, because online, you do not get to see something like 'yes, you should first have that word and then that word' like 'that verb', 'that noun' and lots of that, while at school that's what you learn.”

#### **4.2.2. How do you believe you learn English the best?**

From this question several of the informants expressed explicitly how their English has improved from watching and interacting with EE and how this is where they have learned the most English. Lily says she learns about subject matter in school and more casual English is from other aspects as EE and friends:

“I feel that at school I learn a lot about like English history. But I would say that I learn most English from friends and other social media and streaming services and stuff like that. I have noticed that I have become much better in English in recent years, because I have watched so much YouTube and Netflix and things like that, and there they mostly speak English.”

Lily mentions here how social media is her biggest influence while Milla also claims the internet was also where she learns the most. Though the reason she gives the reason for it is that has surrounded her from a young age is important:

“I think I kind of learn English best through the internet. It's kind of what I grew up with, like with English online, so that's what I have learned the most from. But at school it's kind of a little more, in a way, fills in the blanks like the parts that I don't know”

While Milla highlights the reason for her influence as it has been in her life for so long and the English language being a part of her life, Vida mentions movies as main influences::

“I think I learn English best with movies and stuff like that, as I said, both when you use it to speak it yourself, and when you use it to watch movies and stuff like that. Like me, I really think one of the biggest reasons then, or the ways I got good at English is that I watched a lot of English movies, and things that were in English on YouTube and stuff. And then gradually I started to speak English more and more with my friends. So it's kind of like using it a little bit actively and, yes, watching movies and stuff.”

The way Milla here explains how she learns English is in line with the input theory of Krashen and output theory of Swain. She both feels she benefitted from acquiring language, before gradually using it more in communication with friends.

#### **4.2.3. Do you feel you are learning the same English inside and outside the classroom?**

A reoccurring aspect of the attitudes was that reported they felt to have learned more from interacting with people and friends, rather than English in school. Using the language actively seems to be important to them. But when I asked them whether they thought they learned the same English inside and outside the classroom, the conclusion from most of them was that it was not so different after all. Emma was the only one to clearly express there was nothing she could learn inside the classroom that she could not acquire outside of the classroom:

“It's not really that different, so you get more (learning) - outside the classroom, then you get more like what is popular in the other countries and remember words and expressions that are popular to say, so you learn that outside the classroom. I do not feel you get this inside the classroom. But I do not feel that there is much inside the classroom that we cannot now learn outside. It's more that we learn about subject matter well. So there are some concepts, but you can also learn that if you are only active outside the classroom.”

The answer from Emma might be a bit difficult to grasp, but as I understand her as she feels as though whatever she is learning inside the classroom she could also learn outside. The only additional knowledge the English subject could provide her was some topic directly related to Vida did have a similar response of seeing how in the classroom current events and topics was what is learned.

“I think, for example, the media has a lot to say - so the media is very influential in a way. It is very easy to be influenced, and in a way those things, at least (our teacher) teaches us at school, are in a way related both to the curriculum and to what is relevant to learn about somehow. So we have the curriculum like World War II and World War I and stuff like that, but then we also have things that we have to learn like climate change, and the thing that goes around now with the Black Lives Matter movement stuff and stuff. So yes, at least our teacher thinks I'm very good at both informing us

about things that should be - that are from the curriculum, that we should know about, but also things that are relevant for our future, then.”

### **4.3. The role of the teacher and classroom atmosphere**

Connected to how the students learn are their relationship with the teacher. The role of the teacher is not directly correlated with EE, but part of the research of this study is to investigate how a teacher can be prepared for students who are influenced by EE. Therefore, I wanted to ask the students on their thoughts about the role of the teacher, because it often says something about how comfortable students will be in a classroom and how willing they are to learn. Here in particular I asked about how the teachers speaks: In your experience, *in what way is the teacher instrumental to how you speak, and are you affected by the way the teachers speak in the classroom?*

Their responses for the question on the way their teacher spoke is where they differed the most. Milla had not really noticed or paid any thought either way, while Emma stated she had never felt the teacher had affected on her accent choice, then Lily who just wanted her teacher to speak in a “natural and casual way, making room for mistakes”. Finally, Oda felt the teacher had a very positive impact on her because:

“At least our teacher is really good. She only speaks English during class. And she is really good at using words we understand and if we don’t understand them, she explains them. I think that when you have a teacher as good as ours, you understand more words and learn more like difficult expressions and stuff and then my English will be more advanced, since I learn so much from her.”

The significance of Oda’s answer is the importance of the teacher using a language easy for the students to understand, then again making room for advancement in learning.

When I asked about how they found English teaching to be useful in other aspects of their lives, some interesting points, and attitudes towards the role of the teacher were expressed. I particularly found Vida’s answer to be interesting because it shows the value of a teacher’s choices and actions and that they matter. Vida’s answer on the usefulness of English teaching:

“Yes, or at least as I said, so our teacher is really good at in a way including things that are more relevant, and that we will be able to take more advantage of when we grow up. And that is a very nice thing that she teaches us things like that, because it makes me in a way feel that what I am learning in English is in a way more relevant than other subjects. Or, I don’t know, but if another teacher is not as good at including things that can be relevant for the future, I can easily think this is not as important and I don’t care to pay attention.”

As mentioned before, the separation of learning some inside and some outside seemed to fit them well. Here the credit would have to go to the teacher for creating an environment where these students feel as though they are learning something useful. Though, as most adolescents they feel a form of anxiety when expressing themselves out loud.

Building on how the teacher could support their students the question of how they felt that the English they encountered outside of the classroom could be better connected to what they learned in the classroom was asked. The intention of the question was to see if they had any ideas on how the teacher could make the English lessons more interesting for them, but they already seemed pretty content with the teaching they were receiving. The answerers given did not say much about it and most of them responded first with “I don’t know”. Lily did comment on how she would appreciate to hear authentic English voices:

«I think I learn a lot from looking at other people who speak English in a natural way. So definitely watching videos of like American or British or people living in English speaking countries.”

However, Oda was missing communicating about other topics from her spare time and not just the assigned work since it could feel forced.

“I do not know, perhaps, that we could in a way talk a little more orally together in such groups about topics we talk about outside the classroom. Because when we talk about certain topics we have about in class, and that's what we're learning about, you just have to answer questions, so you have to stay within that framework of what you have to talk about. While in a way you get to speak a little more freely and you in a way get to



practice speaking a little more in the classroom because we speak a lot of English, but maybe not enough.”

#### **4.4. Accent choice**

Another question included as to give the study a broader scope was what type of accent the informants would say that they used; “American, British or other”. The reason behind the question was such previous research as Rindal (2014), where some prefer American because they hear it more through out-of-school activities, making it more accessible. However, some students report that they speak one way inside the classroom and another outside, but I wanted to in order to examine whether the findings reflect tendencies described in previous research.

