Hanna Levin & Mia Katharina Opsahl

Trending: A New Way of Language Learning

Students' Language Acquisition Through TikTok
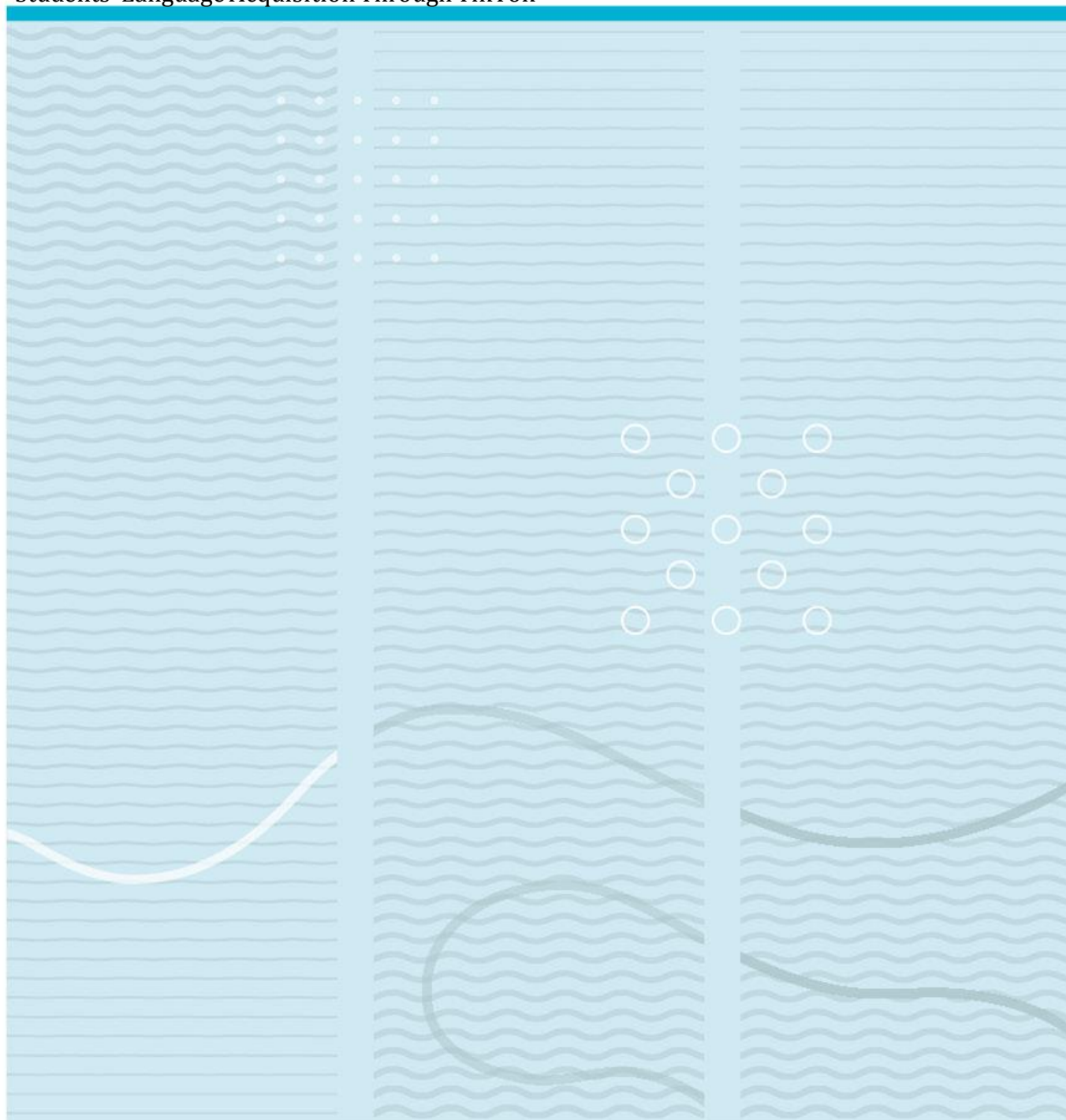
This thesis is worth 30 study points

Abstract

This thesis presents the result of a small-scale study on Norwegian students 11-13, their teachers, and their English language understanding through social media, with a specific focus on the app TikTok. The main aim of this thesis was to examine whether students and teachers believe that students can acquire language by interacting with content on TikTok. The data for this study was collected using a mixed methods approach through both a quantitative online survey and qualitative interviews. There were a total of 38 participants in the online survey, and three teachers who were interviewed.

Previous research suggests English is considered the language of the internet (Brevik, 2019), as well as the world's lingua franca (Jenkins, 2015), and it is therefore a language young people in Norway frequently encounter. It is no secret that today's children spend large amounts of time on different social media platforms, such as TikTok, Youtube, Facebook, Instagram, scrolling, creating and interacting with others all over the globe. The language acquired from extramural activities is the language that is easiest to use (Krashen, 2003), because of the existing schemata (Clark, 2018). Hence, the language students interact with, and acquire from social media platforms is used more often than the language learned in educational settings. This thesis found that most students acquire vocabulary and develop their understanding of the English language by interacting with content from TikTok (Krashen, 2003). It is less influential in building the students' confidence when using the language, creating their own output (Swain, 1995).

These research findings presented in this thesis contribute to furthering our shared understanding of the learning possibilities social media platforms can create for young students. This thesis acknowledges extramural English as an important factor for students' acquisition of English language knowledge, alongside other studies (e.g. Estensen, 2021, Thorsen, 2009). To the researchers' best knowledge, the present study is, thus far, the only study concerning English language learning through TikTok conducted in Norway. The data collected from the study further contributes to a wider understanding of how one can acquire language through social media platforms, as little research has been carried out on TikTok as a source for learning opportunities.

Table of Contents:

Acknowledgements

There are many people who helped us make this thesis possible. We would like to thank our families, especially our mothers, for supporting us and encouraging us when we felt like there was no light at the end of the tunnel. You showed us that there was in fact light at the end. This would not have been doable without your help and support.

Further, we want to express gratitude to all those who participated in our study. Without you, this thesis would still be empty pages.

And lastly, but not least, we want to give a **BIG** thank you to our supervisor Jennifer Duggan. Thank you for your time, guidance, encouragement, and motivation on our darkest days. We would not have been able to finish this thesis without you. You have our deepest gratitude.

To Mia;

I am sorry for finding you annoying when you made me write. Without you this paper would not have happened. Thank you for being the driving force that was needed and for pushing me to my limit (and some more). You have made me laugh and smile and distracted me from having a big breakdown. You are amazing and you did an amazing job throughout the process of writing this thesis! I am forever grateful for having you as my partner!

To Hanna;

Thank you for choosing me to be your research partner, and for sticking by my side through these stressful past months. You have motivated me to work harder and cheered me up on my darkest days. I would have had many more mental breakdowns if it were not for you. Thank you for being the Bang Chan to my Jeongin and the HAN to my Lee Know. I am forever grateful to you.

1. Introduction

The first thing most people do in the morning is check their phone for new notifications or scroll on social media. People spend countless hours in front of screens throughout the day, and many of these are spent on social media. At the end of the day, laying in bed, most people keep scrolling until they feel their eyes tiring, before they put their phone down and go to sleep. Only to be repeated the next day. The increased amount of time spent in front of screens and on social media might be bad for us, but can social media be used for incidental learning?

The increasing use of digital technologies may impact our language knowledge and use in a multilingual society. English can be heard spoken by people all over the globe, and is present in every corner of the internet, thus it is known as the language of the internet (Brevik, 2019, p. 595). In addition, children are introduced to digital media concepts from an earlier age than previously. As they grow, they spend an increasing amount of time on social media platforms (Medietilsynet, 2020). They use the different social media platforms to connect and communicate with friends and family, be entertained, use their creativity by making their own content, and stay "up to date" with new trends and current topics. TikTok has grown to become one of the most popular social media platforms. The most popular accounts have over 130 million followers, and the app itself had over 1.2 billion users in 2021 (Iqbal, 2022).

It is no secret that children today spend a lot of time on their phones and other digital screens, but is it just "brainless" entertainment, or is it contributing to their linguistic abilities?

1.1 Background

This research project has, from the very start, focused on children's language use and acquisition through social media. As the use of social media is growing and undergoing constant and rapid changes, continual research is required to keep up to date on how English is used and acquired when children use technology. There are many ways to improve our language knowledge through extramural English use, such as through social media. Sundqvist (2009) created this term and it is used to describe the English in informal settings,

such as in movies, advertisements etc. However, there are many different technologies and platforms one could examine. Social media is a wide category which includes many different platforms, making social media in general too large a topic for this research paper; thus, this study has focused on a single popular platform: TikTok. Both of us are frequent users of this app and have some knowledge of how it is used. We wanted to take a closer look at it as a learning platform and examine what it can bring to students' language learning. The app is relatively new, compared to other platforms such as Facebook and YouTube, and has thus had less research done on it as compared to other platforms. While there has been some research in the past about English use and acquisition through social media, little of it has examined an app based on video sharing that functions like TikTok, which is currently one of the most popular social media platforms. In 2022 it is estimated to have around 1 billion users (Iqbal, 2022). Because little to no research has previously examined TikTok's role in language acquisition and use, this research project can be considered novel, since different ways of interaction can produce different conditions for language use and acquisition.

Children today are growing up in a world where social media is a large part of everyday socializing. Communication is more frequently done via social media platforms, and such platforms are therefore essential for keeping in touch with each other, as well as staying on top of things. Social media has become a part of "cultural fabric of learning, plays and social communication" (Ito, et. al., 2010, p. xi). Ever since the first successful smartphone launched in 1996 (Øverby, 2021), there has been a change in how people communicate. The phone has little to no interesting parts in itself before "symbols, pictures and language are used through the phones' many functions," according to Stray and Wittek (2014, p. 136, our translation). Phones have become a central tool in our society, both for communication, information, education, and entertainment: "In less than a generation, social media has evolved from direct electronic information exchange to a virtual gathering place, to retail platform, to a vital 21st-century marketing tool" (Maryville University, n.d). Every little bit of information can be found with a quick Google search, and communication can happen through a short text or a snap. Sixdegrees.com, which was released in 1997, is considered to be the first recognizable social media platform. It was the first page that enabled users to connect with others through media, including uploading pictures (McFadden, 2020). Six years later, Myspace was launched, which further led to the invention of Facebook in 2004 by Mark Zuckerberg, which further led to YouTube in 2005. This turned into several apps being released shortly after each other, with Twitter in 2006, Tumblr in 2007, Instagram in 2010,

Snapchat in 2011, and then finally TikTok in 2016 (Maryville University, n.d. & McFadden, 2020).

Most people believe that language learning can occur by interacting on social media. Lomicka and Lord (2016) have argued that since we as a society are becoming more dependent on technological tools in our everyday lives, our language learning and teaching are no different (p. 255). Learning in general is a broad field, and whether or not something can be categorized as learning depends on collective values, or values which are constantly changing, negotiated and challenged among different social groups (Ito, et. al., 2010, p. 23). Teachers often use different tools to make their lessons more engaging for the students, and to allow them to interact within their own learning in new ways, both in and outside of the classroom. Social media platforms, such as Facebook, YouTube and TikTok, creates opportunities for language learning as well as to enhance the students' digital skills (Lomicka & Lord, 2016, p. 255).

1.2 Research Question and Thesis

In this study, we aimed to research language learning through social media, with a specific focus on TikTok. We wanted to explore what and to what extent the students themselves, who are the users of the app, felt they could learn English by using and interacting with the app. Moreover, we felt that the people who were best placed to observe and experience the students' learning were their teachers. As such, we decided to include teachers' perspectives and thoughts on what social media platforms can bring to students' second language learning. We thus formulated the research question for the study as:

To what extent do students and teachers feel like TikTok impacts English language learning?

Based on our findings, we argue that TikTok is a valuable tool for language input (Krashen, 2003), but is less valuable for promoting output (Swain, 1995).

1.3 Relevance of the study

Social media is becoming increasingly ubiquitous and is used in almost all language domains, from social life to work and even politics and medicine. Ever since the first largely popular social media platform, Myspace, new and upgraded platforms have continuously been created. Some became popular whilst others were quickly forgotten. The first large video sharing platform was YouTube, and it is still to this day one of the largest social media platforms. There have been several other apps focusing on the users creating their own videos, such as Vine, but nothing can compare to the growth and popularity TikTok has gotten in the short amount of time since the app was released.

When the Covid-19 pandemic spread worldwide, people were isolated and quarantined for longer periods of time (OECD, 2020, p. 1). This leads to people spending more time in front of screens, such as phones, computers and TV. By working from home or attending meetings online, as well as students participating in their education through Microsoft Teams or Zoom, people's normal lives were moved online. In addition to education and working environments being moved online, physical social interactions drastically decreased once the pandemic reached worldwide status. People were now getting all of their interactions through the internet, especially through social media. Thus, we were spending more time than ever on our phones, on different social media platforms.

This study aims to see the extent social media can influence students' English language competence, and whether or not it is noticeable for teachers as well as the students themselves.

1.4 Existing Research

As TikTok is a relatively new social media platform, created in 2018, there is little previous research on this specific platform and its content. However, there are several similarities between TikTok and other social media platforms, such as Instagram, Snapchat, and YouTube. In our overview of previous research, we decided that the similarities between the different platforms were sufficient enough to be related to our research. We have

therefore included previous research on language learning through social media and not only on language learning through TikTok.

The English language that students encounter outside of the classroom in non-educational settings is described as extramural English (hereby referred to as EE), whether that be on social media, through music, or in movies. Many others have researched EE, among them Swedish professor Pia Sundqvist. In a PhD written by Sundqvist in 2009, she examined the importance of EE in second language learning. Sundqvist found that the correlation between EE exposure and the students' proficiency of their second language, created a positive relationship between their vocabulary size and to what extent they were exposed to EE. The participants with low exposure to EE had the lowest scores on the vocabulary test, whilst the ones with higher exposure had a higher score; "The results thus show that time spent on EE is clearly connected with students' vocabulary scores, which is an important finding" (Sundqvist, 2009, p. 155). Sundqvist found that there was a difference in regard to gender when looking at gaming and internet surfing, which proved to be the two most important categories regarding EE vocabulary learning (pp. 120-157). The results showed that boys spent significantly more time on gaming and internet surfing than what the girls did, as the boys scored higher on the vocabulary tests than the girls; "The boys' habit of spending more time on playing video games and surfing the Internet is a possible explanation as to why boys outperformed girls on vocabulary" (p. 157).

Thorsen (2009) conducted a research study on whether or not students learn more English outside or inside school. He did his research using a survey, asking the participants questions regarding music, chatting/texting, school, video games, movies, TV shows, and the internet. He did research on three different groups, two at the ages of 15-16, and one group with students who just finished primary school, at 12-13 year old. The latter being the one closest to the age group in our study, we decided to focus primarily on this group of students here. In the study, Thorsen (2009) found that 24 out of 50 participants said that they fully agreed or somewhat agreed that they had learned a lot of English through video games (p. 48). 29 out of 50 said that they either fully agreed or somewhat agreed that they had learned a lot of English through using the internet, which being categorized as googling and surfing by Thorsen (2009, p. 50). We believe that if this research had been done in recent years, scrolling on social media would have been included in this subsection of his research. Thorsen found that the category which his participants spent most time on was TV shows and

movies. 100% of the participants in all three groups combined said that they agreed to some extent (either fully, somewhat, or some), that they learned a lot of English through tv and film. Out of these, 68% said that they fully agreed with the claim (pp. 52-53). In a similar research survey done by Estensen (2021), 64 % of the participants responded that they believed that EE activities were the most important factor for themselves in order to learn English (p. 49). Estensen (2021) found that students themselves felt like they acquired most of their English language proficiency from watching TV shows and movies, as well as scrolling on social media platforms (p. 51).

Medietilsynet (2020) looked at childrens' media habits, researching children within the ages 9 to 18 years old. This study found that 97 % of children have their own mobile phone, and that the most common social media platforms amongst this age group are Snapchat with 80 % users, and TikTok, with 65 % (p. 175). In their study, they discovered that TikTok was significantly more used by girls than boys, having 73 % girls and only 57 % boys (p. 24).

Another study, conducted by Xiuwen and Razali (2021) from the University of Malaysia, found that "numerous studies published have posited that the utilization of social media can help increase English language learners' English proficiency" (p. 1441), while a study by Zaitun and Indriani (2021), considered TikTok as a platform through which students could enhance their English. They found that the use of TikTok could "increase the students' confidence in speaking English" (p. 1). They further found that "the use of appropriate methods and techniques, can be used as an interactive learning medium that can improve students' speaking ability" (p. 5).

1.5 Position Statement

Although what we discuss in this subsection is anecdotal, we believe that this has value to our research because it makes it clear why we decided to undertake the study reported here as well as our pre-existing views on social media and its use by children.

Through several years of practice teaching, as well as working as teachers and substitute teachers in different schools, we have both personally experienced that social

media has made a difference for students' English language competence. The difference between students who spend a lot of time on social media and/or gaming, and students who do not, has shown to be quite large when looking at the students' English proficiency, as well as their confidence with the English language. Students' who spend more time on social media, and gaming, have shown more confidence in the English classroom, in addition to their higher level of competence in general. We have especially experienced the difference in regard to the students' oral skills. This difference in particular is much larger when looking at gaming rather than social media platforms, but we have experienced it with students who are frequent users of these apps. Students are walking around school talking about the current trending topics, as well as singing and humming on trending songs. We have seen this as far down as with year 1 students.

Before we started to conduct this study, we already had some preconceptions on what students learn and are able to learn through social media use. From what we have experienced and observed we believe that students do learn language from social media platforms, and those who use these platforms are generally better English speakers. Seeing as this was our mindset going into the study, we were not able to be completely objective when making the survey and the interview questions, although we tried our best. Further this might make us subconsciously look for more of the positive sides of language learning through social media platforms, since this is what we have experienced and believe. Our familiarity with TikTok is another reason that we chose to conduct our research on this specific platform, as we did not have to figure out and get used to an unfamiliar platform before we started our study. This again might impact how we present the data, as we are not able to be completely objective.

1.6 Outline of the Thesis

The first chapter introduces the thesis and research question, as well as its aims, what is wished to be achieved with this study and the relevance of the study itself. Further, it provides a look into the already existing research in the field of language learning through social media. In chapter 2, different theories and perspectives for learning will be introduced, whilst discussing social media in general, as well as the app TikTok. Theorists such as Lev Vygotsky and Jean Piaget will be presented in this chapter. Chapter 3 gives an insight into the methodology used in this research. The methods used, the participants, sampling and research

ethics is further elaborated in this section. Chapter 4 is where the findings from the study is presented, whilst in Chapter 5 the data which has been collected is analyzed. In the final chapter, Chapter 6 the conclusion of this study will be presented, as well as suggestions for further research.

2. Theory

In this section the theoretical foundation for our thesis will be presented, alongside the relevance of key theories relevant for the study. The chapter is divided into four different sub-chapters. Chapter 2.1 discusses English as a global language, focused on both the world in general, and specifically on English in Scandinavia. Chapter 2.2 discusses theories related to language acquisition. Chapter 2.3 discusses the term extramural English, and what that entails. Lastly, chapter 2.4 discusses social media and its use for language learning, with a specific focus on TikTok.