Out of the five, three reported they used American accents. Emma said British, because of her father being British. Though she said for the rest of her classmates the majority would speak with an American answer. Followed up with a question on if she spoke differently in other situations, and her answer was quite interesting. She explains here it depends on the context of the situation:

“The only thing is when I speak English in sentences, then I speak with my accent (British), but if there are English words in a Norwegian context, a word in a sentence or often such a slang type from the USA then, I say that, I don’t know if I can call it an American accent, but it is not - then I have a slightly different accent, or it will probably be more of a Norwegian accent on it.”

Vida, did as well comment on Norwegian influencing her accent, but that she leaned towards a British accent:

“Maybe a little bit, like I don’t know, I hope I do not have a very Norwegian one, what would you call it ‘Jens Stoltenberg-English’. I don’t think I am all the way there, but more like, ‘British-Norwegian-ish’. I think it has influence of Norwegian, but it is probably more British the accent I have.”

Her comment on her accent not being comparable to Jens Stoltenberg, who is the previous prime minister of Norway who is known for his very noticeable Norwegian accent. It is

noteworthy because it tells something about how she does not want to be perceived a specific way. Even if the English she speaks might be correct, sounding a certain way is important. This is in line with what Milla accounts for arguably.

Milla reported she speaks in an American accent, but she also confirmed her other classmates would use American accents in her experience. But what was interesting about her answer was that she explained how she wished she could speak British. I followed-up with additional questions because I was intrigued by Milla's answer about accent choice.

**Interviewer:** What accent would you say you speak? American, British or other?

**Milla:** I think I speak more American just because it is what I mostly hear.

**Interviewer:** Do you feel like you speak differently inside the classroom compared to outside?

**Milla:** In the classroom it is a bit more stressful, so it is like a little bit more scary to like talk in front of the whole class. Even if you have an accent, you try to make it as unnoticeable as possible, in case someone will judge you.

**Interviewer:** Ok, so what makes it stressful to speak out loud in the classroom?

**Milla:** Because if most of the class speaks American, and you decide to speak British, which is what I prefer, is it suddenly like “you are trying too hard” for example

**Interviewer:** Can you elaborate on how you feel you are affected by how your classmates speak?

**Milla:** There was a period of time when I tried to speak British, like to experiment, but it was kind of awkward because everyone around me was speaking American, so I went back to American because like it was just easier, at least around other people.

She clearly explains how the other classmates perceive her affected the way she speaks more than the teacher. She also expressed at a different time during the interview, that she could both feel encouraged and anxious when she felt other students were better than her when speaking in the classroom. The longer excerpt is to demonstrate how the conversation went, since this line of questions only happened with Milla.

## **4.5. Summary findings**

The first finding is on how they spend a substantial amount of time on EE and their preference of activities and some even preferred English over Norwegian. The second finding, I highlight how they believe to have learned a large portion of their English outside school, but still believe English teaching to be useful. The third finding is on how the teacher spoke had little effect on them, but rather the importance of making teaching relevant seemed to be instrumental for their motivation to learn. Lastly, I found that their other classmates had a great effect on their accent choice and that mostly American was used because of EE.

## 5. Discussion

This chapter discusses the findings from the interviews in correlation with the theoretical background and previous research presented in chapter 2. The chapter is presented in the same thematic order as chapter 4 on findings.

English learning inside and outside the classroom is discussed in connection to the theories of Krashen, Vygotsky and Swain, with an additional section more specifically on how the language profiles relate to the findings. Further, the role of the teacher with a focus on the motivation and anxiety can have on the atmosphere of a classroom is explored. Then a more thorough discussion on the accent choice of the informants related to other research on adolescents' choices of accent. Finally, there has been added a separate section on bridging the gap between the classroom and EE.

### 5.1. English learning inside and outside the classroom

#### 5.1.1. From where or what do you feel you have learned the most English?

When considering the activities, they are involved with they spent the most time on the first floor of *the extramural house* of Sundqvist & Sylvén (2016). The activities on the first floor are easily accessible like watching TV and listening to music. Because of the placement of the informants on the first floor of the *extramural house*, one can argue these activities are the less engaging and interaction is less likely, but the internalization of language can still be present (Vygotsky, 1978).

In line with Vygotskian thinking on the importance of the active learner and the emphasis on “the dialectic relation between the personal and the cultural, which suggest that learners shape and are shaped by the language practices in which they participate” (Brevik, 2020, p. 193), the informants of this study seemed to benefit from their EE. The adolescents' interviewed spent most of their spare time engaging in activities where English was mostly used.

Since, there is a divide between passive and active EE activities it would have been interesting to collect data on this. The informants of this study expressed much of their interaction was with such passive activities as watching Netflix and YouTube-videos, listening to music, or scrolling on different apps on their phone. Therefore, one might argue that this does not have

as a significant impact on **their writing and even reading competence**, but their listening or oral skills might be more effected. This study has no evidence of this.

Based on the findings when students expressed how they could “pick-up” words and sentences from their EE correlates with Krashen’s input hypothesis of acquiring enough comprehensible input that will result in higher competences, and to some degree is verified by the informants. They all reported that what they had acquired language skills outside of school had a direct effect on their language competence and understanding. When speaking here of input we can see this as the amount of watching and listening adolescents are exposed to, but also teaching where the focus is on input rather than communication.

### **5.1.2. How do you believe you learn English the best?**

A reoccurring aspect of the attitudes was that reported they felt to have learned more from interacting with people and friends, rather than English in school. Using the language actively seems to be important to them. But when I asked them whether they thought they learned the same English inside and outside the classroom, the conclusion from most of them was that it was not so different after all.

Their learning then both inside and outside of the classroom was a combination of input and output(Krashen, 1982; Swain, 2002.)

### **5.1.3. Do you feel you are learning the same English inside and outside the classroom?**

As explained over the informants did express that they learned the most English outside of school. Actually, measuring or collect data on if this claim is true is difficult, but it is still interesting how little credit they would give to the English subject as a resource for language acquisition. Based on how through other research who have discovered the same finding of students meaning they learn best outside of the classroom the claim stand. Like similarly, to Jacobsen’s (2018) MA where they also felt a great learning outcome from the english they encountered outside the classroom.

The answers to when asked this question they separated between inside and outside the classroom.

#### 5.1.4. Language profile

Based on Brevik's (2019) three language profiles: *the gamer, the surfer and the social media user*, the participants of this study can be categorized as social media users.

*The Social Media User produces English by communicating with friends online and consumes information in English through social media, music, TV series, and films. Predominantly girls who are non-gamers, but may have gamed before.*

The participants were all girls and reported high usage of media in English compared to Norwegian. They expressed that they spent most of their time on social media, Youtube, Tiktok, Netflix and listening to music. Most importantly similar to the participants of Brevik's study they were all interested in extramural English activities. Some of them even stated that they preferred it over Norwegian because of the quality and quantity of things to explore.

In line with Gee's term of *affinity spaces* the participants moved within the same affinity space of shared interest in watching (Gee, 2017). They fit this description of the social media user though this study does not include data of their actual competences and proficiency in English. The outliers were proven to have better reading skills in L2 than L1, no such knowledge was collected for this research. None of the informants expressed a difficulty with English as a subject *in school*, and as mentioned *earlier* they seemed to have a positive attitude towards the subject.

Unlike the research of Gee (2017), Brevik (2019), and Sundqvist & Sylvén (2012) none of my informants reported that they were gamers or played any games in their spare time. This is typical for girls their age, but also surprising how it was not mentioned at all. Since there is such extensive research on gaming at its effects this study would have benefited from exploring the attitudes of one or more student with a gamer profile as well.

Here is where the research on this field is lacking. Investigating *the social media user* profile further with the interest in their listening and communication competences. As this study shows several of the informants reported using English words and sentences in their day-to-day language because they simply could not remember the Norwegian word.

The language profiles of the informants of this research continues to prove the trend which can be seen in Brevik's initial study which revealed adolescents' interest in EE activities. Even if they are not directly interested in learning English, they are more interested in engaging with EE than Norwegian.

## **5.2. The role of the teacher and classroom atmosphere**

The role of the teacher was not a part of the initial research topic or interest of this thesis. Neither was it an explicit topic of the interviews except for one question of the teacher's accent, but it emerged as an important aspect through the responses. The choice to highlight these findings was that it says something about how to support the students in their learning and how to better build on their acquired knowledge.

### **5.2.1. Motivation**

Teachers are often concerned with the question of what motivates students. According to Krashen's theory a learner must be motivated to be capable of acquiring a second language and through the affective filter hypothesis we see that stress and anxiety are not positive aspects for successful language learning. A classroom should be a safe place where students can gain self-confidence through the learning process. I asked Oda in a follow-up question about what motivates her in the classroom and what she said is in line with prior research of building student's confidence through scaffolding:

“I'm motivated by knowing the answers to things ... When I feel confident that I know this and what I say is right, and when I know that the teacher thinks what I do is good, and then it might be a little demotivating if you say something wrong, and then you get corrected, but then you know that it's like that, you have to get criticism in order to get better and be able to change things. But still, it can be a little disappointing.”

Her main motivation is when she feels she knows what she is doing and saying. She understands she needs to be criticized to become better, but also sees it has a setback. The balance for teachers to know when to assess and how much and when it is too much, is a difficult task. The idea of scaffolding is to support the student until they feel confident enough to express themselves by using what they have learned from a teacher or peer.

In Sundqvist and Olin-Scheller (2013) they comment on how a trend among 6<sup>th</sup>-9<sup>th</sup> grader motivation was declining. One of the main findings they found was the teacher was the “problem”.

Making sure the students are confident learners should be a priority for teachers. Students have different motivations for learning all different subjects and what might stand out for English is what it could mean for future education and life in general. Since many businesses and workplaces now demand for a higher level of English proficiency their future careers are closely linked to their ability to communicate in English. Also wanting to understand and communicate with people online is important, like playing games or making friends through apps.

Since the students were in the same class they had the same teacher for both English and social studies. Throughout several of the interviews it came up how the teacher would teach the same topics for the two subjects. Cross-curricular teaching is highly valued especially in the new curriculum of 2020. It is mentioned in the curriculum as a core value and has over the last years become more prominent in education and teaching. What was interesting here is they all brought it up unprovoked by themselves hence there were no questions regarding cross-curricular topics. When mentioned is always in a positive context, exemplified by Vida who commented on how it made it more “fun” when she could see connections between subjects:

“My teacher at least, I think she is very good at somehow making connections between subjects, for example, in social studies, so it's so much more fun to have English with her because she sees connections between different subjects.”

### **5.2.2. Anxiety**

The feeling of always being assessed not just by the teacher, but the other students in the classroom can cause anxiety, this was expressed by the informants. Substantial research emphasizes how the relationship between teacher and student is instrumental in successful teaching. Seeing how the informants here were more concerned with the topics and several of them commented on how they really appreciated their teachers and the way they taught in a



more relevant matter. Several of them commented on the assessment aspect of the classroom and how the other students would affect them.

The way the teacher spoke in the classroom did not seem to be what was of most importance of the students. This is different from what another research on the field has discovered. Where it has been reported that the students often just mimic the teacher's pronunciation. Instead, they reported to be affected by the perception of the other classmates. This is common for teenagers to feel this way. Though one of the informants mentioned how the importance of the teacher using a language easy for the students to understand, then again making room for advancement in learning. The teacher here is to move within the ZPD so the learning outcome and understanding will be beneficial.

One might discuss how come the students are not more confident when the exposure is so high. My experience is that students know more English than they feel that they can and the standards of English in Norway are set too high. These are thoughts concluded from the interviews and also based on personal experiences. The teacher's main object is to put their language learning in a relevant context for them.

### **5.3. Accent choice**

According to the curriculum there is no specific accent to be used in learning or teaching mentioned but it does refer to the students understanding of varieties of Englishes':

- Explore and describe some linguistic similarities and differences between English and other languages he or she is familiar with and use this in his or her language learning
- listen to and understand words and expressions in variants of English
- use key patterns of pronunciation in communication

(Utdanningsdirektoratet, LK20, ENG01-04, after year 10)

Students are asked to be capable of communicating with different types of English and how it compares to other languages they know. There seems to more of a weight put on building the intercultural competences than practicing a specific way of speaking. However, it makes a point for students to use key patterns of pronunciation, but not defining what these key

patterns are. Which one might interpret as being able to use any accent or pronunciation as long as it is consistent (Torgersen, 2020, p. 270-271).

The perception of no specific way to use an accent gives both the teacher and students room to make personal choices and to experiment with accent choice. The assumption before this study, based on experience, was that the informants would report leaning towards speaking in an American accent. The responses did result in American being spoken more frequently and their explanation for this was because of the familiarity of an American accent. More than one expressed how they had been exposed to American more through EE activities for most of her life, hence why it became the easier choice. Compare to Rindal (2015) the informants of this study likewise experienced British as more formal than American. This notion of British being more formal and proper can have historical connotations.

While, Milla also reported that she spoke in an American accent because this was what was easier for her, not just from a pronunciation aspect, but also from a social aspect. She would rather have liked to use a British accent but was scared it would seem like she was “trying too hard” by the other classmates. This is in line with Rindal’s (2015) research on L1 and L2 choices in Norway:

“A standard British English accent is believed to be attractive and invoke teacher approval and better grades, but it might also make an adolescent L2 learner sound like s/he is ‘trying too hard’”

(Rindal, 2015, p. 261)

The findings presented in the thesis underlines this notion. When asked about how the teacher spoke in the classroom it seemed not to affect their accent choice. However, Milla did claim, it would be easier to mimic the accent of a teacher if they spoke a certain way:

«I don’t think it affects me that much, but like if a teacher speaks in American, it is easier to talk like an American”

A question on if they used English outside of school did not give sufficient answers, perhaps a different wording of the question would have provided a different outcome. To be included in the main findings, but it did reveal that many of them used English to talk to friends.