2.1 English as a Global Language

The concept of a global language must first be defined before the discussion of English as a global language can begin. English is obviously a global language, according to Crystal (2012), as no matter where you go you will encounter the English language (p. 2). Newspapers and broadcasts, social media platforms, advertisements, signs, all of these can be found in English, all around the world. Crystal (2012) further specifies that English can be considered a global language because it has penetrated internationally into domains such as politics, businesses, entertainment, communication, media outlets, and education (p. 30). This suggests that the world as a global society is totally dependent on the English language (p. 30). For Crystal (2012) this means that a language becomes a global language if it is inextricable from and deeply important to multiple domains of language use, particularly within international domains of life. Its importance is bolstered by school curricula: the more important English becomes, the more widely it is taught as a foreign language, fuelling its continued importance.

English is very commonly referred to as the "lingua franca", also known as ELF (English as a lingua franca). Lingua franca is defined by the *Cambridge Dictionary* (n.d.) as "a language used for communication between groups of people who speak different

languages." Jenkins (2015) describes English as a "lingua franca" because of its use as a contact language among speakers with different first languages (p. 44). Flognfeldt and Lund (2016) states that English is the world's primary language for international communication, meaning that English is our default language when communicating with someone who does not have the same first language as us (p. 16). Due to many different factors such as colonization, political power and military power, English has been brought to many corners of the world. This is why English today can be referred to as "the language on which the sun never sets" (Flognfeldt & Lund, 2016, p. 270). As the language is in all corners of the world, there will always be daylight in one of the countries, regardless of the time differences.

English is, based on native speakers, the second most spoken language in the world with roughly 370 million people having English as their first language, it is outranked only by Mandarin, with over 900 million native speakers (Eberhard, Simons & Fennig, 2018). When we consider those who speak English as an additional language, however, it is estimated that the number of speakers rises as high as 1.5 billion speakers, outpacing Mandarin, with 1.1 billion total speakers. English outnumbers all other languages when combining native speakers and those who speak it as an additional language, due to its global reach (Crystal, 2008). However, even though these seem like large numbers, it roughly means that a quarter of the earth's population speak English to some degree. Learning English is important for those who cannot yet speak the language, as English can help secure full participation in global political, business, education, communication, and cultural life. English has become the most taught foreign language in the world, as it is taught in over 100 countries, including in China, Russia, Germany, Spain, Egypt and Brazil (Crystal, 2012, p. 5). Thus, English learners acquire the English language both through formal education, in schools, as well as non-educational settings, such as through popular culture or internet activity, such as interacting on social media platforms.

For the next two sub-chapters, we have divided the global language chapter into two sub sections, one that focuses on English on an international basis, and one on a more local basis, focusing on Scandinavia, mainly Norway.

2.1.1 English as a Global Language in the World

The English language plays a central role in education, business, politics, communication and media. Language is not just a linguistic system or a form of communication, further it is a tool used to express feelings and thoughts. Bråten (1996) states that we show things like sympathy, respect and love through language, hence language becomes a tool with "... thoughts and feelings which can be used to communicate with oneself (...). Both (as) oral and written communication" (Bråten, 1996, p. 100, our translation).

English is the language most present on social media. The terminology used is often in English, and social media in general is heavily influenced by the English language (Sundquist & Olin-Scheller, 2013, p. 329). Other than TV-shows and movies targeted for children, most countries keep the original soundtrack for every other visual media, adding subtitles rather than dubbing the audio. TV-shows and movies are not the only media influenced, as the internet itself is heavily influenced by English, as it is the dominant language online (Crystal 2006). Thus, all social media users, and internet users in general, are regularly exposed to the English language. Whether it is by scrolling on social media, watching YouTube videos or movies and shows on Netflix, or simply using searching tools, such as Google, all ages get exposed to EE. This term will be further explained in chapter 2.3.

Crystal (2012) believes that English may remain as a global language used for communication internationally in the future, whilst other languages, such as Norwegian, will be preserved for local communication. Language is a part of people's personality as well as their cultural heritage, therefore languages such as Norwegian will be preserved through time. Not only because it is needed for communication, but because it gives an emotional and cultural aspect, building a shared sense of community. Others believe that smaller, local languages will disappear due to the globalization of English, some even call the spread of English "linguistic imperialism" (Philipson, 2009). Philipson (2018) explains that "the study of linguistic imperialism focuses on how and why certain languages dominate internationally and attempts to account for such dominance in a theoretically informed way" (p. 1). Further, he states that the linguistic imperialism is a form of *linguicism*, meaning that a language is favoured over others "in ways that parallel societal structuring through racism, sexism, and class: Linguicism serves to privilege users of the standard forms of the dominant language,

which represent convertible linguistic capital" (p. 1). Whatever the eventual outcome, English is an important tool for communication and full participation in political, cultural and social life.

While there are many different variations of the English language, such as Standard Southern English (SSE) or General American (GA), the most commonly used in English as a foreign language (hereafter EFL) learning is General English (GE) (Harmer, 2014, pp. 2-5). General English "is a loose term used to describe the type of English required for everyday situations" (ICALTEFL, n.d). GE is taught in schools all over the world, Harmer (2014) argues that language learning is beneficial for the learner and that English is a language that is worth learning (p. 5). It is the teachers' option to choose which variety of English they want to teach in the EFL classroom. The standard is to teach a general form of English, but another specific dialect of English can be chosen if it is wanted. What they choose will influence the vocabulary and pronunciation in the classroom, as well as the further education of the students.

The Indian linguist Kachru (1985) created a model to describe English in the world. He created three circles, the inner, outer, and expanding circle (see Appendix C). The inner circle consists of the countries who have English as their first language, such as the USA and the UK. The outer circle consists of countries where English is considered a second language, often as an official language, usually as a result of former colonization. Countries such as India, Singapore and the Philippines are found in this circle. Lastly, the expanding circle consists of countries where English proficiency varies a lot within the citizens, but it is still considered a second language. Countries such as China, Russia and the Scandinavian countries are found in the expanding circle. Kachrus (2014) model has been criticized for having an "over-simplified picture of English" (Flognfeldt & Lund, 2016, p. 270), as there is no way to separate the native speakers from the non-native speakers. Norway is transitioning from the expanding circle, to the outer circle, as English is reaching the status of a second language, rather than staying as a foreign language as it earlier has been classified as. English is not recognised as an official language in Norway, it is, however, a standard language used for e.g. government documents. Sometimes the English version of a document is available earlier than a Nynorsk version, which is one of the two official written language forms in Norway.

2.1.2 English as a Global Language in Scandinavia

"English is one of the most important subjects in Norwegian basic education" (Flognfeldt & Lund, 2016, p. 15). English is considered to be one of the core subjects, along with Norwegian and mathematics. It is introduced to the learners in year 1, and they keep on building their language knowledge throughout the years, all the way until they finish the obligatory ten years. It is also a subject through high school, some even get the opportunity to choose it as an elective. According to a fan study, "the statuses of English and Norwegian (...) illustrate the unique role of English in global communication" (Duggan & Dahl, 2019, p.12). In Norwegian schools English is taught alongside Norwegian, even though it does not have a status as a national language. In the lower grades, English does not get as many hours or as much focus as Norwegian, however the students are exposed to the language on a regular basis. As the students become older, English becomes a bigger subject in the syllabus, hence the students get more exposure. In the first year of high school, both English and Norwegian get 140 hours out of a total of 842 (Vilbli, n.d.).

Norway is a small country compared to the rest of the world, with a population of approximately 5.4 million people and a size of 383 484 km^2 (Thorsnæs, 2022). Compared to English with approximately 1.5 billion speakers worldwide, Norwegian is only spoken by 5.2 million, not even adding up to 1% (0,34% of the world's population speaks Norwegian), compared to the amount of English speakers (Crystal, 2008 & Devlin, 2018). Thus, it is natural to learn English from an early age in Norway, as the language is spoken by a larger percentage of the world's population. The Norwegian people are protective over their dialects and many people are sceptical to loan words because of the historical influence the Danish language has had over the Norwegian language (Graedler, 2012). The dialects are considered to demonstrate national and local belonging and pride. Even though the English language might be considered the second language of many Norwegians, it will most likely never take over as the national language, even if it gets the status of a national language itself.

English is a language spoken in many countries. Haberland (2018) states that English has become the "second language" of almost all Scandinavians, and especially the Danes (p. 258). In Denmark, German is a common language, due to its geographical placement. Even though German is a common second or third language for the Danes, when ranked, a study, done in Denmark in 1992, showed that English placed higher in most aspects such as

everyday conversations (Bacher et al., 1992, p. 13-15). Most universities today use both the nation's language (Norwegian, Danish etc.), and English in their lessons and courses. Prior to the 21st century, universities only taught using the national language (Mortensen & Haberland, 2012), but due to the globalization of English in Scandinavia, as well as English language programs and international programs, they slowly transitioned to teaching in English as well as the nation's language.

There are many different varieties of the English language. The Norwegian national curriculum for the English subject does not specify which variety of English the students should learn, rather it highlights the importance of their communicative skills within the language (Flognfeldt & Lund, 2016, p. 24). The two most common varieties spoken in Norway are British English (BE) and American English (AE). Many teachers often "advise learners to be consistent and stick to either a British or an American norm" rather than mixing and switching between the two (Flognfeldt & Lund, 2016, p. 306).

2.1.2.1 LK20

In 2020, Utdanningsdirektoratet made a new and updated version of the school curriculum, the LK20, which replaced the previous curriculum, LK06. Utdanningsdirektoratet describes the change with the following statement, "the society is changing fast, and what the students learn should be relevant and focused on the future" (Utdanningsdirektoratet, 2020, 3). In addition to a new curriculum, topics were added to the curriculum, those being in-depth learning and interdisciplinary topics such as health and life skills, and democracy and citizenship (Utdanningsdirektoratet, 2020, 2).

The Norwegian curriculum for the English subject is closely related to the Council of Europe's Common European Framework of Reference for Languages (2020), hereafter referred to as CEFR. When discussing communicative language competence, the Council of Europe (2020) names three sub-categories; linguistic competence, sociolinguistic competence and pragmatic competence (p. 129). They define sociolinguistic competence as "concerned with the knowledge and skills required to deal with the social dimension of language use" (Council of Europe, 2020, p. 136). Linguistic competence is the part of language knowledge which consists of the basic elements of communication (Celce-Murcia & Olshtain, 2000, p. 16). Canale and Swain (1980) classifies the basic elements as morphology, syntax,

phonology, grammar etc. Whilst pragmatic competence means having the knowledge of how the word can and is used in different contexts (Bøhn, et. al., 2018, p. 182). Combined, these are the foundation of communicative language competence. All are essential for communicating in person, as well as the communication that happens on social media platforms. Social media is known for using abbreviations and has its own sort of language, with slang, terminology and different ways of writing. In order to function in the online spaces, the common social media user needs to have some knowledge about this.

The framework divides the level of competence within each category into the following levels: pre-A1, A1, A2, B1, B2, C1 and C2, with A1 being the lowest and C2 being the highest. Children at the age of 11-13 should be transitioning from the A levels to the B levels. As they continue learning, they progress towards B2 or C1. Once they reach B1 and B2, they are expected to be able to "perform and respond to a wide range of language functions, using their most common exponents in a neutral register" and to "express themselves appropriately in situations and avoid crass errors of formulations" (Council of Europe, 2020, p. 137). The two competences relate to social media. In situations where they have to respond to comments or interact with others on social media platforms, they are needed for proper interactions. As all students will not be able to reach the C-levels by the time they graduate, they are expected to continue working towards reaching the C levels of the CEFR rubric. Parts of the C1 levels states that the students should be able to "follow films employing a considerable degree of slang and idiomatic usage" and "can use language flexibility and effectively for social purposes, including emotional, allusive and joking usage" which both are needed in order to interact within online spaces (Council of Europe, 2020, p. 137).

In addition to the different competence aims within the curriculum, each subject consists of core elements. The core elements explain language learning as learning about "... language awareness and knowledge of English as a system, and the ability to use language learning strategies" (Utdanningsdirektoratet, 2020, 2). Another part of the core elements is communication. Communication is one of the largest aspects when discussing language learning. Being able to communicate with other groups of people is one of the main purposes of learning a new language, thus it is one of the larger aspects in the English subject curriculum. The main goal for learners is, according to Flognfeldt & Lund (2016) to develop their communication skill (p. 16). The curriculums' relevance and central values states the

following: "the subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background". Further it states that "through working with the subject the pupils shall become confident users of English so that they can use English to learn, communicate and connect with others" (Utdanningsdirektoratet, 2020, 1). It is not only the relevance and central values which bring up the communication aspect of the subject, it is further found in the core elements stating that "communication refers to creating meaning through language and the ability to use the language in both formal and informal settings" (Utdanningsdirektoratet, 2020, 2). Richards (2006) writes about communicative competence, stating that communicative competence includes knowing how to use the language in different situations and for different purposes. As well as knowing how to maintain communication, despite having limitations within the language (p. 3). When interacting on social media platforms, the users need communicative competence in order to maintain and create authentic social connections with others.

Competence Aims

The curriculum is divided into different sections, one of them being competence aims, which are further divided into what the students should have learned after year 2, 4, 7 and 10. For this study in particular, it is most useful for this study to look at the competence aims after year 7, as the participants of the survey are in the grades 5-7. There are several competence aims who can be tied to social media platforms and social media usage.

One competence aim states that the students should be able to "use simple strategies for language learning, text creating and communication" (Utdanningsdirektoratet, 2020, 4). Another states that the students should be able to "listen to and understand words and expressions in adapted and authentic texts" (Utdanningsdirektoratet, 2020, 4). Both are relevant to how the student interacts on social media. In both aims the text that is mentioned does not solely mean books or stories. Utdanningsdirektoratet (2020) has a much broader sense of what the term text contains, as they describe text as being both "spoken and written, printed and digital, graphic and artistic" (2). With this description of text, social media posts can be regarded as text and text creation. Further, it is stated that "working with texts in English helps to develop the pupils' knowledge and experience of linguistic and cultural diversity" (Utdanningsdirektoratet, 2020, 2). Thus, by spending time on social media platforms, the students uncoinscensly work towards the competence aim. Extramural English

activities (which will be further explained in chapter 2.3), such as scrolling on TikTok or watching Netflix will help accomplish these competence aims.

Other relevant competence aims such as "write cohesive texts, including multimedia texts" and "initiate, maintain and conclude conversations about one's own interests and current topics" (Utdanningsdirektoratet, 2020, 4) can both be tied to social media. A TikTok video can be seen as a multimedia text, providing the user with both text, sound and picture. The second one relates to how the students talk about social media with their peers. Things like TikTok trends, YouTube videos, social media terminology etc. are talked about both inside and outside of schools, and English terms are commonly used when talking about these topics, as it is the language they acquired these terms in.

2.2 Language Acquisition

Language acquisition describes the way we acquire or learn and develop our skills in a language (Fäcke, 2014, p. 17). One can acquire language in two different settings; formal and informal. Formal learning is what we learn in educational settings, such as grammar, structure and the systems of a language. Informal learning is what we learn outside of educational settings, it is what we learn from everyday and EE activities. The biggest difference between these two aspects, except for the environment it happens in, is that formal learning focuses on the learning itself, while informal learning is a by-product of an activity. Meaning the actual language learning in informal settings is not the focus, and the learner is usually unaware of the learning that is happening (De Wilde, Brysbaert & Eyckmans, 2020, p. 3). One of the aspects we have examined in the present study is whether or not, and to what degree, children can acquire language through the use of TikTok. We found that language acquisition is closely related to their use of digital technologies in our study. Children's language acquisition is influenced by linguistic information from their surroundings as well as formal education. Hence, we are not fully able to describe and predict what language acquisition is and how it works (Fäcke, 2014, pp. 17-18). As children grow up, they acquire a language through their encounters with other people and with media, and often become confident bilinguals or multilinguals by the age of six (Harmer, 2014, p. 40).

People living in today's society are learning language through the use of digital technology, according to Barton and Potts (2013), rather than fully depending on their formal education (p. 815). There are many authentic ways to learn English as it is integrated in many daily activities, such as watching TV and movies, listening to music, reading news or scrolling on social media. The difference between the language acquired from these activities and educational activities, is that there is nor curriculum to follow, or any aims to accomplish. The users are simply exposed to the English language through activities they find entertaining, without learning as the purpose (De Wilde, Brysbaert & Eyckmans, 2020, p. 4). Barton and Potts (2013) argue that the new eras of language teaching aims to expand the choices we have to open, accelerate and extend the students' access to seek information and help them to understand what they can achieve with formal education (p. 817). De Wilde, Brysbaert and Eyckman (2020) further emphasize this by claiming that in order to become proficient in a language formal education on its own is not enough. It needs to be supplemented with informal learning in authentic settings (p. 4).

We are usually unaware of the fact that we are acquiring new knowledge when it is happening, hence Krashen (2003) describes language acquisition as a largely subconscious process, meaning that the information is automatically stored in our brain once gathered. Further he states that there is no difference between children and adults when it comes to language acquisition; both can subconsciously acquire it (p. 1). If students only learned English through their education, they would most likely not remember a lot, or know how to use it outside of school settings. Harmer (2014) states that "children are not taught language … , rather they acquire it subconsciously as a result of the mass exposure to it" (p. 40). Meaning that students need to get external sources for language learning, such as through family members, social interactions and social media platforms. Children develop a system for acquiring language through social interactions (Mahn, 1999. p. 345).

2.2.1 Input & Output

2.2.1.1 Input

Krashen (2003) describes five different hypotheses as the core of language acquisition; Acquisition-Learning, Natural Order, Monitor, input (comprehension), and

Affective Filter (pp. 1-6). In order to understand more of the theory of language acquisition we will give a brief summary of these five hypotheses.

The Acquisition-Learning Hypothesis

Krashen (2003) states that acquiring a new language consists of two different ways of developing language abilities; language acquisition and language learning (p. 9). Language acquisition is the subconscious process of learning and storing knowledge. For instance, how we are able to "pick up" words from a foreign language when on vacation. When we do this, we are subconsciously storing new language knowledge. Language learning on the other hand is what we do in school. Krashen (2003) describes it as a conscious process, as we are aware of the fact that we are learning something, as well as what we are learning (p. 1).

The Natural Order Hypothesis

This hypothesis claims that the way we learn a language is predictable, some things we naturally learn earlier than others. There is no exact order, but there is not a lot of variation within this process. It is, for instance, natural to learn the -ing ending in English before the third person singular (Krashen, 2003, pp. 1-2). Krashen (2003) states that the natural order is not based on any obvious factors, and it cannot be changed, neither by explanation, drills nor exercise. It is not possible to learn something, no matter the effort, before the person learning is ready (pp. 1-2).