“I speak American. But I think it becomes clearer outside the classroom than in the classroom, But I think it has something to do with the fact that I feel a little more confident in speaking freely outside, while when I have to answer questions, it becomes very like that in a way planned What I’m going to say.” - Oda

The findings show that for this group of students American was most common and in part this was because of influence of EE. They pick-up words and language form what they watch and listen to. Seeing as how the interest in the field is expanding because of the growing idea of English as global language as it is described in the curriculum. I believe a new form of Norwegian might emerge. To borrow words is not a new phenomenon, but the way youths today use almost complete sentences of English that clearly are stolen from English is new. (Rindal, 2014).

- Non-native speakers may develop new types of English based on their sociocultural identities and scholars have been concerned with the fluidity and hybridity of language with might come of this. (Rindal, 2014)

There now has been enough research and debate on how Norwegian is changing still researchers do not seem to believe Norwegian will disappear.<sup>2</sup>

## **5.4. Bridging the gap between EE and teaching**

An important and integral part of the interviews was to try to find out if the students had any ideas and examples on how EE activities could be integrated into the teaching of English in the classroom. Alas, they did not respond in a way that could give me conclusive answers to this. It could be the lack of follow-up questions, their own experience with EE had never been an issue regarding their own learning of the language and other failures to see the connection between classroom learning and EE.

The extramural activities are different to each every one of the students. It is voluntary and not driven by grades and a wish to achieve something in the classroom. Even though my informants reported heavy use of EE, there will be differences in opportunities. As EE being

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<sup>2</sup> <https://www.nrk.no/mr/xl/marta-aspehaug-snakkar-engelsk-med-norske-vener-laerarar-er-bekymra-for-det-norske-spraket-1.15479901>

such an integral part of language learning for so many students and that the levels of EE-use is so different it must in my opinion be seriously addressed by teachers.

Their answers to my questions on how EE better could be connected to school I was surprised by the answers. The intention of the question was to see how lessons in English at school could be made more interesting and attractive to them. But the answer from my informants were that they seemed pretty satisfied with the teaching in the classroom. The students expressed a satisfaction with the different ways they were exposed to the language through EE and through school. They meant that the teaching in school gave them depth and a broader view, as they might not look up for example historical information. The EE activities were heavily based on entertainment and pleasure.

The English curriculum highlights the potential bridge between English as a school subject and students' extramural use of English. For example, students are expected to:

- “explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to own interests”

(Utdanningsdirektoratet, LK20, ENG01-04, After year 10)

Holm (2020) investigated in more detail how teachers could bridge the gap between EE and teaching in a classroom situation and argues that teachers can benefit from learning about students' extramural activities:

“My main argument is that based on Gee's (2017) theoretical concepts of affinity space, activity-based identity and mucking around, teachers could profit from learning how their students spend their time mucking around in affinity spaces that align with their interests, and their activity-based identities”

In this regard she gives the example of how to map out at the beginning of the school year and include the students in the process of discovering where they would fit into a more integrated learning.

Brevik suggested that English teachers should create connections among texts in the virtual world and the physical world, not only to develop students' reading comprehension, but also to discuss their motivation for use of languages (Brevik & Rindal, 2020). The aspect which was mentioned by the students was the importance of authenticity of texts. Brevik (2020)

suggested for teachers to build on students interest, but when participants in my study were asked about it, they seemed unsure to how that could be done.

Another aspect of influence by EE, where teacher have the opportunity to bridge the gap is the use of multimodal texts. This has not been explicitly explored in this study but seen relevant to what has been discovered is the notion that students might acquire other competences through their EE not just linguistic competences (Brevik, 2019, Sundqvist & Sylvén, 2016). One of them being the skill to read and comprehend multimodal texts. Multimodal texts can be defined by images combined with text and can be found on many platforms like the ones mentioned by the informants.

“Activities involving screen-based technologies provide prominent opportunities for adolescents multimodal text practices, determining access or not to their social features.”

(Brevik, 2019, p. 596)

Drawing more on the knowledge of multimodal texts adolescents might have, can be beneficial for teachers as well as students and expressed here by Brevik.

## 6. Conclusion

Forthcoming is a project lead by Pia Sundqvist called *Starting Age and Extramural English: Learning English in and outside of school in Norway and Flanders (STAGE)* which aim to advance the understanding of the relation between input and language acquisition.

Participants in the project are young learners in Norway and Flanders (Belgium) who have similar access to English-mediated activities outside school, but different starting ages for formal English instruction in school. It will be interesting to see what will come of this project, if there is possibility of seeing evidence of EE-influence at such a young age.

This new research project together with a recently published article by NRK.no, where teachers expressed concern for their student’s language underlines the interest and importance of investigative EE influence. The article states that today many students mix English and Norwegian, and that even some need a dictionary for English-Norwegian to remember words in Norwegian on writing tests. This is the same as the informants reported. Having a wider vocabulary in English, and it comes to them naturally.

The existing research on EE from Norway specifically lack an investigation into the lower secondary grades. This is where this master thesis fits in to the line of research on EE. In addition, I was rather interested in the attitudes of the students rather than their specific competences they inhabit. Moving forward for new research I see the limitations of this, only a qualitative approach and selection of informants. Therefore, the field would benefit from exploring the lower secondary grades with a wider range of research methods and participants.

In, conclusion to answers my research question which was,

- *What attitudes do students have about their extramural use of English and its relevance in the English language classroom?*

My main finding on the attitudes of students about the English they encounter outside of the learning environment was that they saw that it had an effect. They felt that their English proficiency had developed through their use of English outside of the classroom. Their attitudes where in fact positive to the development of competences from their extramural use and the effect it had in the classroom. The relevance to the classroom is that teachers need to be aware of their students EE use to best mee them.

For the other research questions my conclusions were:

**RQ 1:** How are students' own experiences of English learning inside and outside school? The informants expressed that the teaching they recived in the classroom was different from what they learned outside, though they did not see this as a negative thing. I found that the other their other classmates had a great effect on their accent choice and that mostly American was used because of EE.

**RQ3:** What are the students' attitudes about the effect of their extramural use of English on their language learning?

The informants reported heavy use of extramural English activities and were unanimous in the notion that it had affected them in way where they had become better English user form it.

**RQ 3:** In what ways do students feel that extramural English has influenced them, and do they believe language teaching still to be useful?

The informants still believed English teaching to be useful and commented on how EE had affected the way they spoke and their use of English words and sentences in day-to-day life.

**My conclusion** is there is no doubt extramural English has a positive effect on the participants of this study. Though based on research done by others it is not used to its full potential. However, they did not seem to express a deep or large desire to bridge the gap. That the extramural English they learned accidentally should be kept that way and that in a Vygotskian line of thinking this is just a part of life and it is their entertainment and what they learn in school is something different that will help them in other ways.

My overarching personal goal of this thesis was to get in contact with student and investigate how I as a new teacher can approach them in an improved manner. I was truly inspired by the participants and look forward to exploring the knowledge gained from this research in a classroom one day.

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## **8. Appendix 1: NSD Confirmation**

# NSD NORSK SENTER FOR FORSKNINGSDATA

## NSD sin vurdering

### Prosjekttittel

Hvordan opplever elever eget bruk av engelsk utenfor og i klasserommet?

### Referansenummer

639569

### Registrert

18.02.2021 av Kristin Haugli Leivdal - 231090@student.usn.no

### Behandlingsansvarlig institusjon

Universitetet i Sørøst-Norge / Fakultet for humaniora, idrett- og utdanningsvitenskap / Institutt for pedagogikk

### Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Christian Carlsen, Christian.Carlsen@usn.no, tlf: 31009584

### Type prosjekt

Studentprosjekt, masterstudium

### Kontaktinformasjon, student

Kristin Haugli Leivdal, kristinleivdal@gmail.com, tlf: 95462967

### Prosjektperiode

01.01.2021 - 30.06.2021

### Status

25.03.2021 - Vurdert

## Vurdering (1)

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### 25.03.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet den 25.3.2021 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

### MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:  
<https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i->

meldeskjema

Du må vente på svar fra NSD før endringen gjennomføres.

#### TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.6.2021.

#### LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om elever under 16 år. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som foresatte kan trekke tilbake. Elevene vil også samtykke til deltakelse.

Elever over 16 år samtykker selv til deltakelse.

Lovlig grunnlag for behandlingen vil dermed være foresattes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

#### PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

#### DE REGISTRERTES RETTIGHETER

NSD vurderer at informasjonen om behandlingen som de registrerte og deres foresatte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og dataportabilitet (art. 20).

Vi minner om at hvis en registrert/foresatt tar kontakt om sine/barnets rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

#### FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

Nettskjema er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

#### OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Kontaktperson hos NSD: Håkon J. Tranvåg

## 9. Appendix 2: Information about project and consent form

Vil du delta i forskningsprosjektet

*«Hvordan opplever elever eget bruk av engelsk utenfor og i klasserommet?»*

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke ut mer om elever på ungdomstrinnet sin oppfatning av engelsk i og utenfor klasserommet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### **Formål**

Jeg ønsker å samle informasjon fra ungdomsskoleelever til min masteroppgave. Gjennom intervju ønsker jeg å finne ut mer om deres oppfatning av engelsken de bruker i og utenfor klasserommet. Jeg er interessert deres personlige meninger og ikke vurdere undervisningen de får ved skolen.

Prosjektet er en masteroppgave ved lærerutdanningen på Universitet i Sørøst-Norge. Den vil omhandle elevers egne opplevelser av hvordan de bruker det engelske språket innenfor og utenfor klasserommet. Jeg er interessert i og vil finne mer ut av elevenes oppfatninger slik at man som lærer bedre kan tilpasse undervisningen.

Opplysningene smalet til dette prosjektet vil ikke bli brukt til noe annet enn denne masteroppgaven.

### **Hvem er ansvarlig for forskningsprosjektet?**

Universitetet i Sørøst-Norge(Campus Notodden) ved institutt for pedagogikk er ansvarlig for prosjektet.

### **Hvorfor får du spørsmål om å delta?**

På grunnlag av tema i prosjektet ønsker jeg å intervju ungdomsskoleelever dermed kontakter jeg dere i håp om å komme i kontakt med elever som kunne vært interessert og har mulighet til å delta.

### **Hva innebærer det for deg å delta?**

Datainnsamling til dette prosjektet skjer gjennom intervju. Det vil si at det kreves aktiv deltagelse fra informant ved å møte til intervju. Spørsmålene vil handle om informantens tanker og opplevelser av bruk av engelsk innenfor og utenfor klasserommet. Intervjuet vil bli tatt opp på lydopptak. Utover intervjuet vil det ikke bli innhentet noen annen personlig eller sensitiv informasjon om eller fra informantene.

Jeg ønsker å intervju 4-6 elever hvor intervjuene vil vare i ca 30 minutter. Informantene vil få informasjon på forhånd om hva prosjektet omhandler og hvordan data vil bli håndtert i ettertid.

### **Det er frivillig å delta**

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

### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

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

Det er jeg som er ansvarlig for innsamling, bearbeidelse og lagring av data. De andre som vil ha tilgang til dette vil bare være min veileder for masteroppgaven. Data vil bli lagret eksternt og vil ikke kunne bli gjenkjent i etterkant.

### **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i juni 2021.

Alle personopplysninger vil bli behandlet konfidensielt. Bare intervjuer vil ha tilgang til informasjonen som fremkommer av intervjuet. Lydopptak blir lagret på intervjuers lydopptaker før det blir utarbeidet en transkripsjon der alle personopplysninger anonymiseres.

Prosjektet skal etter planen avsluttes innen i juni 2021. Ved prosjektslutt blir lydopptak slettet, og vil ikke kunne bli hentet frem igjen. Transkripsjon av lydopptaket vil bli anonymisert, slik at personopplysninger som fremkommer i intervjuet ikke kan bli gjenkjent.

### **Dine rettigheter**

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

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

### **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

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

### **Hvor kan jeg finne ut mer?**

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

- Kristin Haugli Leivdal, telefon: 95462967, e-post: [kristinleivdal@gmail.com](mailto:kristinleivdal@gmail.com)
- Christian Carlsen, e-post: [Christian.Carlsen@usn.no](mailto:Christian.Carlsen@usn.no), Universitetet i Sørøst-Norge
- Vårt personvernombud: Paal Are Solberg, telefon: 35 57 50 53, e-post: [paa.a.solberg@usn.no](mailto:paa.a.solberg@usn.no)

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

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

Med vennlig hilsen

Kristin Haugli Leivdal  
*Prosjektansvarlig/Student*

Christian Carlsen  
*Prosjektansvarlig/Veileder*

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## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «*Hvordan opplever elever eget bruk av engelsk utenfor og i klasserommet?*» og har fått anledning til å stille spørsmål.

Jeg samtykker til:

- å delta på intervju
- at Kristin Haugli Leivdal kan gi opplysninger om meg til prosjektet
- at mine opplysninger behandles frem til prosjektet er avsluttet

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Signert av prosjektdeltaker, dato

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Signert av foresatt til prosjektdeltaker, dato



# 10. Appendix 3: Interview Guide

## Intervjuguide

Før intervjustart

- Introdusere meg selv
- Informere om prosjektet
- Samtykke fra elev og forelder – underskrift
- Informere om opptak
- Det er mulighet for å trekke seg når som helst
- Det er ingen riktig eller feil svar – jeg er interessert i din personlige opplevelse og meningene. Det er ikke mulig å knytte det tilbake til deg og de andre elevene som er med får ikke vite hva du spesifikt har svart.
- Prøv så godt du kan å svare på spørsmålene

Oppvarmingsspørsmål:

1. Liker du engelsk som fag på skolen?
  - I så fall hva liker du ved engelskfaget?
  - Hvorfor tror du vi lærer engelsk på skolen?
2. Liker du å høre og se på engelske medier utenfor skoletiden?
  - I så fall mer enn norske?
  - Konkrete eksempler?