The Monitor Hypothesis

We usually produce language through our previously acquired linguistic competence. Conscious learning only has one purpose within this hypothesis, and that is being a monitor Meaning that when we are using the language the sentences unconsciously form thanks to our subconsciously acquired competence. We scan the sentences before we talk, making sure they are correct, making us our own monitors (Krashen, 2003, p. 2). The monitor hypothesis claims that the only function of conscious learning is to correct and does nothing to contribute to our fluency. It is rather the acquisition that is responsible for both fluency and accuracy (Krashen, 2003, p. 2). In order to be a monitor for ourselves we have to know the rules, be able to think about the correctness or focus on the form, and have time to monitor ourselves, which is hard for most learners (p. 3). Hence, the monitor is weak, according to Krashen (2003), as there are many factors that need to be applied, but it can be helpful for the learner when done correctly, as some conscious knowledge is never bad (p. 3).

The Input (Comprehension) Hypothesis

The input hypothesis tries to answer the question of how language acquisition happens. Krashen (2003) states that we learn language through messages and comprehensible input. This hypothesis claims that the only way to learn a language is through comprehension, meaning when we understand what we hear and what we read, and that there are no individual variations (p. 4). Further it states that the only way to learn something new is to further build upon what is already known. We use our previously acquired linguistic competence and knowledge, according to Krashen (2003), which includes what we know about the world and our knowledge of different situations. Meaning that we use context to know how to give an appropriate response and learn from the interactions we face (p. 4).

Language acquisition takes no energy and does not involve any work, the learner only has to understand the messages. Hence, we can say that it happens effortlessly. Further it is involuntary, it will take place and happen no matter the time and place. The learner has no choice, but to acquire (Krashen, 2003, p. 4). The input hypothesis claims that the language we use in spontaneous conversations is the language that is gathering subconsciously, as it instantly becomes available when we need it. It is, on the other hand, harder to use the language that is taught and studied, as it is not available for spontaneous use in the same way. Acquired language and learnt language are therefore different in both characters and effect (Harmer, 2014, p. 42). Something to be aware of is, according to the input hypothesis, that speaking does not directly lead to language acquisition, the language will not improve simply by speaking. However, being in an active conversation is a good source for comprehension input, the participants learn from what the other party is saying, not from what they themselves are contributing to the conversation (Krashen, 2003, p. 5). Krashen (2003) states that if the students get enough comprehensible input the language structure and grammar the learner is ready to acquire will be taught through the input. Further he argues that because of this process, there is no need for grammatical lessons, and comprehensible input is the best way to learn (p. 5).

The Affective Filter Hypothesis

This hypothesis claims that there are no variables that impact language acquisition directly, rather it prevents input from being read by the part of the brain responsible for language acquisition (Krashen, 2003, p. 6). It can be described as a filter, or a blockage,

which prevents the learner from comprehending the input. This might occur because of factors such as if the learner has low self-esteem, is anxious or does not feel like they belong to the group. The filter can explain why two students can receive the same input, and the same opportunities, but progress differently (Krashen, 2003, p. 6).

2.2.1.1.1 Input through informal settings

Acquiring a new language is a long and tedious process that requires frequent exposure. The input the learner encounters can be found in many different forms, some of them being multimodal input, such as visualization and sounds combined (TV-shows and movies), reading and listening combined (audiobooks with text or reading the lyrics to a song while listening) or all combined (TV-shows, movies with subtitles and some social media platforms). Recent studies have shown that reading contributes to vocabulary learning, however reading alone is not very effective and can be limiting (De Wilde, Brysbaert & Eyckman, 2020, pp. 5-6). Playing online multiplayer-games can contribute to language learning, as the players are constantly exposed to words and phrases. When the players communicate and plan game strategies with each other, they practice their language through interaction with native or more fluent speakers, giving an opportunity for an authentic social interaction (De Wilde, Brysbaert & Eyckman 2020). Further, De Wilde, Brysbaert and Eyckman (2020) claims that social media gives the same input, as the users can engage with the content, both actively and creatively (p.7).

2.2.1.2 Output

Krashen's (2003) theory on input hypothesis claimed that there was "only one necessary and sufficient condition for second language learning" (Hinkel, 2005, p. 472). This claim made other researchers conduct studies and research to try to find another point of view. The output hypothesis is the outcome of this. Simply explained, the output hypothesis "claims that the act of producing language (is), under certain circumstances, (a) part of the process of second language learning" (Hinkel, 2005, p. 471). In contrast to Krashen's input theory, where they learn based on things they encounter, the output hypothesis claims the opposite, focusing on what the learner themselves produce. Swain's theory maintains the "development of the learner's communicative competence, and does not merely depend on

comprehensible input, the learner has an independent and indispensable role to play"
(Liming, 1990, p. 1).

Swain and Lapkin (1995) created three different functions of output, presented here:
The noticing function, the hypothesis testing function and the metalinguistic function.

The Noticing Function

The first function of the output hypothesis is referred to as the noticing function, or
the triggering function. It is referred to as triggering as the language learners' awareness of
their linguistic problem is triggered. Through using the language themselves, the learner
becomes aware that he or she lacks certain aspects of the language in order to convey the
intended message (Pannell, et. al., 2017, p. 127). "Under some circumstances, the activity of
producing the target language may prompt second language learners to recognize consciously
some of their linguistic problems" (Hinkel, 2005, p. 474). By recognizing their mistakes, the
language learner can trigger a cognitive process, in which the learner can create new
linguistic knowledge, and add it to their already existing language repertoire (Swain &
Lapkin, 1995). This process can happen through social media use. The user creates their own
or comments on others' content, and thus might become aware of their weaker elements of
language knowledge, such as through grammar or other aspects when posting/writing on
social media.

The Hypothesis Testing Function

This part of the output hypothesis concerns how the learner tests the language, by
doing a "trial run" on how to produce what they want to say (Hinkel, 2005, p. 476). By
testing their already existing language skills, they have the opportunity to try, and possibly
fail, thus creating learning situations where they can receive feedback on their output. "The
opportunity to test a hypothesis establishes the opportunity for a potential confirmation that
the intended message has properly been linguistically encoded" (Pannell, et. al., 2017, p.
128). This can be applied to social media in the sense that regardless of their level of English,
they can write a post or create a video using the English language, testing out their language
skills. Furthermore, by posting it on social media platforms, they can get feedback through
comments etc.

The Metalinguistic Function

Successful language learning means developing several different skills, one of which is the "ability to reflect on one's language learning" (Bøhn, et. al., 2018, p. 266). The third and final function of the output hypothesis is metalinguistics. "Using language to reflect on language produced by others or the self, mediates second language learning" (Hinkel, 2005, p. 478). Metalinguistic awareness is one of the larger aspects useful to second language learning. Metalinguistic awareness is when "we are able to discuss language using relevant terminology and to systematically analyze language patterns" (Bøhn, et. al., 2018, p. 267). Swain (1995) states that, "under certain task conditions, learners will not only reveal their hypotheses, but reflect on them, using language to do so" (p. 135). When talking about their mistakes and their already existing language knowledge and being able to understand and put their language learning into words, they create an awareness of their own learning and the process itself. And by discussing this, they can further develop their language knowledge.

2.2.2 Multilingualism

Multilingualism has become a natural part of our lives because of our need to communicate across countries, societies, and languages (Edwards, 2002, p. 1). Multilingualism is a complex term with many definitions, but it is related to an individual who speaks two or more languages. Krulatz, Dahl and Flognfeldt (2018) define multilingualism as "the ability to use more than two languages" (p. 11). Studying multilingualism can be seen as studying the social psychology of languages. Languages are after all social (Edwards, 2002, p. ix). Multilingualism used to be stigmatized and considered to be something that was not desired. Vygotsky was among the first who had something positive to say about bilingualism and multilingualism (Bråten, 1996, p. 161). Language is an essential part of our life, it is the key for communication. Language does not occur in a vacuum, hence it contains more than the language itself, according to Okal (2014). It relies on society, culture and the speaker's mind as much as it relies on the language being used (p. 227). Edwards (2002) states that the field of multilingualism focuses on the interactions between languages, society and culture (p. x). Being able to understand more than one language has become a necessity for the majority of people living today (Edwards, 2002, p. 2). Further Okal (2014) explained how language is not only a tool for communication, it also

has functions such as expressing feelings and emotions, as well as being an identity marker (p. 223).

Code-switching is a common phenomenon amongst most multilinguals, but further for people on social media in general. Code-switching is a term used to describe how individuals switch between two languages or dialects in the same setting or even in the same sentence. This term is closely related to translanguaging, which is almost the same, but it has a larger focus on the individual's linguistic repertoires, and how they switch, not just the switching itself (Beiler, 2020, p. 3). Code-switching is very common on different social media platforms, especially through abbreviations or slang such as "lol" which is an abbreviation for "laughing out loud", "btw" for "by the way" or "story" instead of saying the Norwegian word or entire word "Instagram/snapchat story". In their study, Al-Qaysi and Al-Emran (2017) found that most students used code-switching in situations where they needed help to convey a word that made more sense in another language. Further the students found it easier to express thought and feelings in English than their native language (p. 29).

Even though it might not be easily visible to each individual, the language knowledge they possess has many good aspects, not only in the aspect of knowledge. Multilingual people have a broader repertoire of language knowledge to draw upon in different social situations than monolinguals have (Dypedahl & Lund, 2020, p. 42). Research within language learning has shown that the language knowledge we acquire is stored in the brain together, being interconnected, rather than two separate parts or languages that have no relation to each other (Dypedahl & Lund, 2020, p. 42). By using the knowledge from the different languages that is stored in the brain, one can use this as a benefit when learning new languages or communicative skills. Further it can be used to build on each other. This relates to Piaget's theory on schemas in the brain, which will be further explained in the next chapter (2.2.3). Being able to understand and having knowledge about two or more languages creates an opportunity to communicate with a large portion of people, both in professional and personal settings. In order to communicate with a group of people, one needs to understand some aspect of the culture that can only be thought through language, according to Okal (2014, p. 226). Further it has been found that children who are able to speak two or more languages have a greater social adaptability, as well as their thinking and reasoning skills are better. Understanding other societies and cultures, changing attitudes, skills and beliefs of people, as

well as creating an expansion of one's worldview are just a few benefits that come with being multilingual (Okal, 2014, p. 227).

2.2.3 Cognitivism

Imsen (2005) states that learning theory is a theory about how humans learn, and that no theory on its own can be the whole picture, the theories must be seen in light of each other (p. 49). The field of learning theories is most commonly divided into four different sub-theories, one of them being cognitivism. Cognitivism emphasizes mental activities such as remembering, problem solving and thinking in the learning process (Clark, 2018, p. 176). "Cognitivism replaced behaviourism as the dominant learning theory in the late 1950s and early 1960s" (Clark, 2018, p. 176). The theory arose when behaviorists failed to explain the whys and hows when discussing information about gathering and learning (Yilmaz, 2011, p. 205).

The Swiss psychologist Piaget is one of the most recognised people within the field of cognitivism. "His research in developmental psychology (...) had one unique goal: to understand how knowledge grows" (Gray & Macblain, 2015, p. 65). He is most known for his stages of cognitive development. He divided cognitive development into four different stages. Those being sensorimotor, preoperational, concrete operational, and formal operations. "During the concrete operational stage (age 7-11 years), children become able to acknowledge another's point of view and begin using logical thought to process information" (Clark, 2018, p. 177). Piaget also referred to the learning process as assimilation and accommodation, two terms which originally were introduced as accommodation and adaptation by Baldwin, another psychologist, and Piaget further built upon these to become assimilation and accommodation (Gray & Macblain, 2015, p. 66). Assimilation is described as "the process whereby new knowledge is incorporated into existing schemata and where the knowledge bank is increased to include new information" (Clark, 2018, p. 177). Accommodation is described as "the process whereby a schemata is altered to cope with the new experience that has contradicted the existing model" (Clark, 2018, p. 177).

Piaget refers to the knowledge stored in our brains as schemas (Clark, 2018, p. 176). Schemas are different "boxes" of information, in which we sort and store all our knowledge, which Piaget used to "describe the basic unit of intelligent behaviour" (Gray & Macblain,

2015, p. 67). For example, one box for animals, where we store all our knowledge of animals, and one box for languages. Or as Yilmaz (2011) defines it; "a hypothetical mental structure for organizing and representing generic events and abstract concepts stored in the mind in terms of their common patterns" (p. 206). According to cognitivism, assimilative learning is by far the most common type of learning (Illeris, 2009, p. 13). Assimilative learning means that new information gets added to an already existing schemata, linking them together. "Assimilation is an active and selective process" (Gray & Macblain, 2015, p. 67). Accommodative learning is when one has to reconstruct or create new schemas in order to acquire the new information. This process, compared to assimilation, can be experienced as exhausting, as it requires more mental energy, and "is much more demanding than just adding a new element to an already existing scheme or pattern" (Illeris, 2009, p. 13).

2.2.4 Socioculturalism

Socioculturalism is what some refer to as an umbrella-term, meaning that there is not one clear definition (Stray & Wittek, 2014, p. 134). Dysthe (2001) states that the sociocultural learning theory is not whole in itself, even though sociocultural learning theory is often presented as such (p. 34). Hence, there is no specific definition of the term socioculturalism, but it can be seen as the concept of learning through social and cultural interactions. Humans learn and develop by participating in cultural activities (Mercer, 2008). Interactions between people is one of the larger concepts of sociocultural learning. "Learning is not a detached phenomenon, rather something that has to be studied and understood in the light of the social life and the culture where the person is participating and learning" (Stray & Wittek, 2014, p. 122, our translation). In Vygotsky's perspective, the task of psychology is to "understand how human social and mental activity is organized through culturally constructed artifacts" (Lantolf, 2020, p. 1).

One key difference between Piaget and Vygotsky's theories is that while Piaget explored the development of logical thinking, Vygotsky focused on categorical perception, logical memory, conceptual thinking, and self- regulated attention" (Yilmaz, 2011, p. 207). Piaget stated that children's development must precede their learning, on the other hand Vygotsky meant that the social learning children go through is likely to precede further development. Vygotsky's social cognition learning model views culture as a key role in the

development of cognition" (Yilmaz, 2011, p. 207). Vygotsky sees learning and development as two fundamental social processes and sees learning in the light of social interactions, such as through social media in today's society (Stray & Wittek, 2014, p. 123). He emphasized the dominant role social interactions and experiences have for the development of humans (Vygotsky, 1978, p. 22). As society has developed, alongside technological advances, the generations will unconsciously rework its cultural inheritance to match the needs of the new communities and individuals living in the different societies (Lantolf, 202, p. 2).

In addition to viewing learning as a social and cultural process, one of the fundamental concepts of sociocultural theory is how the human mind is mediated (Lantolf, 2020, p. 1). These are two concepts which are closely related to each other, as mediation means that we "learn and develop through social and cultural participation and by taking advantage of the possibilities which present themselves with the cultural tools" (Stray & Wittek, 2014, p. 135, our translation). In light of this, the phone and social media can be seen as cultural tools which help create learning possibilities for the users. Vygotsky argued that humans do not rely on the physical world alone, but also on these tools, "which allows us to change the world, and with it, the circumstances under which we live in the world" (Lantolf, 2020, p. 1).

Vygotsky is most commonly known for his Zone of Proximal Development (hereafter referred to as ZPD). The ZPD is roughly explained as the difference between what the student can do on its own, and what the student can do with help from others (Stray & Wittek, 2014, p. 164). Meaning that the ZPD shows what the student has capacity to learn. "The construct of Vygotsky's ZPD specifies that learning cannot occur if too much assistance is provided or if a problem-solving task is too easy" (Johnson, 2004, p. 141). If the learner gets too much or too little help, there will be no learning experience. Lack of help will make it too difficult and too much help will make the process stop. Learning through social media and other extramural activities fit into the learners' ZPD. Through social media use, there is very little an "outsider" or a teacher can help the students learn. This is a form of learning that occurs on its own, often subconsciously, thus fitting into the learners' ZPD.

2.3 Extramural English

As mentioned in the introduction, English can be found almost everywhere. Due to its global reach, and it being the lingua franca, a large part of online content is in English. Even though it might not be the first language of the content creators. Producers within different industries, such as music, television and movies, produce their work in English in order to reach an international audience. Almost one quarter of the world population can use English communicatively to various degrees. This is due to the large influence English has on the world, which has been previously discussed in chapter 2.1. Students are exposed to English both inside and outside of the classroom and can get loads of input from informal settings such as social media, gaming, movies, streaming platforms and music.

Extramural English is a term used to define the English students encounter outside the classroom, in informal settings, whether that be on social media, through music, or in movies. Sundqvist first introduced the term in 2009 and has further developed her research on EE since then along with other researchers. Sundqvist and Sylvèn (2016) define it as: "English that learners come in contact with or are involved in outside the walls of the classroom" (p. 6). The contact or involvement described is not initiated by teachers or other people working in educational institutions, they are however initiated by the learner, or, at times, someone else, such as a parent or a friend (Sundqvist and Sylvèn, 2016, p. 6).

"Several studies conducted in countries where English is a foreign language observed that a large proportion of young English language learners spend a significant amount of time on extramural English activities" (Leona et. al., 2021, p. 3). Different extramural activities will provide the learners with different levels of information and language knowledge. Watching TV or scrolling on TikTok are activities which are highly accessible and motivating. Further, they are multimodal activities, providing both auditory and visual factors, thus having a high intensity of exposure (Leona et. al., 2021, p. 3), as well as instant gratification. Instant gratification is a strong urge to fulfill a desire instantaneously (Cook, 2021). Activities such as scrolling on TikTok will provide its users with instant gratification in most cases, as the videos are relatively short removing factors such as impatience for the viewers.

By engaging in extramural activities, the users engage in *incidental language learning,* meaning they acquire language without being aware of it. The learner's attention is on the meaning of the language used, rather than the structure of it. As people are interacting in informal settings, they acquire a different kind of language then they would in formal settings. The language acquired consists mostly of abbreviations and slang (De Wilde, Brysbaert & Eyckmans, 2020, p. 5 & Lantolf, 2020). "Languages are continuously remodelled by their users to serve their communicative and psychological needs" (Lantolf, 2020, p. 2).

Leona et. al., (2021) conducted a study about students' exposure to EE and its impact on oral and written English as well as the students' motivation. Based on their findings from their study they want to "... advocate educators to make more deliberate use of the positive contribution of extramural English exposure to young English language learners' English performance" (p. 11). Further they state that there are many ways for teachers to bring EE activities into the classroom, such as working with famous songs, watching movies and tv shows that the students want or have some knowledge of, and so on, thus, making use of the positive contributions of EE (p.11).

2.3.1 Motivation

Motivation is described by Rost (2006) as an orientation towards a goal, that being either positive, negative or ambivalent. It gives the learner a source of energy that helps the learner to make an effort and helps them sustain the task for as long as they are willing to (p. 1). McDonough (2007) divided motivation into four different elements: the reason why we want to learn, the strength of our desire to learn, the kind of person we are, and the task itself (p. 369). Henry (2013) states that motivation is of high importance in order to succeed in any form of knowledge acquisition (p. 24). Motivation plays a large role in students' learning. Learning is easier when one is motivated. Whether or not the language learner is motivated, determines the learner's efforts and success (Ushioda, 2009). In classroom settings motivation can be a tricky subject. Teachers like to think that they can inspire and motivate the students by leading the students to find new and exciting material, and further that will lead to the students finding more motivation to keep learning. The reality is, according to Dörnyei (2005), that the more controlling the students feel the teacher is, the less motivated

they become (p. 77). The learning activities that are being used in the classroom is filtered through the students' motivation, and because of this it is the students who control the flow of the classroom, according to Rost (2006, p. 1). Further he describes student motivation as the pulse of the classroom, without motivation there is no pulse to continue pushing the learning process (p. 1). While good teaching materials and an appropriate curriculum is important, no matter how good and remarkable the student is, they cannot accomplish a long-term goal without sufficient motivation (Dörnyei, 2005, p. 65). However, motivation is not something we get and constantly have. It changes over time and will have its ups and downs. Dörnyei (2005) argues that the motivation when learning a new language will go through diverse phases, hence it becomes a dynamic factor that shows continuous fluctuation (p. 83). Rost (2006) argues that the motivation affects the effort and that the effort affects the result. And a positive result will again lead to increase in ability, which might help boost the motivation (p. 2).

Motivation is of great importance in the EFL classroom, seeing as learning a new language is a long and tedious process, and motivation provides the driving force to sustain this process. Due to social media platforms being something most people, especially young people, enjoy using, they will find more motivation to use social media platforms, and perhaps learn language through it. If asked to write an essay or to write an Instagram post, one could make the assumption that most people would choose the Instagram option. Students voluntarily engage in EE activities, such as watching series or movies, games, songs/singers, social media platforms. They are genuinely interested in something happening on these platforms, they choose to be on the apps, and the interactions that happen are rarely with the intent of language learning (Sundqvist & Olin-Scheller, 2013, p. 329). Henry (2013) argues that in order to be successful when learning a second language the learner needs to have a desire to use the language in social interactions (p. 25). Meaning that the students need to have some motivational force and want to use English outside of the classroom in order to make the language teaching successful. The students' wish to communicate with others through different social media platforms is something that can be used as motivation for language learning. Students today are experiencing what Sundqvist and Olin-Scheller (2013) describes as an "authenticity gap" (p. 329). This describes the gap that has occurred between the language the students learn at school and what they learn through EE, where the language outside of school is considered authentic. This gap can create demotivation in the student group, as they might feel like the English they are taught inside the classroom has little to no

use outside the school (pp. 329-330). Further, Sundqvist and Olin-Scheller (2013) states that the motivational factors found in extramural activities encourage an authentic collaboration between learners, which is different from the situations that are generated inside schools (p. 333). Many young students become frustrated with the language learning in schools, according to Sundqvist and Olin-Scheller (2013), and are seeking inspiration and challenges elsewhere such as online games or fan communities (p. 331). This might be because of the "authenticity gap" and the students become frustrated when the language they learn inside their school cannot be used in other settings. Hence, they lose motivation, or might look for motivation elsewhere. Still Sundqvist and Olin-Scheller (2013) states that the students who go to these sources usually do it because they are interested in the subject, e.g., fan communities, online games, movies, music, rather than to learn the language. The motivation in itself is in the act of the action rather than the learning. The extramural language learning just happens as a "side effect" (p. 333).

According to Sundqvist (2009), several researchers emphasize the importance of motivation when it comes to second language learning (p. 19). "Motivation is considered to be one of the most important factors explaining individual differences in adults' or adolescents' learning English as a second or foreign language" (Leona et. al., 2021, p. 1). Pearson (2004) states that the learner's motivation and awareness were two of the most important factors in regards to the language learning that happens in informal settings (p. 7). Further, Pearson (2004) found a connection between the different extramural activities and those who were more frequent users of extramural activities. Those more exposed to extramural input were more proficient than those who were less exposed. Thus, motivation leads to more EE, which can further lead to better English.

2.4 Social Media

According to the Merriam-Webster dictionary, social media means "forms of electronic communication (...) through which users create online communities to share information, ideas, personal messages, and other content" (Merriam-Webster, n.d.). Social media was first introduced in the early 2000s, with Myspace being the most popular platform at the time. It was only a few years prior the internet was introduced to the world, when Tim Bernes-Lee invented the world wide web (Andrews, 2019). Later on, new platforms arose

such as Facebook, Instagram, Vine, Snapchat, YouTube etc. The media we use helps us define our worldview and knowledge, according to Viswanath, Ramanadhan and Kontos (2007), as well as our behaviour as individuals and our actions as social actors (p. 275).

Our world has never been this small and people are closer than ever. Nothing is further away than a few pushes of a button, thanks to the internet. Everyone has some form of knowledge of what social media is, no matter the age. And almost everyone interacts on at least one social media platform, such as Facebook, YouTube, Pinterest, Instagram or TikTok. Still, even though everyone knows the concept of social media, it is quite hard to define. Carr and Hayes (2015) argue that whilst not a problem in our everyday lives, not having a clear definition on what social media is can become a problem when trying to understand "how to approach and theorize issues occurring within social media from a communicative perspective and beyond" (p. 49). Their definition of social media is influenced by their look on it as a tool for sharing common traits and characteristics. Therefore, their definition of social media is "Internet-based channels that allows users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and perception of interaction with others" (Carr and Hayes, 2015, p. 50). The main point is that social media is in fact social. Jensen (2015) puts it like this: "all media are social, in the sense that they establish and maintain relations between and among humans as individuals and collectives, increasingly across space and time" (p. 1).

When Covid-19 forced the world into lockdown in 2019, physical communication was limited to only necessary situations because of social distancing. This led to people working from home and online school became a thing. Meetings and lectures were moved online. Everything that could be done over the internet, was done via different online platforms. "Since students have more time for self-regulated learning and social media is popular among Generation Z during the Covid-19 pandemic, it is important to explore the potential of using social media for English communication competence acquisition" (Xiuwen & Razali, 2021, p. 1440). As most people started spending more time online, their online communicative skills were used to a larger degree than before, especially through social media and gaming. In order to communicate across the globe, it is natural to use English, due to its status as the lingua franca.

According to sociocultural learning theories, humans learn and develop by participating in cultural activities. Social media can be seen as a cultural activity, thus, by using social media platforms and participating in the different online activities, humans learn and develop (Mercer, 2008). This is often referred to as mediation. Mediation is described as how "we learn and develop through social and cultural participation and by using the opportunities which arrive with the cultural tools" (Stray & Wittek, 2014, p. 135, our translation). Digital tools such as laptops or phones work as cultural tools, as they can access social situations and therefore allow its users to participate in conversations, discussions and much more. Social media platforms create several learning opportunities both in formal and informal settings because of this. Further it increases the interaction between learners (Al-Qaysi & Al-Emran, 2017, p. 26).

2.4.1 TikTok

The app TikTok launched in 2018 and quickly became one of the most popular social media platforms. Even though it had its final launch in 2018, the app was first a Chinese platform called Douyin, which is what the Chinese still refer to it as, launched in 2017, until it was made into an international app and relaunched in 2018 (Ceci, 2022). The app contains short video clips made by the users of the app, which are created to entertain and inform different groups of people. The videos created can last up to 3 minutes, the content varies a lot and there are many different types, or "sides", as what the users call it, of TikTok. Topics covered included everything from cooking videos, to dancing, lip syncing, different fandoms such as Harry Potter, Marvel or K-POP, or educational videos about language, culture or history. The app has a lower age limit of 13 years, but many children under the age of 13 still use the app (TikTok, n.d.), or they find the videos elsewhere, such as on YouTube.

The app uses an algorithm which selects videos it thinks the user might want to see, based on videos they have liked previously or spent a lot of time watching. The "front page," which is where the videos will be shown, is called the For You Page, often referred to as "FYP" (hereafter FYP). Based on what type of TikToks the user personally "likes" or watches, the algorithm sorts through all of the videos on TikTok and puts the ones relevant to the user on their FYP. "It is constantly learning from you and, over time, builds a presumably complex but opaque model of what you tend to watch, and shows you more of that ..., but it

seems to work. TikTok starts making assumptions the second you've opened the app, before you've really given it anything to work with" (Herrman, 2019). Those of us with access to digital media are becoming less willing to watch longer videos (Wu, 2020, p. 332), and TikTok provides just what we want: short, entertaining videos. "Because of the large amount of video material and the randomness of video recommendation, users will unconsciously enjoy the pleasure of sliding content" (Wu, 2020, p. 331). This can further be linked to language learning, as well as motivation. Due to the pleasure of sliding content, the users are more motivated to continue scrolling, thus getting more input and being more exposed to the language.

The app has grown rapidly in the number of users and popularity since its release in 2018. Just within the first three years of its release, the app has more than 300 million active users, and it has quickly grown to 1 billion users this year (Iqbal, 2022). The app is very popular amongst the younger generation, those under the age of 18, who represent about 28 % of the app's users (Iqbal, 2022). The largest group of users are within the ages of 19 to 29, which represents 35 % of the users (Iqbal, 2022). Even though the majority of TikTok users are mostly teenagers and young adults, there are also many older generations who use the social media platform.

3. Methodology

In this chapter, the methodology for this study is presented, showing how the data was collected. The first sub-chapter, 3.1, introduces the mixed methods approach. Chapters 3.2 and 3.3 discuss the methodical research approaches chosen for the research. The methods chosen are a quantitative survey and qualitative interviews, and they are described here in detail. The chapters are further divided into subsections, each discussing different parts of the methods. Chapters 3.2.1 and 3.3.1. discuss the samplings of each method of data collection, whilst chapters 3.2.2 and 3.3.2 discuss the types of questions used for the study, and what was wanted to achieve with the different types of questions. Finally, chapter 3.4 and 3.5 discusses the ethics regarding this research project, what had to be taken into consideration and the limitations of this study.

3.1 Mixed Methods Approach

Corbin and Strauss (2015) define methods as "techniques and procedures for gathering and analyzing data" (p. 17). The present study aimed to find out whether teachers and students believe that TikTok can influence the students' English knowledge. For our research method we chose to do a mixed methods approach, as we wanted to look at both the teachers' and the students' views. We wanted to look at these groups and get different perspectives. Thus, we found it relevant to do a mixed methods approach, as the gathered data would provide us with two different insights, from two different groups of participants. The incorporation of one or more methodological strategies drawn together in a single study, in order to get broader access from parts of the study that cannot be found by the first method alone, is called mixed methods. As such, a mixed method approach refers to the use of two or more methods in a study, according to Morse and Niehaus (2009), and is used when one or more of the methods used is not complete in itself (p. 9).

Mixed methods is a relatively new approach when conducting social science research (Morse & Niehaus, 2009, p. 9). This form of data collection can make a study more comprehensive and complete than if only one form of data collection was to be used (Morse & Niehaus, 2009, p. 9). Researchers claim that the mixed methods approach can provide a more balanced perspective of the topic in question (Morse & Chung, 2003). However, that is not always the case, and as such, when deciding to do a mixed methods approach, one has to ask: "is mixed methods going to add more value than a single method?" (McKim, 2017, p. 202). Creswell and Plano Clark (2007) state that the value of mixed methods is not that you get more research and more data, rather that the combination of two methods can provide the readers with a better understanding than a singular method would.

When using a mixed methods approach one often uses two or more qualitative or quantitative methods, or one might use both in the same study. The latter, the mix of qualitative and quantitative, is often the hardest to use, according to Morse and Niahaus (2009), because of the contradiction between the methods such as contradictory assumptions and rules of inquiry (p. 9). Qualitative methods are closer, meaning that it is more detailed in its research, looking closely at fewer cases. Whilst quantitative methods are the opposite, looking at things from a distance, getting a statistical overlook, not giving too much thought into what the data actually means, rather just focusing on what it says. When using two or

more methods the method is called a mixed method approach. Just looking at the word, it looks like both the methods are mixed, blended and used equally. That is not the case. It is impossible to conduct research and gather data for then to have them mashed together. It is not possible to reform and make the data fit however we want (Morse & Niehaus, 2009. p. 10). Morse and Niehaus (2009) describe mixed methods as not a mixing of the methods, but rather a meeting "... at the point of interface and are conducted separately" (p. 11). The different methods used will never be equal in the study. One of the methods will take a bigger role in the research and the other will complement the research and continue in ways the first method fails to do. (Morse & Niehaus, 2009, p. 11). It cannot be called a mixed method approach study if the "complementary" method is detailed and sturdy enough to be published on its own (Morse & Niehaus, 2009, p. 117).

In our case, we have decided to mix both types of methods, doing one qualitative and one quantitative inquiry. One could do a mix of two qualitative methods, or of two quantitative methods. Qualitative research methods tend to look closely at details, usually being small-scale case studies, such as interviews or observation, and gather information and details that would not have been possible to do on a large scale. Whilst quantitative research usually looks at broader aspects, looking for patterns and trends in wide-scale studies, such as through a survey. For our study, we chose to combine qualitative and quantitative methods. The quantitative method, and online survey, is our primary research method, while the qualitative interviews is our secondary research method. By choosing one qualitative and one quantitative method, we get the perks of each, thus filling some of the flaws from the different methods. Where one method falls short, the other one can support it and do the work. The weakness of one method is the strength of the other one (Høgheim, 2020, p. 30).

3.1.1 Qualitative Research Methods

Research methods are primarily divided into two categories, qualitative and quantitative. Qualitative research includes a wide range of methods, such as interview, observation and case studies. It is often described as being of high quality, as the research is done on fewer subjects, making it narrower and more specific, hence giving the purpose of the word "quality". Further, it collects non-numerical data. (Sukamolson, 2007, pp. 4-7).

Qualitative research draws on personal reflections, whether that being the reflections of the researcher or a participant. "Qualitative researchers want the opportunity to connect with their research participants and to see the world from their viewpoints" (Corbin & Strauss, 2015, p. 5). As the researcher is studying a specific phenomenon, they have some form of interest in, the study gives the researcher insight into the phenomenology of the participants (Cresswell, 2014, p. 10). Kvarv (2021) defines phenomenology as "the study of interpretations" (p. 96, our translation). It focuses on "looking at how different phenomena occurs through the humans' experiences" (Opsahl, 2021, p. 2). Thus, a qualitative approach gives an insight into how the participant(s) experience different phenomena, focusing on the experience itself, without adding any theories as to how or why.

3.1.2 Quantitative Research Methods

The other large category of research methods is quantitative methods. Quantitative research methods are known for their quantities, meaning larger amounts of information. This type of method collects large amounts of numerical data, and the research is done on a larger group of subjects (Høgheim, 2020, p. 29). Quantitative research is most commonly done with more than 100 participants, in order for the researcher to gather enough data to present statistical results. "Quantitative projects usually use a random selection from a chosen population. This puts the researcher at a point where he/she can draw conclusions on the entire population based on the data collected from the selection" (Alver & Øyen, 1997, p. 111, our translation).

After collecting the larger amounts of data, the data has to be analyzed. This is done by looking at "trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions" (Cresswell, 2014, p. 27).

3.1.3 Quantitatively-Driven Mixed Methods Design

In the field of mixed methods designs there are different approaches, the most common being quantitatively-driven mixed methods design (hereby QUAN). When using QUAN the research itself is mainly conducted using a quantitative method, gathering big and broad chunks of data, further using a qualitative method to either support the claims found or

to continue developing them. The main focus is on qualitative method research. The reason as to why QUAN is the most popular approach when a quantitative and qualitative method is both used to conduct a study, is that the quantitative method is, usually, too broad in itself to be placed into a qualitative perspective. It is, on the other hand, easier to add the findings from a qualitative research approach into a quantitative research approach, as the researcher only has to choose who and what to add from a line of criteria (Morse & Niehaus, 2009, p. 117). In other words, as qualitative research is narrower in its design it makes it easier to pick and adapt the findings into a QUAN method, whilst the findings from a quantitative research is harder to adapt into a qualitatively-driven method, as the design itself is broad and makes it harder to narrow it down and make it specific enough for a qualitative research approach.

3.2 Survey as a Method

In order to gather data on middle school students' use of TikTok and their language learning, we created an online survey in the University of Oslo's "nettskjema". This is a platform created to gather research data, thus eliminating potential errors and minimizing the amount of work around creating a webpage with the questions ourselves.

We decided to do the survey in Norwegian, rather than English, because Norwegian is the first language for many of the younger students, thus the language they are likely most proficient in. We made this decision in order to get as many participants as we could, and to make sure that all of the questions were understandable. Even though many students at the age of 10 to 13 are very sufficient in English, others in the same age group might not be, and at the risk of students misunderstanding the questions or not understanding them at all, we decided to create the survey using Norwegian. If we had done the survey in English, we believe that we would have had fewer participants, seeing as students might believe that it is too difficult or too much work and effort for them to put into it.

After reading about surveys as a research method, we found that it would be a wise decision to conduct a "pilot test" for our survey, to make sure it would give us the statistics we wanted and that the questions were easy enough to understand. Sincero (n.d) argues that a pilot test is a strategy used to spot any mistakes or issues that the survey could have, as well as seeing if the results are the ones the researcher needs. We therefore sent our survey to a

couple of family members within the age of 10-13 and had them respond to our survey. As there was no way for us to filter out the pilot tests from the other participants, their answers would be included in our study. Therefore, we used participants within the same age group of our research participants, as pilot testers. After conducting the pilot test, we deemed the survey to be sufficient in order for us to gather the data needed for this research.

Methods as such are good for collecting large amounts of data. Quantitative methods in general, not just surveys, are the best type of method to use if one wishes to achieve a statistical viewpoint of the topic being researched. Survey as a method is not only good for collecting large amounts of data, but it is also a great way to divide the different sections of data into different statistical sections. By having several questions, and therefore several answers, one can look at singular statistics for each and every question, giving a deeper look into each of the questions. This gives us the opportunity to see the differences between singular answers, as well as in general for the whole study. The statistics provide the researcher with an insight to different trends and then to draw conclusions which can further be applied to the entire population, if the group is large enough.

Whilst a survey can provide statistics and numerical data, it lacks insight into the answers. A survey using multiple choice questions will only have the option of providing a simple answer, no reasons as to how or why the participants chose that answer, just what their answer is.

3.2.1 Survey Sampling & Participants

Our educational course is for primary school, thus, we wanted to do research on students within this age group. We decided to do research on the older students in primary school, year 5 to year 7. Even though TikTok users are required to be 13 or older, in order to use the app, many younger students still have access to the app. Hence, we decided to do our research on the students in the last three years of primary school.

The participants of our survey were sampled by using what is referred to as snowball sampling. Snowball sampling is a subcategory within convenience sampling. This type of sampling gets its name due to how it expands. When creating a snowball you start with a

small lump of snow and roll it until it grows bigger and bigger (Nardi, 2018, p. 127). Doing the same thing with a survey should, in theory, provide a large sample size in the target group. We sent the survey to local schools and asked if they could further pass it onto their co-workers or other schools, thus creating a snowball sampling.