Dybdespørsmål:

1. Kan du si noe om hvordan du mener du selv lærer engelsk på best mulig måte?
2. Hvor eller fra hva føler du selv at du har lært mest engelsk?
3. Opplever du at du lærer den sammen engelsken innenfor og utenfor klasserommet?
4. Hvor mye tid bruker du på medier hvor du hører/leser engelsk utenfor skolen hver dag? (youtube, strømmetjenster, tiktok og spill/gaming etc)
  - a. 0-2 timer
  - b. 3-5 timer
  - c. 5 - til mer timer
5. Hvilke typer aktiviteter bruker du mest tid på?
6. Hvor godt eller i hvor stor grad føler du at du forstår engelsken du møter utenfor klasserommet?
  - a. Mye
  - b. Middels
  - c. Lite
7. Hvilken aksent (britisk, amerikansk, annet) vil du si at du snakker på engelsk?
  - a. Er den annerledes i klasserommet enn utenfor?

8. På hvilken måte opplever du at læreren er viktig for hvordan du snakker på? På hvilken måte blir du påvirket av hvordan læreren din prater i klasserommet?
  - a. På hvilken måte blir du påvirket av hvordan de andre elevene i klassen snakker?
9. Opplever du at du har bruk for den engelsken du lærer utenfor skolen i klasserommet og omvendt?
  - a. Hvorfor/hvorfor ikke?
  - b. Hvordan kunne engelsken du lærer utenfor blitt brukt i større grad i klasserommet?
10. Opplever du at den engelsken du lærer i klasserommet er nyttig?
11. Har du noen eksempler på hvordan engelsken du har lært utenfor klasserommet blitt brukt i større grad i klasserommet?
12. Føler du selv at du blir påvirket av den engelsken du møter utenfor skolen?
13. Er det noe du ønsker å legge til? Noe som ikke ble spurt om eller som du har kommet på?

#### **Etter intervju**

Takke for deltagelse og si at de får mulighet til å lese den når den er ferdig  
Bare å ta kontakt om det er noen spørsmål i etterkant

## **11. Appendix 4: Transcriptions**

### **Findings**

**Lily:** “Yes, I think English is a very fun subject. I feel I learn a lot in English at school, so we learn a lot about other countries and cultures where they speak English, which right now we have about Native Americans, and I think that is very exciting because then I feel that I get to learn a little about other cultures, even though I feel that English in a way something I am very close to, I still feel that I am getting to learn something about something that is very different from the way I live.”

**Lily in Norwegian:** Ja, jeg synes at engelsk er det veldig morsomt fag. Jeg føler jeg lærer veldig mye i engelsken på skolen, så lærer vi en del om andre land og kulturer hvor de snakker engelsk, som akkurat nå så har vi om native americans, og det synes jeg er veldig spennende for da føler jeg at jeg får lære litt om andre kulturer, selv om jeg føler at engelsk på en måte er en ting jeg står veldig nært, så føler jeg fortsatt at jeg er får lære noe om noe som er veldig ulikt sånn jeg har det.

### **Time spent and on what**

**Lily:** “Yes, I mostly only watch English shows, also I think it is really exciting to read - or I really like reading English books that are written in English, because I feel like I like to read it in the original language.”

**Lily in Norwegian:** Ja, jeg ser jeg stort sett bare på engelske serier, også synes jeg det er veldig spennende å lese- eller jeg liker veldig godt å lese engelske bøker som er skrevet på engelsk, for jeg føler at jeg liker å lese på originalspråket da.

**Vida:** “Maybe yes. It has more to do with how movies in English are made, I feel English movies are less cliché, it is like more cliché if you are watching something dubbed in Norwegian.”

**Vida in Norwegian:** Kanskje ja. Det er kanskje mer med hvordan engelske filmer blir laget og sånn, jeg føler engelske filmer er liksom mindre cliché, og det blir litt sånn cliché hvis man skal se på norsk “dub”.

### **Using English instead of Norwegian**

**Vida:** “... I have these moments where I like say things in English, because I can't remember it in Norwegian”

**Vida in Norwegian:** Jeg har sånne øyeblikk hvor jeg liksom sier ting på engelsk, for jeg husker det ikke på norsk

**Emma:** “...I don't know if this is relevant, but pretty often, because there are more words to choose from in English, so sometimes if you don't have the Norwegian word for something, you just put in the English word or just say English sentences because I won't sound so serious”

**Emma in Norwegian:** Jeg vet ikke om det er så relevant, men det er ganske ofte, eller det er jo mye større ordvalg på engelsk. Så innimellom hvis man ikke har det norske ordet for noe, så legger man inn det engelske eller bare si engelske setninger fordi det kan bli litt mer sånn- Jeg blir ikke så seriøs.

### **From where or what do you feel you have learned the most English?**

**Oda:** “I feel like I have learned the most basic English in school, but more like talking is more from friends and social media, where you hear other people talk. With a more day-to-day, how you would talk normally and not as formal English.”

**Oda in Norwegian:** Jeg føler nok mest at jeg har lært liksom det mest grunnleggende engelsk på skolen, men mer å snakke muntlig så er det nok det blant liksom venner og sosiale medier hvor man liksom hører andre snakke da. Med liksom et mer sånt daglig - hvordan man snakker vanlig da ikke mer sånn formelt engelsk.

**Milla:** "... in the classroom there is more about word conjugation and lots of things that are kind of nice to know, while in your free time, you just learn new words. If I do not know exactly how to formulate a sentence, because online, you do not get to see something like 'yes, you should first have that word and then that word' like 'that verb', 'that noun' and lots of that, while at school that's what you learn."

**Milla in Norwegian:** Det kommer an på fordi i klasserommet så er det jo litt mer om sånn ordbøyning og masse sånn som liksom er fint å vite, mens på fritiden, så bare lærer du nye ord for eksempel.

Hvis jeg ikke vet helt hvordan jeg skal formulere en setning, fordi på nettet, du får ikke sett liksom 'ja, du skal ha først det ordet og så det ordet' liksom 'det verbet', 'det substantivet' og masse sånt, mens på skolen så er det det du lærer.

### **How do you believe you learn English the best?**

**Lily:** "I feel that at school I learn a lot about like English history. But I would say that I learn most English from friends and other social media and streaming services and stuff like that. I have noticed that I have become much better in English in recent years, because I have watched so much YouTube and Netflix and things like that, and there they mostly speak English."