We sent the survey to 12 different schools. Quickly we discovered that the replies and engagement we were hoping for was not happening. Therefore, we shared the survey in a Facebook Group, called "Engelsklærere", and further on our personal Facebook pages, asking people to help us share the survey, in order to gather the amount of data we wanted. Finally, this gave us the amount of data we needed in order to write the thesis paper. Thus, creating a snowball sampling.

3.2.2 Survey Questions

When creating the questions, we wanted to include in our survey, we divided them into different categories based on what kind of answers we wanted to acquire. We divided them into scale, written, and multiple-choice answers.

Multiple-Choice

The multiple-choice questions are the more general questions we have chosen to include in our survey. We decided to use multiple choice questions for the questions which had a clear answer, such as "which gender are you?" or "do you watch TikTok videos in the app (...)?". This makes the survey easier for the participants to respond to, seeing as they can pick an option for several questions, rather than having to type up answers for themselves. The downside of using multiple choice answers is that we can only see the answer the participants have chosen, not why. The multiple-choice answers delimit what answers the participants can choose, which can be a limitation if there are possible answers the researcher has not considered. This will be further discussed in chapter 3.5 Limitations.

The multiple-choice questions we included varied in what kind of answer participants could give. In some of the questions, the participants could only choose one option. We have used this type of multiple-choice question where we would only want one answer, such as "what grade are you in?". Other questions, however, gave the participants the opportunity to

choose several answers. Questions such as "which sides of TikTok are you on?" had the option for choosing several answers.

Scale

The second category of answers are given in a scale. The questions that have a scale as their way of answering are the ones where the answer would be natural to give in a scale, such as "do you feel like you have learned more English by using TikTok?". A question such as this one could be asked with a yes or no option, but by providing the participants with a scale option here, we are able to see not only the yes or no part, but to what extent the participants feel like they learned more English by using TikTok. Just like the multiple-choice type of questions, this does not provide the insight as to why nor how.

Written Answers

Finally, the last group of questions which do not have a clear answer, nor can be provided in a scale, are presented with a box for written answers. The participants can therefore write their answers with their own words and explain what they want to say, whether it is a long answer or a short answer. A written answer like this can further help us get a more detailed insight as to what the students are saying with their answers, giving them the option to be more specific and give us an explanation to their answer, rather than just choosing an option such as in the two other answer categories. This is why we chose to include a few written answers, so we could get more in-depth answers, where the participants had the option to write with their own words.

3.3 Interview as a Method

Interviews are a qualitative research method and are probably the most used (Engsig, 2017, p. 49). Interviews are not just asking a bunch of questions regarding a topic to the participant(s). It follows a carefully planned guide to make sure all the information needed for the research paper is collected. An interview can in many ways be viewed as a conversation between the interviewer and participant.

Engsig (2017) divides interviews into four different categories: structured, semi-structured, focused and unstructured (p. 50). The interviews conducted for this thesis were

done in a semi-structured way. Meaning the interview revolved around prepared topics, and the purpose of the interview was to "further follow the prepared topics and questions with new questions, based on what the participant answers" (p. 51, our translation). We created an interview guide (see Appendix A), which was followed throughout each interview, further questions were asked based on the participants' responses.

The interviews were conducted in Norwegian, one participant at the time, over Microsoft Teams or in person. Two of the interviews were conducted over Microsoft Teams due to Covid-19. The last interview was conducted in person. We decided to do the interviews in Norwegian as it helps the setting of the interview to be less formal, and the participants would hopefully be more relaxed. Had the interviews been conducted in English, we believe the participants might have felt the need to be more formal or use a formal language.

When conducting interviews, the participants' reactivity has to be taken into consideration. Reactivity is when the act of the research changes the behaviour of the participant. Humans tend to change their attitudes and how they act based on the situations they are in. Thus, the participants of an interview might change their answers to fit into what is believed the researchers want, as they know they are aware that they are being researched (Maxwell, 2013). When preparing for the interviews, the location and the way the interviews were conducted was chosen in order to make the participants feel as comfortable as possible, by having them on their "terf", thus trying to limit the reactivity which can occur in unfamiliar or uncomfortable settings. There was a limited number of closed questions in order to get the participants talking and giving sincere answers.

3.3.1 Interview Sampling & Participants

When deciding on who to interview for this study, we knew the criteria for the participants prior to asking and choosing them. We wanted English teachers, who specifically teach year 5-7 students, as the students participating in our survey are in these grades. We knew that we wanted our interview participants to not be located too far away from us. Thus, there are three different factors we took into consideration when making a choice of who we wanted to include in our study. This type of sampling is referred to as convenience sampling.

Convenience sampling is a type of "nonprobability sampling in which people are sampled simply because they are convenient sources of data for researchers" (Battaglia, 2011, p. 2). This means that the people the researcher condones as having the right "requirements" for what is needed, are possible candidates for the study. In our case, there were three different factors which contributed to choosing our participants, and the combination of these three factors was mostly for our convenience. Where the participants were located could have been removed as one of our deciding factors, seeing as two out of three meetings were done online, but for convenience we decided to only include those who were closely located.

Convenience sampling is usually not random nor representative, thus it often results in selection bias, as well as internal and external validity limitations (Cohen & Arieli, 2011, p. 428). The participants in our study were asked to participate due to the three factors previously mentioned. Because of this many other participants were not selected, even though they could have had just as much input and information as the chosen participants. We had a selection bias and as some teachers did not fit some of the specific criteria, we did not choose them nor ask them. For our own personal convenience, we asked teachers, who we personally know, if they wanted to participate in our study, thus, we have a personal relation to all of the three participants. This further emphasizing the fact that this was convenience sampling, due to the participants being selected for the researcher's convenience.

3.3.2 Interview Questions

When we decided on interviews as one of our methods, there were some predetermined questions we wanted to include. Whilst creating the interview guide (see Appendix A) and figuring out what information we wanted to collect, we ended up dividing the questions into three larger categories.

General information

The first part of the interview was to collect general information about the participants, in order to get a foundation for the questions yet to be asked. Further, it was to see if there was a correlation between the difference of the participants in the general information, and how they responded to the rest of the interview. This could be factors such as age or how long they had been teaching. We were curious to see if these factors could

make a difference in their thoughts and attitudes towards social media, TikTok, and language learning through these platforms. Questions such as "how long have you been a teacher" and "which year do you primarily teach" were questions to help get better information about this.

Social Media

Secondly, we wanted to know about the participants' personal relationship to social media, and their thoughts on using social media as a platform for learning. Thus, asking questions such as "do you believe that the students can learn something from using social media" and "how do you feel about students using TikTok?". We included these questions as we thought they would help get an insight as to whether or not the participants believe that social media can be used as a learning platform, and why they believe so.

Language learning

Lastly, we wanted to ask questions regarding language learning, and specifically language learning through social media platforms. This part of the interview was similar to the section on social media. The difference, however, is how the questions were more specifically towards the aspect of learning language through social media and TikTok. Questions such as "do you think it is possible for the students to acquire English language knowledge through TikTok? How and why?" were included. Asking this could help us gather information as to what the participants believe about social media, and TikTok especially, being a source for language acquisition and learning. It does not only give us an insight into their personal thoughts and beliefs about the subject, but into a larger perspective as to why they believe so.

3.4 Research Ethics

The methodology and conducting the research is not as simple as just the interview in itself or going into a classroom to observe students and teachers, in order to publish a paper about it. There are several laws, rules, and guidelines which researchers have to follow. These are especially important when working with humans. According to Alver and Øyen (1997), doing research on people comes with great risks, and can in worst case scenarios be harmful for the subjects. Thus, it is especially important for researchers to follow ethical rules and guidelines when conducting research on people. There are ethical issues and dilemmas that one has to consider when conducting research. There are several grey areas one can

encounter, hence our ethical awareness is one of the most important tools we carry. "The term research ethics refers to a wide variety of values, norms, and institutional arrangements that help constitute and regulate scientific activities" (NESH, 2019). Research ethics provides researchers with guidelines to follow in order to conduct research in a correct ethical way.

Conducting research on humans in general is one thing, but conducting research on children, who are minors, creates several additional rules, and laws one has to follow as a researcher. Being a minor means that they cannot give consent themselves, the parent or legal guardian has to be the one to give consent. What this means is that the child can provide consent or withdraw consent, and the parent or legal guardian can do the same thing. Without consent from both parties, the research should not be done, because the child's opinion and consent must be taken into consideration in the same way as the adult's, even though the guardian's consent is what is legally binding.

Personal Data

NSD, *Norsk Senter for Forskningsdata*, had to approve our application in order for us to conduct our research. NSD decides whether or not we are following their personal data regulations. Our project number from NSD is 878471 (See Appendix H), which can be used to confirm the approval from NSD. Once our application was approved, we started to collect the data. The interview participants had to give more information about themselves than the survey participants. The only personal information collected about the survey participants was which grade they are in, and which gender they identify as, whilst the interview participants had to sign a consent form. Thus, we had to have physical copies of papers with their name and signature on, as well as the information we collected in the interview. All interview participants have been anonymized using pseudonyms in the presentation of the data.

Consent

Whilst doing research, on humans in general, one has to collect consent from the participants, regardless of their age. The difference between minors and those above the age of 18, is that minors need consent from their parents or a legal guardian. Doing research on minors means that the researcher has to get consent from the participants parents, but they have to get the consent from the participant themselves. If one or the other gives their

consent, whilst the other does not, regardless of whether it is the child or the adult, this has to be respected.

The important part about consent, is that even though it has been given, it can be withdrawn at any given time, as "participants are volunteers" (Corbin & Strauss, 2015, p, 13). This was specified in the consent-form we provided the interview participants with (See Appendix D), where we state that "you can withdraw from participation at any given moment ... You can withdraw consent after the interview has been conducted" (Appendix D, our translation). This can create complications for the researchers themselves, putting the research at a halt or cause other problems for the research process, but it is a large part of research conducted on people. This works most of the time, but during some circumstances, a withdrawal of the consent might not be possible, or too late. This is a flaw in the digital survey we used in our research, seeing as once the participants have submitted their answers, they will no longer be able to withdraw their consent. We collected the parents' consent by writing an informative introduction of the survey (See Appendix G). Regarding our interviews, the participants can at any given point withdraw their consent, as long as it is before June 1st, 2022, which is when the thesis will be handed in as a final paper, without the opportunity to change it. This is also stated in the consent form (See Appendix D). When conducting an interview, or qualitative research in general, researchers and participants often sit down face-to-face, whether that be in person or digitally, and it is the researchers' responsibility to "obtain consent, maintain confidentiality, and develop an atmosphere of mutual trust" (Corbin & Strauss, 2015, p. 13).

Validity, Reactivity & Reliability

"Validity is often broadly described as being dependent on the degree to which a study actually measures what it purports to measure—whether "the truth" is accurately identified and described" (Given, 2008b, p. 2). It can further be defined as a "degree of truth in a conclusion" (Shadish, Cook & Campbell, 2002, p. 34, our translation). When looking at the validity of a thesis or research, the main point is to see whether or not the research question corresponds with the results and conclusion from the thesis, not something that is related to the method itself (Kvarv, 2021, p. 63 & Høgheim, 2020, p. 80).

There is no way for us to know whether or not the participants are being fully honest with their answers in the survey, or if they change their answers to what they think is the

"correct answer" or the answers they think we want. This concept is known as reactivity, or as the observer effect (Given, 2008a, p. 2). Given (2008a) explains reactivity as a concept which "takes place when the act of doing the research changes the behaviour of participants, thereby making the findings of the research subject to error" (p. 2). By participating in a study, the participants are most likely aware of why they have been selected to participate and how they fit into the sampling group. This can affect their answers and/or the way they act. Being aware of observations or that their answers have a lot to say for a thesis, might put some pressure on the participant, making them feel like they should act or answer in the "correct" way, rather than being authentic. "Reactivity is regarded as being inevitable in any research process that involves interaction among participants, the researcher, and a setting of interest" (Given, 2008a, p. 2).

There is no guarantee that the participants in our study are actually within the age group we are researching. The survey was anonymous, and we shared the survey on Facebook, both in a group and via our personal Facebook pages. As such, there is no way for us to know who responded to the survey. This is the negative side of doing an anonymous study, where we do not have any knowledge of the participants. This is something that all researchers who conduct anonymous surveys have to deal with, unless the survey has only been shared with those within the target group of the research. Within this study, as the survey has been shared online, anyone could have answered the survey. However, there are positive sides of doing an anonymous survey, especially with reactivity in mind. Having the opportunity to answer the survey anonymously, it might create a sense of safety for the participants, which can further lead to them answering more truthfully. This helps contradict reactivity, as the participants' answers cannot be looked further into, thus they are more likely to answer truthfully as the fear of not answering 'correct' gets removed.

"Reliability, in the field of research, is broadly described as the dependability, consistency, and/or repeatability of a project's data collection, interpretation, and/or analysis" (Given, 2009c, p. 2). The degree of reliability is determined by how the analysis and results are done. If a study has a high degree of reliability, it means that the results are reliable and trustworthy (Kvarv, 2021, 62). But even with a high level of reliability, mistakes and errors in data can happen. For example, if a participant misunderstood a question, or accidentally pressed the wrong answer. Within a survey, this has a high risk of occurring. Mistakes

happen, but a study with high reliability will make sure that the mistakes are reduced to a bare minimum (Kvarv, 2021, p. 62-63).

3.5 Limitations

Limitations within a study is a natural occurrence, some are discovered before the research begins and some are discovered along the way. Within this study, there were several limitations, some who were expected from the beginning and some who were discovering whilst writing the paper.

As this paper is a 30-point master thesis, we had to be specific in regard to what we were researching. Hence the participant group, as well as the data that was collected, is narrow in comparison to other, bigger theses. If the thesis had been larger, we could have conducted a bigger study, and collected more data. This was not the case, hence we had to be narrow in what we were looking for. In addition to limiting the research itself, a smaller thesis means less time. We started writing in January of 2022, which gave us five months to write. Within these five months, we had to find the theory, previous research, conduct the study and collect data, as well as write the paper itself. The time pressure, and having a due date to work towards, contributed to a natural limitation based on how much time we had at our hands.

We were aware of these limitations before we started writing. However, as the process continued, we became aware of more limitations. Whilst gathering data, we realized that we did not have sufficient time to collect the amount of data wanted. The survey was shared mid-February and the collecting of data began not long after. We quickly realized that we should have started earlier, as we only had three weeks to collect the data before we needed to close the survey in order to analyze the results. This led to the survey not getting the number of answers we had hoped for and limited the participant number. The survey was only answered by 5th and 6th grades. No 7th grader responded to our survey, which means the data from the survey is lacking students who are within the age group allowed on TikTok. Further we found that all participants were from the same area. This affects the geographical reach of our data, as all participants are from a very limited radius within South-East Norway. The limited reach influences the data collected as all participants have somewhat the same

background. We thought more schools would be willing to participate in a research study, which proved to be wrong, as we only heard back from two out of twelve schools.

As mentioned in chapter 3.3.1, we had selection bias when choosing the interview participants. We reached out to teachers we had connections to, either personally or through others. In addition to this, we selectively asked teachers we knew had some relation to social media platforms, thus being between the age of 30-50 years old, limiting the age-span of the participants. This can limit the data collected, as the interviews were conducted on people within the same age group, with relatively similar amounts of knowledge regarding different social media platforms. Further, the interview subjects all lived and worked in a close proximity to each other, limiting the geographical area the data was gathered from.

4. Results

In this chapter, we are going to present the data we have collected through the online survey, and it will be analyzed further in chapter 5. In this section, we will revisit our research question:

To what extent do students and teachers feel like TikTok has an impact on English language learning?

We will tie our collected data to this. As we chose a mixed methods approach, the data will be presented separately, with one section where we present and analyze the findings from the interviews, and one section for the survey. The survey and data collected will be presented in English. For the original language and original survey, see Appendix B.

We did a snowball sampling, which allowed us to solicit limited oral feedback on the survey. Some of the participants said they wished there had been more options on the question; *"which sides of TikTok are you on,"* because they did not see a good description of their TikTok activities in the multiple-choice answers available in our survey. While others felt we should have included an opt-out answer to some questions, such as "neither of the above". This is something we later realized we should have included in our survey, in order to make it more comprehensive for everyone.

4.1 Students' Beliefs as expressed in Survey

In this subsection, we will present the statistics from the survey conducted for this thesis. We will review the participants' answers and present it by percentages. When presenting the data, we have created tables for each of the questions, including the answer options in bold, then the amount of answer, and lastly the percentages of each answer. Some of the multiple-choice questions had options where several answers could be chosen, thus creating percentages over 100 % in total. In addition to this, some of the questions were not mandatory, hence some of the questions had fewer answers.

A total of 38 participants responded to our survey. All participants completed the survey. The majority of the participants in the online survey were boys (68.4%). The majority were in 6th grade (73.7%) (See Appendix E).

Survey Question: *"How many hours do you think that you spend on social media every day?"*

Less than 1 hour	1 - 2 hours	2 - 3 hours	3 - 4 hours	4 - 5 hours	More than 5 hours	I don't use social media
4	8	5	9	7	3	2
10.5 %	21.1 %	13.2 %	23.7 %	18.4 %	7.9 %	5.3 %

The answers for this question were evenly distributed over all options, with not one category being majorly different from the others. The majority stated that they spent 3-4 hours on social media every day, representing 23.7 % of the participants. Even though the answers are evenly distributed, looking at the bigger picture, more than 90 % spend some time, regardless of length, on social media every day. Exactly 50 % of the participants state that they spend 3 or more hours a day on social media.

Survey Question: *"How many hours do you think that you spend on TikTok every day?"*

Less than 1 hour	1 - 2 hours	2 - 3 hours	3 - 4 hours	4 - 5 hours	More than 5 hours	I don't use TikTok
7	9	4	3	1	0	14
18.4 %	23.7 %	10.5 %	7.9 %	2.6 %	0 %	36.8 %

The results from this question were not as evenly distributed as the previous question. Still there was no one category who had a major amount of participants. The biggest category, making approximately 24 % of the participants, said they used the social media platform between 1-2 hours a day. Roughly 37 % of participants stated that they were not users of the app, around 53 % said they used less than three hours a day on TikTok. For the upper half of the time used on TikTok, 11 % said they used the app for 3-5 hours a day, while none stated that they used it for more than 5 hours.

Survey Question: *"I watch TikTok videos on…"*

TikTok	YouTube	Facebook	Instagram	I don't watch TikTok videos
22	19	0	1	6
57.9 %	50 %	0 %	2.6 %	15.8 %

Of all the participants, 6 did not watch TikTok videos at all. 50 % of the participants answered that they watch TikTok videos on YouTube, none of the participants watched videos from Facebook, while 1 answered that they watched videos from Instagram. 57,9 % of the participants answered that they watched the content directly on the TikTok app.

Survey Question: *"Do you post your own TikTok videos?"*

For this question, the answers were equally divided between the participants, 19 saying yes, and 19 saying no, both of them being exactly 50 %.

There is no way of knowing if the participants posting their own videos have a bigger learning outcome or if it is equally distributed. One can make the assumption that the ones posting TikToks in English will have a higher learning outcome as they are using the language when creating their content, but as there is no way of actually proving this, one can only assume as the survey was anonymous.

Survey Question: *"If yes, what kind of videos do you post?"*

The participants had to write their own answers for this question. The majority answered either that the videos they posted had no "category", meaning it was a mix of whatever they felt like making and posting at the time, or that they posted dancing videos. Some wrote that they posted about their day, so-called vlogs, while 4 participants said they posted edits for celebrities and fandoms. One participant stated that they posted videos about their tractor and one of their videos had gotten 56 000 likes.

Survey Question: *"If yes, which language do you use in your videos?"*

This question was trying to see what languages the students felt most comfortable posting their videos in. This was an optional question, meaning they did not have to answer, hence we only got 26 answers. 12 out of 26, making 46.1 %, answered that they posted videos in English and the exact same number of participants answered that they used Norwegian. 8 of these 12, within each category, wrote both Norwegian and English. One participant answered that they posted in Urdu and Mandarin, while another participant posted in Arabic.

Survey Question: "Which sides of TikTok are you on?"

Dance	Music	Song	Fandom	Funny	Reviews	Movies
12	10	8	2	30	2	9
31,6 %	26,3 %	21,1 %	5,3 %	78,9 %	5,3 %	23,7 %

Food	Candy	Everyday life	Celebrities	Clothes / Makeup	Gaming
11	5	4	7	4	22
28,9 %	13,2 %	10,5 %	18,4 %	10,5 %	57,9 %

For this question, we had thirteen different categories such. As previously mentioned, based on the feedback we got from some of the participants, we should have added more categories, or an option that said, "none of the above," so that the question was inclusive of everyone.

The two most popular categories were "humor" with 78.9 % and "gaming" with 57.9 %. The two least popular categories were "fandom" and "reviews" with only 5.3 %. Other popular categories were "dancing" with 31.6 %, "food" with 28.9 %, and "music" with 26.3 %.

Survey Question: *"Which language is used in the TikTok videos you watch?"*

Norwegian	English	Another
20	35	7
52.6 %	92.1 %	18.4 %

Survey Question: *"If another language, which?"*

Other languages the participants mentioned were languages such as French, Mandarin, Russian, Polish, Spanish, Swedish, Danish, and Japanese. The languages mentioned the most other than English and Norwegian were equally distributed between Swedish, Spanish, Mandarin and Japanese, where each of the languages were mentioned twice.

Survey Question: *"What language is used most often in the TikTok videos you watch?"*

Norwegian	English	Another
7	28	3
18.4 %	73.7 %	7.9 %

This question is very similar to the one above, the difference being that this is looking at the primary language, having only one possible choice of answer, whilst the prior question gave the participant the opportunity to choose several answers. Thus, this question provided us with insight as to which language is the most dominant on TikTok. From the results from this survey, it was English, with over 70 % of the participants choosing this option.

Survey Question: *"How many of the videos you watch are in English?"*
On a scale from 0-10 where 0 is the lowest and 10 is the highest.

0	1	2	3	4	5	6	7	8	9	10
3	1	0	0	4	6	4	6	7	3	4
7.9 %	2.6 %	0 %	0 %	10.5%	15.8 %	10.5 %	15.8 %	18.4 %	7.9 %	10.5 %

Looking at the answers separately, the percentages are small. However, looking at several categories in unison, almost 80 % of the participants watch 50 % or more videos in English on TikTok. 10.5 % said that all of the videos they watch on TikTok are in English.

Survey Question: *"How many of the videos you watch are in Norwegian?"*
On a scale from 0-10 where 0 is the lowest and 10 is the highest.

0	1	2	3	4	5	6	7	8	9	10
4	8	9	5	2	2	3	0	2	1	2
10.5 %	21.1 %	23.7 %	13.2 %	5.3 %	5.3 %	7.9 %	0 %	5.3 %	2.6 %	5.3 %

Only 2 participants chose 10, meaning that 100 % of the videos that they watch on TikTok are in Norwegian. The majority of the participants chose 1 and 2, meaning that very

few of the videos they watch are in Norwegian. Almost 80 % stated that at least half of the videos they watch are in another language than Norwegian.

Survey Question: *"How many of the videos you watch are in a different language than English or Norwegian?"*

On a scale from 0-10 where 0 is the lowest and 10 is the highest.

0	1	2	3	4	5	6	7	8	9	10
14	10	3	6	1	1	0	0	2	0	1
36.8 %	26.3 %	7.9 %	15.8 %	2.6 %	2.6 %	0 %	0 %	5.3 %	0 %	2.6 %

Just over one-third of participants reported watching videos only in English and Norwegian. The remaining two-thirds watched videos in other languages to varying degrees. Linking these answers to one of the previous questions, the languages most mentioned here were equally distributed between Swedish, Spanish, Mandarin, and Japanese.

Survey Question: *"If you feel like you have learnt more English through TikTok, what do you feel you have learnt?"*

As this required a written response, we looked at some of the answers from the participants. Over 50 % of the participants felt like they had learned words, one participant writing, "difficult words that I haven't learned in school" (our translation). Another participant wrote, "I have learned pronunciation and more words, some people teach English for free on TikTok" (our translation). About 22 %, wrote that they felt like they had learned better pronunciation. Two participants wrote that their understanding of the language had increased by interaction on TikTok.

Survey Question: *"Have you learnt any new words through TikTok?" & "if yes, write some in the text box"*

Yes	No	I don't know
21	8	1
70 %	26.7 %	3.3 %

The majority of the participants chose yes, being 70 %, but many wrote that they could not remember or think of any words they had learnt. Others wrote examples such as "though," "speaker," "duo," and "turning." One of the participants wrote, "I can't remember what I have learned, but I do know that I have learnt something" (our translation).

Survey Question: *"Do you feel like you have learned more English by being on TikTok?"*

1 - Not at all	2 - A little, but not a lot	3 - Some	4 - Quite a bit	5 - Quite a lot
10	4	11	7	6
26.3 %	10.5 %	28.9 %	18.4 %	15.8 %

Out of the 38 responses to this question, approximately 26% chose "1 - not at all", while approximately 16% of the participants answered "5 - Quite a lot." The majority of the participants, about 29 %, answered "3 - Some," meaning they feel like they have developed some new understanding of the English language; they do not feel, however, that the majority of their understanding comes from watching TikTok.

Survey Question: *"Do you feel more confident when you are using English after using/watching TikTok?"*

1 - No	2 - A little	3 - Some	4 - Quite a bit	5 - Quite a lot
15	8	6	6	1
41.7 %	22.2 %	16.7 %	16.7 %	2.8 %

In contrast to the previous question, where over 30% said quite a bit or quite a lot, only seven participants felt "quite a bit" or "quite a lot" more confident using the English language after interacting on TikTok. And whilst the majority of the participants said "3 - Some" when answering if they had learned something, the majority, being 41.7 % of the

participants, answered that they do not feel more confident using English after watching/using TikTok.

5. Discussion & Analysis

In this chapter, we will discuss and analyze the data collected for this thesis. This chapter has been divided into two sub-sections, one for each research method. We will analyze the quantitative data presented in the previous chapter, and present, discuss and analyze our qualitative data.

5.1 Discussion of Survey Results

The discussion of the results from the survey has been divided into three different sections. One focusing on the more general questions about the app and the participants usage, whilst the second section will focus on the language aspect of the survey questions. The final section focuses on what the participants feel like they have learnt by using the app, and to what extent they feel like their language knowledge has been influenced by interacting on TikTok.

5.1.1 General Questions about TikTok

For the introductory part of the survey, the participants were asked general questions about TikTok and their relationship to the app. 36.8 % of the participants stated that they do not use TikTok when answering the question *"How many hours do you think that you spend on TikTok every day?"*. Even though they responded that they did not use the TikTok app, this does not exclude the possibility that they watch the content from the app on other platforms, such as YouTube and Instagram. In hindsight, we see that we should have formulated the question differently, perhaps asking "how many hours do you think that you spend watching TikTok videos", rather than using the app specifically. Seeing that 50 % of the participants stated that they spend more than 3 hours on social media every day, we can make the assumption that some of the participants who answered, "*I don't use TikTok*", watch the app's content on other platforms. This claim is further supported by the fact that 14 participants stated that they do not use the TikTok app, but on the next question, "*I watch TikTok videos on…,*" only 6 participants answered that they do not watch TikTok videos, meaning that at least 8 of the participants who stated that they are not on the app, still watch the content. Approximately 58 % of the participants state that they watch the content directly

on the app, whilst 19 of them, representing 50 %, answered that they watch TikTok videos on YouTube. This is probably due to the age restriction on TikTok, this being 13 years old, but our participants being 10-12 years old. Still, YouTube has an age restriction of 13 years old, but it is easier to work around this age restriction compared to TikTok. YouTube is therefore an easily accessible option for them to watch TikTok videos on, regardless of which digital tool is being used, whether that be a computer, phone or tablet, whilst the TikTok app is only accessible through smartphones and some tablets.

Whilst students like to create and post things on different social media platforms, the 50-50 divide on the question "*do you post your own TikTok videos*" is quite fascinating. In order to post their own content, they have to verify their age. The creator has to be over 13 years old. This raises the question as to how they are able to do this, seeing as none of our participants are over the age of 13. All of the participants were in either year 5 or year 6. Had some of the participants been in year 7, this would have made more sense. There is no way to figure out, through the survey, whether the parents have given their children consent to use the app, or if they have done this themselves and are using and posting on the app without their parents' knowledge. When looking at the answers of what kind of videos the participants were posting, there was not a clear trend. They seem to be posting whatever they felt like or wanted to, rather than specific categories such as dance videos.

In light of the previous question, there is a matching trend with the question "*which sides of TikTok are you on*?". Looking at the answers, similarly to what they post, they watch a lot of different content. Even though the majority by approximately 79 % said that they were on the "humor" side of TikTok, approximately 58 % said that they were on the gaming side. Looking at all of the answers given, it is clear that most, if not all, are on two or more sides of TikTok, meaning that they get a lot of different content from different creators. In retrospect, looking at the feedback provided on the survey, there should have been either more options for categories, or a possibility to answer, "neither of the above" or "other". By doing this, the survey, and this particular question would have been more inclusive for everyone, as some of the feedback stated that they did not feel like they had an option which matched the content that they watch.

5.1.2 Language on TikTok

When asked whether or not they posted content on TikTok, the participants were further asked which language(s) they used. As this was a "if yes" question, making it non-mandatory, only 26 participants answered. Out of the 26 participants, 12 of them said they used English in their videos, and 12 said that they used Norwegian. Out of the 12 who reported using Norwegian, 8 of them reported posting in both languages, meaning they probably switch between the languages, depending on the content they were creating. The remaining 2 participants said they used languages other than Norwegian and English on TikTok. The survey did not ask about which context the different languages were in.

When asked which languages were used in the TikToks they watched, over 90 % of the participants said they watched videos in English, whilst over 50 % watched videos in Norwegian. Approximately 18 % watched videos where another language was used. This means that almost everyone, at some point, has English videos on their TikTok FYP. Further, this means that most, if not all, have two or more languages occurring on their FYP. Language is much more than just the language itself, it reflects society, culture and the speakers' mind. Due to globalization, most people have to be able to use, and understand, English in order to communicate across borders, in addition to their native language (Crystal, 2012). Hence, most people living today are multilinguals. This is most likely due to English being the worlds' default communication language (Flognfeldt & Lund, 2016, p.16). This makes it a necessity for social media users to be somewhat sufficient in English in order to function in the online space. The previous question looked into which languages the participants were exposed to on their FYP, whilst the next question "what language is mostly used in the TikTok videos you watch", looks at the most dominant language on their FYP. Approximately 74 % of the participants stated that most of the content they watched was in English. Approximately 18 % stated that the content they watched were in Norwegian, whilst about 8 % chose the option "other languages". This shows that the majority, nearly three quarters of the participants, mostly watch videos in English. When considering how many hours a day they spend on the app, it becomes clear that they are exposed to quite a lot of EE on an everyday basis.

English has become the second language of most Scandinavians, and this might be a reason as to why the students get so many English videos on their FYP (Haberland, 2018, p.

258). Another reason Norwegian users might get more English content is due to Norway's relatively small population, compared to other countries in the world. One can assume that if Norwegian users were to only have Norwegian content on their FYP, they would consume all the content of interest to them relatively fast, considering the small number of Norwegian speakers as, compared to, for instance Mandarin speakers. As there are over 900 million Mandarin speakers in the world (Eberhard, Simons & Fenning, 2018, Statistics & Data, n.d.), compared to only 5.2 million Norwegian speakers (Devlin, 2018), there would naturally be more content in widely used languages like Mandarin. Because English is considered a lingua franca, Norwegian TikTok users will therefore naturally get more English input through their FYP, thus, the users will be more exposed and get more input from the English language. As Krashen (2003) has stated, language acquisition through motivating content requires little to no energy or work, it is effortless and involuntarily. As the learning is involuntarily, and not noticeable at the time, the users do not feel pressured to keep using the platforms in order to learn a language, in the same way they would if they were to use a language-learning app such as Duolingo. TikTok is created in a way that makes the user want to keep scrolling, as there always is new and exciting content. This gives the user a reason to keep scrolling, thus providing the user with some hidden motivation to keep going. Furthermore, this motivates the users to keep using the app, which further provides opportunities for more language learning. Rost (2006) describes motivation as a source of energy which helps the learner to make an effort and sustain the task as long as they are willing to. The way TikTok is built, is unconsciously giving the students the motivation needed to sustain the learning process, without them being aware of the process itself.

Even though the previous question found that English was the most prominent language on the participants' FYP, the two next questions looked at how many of the videos, on a scale from one to ten, were in English, and then how many were in Norwegian. When looking at the answers individually, the percentages were quite low and widespread. Further looking at the answers, dividing it into two groups, those under five and those over five, rather than looking at the eleven answers separately, almost 80 % of the participants had half or more of the videos on their FYP in English. 10.5 % of the participants said that all the videos they watched were exclusively in English, meaning that no other languages were displayed on their FYP, whilst 7.9 % said that none of the videos were in English. Only 5.3 % said that all of the videos they watched were exclusively in Norwegian. English is becoming the second language of most Norwegians, as it is both taught from early ages in school, and

most Norwegians are exposed to it on a daily basis, through social media and other extramural sources such as movies, music or news. This emphasizes Harmer's (2014) claim that children acquire languages they are exposed to. According to the survey, most participants are exposed to English the majority of the time they spend on TikTok. Thus, one can argue that Norwegian students are relatively sufficient in English, because of all the input they get from EE activities (Krashen, 2003. Harmer, 2014). In the previous questions discussed, the answers were evenly distributed and the percentages for each category by themselves were equally low. When adding them together, almost 80 % said that half or more of the videos they watched were not in Norwegian. In light of the previous question, the statistics add up. 10.5 % said that none of their videos were in Norwegian. As 10.5 % stated in the previous question that all of the videos were exclusively in English, it is safe to assume that the videos which are not in Norwegian, are in English.

The last question in this thread was "*how many of the videos you watch are in a different language than English or Norwegian?*". Almost 90 % stated that 50 % or less of the videos on their FYP were in another language, whilst 36.8 % stated that none of the videos were in another language. 2.6 %, or one participant, stated that all of the videos were in another language. Some of the languages mentioned were Swedish, Spanish, Mandarin and Japanese, and those who said that they watched their videos in other languages had equally distributed answers between the four languages mentioned. This contributes to the claim that most people in today's society are multilinguals. In Norway, there are many people who have a different first language than Norwegian. Several of the languages that are mentioned in the survey are languages spoken by large groups of people all around the world, thus it is natural to believe that some students in our survey have knowledge of these widespread languages. As the languages mentioned in the survey are spoken by many people all around the world, it is likely that they are a part of the participants' language repertoire, making an appearance in their family lives. The individual's language repertoire consists of the language(s) they know and the skill of using it appropriately and correctly. Language repertoire is a part of a person's communicative competence, as it helps the speaker to present themselves appropriately in different contexts (English Language and Linguistics Online, n.d). Languages are more than just the words spoken. It is also a function for expressing feelings and emotions, as well as connecting to the speaker's identity. Students often identify with the languages spoken, and the culture present, at home more than the languages spoken outside, such as in schools, further creating a link to their identity (Okal, 2014, p. 223).

5.1.3 Language Learning on TikTok

In this last section of the survey analysis, we will present the part of the survey where the participants stated what they believed that they had learned from TikTok. Over 50 % of the participants said that they felt like they had learned something from using the app, regardless of what extent, when responding to the question "do you feel like you have learned more English through TikTok?". This relates to Barton and Potts' (2013) statement about how people are now learning language for themselves through digital tools, rather than in formal educational settings (p. 815). Following this question, the participants were asked specifically what they believed they had learned. Words and phrases were mentioned the most, by a vast majority, with pronunciation as a close second. In addition to words, phrases and pronunciation, two participants mentioned that they felt like their understanding of the language had increased by using the app.

When asked if they had learned any words through TikTok, 70 % of the participants said yes. This further emphasizes the answers given in the previous question. If they answered yes, the participants were asked to write down the words they had learned. Many of the written answers said things such as "I know that I have learned some words, but I can't remember what" (our translation), whilst others wrote specific words, mostly simple vocabulary such as "speaker" or "duo". This process is called language acquisition, which according to Krashen (2003) is one of two ways of learning a language. Language learning is the educational process of learning which happens in school, whilst language acquisition is the process where we subconsciously "pick up" new words without necessarily being aware of doing so, such as what students do when they are scrolling and interacting on TikTok according to the survey done for this thesis. Students get exposed to English language input through extramural activities. By scrolling on TikTok, the user gets frequent exposure to the English language, whether it is the audio, visual content or the text in the video. Most people use TikTok for entertainment purposes. As the users have to interact with the content in some way, they are bound to encounter new language situations, and make use of their existing language knowledge. Hence, the input becomes transparent, as the language acquisition becomes a by-product from entertainment, rather than focusing on what learning possibilities are available through the input (Krashen, 2003). Even though Krashen and Swain have two opposite theories about language learning, there are some similarities between the two theorists. The act of speaking is not seen as a source for learning in Krashen's (2003) input

hypothesis. He states that in order to acquire new language acquisition there has to be interaction between the participants. In a conversation, the speaker learns from the receiver's answers, rather than what they themselves are saying. In light of social media, this can be looked at as when a content creator posts something. They do not learn anything from making the post, rather they learn from the comments and/or feedback they get from others, or the natural interactions that can occur with posts like these. Similarly, in Swain's (1995) output theory on the hypothesis testing function, the learner can post on social media, testing out their language knowledge. By posting, the learner can get feedback from others, which creates a learning possibility as they get the opportunity to test their knowledge and further develop it through feedback on their own output.