**Lily in Norwegian:** Jeg føler at altså på skolen, så føler at jeg lærer mye om sånn engelsk historie. Men jeg vil jo si at jeg lærer mest engelsk av venner og andre sosiale medier og strømmetjenester og sånn. Jeg har jo merket at jeg har blitt veldig mye bedre i engelsk de siste årene, fordi at jeg har sett såpass mye på YouTube og Netflix og sånn, og der snakker de jo stort sett bare engelsk.

**Milla:** "I think I kind of learn English best through the internet. It's kind of what I grew up with, like with English online, so that's what I have learned the most from. But at school it's kind of a little more, in a way, fills in the blanks like the parts that I don't know"

**Milla in Norwegian:** Jeg tror jeg- jeg lærer liksom best engelsk gjennom nettet, det er liksom det jeg har vokst opp med, sånn med engelsk på nettet, så det er det jeg har lært mest av, men

på skolen så er liksom litt mer, på en måte, fyller inn de blanke liksom delene som jeg ikke helt kan.

**Vida:** “I think I learn English best with movies and stuff like that, as I said, both when you use it to speak it yourself, and when you use it to watch movies and stuff like that. Like me, I really think one of the biggest reasons then, or the ways I got good at English is that I watched a lot of English movies, and things that were in English on YouTube and stuff. And then gradually I started to speak English more and more with my friends. So it's kind of like using it a little bit actively and, yes, watching movies and stuff.”

**Vida in Norwegian:** Jeg tror jeg lærer engelsk best med sånn filmer og sånn, som jeg sa, eller både når man bruker med å snakke det selv, og når man bruker det med å se på filmer og sånn. Som jeg, jeg tror egentlig en de største, på en måte, grunnene da, eller veiene til at jeg ble god i engelsk er at jeg så veldig mye på engelske filmer, og ting som var på engelsk på YouTube og sånn. Og så etterhvert så begynte jeg også å snakke engelsk mer og mer i venneflokk og sånn. Så det er liksom det å bruke det litt aktivt og, ja, og se på filmer og sånn.

### **Do you feel you are learning the same English inside and outside the classroom?**

**Emma:** “It's not really that different, so you get more (learning) - outside the classroom, then you get more like what is popular in the other countries and remember words and expressions that are popular to say, so you learn that outside the classroom. I do not feel you get this inside the classroom. But I do not feel that there is much inside the classroom that we cannot now learn outside. It's more that we learn about subject matter well. So there are some concepts, but you can also learn that if you are only active outside the classroom.”

**Emma in Norwegian:** Det er ikke egentlig så forskjellig, så man får jo mer- utenfor klasserommet, så får man jo med seg mer sånn hva som er trendy i de andre landene, og husker ord og uttrykk som er inn å si, så det lærer man jo utenfor klasserommet. Jeg føler ikke man får det med seg inne i klasserommet. Men jeg føler ikke at det er så mye inne i klasserommet som vi ikke nå kan lære utenfor. Det er mer at vi lærer fagstoff også. Også er det noen begreper, men det kan man forsåvidt lære hvis man bare er aktiv utenfor klasserommet.

**Vida:** “I think, for example, the media has a lot to say - so the media is very influential in a way. It is very easy to be influenced, and in a way those things, at least (our teacher) teaches

us at school, are in a way related both to the curriculum and to what is relevant to learn about somehow. So we have the curriculum like World War II and World War I and stuff like that, but then we also have things that we have to learn like climate change, and the thing that goes around now with the Black Lives Matter movement stuff and stuff. So yes, at least our teacher thinks I'm very good at both informing us about things that should be - that are from the curriculum, that we should know about, but also things that are relevant for our future, then.”

**Vida in Norwegian:** Jeg tenker for eksempel media har veldig mye å si - altså media er jo veldig på en måte innflytelsesrik, da. Det er veldig lett å bli påvirket, og på en måte de tingene, sånn hvertfall (læreren vår) lærer oss på skolen, har på en måte sammenheng både med pensum og med hva som er aktuelt å lære om liksom. Så vi har jo pensum som sånn andre verdenskrig og første verdenskrig og sånn, men så har vi også ting som vi må lære sånn som klimaendringene, og den greia som går rundt nå med Black Lives Matter movement greiene og sånn. Så ja, hvertfall Helene synes jeg er veldig flink til å både informere oss om ting som skal være - som er fra pensum, som vi skal vite om, men også ting som er aktuelle for liksom vår framtid, da.

### **The role of the teacher and classroom atmosphere**

**Oda:** “At least our teacher is really good. She only speaks English during class. And she is really good at using words we understand and if we don't understand them, she explains them. I think that when you have a teacher as good as ours, you understand more words and learn more like difficult expressions and stuff and then my English will be more advanced, since I learn so much from her.”

**Oda in Norwegian:** I hvertfall læreren vår synes jeg er utrolig flink. Hun snakker bare engelsk når vi har engelsktimene da. Og så er hun flink til å liksom bruke ord vi forstår og hvis vi ikke forstår dem så forklarer hun dem, så jeg føler at hvertfall hvis man har vi da som har en såpass flink lærer, skjønner man mange flere ord og jeg lærer flere liksom vanskeligere uttrykk og sånn da, og da blir jo på en måte engelsken min mer avansert, fordi jeg føler at jeg lærer mye av henne.

**Vida:** “Yes, or at least as I said, so our teacher is really good at in a way including things that are more relevant, and that we will be able to take more advantage of when we grow up. And that is a very nice thing that she teaches us things like that, because it makes me in a way feel that what I am learning in English is in a way more relevant than other subjects. Or, I don't

know, but if another teacher is not as good at including things that can be relevant for the future, I can easily think this is not as important and I don't care to pay attention.”

**Vida in Norwegian:** Ja, eller hvertfall som jeg sa, så er Helene veldig flink til å på en måte inkludere ting som er på en måte mer nytt, da, og som vi kommer til å ha mer nytte av når vi blir eldre. Og det merker jeg er veldig, det er veldig, jeg synes det er en veldig fin ting at Helene lærer oss sånne ting, fordi det får meg på en måte til å føle at det jeg lærer i engelsk er på en måte mer relevant enn det andre fag er. Eller ja, jeg vet ikke andre fag, hvis, hvis liksom andre faglærer ikke er så gode på å inkludere ting, da, som er viktige i forhold til framtiden, så kan jeg godt tenke at dette liksom er ikke så viktig, og dette gidder ikke jeg å følge med på liksom.

**Lily:** «I think I learn a lot from looking at other people who speak English in a natural way. So definitely watching videos of like American or British or people living in English speaking countries.”

**Lily in Norwegian:** Jeg synes jeg at jeg lærer veldig mye av å se på andre folk som snakker engelsk på en naturlig måte. Så definitivt å se på liksom videoer av amerikanske eller britiske eller folk som bor i engelskspråklig land.