Because TikTok is a social media platform which adapts to the users' personal preferences and interests, the users FYP will be filled with content which the user is interested in. The app's algorithm, which personalizes the FYP, creates amounts of videos the user might or is interested in, based on what the user likes, watches and who they follow. Because of this, the users are more motivated to keep using the app, as the content is both interesting and entertaining for them. The motivation gives the users a source of energy to keep scrolling for as long as they are willing to (Rost, 2006). As the TikTok videos are relatively short and vary in content, it keeps the user interested, as they never know what comes next. Due to the personalisation of the FYP, the vocabulary acquired through the app will most likely be influenced by the participants' interests, hence words such as "duo" or "turning" might be from a gamer's FYP. Further, this limits the ability of EE, by creating a natural divide between the language used in normal English, such as in a movie, and what they can acquire through TikTok. However, as the participants are most likely genuinely interested in the content on their FYP, their drive to learn the language and vocabulary might be higher than that of the normal English gathered through movies, books etc.

The final two questions asked the participants to provide their answers on a scale, from either 1-5 or 0-10. These two questions were asked to see if the participants felt like TikTok had influenced their overall English knowledge and understanding. The first question asked, "Do you feel like you've learned more English by being on TikTok?". Out of all the participants, approximately 26 % chose the first option, "1 - not at all", while almost 16 % answered the opposite option, which was "5 - quite a lot". The majority of the participants (approximately 29 %) chose the middle option, "3 - some", which means that they felt like

they had learned some English by being on the app. Looking at the answer percentages individually, it might seem like quite a few of the participants felt like they did not get any beneficial outcome from the app. While this is true to some extent, their answers indicate that approximately 74 % of the participants, or three of four, felt like they did learn some English. Dividing the scale into three categories, lower (option 1 and 2), middle (option 3) and higher (option 4 and 5) learning outcome, the percentages are equally distributed with 36.8 % in the lower category, 28.9 % in the middle, and 34.2 % in the higher category. Further looking at this, the majority of the participants are in the lower learning outcome. There might be several reasons as to why this is, such as the participants' FYP being primarily in Norwegian or that the participants themselves are not aware of unconscious learning through EE. Krashen (2003) states that learning a new language is a process which happens mostly subconsciously, and a large portion of it can happen unconsciously. Hence, some of the participants in the survey might have learned some new words and phrases by using TikTok, but they may not be aware of it yet nor aware that they learned it from using TikTok.

The last question the participants were asked was "do you feel more confident when you are using English after watching/using TikTok?". Similarly, to the previous question, the participants were asked to give their answers on a scale from one to five. When looking at each of the answer categories individually, the majority of the participants (approximately 42 %) answered "1 - no", whilst approximately 3 % answered the opposite option, "5 - quite a lot". Still, even though the majority regarding the individual categories said that they had not gained any confidence at all, there are still approximately 58 % who felt like they had gained confidence to some level, regardless of extent, making this the overall majority. However, when dividing this into the categories of lower, middle and higher level of confidence, there are approximately 64 % in the lower category. This is quite the contrast to the previous question, regarding learning output. This might indicate that TikTok mostly influences vocabulary learning, pronunciation and understanding of the language, rather than the confidence when using the English language. Further, this indicates that the user learns and attains more information from the input given, such as getting an increased understanding of the language used, but it does not influence the learner's own confidence in regard to their output (Krashen, 2003, Swain, 1995). In other words, the participants of the survey stated that they felt more confident in their own language after using TikTok, rather than their own language use.

Through this survey, three major points in particular came to light. Firstly, most children at the age of 11 and up use or watch TikTok on a regular basis. Secondly, most of the participants have English as the dominant language occurring on their FYP (73.7 %), getting a large amount of EE exposure. Lastly, the majority of the participants stated that they had learned language by using TikTok (approximately 72 %). Over 50 % claimed that they had learned new words, whilst 22 % claimed to have gotten better pronunciation. It has been argued that social media, technology and the internet are not helping students learn, rather it is used for, and its only function is, brainless entertainment. On the contrary, a study done by Estensen (2021), found that most of the participants (64 %) believed that EE activities were most important for their English language learning, acquiring most of their language proficiency from scrolling on social media (pp. 49-51). The data collected from the survey conducted in this study shows the same outcome as the study conducted by Estensen (2021).

Learning occurs when the creators and users of the app are interacting with the content available on TikTok. The learning which takes place through the input given on the app, is related to the English curriculum of Utdanningsdirektoratet (2020). The English curriculum states that the learner should have "the ability to use the language in both formal and informal settings" (Utdanningsdirektoratet, 2020, 2) and be able to communicate "with others, both locally and globally" (Utdanningsdirektoratet, 2020, 1). TikTok is an informal setting where the users can communicate with each other across the globe, thus by using this social media platform, the students strengthen these abilities. Relations to TikTok use can be found in the competence aims. The students after year 7 should have the ability to "listen to and understand words (...) in adapted and authentic texts" and "write cohesive texts, including multimedia texts" (Utdanningsdirektoratet, 2020, 4). Social media posts are considered as authentic text, according to Utdanningsdirektoratet (2020, 2). Therefore, scrolling on TikTok and interacting with the content, the students are exposed to many different authentic and multimedia texts.

5.2 Discussion of Interview Data

This section is going to discuss the data from the three interviews conducted for this thesis. All participants were English teachers at different primary schools. They had worked as English teachers for different amounts of time. We have divided this section into three

subcategories. We chose the same three categories as presented in chapter 3.3.2 Interview Questions; general information, social media and language learning.

All of the interviews were conducted in Norwegian, but the results are presented here in English. All data here has been translated by the researchers. See Appendix F for the original, untranslated transcripts of the interviews. For the interview guide which includes the questions that were asked, see Appendix A. The quotes from the interview participants will be marked in cursive. We have chosen to give the interview participants pseudonyms to protect their privacy. Participant 1 will be referred to as Peter. Participant 2 as Samantha and participant 3 as Christopher.

5.2.1 General information

For the introductory part of the interviews, the participants were asked general questions about their work situation and education. Both Peter and Christopher have been teachers for 15 years, since the fall of 2007, while Samantha is a newer teacher, having worked for 5-6 years. None of the participants were originally English teachers, but they have all undertaken further education in the subject. Christopher finished his in-service course in English, four years prior to being interviewed, while both Samantha and Peter were in the process of finishing their in-service English course when interviewed. In addition to asking them about their education, we asked which grade(s) they taught. They all reported teaching English within the age group we set for the survey, being 5th - 7th grade, whilst Peter and Christopher reported teaching lower grades, such as 2nd and 3rd grade.

When asked about their own personal use of the app TikTok, all three participants said that they were users of the app, to a varying extent. Peter was not a very frequent user of the app, but had it and checked it occasionally, while Samantha defined herself as a "scroller", meaning that she scrolled through videos on her FYP mostly for her own entertainment. The only one with an active account was Christopher, but the account was for a school band, not his own personal use.

5.2.2 Social Media

After a short brief of their education and work, as well as their personal use of TikTok, the participants were asked to talk about their personal opinions on social media, and the students' use of different social media platforms. Firstly, they were asked what they think about students' use of social media in general, and then, they were asked to provide their opinions on TikTok. Christopher and Samantha had two different views on the good and bad sides of social media. Where Samantha started off mentioning the good parts and later on adding the negative, Christopher started with mentioning the negative sides first. "*It is a scary medium*" was the first thing Christopher said when asked about social media, whilst Samantha's first response was "*there are many good sides of it*". What all three participants had in common was that they could see the positive effects social media could have. Words such as *"creativity", "fun"* and *"interesting"* were mentioned several times throughout the conversations. Peter emphasized that he thought social media was one of the reasons why several students had become stronger orally than they had been previously, further stating "*They can use their own interests, using it in everyday situations means that they learn more*".

There is a higher chance of continuing an activity for a longer period of time, if it is considered fun and interesting to the individual. Motivation plays a large role in the learning process, no matter the targeted subject. The higher the motivation, the higher the effort. Higher effort contributes to a higher success rate in the long run (Ushioda, 2009). Without sufficient motivation, no matter how clever the student is, they cannot achieve a long-term goal (Dörnyei, 2005, p. 65). Motivation is therefore a necessity for language learning. The language itself is important for communication, however, the students need to develop their communicative competence in order to have a proper conversation and use the language correctly when communicating. The students need communicative competence, whether the communication happens online or offline. This further relates to the competence aim from LK20 which states that students should be able to "initiate, maintain and conclude conversations about one's own interests and current topics" (Utdanningsdirektoratet, 2020, 4). The content appearing on their FYP, is personalized to their own interests, thus they have previous knowledge about the topics, trends, and subjects they watch. As it is from their own interests they can keep a conversation regarding these topics, and several subjects and trends will be a current topic due to the app's global popularity.

Even though they did mention the positive effects social media can have, all the participants further expressed their opinion on its negative effects. Samantha brought up a central and well-known issue of using social media, negative body image, and how this can negatively influence young users' mental health. Christopher brought up the age restriction on most social media platforms, and the importance of it. *"Some students blossom when using social media, whilst others unfortunately can be exposed to things they shouldn't be exposed to at that age"*, emphasizing the parents' responsibility to keep up to date on their children's' media usage, as most children, according to Christopher *"don't understand the reach their content can have".* Samantha finishes her views on social media usage with this statement; *"there are many opportunities to explore ones' creativity, if we could only remove all the bad sides"*

The next question asked the participants about their view on TikTok, and further about the student usage. Where Christopher and Samantha mentioned the entertainment of the app, Peter had a more neutral point of view, talking about how it reflects today's society; *"a lot is happening at every moment, getting a lot of information at once"*. While all three said that there was a lot of fun just scrolling through the apps' FYP, two mentioned that there should be some sort of child filter that can be activated or parental restrictions on the app. Peter emphasized this by saying that he believes the parents lose control over what their children are actually watching, and that the app should be used in a somewhat controlled environment. Regardless of their view, all participants believed that TikTok provides learning possibilities, to different extents, but the children need to be monitored in some form. They all thought there had been a good development when it comes to language learning, especially through social media in the later years, and they especially mentioned the language exposure students get from the app as a big factor for their further learning.

5.2.3 Language Learning

The final group of questions asked more specifically about English language learning through social media and what the participants thought of this. When asked if they believed that students could learn through social media, all three believed so, but with varying extent for different platforms. When asked if the students could learn English through TikTok

specifically, all three still answered yes, and Samantha stated that while other apps, such as the language learning app Duolingo, have bigger learning opportunities, TikTok is a more exciting app for the students. Whereas Duolingo is more about language learning specifically, seeing as that is its sole purpose, TikTok is created for entertaining its users, thus creating the language learning versus language acquisition which Krashen (2003) mentions in his theory. Language learning is where the individual is consciously seeking out information to further develop their language knowledge. Language acquisition, on the other hand, is when the individual does a task where they gather more language knowledge subconsciously, meaning that the language acquisition is a side effect of another task. Further building on the motivational aspect of TikTok in chapter 5.1.1., the users of Duolingo are fully aware of the learning that is occurring, whilst the users of TikTok are not, most of the time. The amount of motivation a person has, influences the learners' effort and success, and the time invested in the learning process (Ushioda, 2009). As learning a new language is a long process that requires large amounts of motivation, using apps such as Duolingo will require the user to find more motivation themselves in order to use it, whilst apps such as TikTok are exciting and entertaining in itself, thus more appealing to their audience.

All the participants stated that they could see and were aware of the importance and presence social media has on students' everyday-life, and therefore acknowledged the fact that the EE can be a source of language learning. Leona et. al. (2021) states that young learners today spend a lot of time on platforms which provide content with EE. This is shown in the survey conducted for this thesis, where over 50% of the participants said that they spend three or more hours on social media, every day. Further, the survey showed that about 90% of the participants watch English content. Thus, they are most likely exposed to EE for the majority of the time spent on social media platforms. Two of the three interview participants mentioned that the learning outcome depends on the content of the videos the students are watching, and their interests. Samantha brought up animal videos as an example of videos with lower language learning possibilities, due to the lack of text and speech. Peter talked about how TikToks usually are videos with short amounts of texts and contain very little information. He further talked about the songs, and how trending songs will be on repeat on several videos, hence increasing the exposure of certain words to the students. While being exposed to large amounts of input on various topics is important for the students' language acquisition, a large amount of content on one or very few topics, such as only videos about Minecraft, can provide the same opportunities for learning, to a certain degree.

In theory, less variation would provide less learning opportunities. However, because TikTok features endless videos from different creators, there will most likely be sufficient language variation for overall development, even within narrower topics. TikTok fits into Vygotsky's ZPD, in the sense that TikTok becomes the aid to help the learner further develop, but it does not help too much. If the users see content that is too complicated, they can simply scroll past it and watch the next video. Content falls within the ZPD because the students likely have previous knowledge about the content they watch on TikTok. The videos they encounter bring new language and information through which they subconsciously develop their pre-existing linguistic knowledge. As the videos are made by other users, the content ends up in the space between what the students can learn on their own and what they can learn with the help of others (Stray & Wittek, 2014, p. 164).

When talking about which parts of language the students can acquire through TikTok, grammar and context are groups which the participants thought the students do not learn from social media. Written language, according to Samantha, is one of the bigger aspects of language learning in which they do not learn from social media. Rather, they emphasized that exposure leads to vocabulary learning and better pronunciation. Samantha stated that they "pick up" some vocabulary while they are scrolling, hence the vocabulary they acquire is based on the type of content that they watch. The student has a larger chance of learning new vocabulary through extramural activities, such as scrolling on TikTok, as the language occurring in the content they watch is frequently linked to their own personal interests. This makes it easier for them to remember and to use later on as it is of relevance to them. This is what Krashen (2003) describes in his input hypothesis, where he argues that language learnt in non-educational settings is easier for the language learner to use themselves, than grammar and vocabulary taught in educational settings (Harmer, 2014, p. 42). Piaget describes this type of learning as assimilation, which is the most common form of learning according to cognitivism (Illeris, 2009, p. 13), as the students are watching content which relates to their own personal interests. As they are already interested in the content topics, they have existing schemas about the subject, thus they are adding new information to their previous knowledge, rather than making new schemata, which requires more energy and time (Clark, 2018, pp. 176-177). Christopher also talked about this, mentioning how football interested students might get interviews and such with football players, whilst gamers will probably watch videos with gaming. Thus, they can acquire a vocabulary which is related to their own personal interest areas, and as Samantha mentioned, everyday language which they might not

learn in school. In the long run, the vocabulary the students acquire through their interest-based videos, will as Christopher stated be more relevant in the students' future then some of the things they learn through educational English. The students' own interests are mentioned in the English subject curriculum frequently. Already after year 2, the students should have the ability to talk about their own interests in rehearsed conversations. This is repeated and elaborated to "initiate, maintain and conclude conversations about one's own interests and current topics" (Utdanningsdirektoratet, 2020, 4) after year 7. The core curriculum mentions how the students' interest is a part of their identity, which should be developed within school settings and strengthened by the competence aims (Utdanningsdirektoratet, 2020, 2). As such, use of TikTok in English can be considered to achieve some of the goals of the national subject curriculum.

Even though all participants believed that TikTok can be a source to language learning to some extent, Samantha and Christopher thought that the learning either starts or supports the language learning through YouTube, meaning that TikTok in itself cannot provide a very large amount of learning, as the videos are short and have little to no text. When talking about this, Samantha said that she has seen a difference in students she knew were active on social media, but does not know whether this is because of TikTok, or other social media platforms. Christopher further stated, "*They usually start on YouTube, before they move on to TikTok when they realize that they can create their own content and get reactions from their peers*" and he further talked about how students usually start with Norwegian videos before they move on to creating English content. This can be for a number of reasons, but it is most likely either because they have gotten more comfortable with their English and acquired a larger vocabulary, and/or because they realize that by creating English content, they get a bigger audience. One of the participants talked about their own personal experience in seeing language development through social media, having two children who watch a lot of English content online, as well as playing the massive multiplayer game Roblox, where the entire game, and the interactions are in English. Christopher talked about how one student in particular, who started using TikTok more frequently, especially English content, had a massive growth in English language knowledge. After the student had been more active on TikTok, Christopher saw a big difference in the student's pronunciation and their reading, as well as their motivation for English class at school. He further talked about how this was probably not because of the student's work with the language, but rather the exposure. While Christopher emphasized exposure and input (Krashen, 2003), this case

emphasizes Swain's output hypothesis (1995). As online gaming often requires communicating with others, whether it is written or spoken. When conversing, the gamer receives and produces language. The language received and produced is often English due to its status as the lingua franca (Jenkins, 2015). From Krashen's point of view, language acquisition happens through the input given when receiving replies and answers in a conversation, whilst from Swain's point of view, the learning happens when a user is creating their own output (Krashen, 2003, Swain, 1995).

Two of the participants talked about how one could incorporate social media platforms into the classroom and make use of the students' own interests in a lesson or a task. Peter mentioned podcasts, music videos, and making Reels (similar to TikTok videos) as possible tasks for students to do, working with the language in their interest fields. Working with social media platforms alongside the students' own interests can be linked to several competence aims after year 7, such as the aim for students to: "use digital resources … in language learning, text creation and interaction" (Utdanningsdirektoratet, 2020, 4). TikTok can be used as a digital resource for language learning, as students are in constant contact with languages, creating several learning opportunities. They have opportunities to create, interact with, and consume a vast amount of different content, further developing their understanding of English, as well as making use of their communicative competence by interacting with other users. As TikTok videos are multimedia texts with visual aids, audios and text, it can be related to a competence aim saying students should be able to; "write cohesive texts, including multimedia texts" (Utdanningsdirektoratet, 2020, 4). The students' interests are mentioned in the English subject's relevance and central values, as it states that English is important to communication and identity development (Utdanningsdirektoratet, 2020, 1). Personal interests are a part of one's personality, thus by working with and including the students' personal interests in school setting, they can further develop their identity, which is an aim of the English subject, listed under the interdisciplinary topic "health and life skills", which lists "the development of a positive self-image and confident identity" as a "particularly important" aim of schooling (Utdanningsdirektoratet, 2020, 5).

Students learn English much earlier now than they did in the past, according to Christopher. Since becoming a teacher, he has seen a large difference in students' English language knowledge. Those who started school when he was a new teacher, 15 years ago, had poorer English than those who start now. He argued that this is because of the exposure to the

English language that children have today, which they did not have in the past, to the same degree. The study done by Thorsen in 2009 showed that 100 % of the participants believed that they had learned a large amount of English through extramural activities (pp. 52-53). Thorsen's study is over a decade old, however, the results are still relevant, as the use of social media, streaming services, and internet keeps increasing. The term *extramural English* (EE) was introduced in 2009, the same year as Thorsen's study, emphasizing the continuing relevance of the study. However, the results lack newer knowledge about information and technology. By engaging on different online platforms, such as TikTok, the students engage in incidental language learning. As the society is developing, the language is changing alongside it. Those who are active on social media platforms, thus engaging in large amounts of authentic content, will have a language that is more "up to date" compared to the ones who only get exposed to the English language in formal settings, because of the continuous input they get from EE activities (Lantolf, 2020 & Krashen, 2003). This is something that has increased both since the advent of the internet and since smartphones became commonplace technologies and is therefore very noticeable. According to Christopher, TikTok is one of the big reasons for this development.