**Oda:** “I do not know, perhaps, that we could in a way talk a little more orally together in such groups about topics we talk about outside the classroom. Because when we talk about certain topics we have about in class, and that's what we're learning about, you just have to answer questions, so you have to stay within that framework of what you have to talk about. While in a way you get to speak a little more freely and you in a way get to practice speaking a little more in the classroom because we speak a lot of English, but maybe not enough.”

**Oda in Norwegian:** Jeg vet ikke helt, kanskje at vi kunne på en måte fått snakke litt mer muntlig sammen i sånne grupper sånn om temaer vi snakker om utenfor klasserommet. For når vi snakker om enkelte temaer vi har om i timen, og det er liksom det vi lærer om, så skal man bare svare på spørsmål, så du må liksom holde deg innenfor den rammen over det du må snakke om. Mens du på en måte får snakke litt Mer fritt og man på en måte får øvd seg på å snakke litt mer i klasserommet fordi vi snakker jo mye engelsk, men kanskje ikke nok.

### **Accent choice**

**Emma:** “The only thing is when I speak English in sentences, then I speak with my accent (British), but if there are English words in a Norwegian context, a word in a sentence or often

such a slang type from the USA then, I say that, I don't know if I can call it an American accent, but it is not - then I have a slightly different accent, or it will probably be more of a Norwegian accent on it."

**Emma in Norwegian:** Det eneste er når jeg snakker engelsk i setninger, så snakker jeg med min aksent, men hvis det er engelske ord i norsk sammenheng, som jeg vet ikke- et ord i en setning eller ofte sånn slang type fra Amerika ha Amerika, eller USA da, det sier jeg på, jeg vet ikke om jeg kan kalle det amerikansk aksent, men det er ikke- da har jeg en litt annen aksent, eller det blir vel mer en norsk aksent på det

**Vida:** Maybe a little bit, like I don't know, I hope I do not have a very Norwegian one, what would you call it 'Jens Stoltenberg-English'. I don't think I am all the way there, but more like, 'British-Norwegian-ish'. I think it has influence of Norwegian, but it is probably more British the accent I have.

**Vida in Norwegian:** Kanskje litt sånn, eller jeg vet ikke, jeg håper ikke er jeg har sånn veldig norsk, hva skal man kalle det, sånn 'Jens Stoltenberg engelsk'. Jeg tror ikke jeg er helt der, men jeg tror jeg har litt sånn engelsk, eller sånn 'britisk-norsk-esque'. Sånn det er litt, jeg tror det er litt norsk innflytelse på det, men den er kanskje litt mer britisk den aksenten jeg har.

**Interviewer:** What accent would you say you speak? American, British or other?

**Milla:** I think I speak more American just because it is what I mostly hear.

Interviewer: Do you feel like you speak differently inside the classroom compared to outside?

**Milla:** In the classroom it is a bit more stressful, so it is like a little bit more scary to like talk in front of the whole class. Even if you have an accent, you try to make it as unnoticeable as possible, in case someone will judge you.

Interviewer: Ok, so what makes it stressful to speak out loud in the classroom?

**Milla:** Because if most of the class speaks American, and you decide to speak British, which is what I prefer, is it suddenly like "you are trying too hard" for example

**Interviewer:** Can you elaborate on how you feel you are affected by how your classmates speak?

**Milla:** There was a period of time when I tried to speak British, like to experiment, but it was kind of awkward because everyone around me was speaking American, so I went back to American because like it was just easier, at least around other people.



**Intervjuer:** Hvilken aksent vil du si at du snakker? Amerikansk, britisk, amerikansk eller en annen form?

**Milla:** Jeg tror jeg snakker sånn mer amerikansk, bare fordi det er det jeg vanligvis hører.

**Intervjuer:** Føler du at du snakker annerledes i klasserommet enn utenfor?

**Milla:** I klasserommet er det litt mer stressende, så liksom det er litt mer skummelt å liksom snakke foran hele klassen. Sånn til og med hvis du har aksent, så prøver liksom å gjøre aksenten så liten som mulig, sånn foran klassen i tilfelle noen dømmer deg liksom.

**Intervjuer:** Ok, for hva er det som gjør at det er stressende å snakke i klasserommet?

**Milla:** Fordi hvis liksom mesteparten av klassen snakker amerikansk, så hvis du bestemmer deg for å snakke britisk, det er det jeg foretrekker, så er det plutselig liksom som 'du prøver for mye' for eksempel.

**Intervjuer:** Så du blir påvirket, eller du føler at du blir påvirket av hvordan de andre elevene i klassen snakker? På hvilken måte da?

**Milla:** Det var en periode da jeg prøvde å snakke britisk, sånn for å eksperimentere også ble det litt sånn kleint for alle rundt snakker amerikansk, så jeg bare gikk tilbake til amerikansk, bare for liksom, bare fordi det var mer enkelt. I hvertfall rundt andre.

### **Discussion:**

**Oda:** "I'm motivated by knowing the answers to things ... When I feel confident that I know this and what I say is right, and when I know that the teacher thinks what I do is good, and then it might be a little demotivating if you say something wrong, and then you get corrected, but then you know that it's like that, you have to get criticism in order to get better and be able to change things. But still, it can be a little disappointing."

**Oda in Norwegian:** Jeg blir motivert av jeg vet svar på ting ... Når jeg føler meg trygg på at det her Kan Jeg og Jeg sier riktig, og når jeg vet at læreren synes det jeg gjør er bra, og så er det kanskje litt demotiverende hvis man sier feil, og så blir rettet på, men så vet man jo at det er sånn man lærer, man må få kritikk for at man skal bli bedre og kunne endre på Ting. Men fortsatt, så kan det jo det være litt sånn det skuffende.

**Vida:** "My teacher at least, I think she is very good at somehow making connections between subjects, for example, in social studies, so it's so much more fun to have English with her because she sees connections between different subjects."

**Vida in Norwegian:** Læreren min i hvertfall, jeg synes hun er veldig god til å liksom på en måte ha forbindinger mellom fag, og hun er også for eksempel i samfunnsfag, så er så det er

veldig gøy å ha engelsk med henne fordi hun ser liksom sammenhenger mellom forskjellige fag.

**Milla:** «I don't think it affects me that much, but like if a teacher speaks in American, it is easier to talk like an American»

**Milla in Norwegian:** Jeg tror ikke- det påvirker meg ikke så mye, men liksom. Ja, hvis en lærer snakker amerikansk, så er det liksom enklere å snakke amerikansk.

**Oda:** “I speak American. But I think it becomes clearer outside the classroom than in the classroom, But I think it has something to do with the fact that I feel a little more confident in speaking freely outside, while when I have to answer questions, it becomes very like that in a way planned What I'm going to say.”

**Oda in Norwegian:** Jeg snakker amerikansk. Men jeg synes at den blir mer tydelig utenfor klasserommet enn i klasserommet, Men det tror jeg har noe med at jeg føler meg kanskje litt mer trygg på å snakke fritt utenfor, mens når jeg skal svare på spørsmål og sånn, så blir det veldig sånn en måte planlagt hva jeg skal si.