6. Conclusion

This thesis was a study about whether or not students and teachers believed that students could acquire knowledge about the English language through social media platforms, specifically the app TikTok. Furthermore, this study looked at what students felt like they had learned by using and interacting with content from the app. This thesis was a mixed methods study, where the data was collected through a digital anonymous survey and three interviews. Looking at theories regarding English as a global language and language acquisition, such as Krashen's input hypothesis (2003) and Swain's output hypothesis (1995), as well as sociocultural and cognitivist theories, the study aimed to answer the following research question: *To what extent do students and teachers feel like TikTok impacts English language learning?*

The data collected from this study showed that 90 % of the students participating in the survey spent time on social media every day. Approximately 78 % of the participants stated that they had learned English by being on TikTok. Even though statistically the data from the study showed that approximately 22 % believed that they had not learned anything,

this might not be the case. Language acquisition is a subconscious process that happens without the person being aware. Hence one can assume the students might have learnt more of the English language than they are aware of (Krashen, 2003). Two of the participants who answered that they had learned more English through TikTok, said that they felt like their understanding of the English language had increased. In the interviews, all three participants said yes when asked if they believed that students could learn English through social media, and further said yes when asked the same question about TikTok specifically, but with varying extent. The main claim that all three mentioned was exposure. Further, they stated that it is not necessarily something specific they learn through TikTok, such as grammar or vocabulary, even though they can pick up some vocabulary along the way, but it is rather the exposure to the language which has an influence on students' language knowledge. Even though the majority of the participants in the survey said that they had, at least to varying extent, learned English by using and watching TikTok, the majority stated that they did not feel more confident using the English language. This contradicts the study of Zaitun and Indriani (2021) who found the opposite; that TikTok could "increase the students' confidence in speaking English" (p. 1). Thus, according to this study, TikTok has had an influence on their English language knowledge, but it has not influenced their confidence when speaking and using the language. This was further emphasized by the interview participants who claimed that they had not seen any change in their own students' confidence in the classroom.

TikTok is, according to this study, not a large learning arena for English language learning by itself, as the main focus of the app is entertaining its users. In the interviews conducted for this study, the teachers stated that those who were active on TikTok had a bigger vocabulary than those who did not. However, they further elaborated that students who were early users of TikTok, usually started watching English YouTube videos. TikTok in itself might not have that many language learning opportunities yet, but combined with other platforms such as YouTube, the possibilities increase, as the amount of EE increases when students use several platforms. This study found what the students mostly acquire from interacting on TikTok is vocabulary based on their own interests. This might be words or phrases that they do not learn in formal education, however the vocabulary they acquire is relevant to them, thus they can make use of it. Over 50 % of the survey participants stated that they had learned new words by using TikTok. Language that is acquired through media such as TikTok is, according to Krashen (2003), easier available for the students to use in spontaneous conversation than learnt language. As they have existing schemas regarding the

topics, they further build upon their existing knowledge by assimilation, using less energy than accommodating new information (Clark, 2018, pp. 176-177).

The results of this study have contributed to a better understanding of how students learn language through social media. For further research, it would be interesting to do a study with more participants and a wider geographical area, as the results might vary from different participants with different backgrounds and cultures. It would be interesting to test the students' growth within the English language, through tests conducted before and after the students are active on TikTok for a longer period of time. Comparing the differences between the participants' answers, both the students' own answers as well as comparing with other students.

In summarization, TikTok does not necessarily provide the users with large amounts of language learning opportunities. However, it opens up the possibility to acquire vocabulary, mostly based on the students' interests. The main input TikTok provides to its users is the large amount of exposure to the language. Even though TikTok does not increase the users' confidence in their own use of the English language, it does help with their understanding of the language, as well as help the users develop their pronunciation and vocabulary. Therefore, according to the results of this study; no, TikTok is not just brainless entertainment.

Literature:

Alver, G. B. & Øyen, Ø. (1997) *Forskningsetikk i forskerhverdag – Vurderinger og Praksis*. Tano Ascheboug. Oslo.

Al-Qaysi, N. & Al-Emran, M. (2017). Code-switching usage in social media: a case study from Oman. *International Journal of Information Technology and Language Studies*, *1*(1), 25-38.

Andrews, E. (2019). *Who Invented the Internet?* Retrieved from:
https://www.history.com/news/who-invented-the-internet

Bacher, P., Clemmensen, N., Mørch Jakobsen K. & Wandall, J. (1992) *Danskerne og fremmedsprog: en undersøgelse af den voksne befolknings sprogfærdigheder.*

Barton, D., & Potts, D. (2013). *Language Learning Online as a Social Practice*. TESOL Quarterly, 47(4), 815-820.

Battaglia, M. (2011) *Convenience Sampling. In: Encyclopedia of Survey Research Methods*. SAGE Publications. https://dx.doi.org/10.4135/9781412963947

Beiler, I. R. (2020). *Marked and unmarked translanguaging in accelerated, mainstream, and sheltered English classrooms*. Multilingua.

Brevik, L. M. (2019) *Gamers, Surfers, Social Media Users: unpacking the role of interest in English*. *Journal of Computer Assisted Learning*, *35*(5), 595–606. https://doi.org/10.1111/jcal.1236

Bråten, I. (1996) *Vygotsky i Pedagogikken*. Cappelen Akademisk Forlag.

Bøhn, H., Dypedahl, M., & Myklevold, G-A. (2018). *Teaching and Learning English*. Cappelen Damm Akademisk.

Cambridge Dictionary (Unknown Publishing Year). *Lingua Franca*. Retrieved from:
https://dictionary.cambridge.org/dictionary/english/lingua-franca

Canale, M., & Swain, M. (1980). *Theoretical bases of communicative approaches to second language teaching and testing*. Applied Linguistics, 1(1), 1-48.

Carr, C. T. & Hayes (2015). *Social Media: Defining, Developing, and divining.* Atlantic Journal of Communication. Accessed from: https://doi.org/10.1080/15456870.2015.972282

Ceci, L. (2022). *TikTok - Statistics & Data.* Retrieved from:
https://www.statista.com/topics/6077/tiktok/#dossierContents__outerWrapper

Celce-Murcia, M. & Olshtain, E. (2000). *Discourse and Context in Language Teaching. A Guide for Language Teachers*. Cambridge University Press.

Clark, K. R. (2018). *Learning Theories: Cognitivism*. Radiologic Technology, 90(2), 176-179.

Cohen, N. & Arieli, T. (2011). *Field research in conflict environments: Methodological challenges and snowball sampling*. Journal of Peace Research, 48(4), 423–435. https://doi.org/10.1177/0022343311405698

Cook, J. (2021). *Instant Gratification VS. Delayed Gratification*. Retrieved from: https://study.com/learn/lesson/instant-gratification-examples-vs-delayed-gratification.html

Corbin, J. & Strauss, A. (2015) *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. SAGE Publishing. Fourth Edition

Council of Europe (2020), *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*, Council of Europe Publishing.

Cresswell, J. W. (2014). *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* Pearson New International Edition.

Creswell, J. W. & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research.* Thousand Oaks.

Crystal, D. (2006). Language and the Internet. Cambridge: Cambridge University Press.

Crystal, D. (2008). *Two thousand million? English Today,* 24(1), 3–6. https://doi.org/10.1017/S0266078408000023

Crystal, D. (2012). *English as a Global Language*. Cambridge University Press.

De Wilde, V., Brysbaert, M., & Eyckmans, J. (2020). Learning English through out-of-school exposure. Which levels of language proficiency are attained and which types of input are important? *Bilingualism: Language and Cognition, 23*(1), 171-185. Retrieved from: https://www.researchgate.net/publication/328066157_Learning_English_through_out-of-school_exposure_Which_levels_of_language_proficiency_are_attained_and_which_types_of_input_are_important

Devlin, T. M. (2018). *How Many People Speak Norwegian, And Where Is It Spoken?* Babble Magazine. Retrieved from: https://www.babbel.com/en/magazine/how-many-people-speak-norwegian

Duggan, J. & Dahl, A. (2019). *Fan Translations of Skam: Challenging Anglo Linguistic and Popular Cultural Hegemony in a Transnational Fandom*. Scandinavian Studies in Language, 10(2).

Dypedahl, M. & Lund, R. E. (2020). *Teaching and Learning English Interculturally*. Cappelen Damm Akademisk.

Dysthe, O. (red.) (2001). S*osiokulturelle teoriperspektiv på kunnskap og læring*. In: *Dialog, sampel og læring*. Abstrakt forlag.

Dörnyei, Z. (2005). *The Psychology of the Language Learner*. In *The Psychology of the Language Learner*. Routledge. https://doi.org/10.4324/9781410613349

Eberhard, D. M., Simons, G. F., & Fennig, C. D. (eds.). (2022) *Ethnologue: Languages of the World.* SIL International. Retrieved from: https://www.ethnologue.com/guides/most-spoken-languages

Edwards, J. (2002). *Multilingualism.* Routledge.

English Language and Linguistics Online, (Unknown Publishing Year). *Linguistic Repertoire and Communicative Competence.* Retrieved from: http://www.ello.uos.de/field.php/Sociolinguistics/Linguisticrepertoireandcommunicativecompetence

Engsig, T. T. (2017). *Empiriske Undersøgelser og Metodiske Greb. Grundbog til de pædagogiske professionsuddannelser.* Hans Reitzels Forlag.

Estensen, V. (2021). *Norwegian primary pupils' extramural English habits and English vocabulary acquisition.* The University of Stavanger. Retrieved from: https://uis.brage.unit.no/uis-xmlui/handle/11250/2779100

Fäcke, C. (2014). *Manual of Language Acquisition.* Walter de Gruyter GmbH.

Flognfeldt, M. E. & Lund, R. E. (2016). *English for Teachers and Learners. Vocabulary, grammar, pronunciation, varieties.* Cappelen Damm.

Given, L. M. (2008a). *Reactivity*: In *The SAGE encyclopedia of qualitative research methods* (Vols. 1-0). SAGE Publications, Inc. doi: 10.4135/9781412963909

Given, L. M. (2008b). *Validity*: In *The SAGE encyclopedia of qualitative research methods* (Vols. 1-0). SAGE Publications, Inc. doi: 10.4135/9781412963909

Given, L. M. (2008c). *Reliability*: In *The SAGE encyclopedia of qualitative research methods* (Vols. 1-0). SAGE Publications, Inc. doi: 10.4135/9781412963909

Graedler, A-L. (2012). *The Collection of Anglicisms. Methodological issues in connection with impact studies in Norway.* John Benjamins Publishing Company.

Gray, C. & Macblain, S. (2015). *Learning Theories in Childhood.* SAGE. 2nd Edition.

Haberland, H. (2018). *ENGLISH AS A WORLD LANGUAGE IN SCANDINAVIA AND ELSEWHERE (PART 1).* Studia Linguistica Universitatis Iagellonicae Cracoviensis, 135(4), 253–260. https://doi.org/10.4467/20834624SL.18.023.9317

Harmer, J. (2014). *The Practice of English Language Teaching.* Fifth Edition. Pearson

Herrman, J. (2019). *How TikTok is Rewriting the World.* Retrieved from: https://www.nytimes.com/2019/03/10/style/what-is-tik-tok.html

Henry, A. (2013). *L3 Motivation.* Acta Universitatis Gothoburgensis. Retrieved from: https://gupea.ub.gu.se/bitstream/handle/2077/28132/gupea_2077_28132_1.pdf?sequence=1&isAllowed=y

Hinkel. E. (2005). Handbook of research in second language teaching and learning. L. Erlbaum Associates.

Høgheim, S. (2020). *Masteroppgaven i GLU*. Fagbokforlaget.

Imsen, G. (2005). *Elevens verden. Innføring i pedagogisk psykologi*. Universitetsforlaget.

Iqbal, M. (2022). *TikTok Revenue and Usage Statistics (2022)*. Retrieved from: https://www.businessofapps.com/data/tik-tok-statistics/

ICALTEFL (Unknown publishing year). *General English*. Retrieved from: https://icaltefl.com/general-english/

Illeris, K. (2009). *Contemporary Theories of Learning. Learning theorists … in their own words*. Routledge.

Ito, M. & Baumer, S. & Bittanti, M. & Boyd, D. & Cody, R. & Herr-Stephenson, B. & Horst,

H. A. & Lange, P. G. & Mahendran, D. & Martínez, K. Z. & Pascoe, C. J. & Perkel, D. & Robinson, L. & Sims, C. & Tripp, L. (2010). *Hanging Out, Messing Around, and Geeking Out*. Massachusetts Institution of Technology.

Jenkins, J. (2015). *Global Englishes - A Resource Book for Students*. Routledge

Jensen, K. B. (2015). *What's Social About Social Media?* SAGE. DOI: 10.1177/2056305115578874

Johnson, M. (2004). *A philosophy of second language acquisition*. Yale University Press.

Kachru, B. (1985). *Standards, Codification, and Sociolinguistic Realism: The English Language in the Outer Circle*. In *English in the World: Teaching and Learning the Language and the Literature*. 11-30. Cambridge University Press.

Krashen, S. (2003). *Exploration in Language Acquisition and Use: the Taipei Lectures.* Heinemann USA. Retrieved from: http://sdkrashen.com/content/books/explorations_chapter_one.pdf

Krulatz, A., Dahl, A. & Flognfeldt, M. E. (2018). *Enacting Multilingualism. From Research to Teaching Practice in the English Classroom.* Cappelen Damm Akademisk.

Kvarv. S. (2021). *Vitenskapsteori: tradisjoner, posisjoner og diskusjoner*. Novus forlag. Oslo.

Lantolf, J. P. (2020). *Introducing sociocultural theory.* Oxford University Press.

Leona, N., Van Koert, M., Van der Molen, M., Rispens, J., Tijms, J., & Snellings, P. (2021). *Explaining individual differences in young English language learners' vocabulary knowledge: The role of Extramural English Exposure and motivation*. System Volume 96.

Liming, Y. (1990). *The Comprehensible Output Hypothesis and Self-directed Learning: A Learner's Perspective*. TESL Canada Journal. Vol 8.

Lomicka, L. & Lord, G. (2016). Social networking and language learning. In Farr, F. Murray, L. (edt.) *The Routledge Handbook of Language Learning and Technology* (pp. 255-268).

Mahn, H. (1999). *Vygotsky's Methodological Contribution to Sociocultural Theory.* Remedial and Special Education vol. 20(6), 341-350.

Maryville University (Unknown Publishing Year). *The Evolution of Social Media*. Retrieved from: https://online.maryville.edu/blog/evolution-social-media/

Maxwell, J. A. (2013). *Qualitative Research Design. An Interactive Approach.* SAGE Publishing. 3rd Edition.

McDonough, S. (2007). *Motivation in ELT*. ELT Journal, 61(4), 369-371

McFadden, C. (2020) *A Chronological History of Social Media*. Retrieved from: https://interestingengineering.com/a-chronological-history-of-social-media

McKim, C. (2017). *The Value of Mixed Methods Research*. Journal of Mixed Methods Research, 11(2), 202–222. https://doi.org/10.1177/1558689815607096

Medietilsynet (2020). *Barn og medier 2020. En kartlegging av 9–18-åringers digitale medievaner.* Retrieved from: https://www.medietilsynet.no/fakta/rapporter/barn-og-medier/

Mercer, N. (2008). *Talk and the Development of Reasoning and Understanding. Human Development*, 51(1), 90-100. https://doi.org/10.1159/000113158

Merriam-Webster (Unknown Publishing Year). *Dictionary - Social Media*. Retrieved from: https://www.merriam-webster.com/dictionary/social%20media

Morse, J. M. & Chung, C. E. (2003). *Toward holiam: The significance of methodological pluralism*. International Journal of Qualitative Methods, 2(3), 1-12.

Morse, J. M. & Niehaus, L. (2009). *Mixed Method Design, Principles and Procedures.* Left Coast Press, Inc.

Mortensen, J. & Haberland, H. (2012). *English - the new Latin of Academia? Danish Universities as a Case*. International Journal of the Sociology of Language. 216: 175-197.

Nardi, P. M. (2018). *Doing Survey Research: A Guide to Quantitative Methods*. Routledge. Fourth Edition.

OECD (2020). *Digital Transformation in the Age of COVID-19: Building Resilience and Bridging Divides*, Digital Economy Outlook 2020 Supplement, OECD, www.oecd.org/digital/digital-economy-outlook-covid.pdf.

Okal, R. O. (2014). *Benefits of Multilingualism in Education.* Universal Journal of Education Research 2(3): 223-229. Retrieved from: https://repository.maseno.ac.ke/bitstream/handle/123456789/3075/EJ1053855.pdf?sequence=1&isAllowed=y

Opsahl, M. K. (2021). *How does the choice of method impact the results of the research?* Unpublished, University of South-Eastern Norway.

Pannell, J., Partsch, F., & Fullver, N. (2017). *The Output Hypothesis: From theory to practice*. TESOL Working Paper Series, 15, 126-159

Pearson, N. (2004). T*he idiosyncrasies of out-of-class language learning: A study of mainland Chinese students studying English at tertiary level in New Zealand*. In H. Reinders, H. Anderson, M. Hobbs & J. Jones-Parry (Eds.), *Supporting independent learning in the 21st century. Proceedings of the inaugural conference of the Independent Learning Association.* University of Melbourne.

Philipson, R. (2009). *Linguistic Imperialism Continued*. Routledge.

Philipson, R. (2018). *Linguistic Imperialism*. Copenhagen Business School. http://dx.doi.org/10.1002/9781405198431.wbeal0718.pub2

Richards, J. C. (2006). *Communicative Language Teaching Today.* Cambridge University Press.

Rost, M. (2006). *Generating Student Motivation.* Retrieved from: http://www.finchpark.com/courses/tkt/Unit_09/generating-motivation.pdf

Shadish, W. R., Cook, T. D. & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference.* Mifflin and Company.

Sincero, S. M. (Unknown Publishing Year). *Pilot Survey*. Retrieved from: https://explorable.com/pilot-survey

Statistics & Data (Unknown Publishing Year). *The Most Spoken Languages in the World, 1900/2021*. Retrieved from: https://statisticsanddata.org/data/the-most-spoken-languages-in-the-world-1900-2021/?fbclid=IwAR2ZuLmNPMezNVgMbni7WWH5ldbHvdeKo9KBfUgR38wOD-U8unnVQdlVdZ8

Stray, J. H. & Wittek, L. (2014). *Pedagogikk - en grunnbok*. Cappelen Akademisk.

Sukamolson, S. (2007). *Fundamentals of quantitative research*. Language Institute Chulalongkorn University, 1(3), 1-20.

Sundqvist, P. (2009). *Extramural English Matters: Out-of-School English and Its Impact on Swedish Ninth Graders' Oral Proficiency and Vocabulary.* Karlstads Universitet.

Sundqvist, P & Olin-Scheller, C. (2013). *Classroom vs. Extramural English: Teachers Dealing with Demotivation.* Language and Linguistics Compass. 7(6) (pp. 329-338). Retrieved from: https://doi.org/10.1111/lnc3.12031

Sundqvist, P & Sylvén, L. K. (2016). *Extramural English in teaching and learning: from theory and research to practice*. Palgrave Macmillan.

Swain, M. (1995). *Three functions of output in second language learning.* In G. Cook and B. Seidelhofer (Eds.), *Principle and practice in applied linguistics: Studies in honor of H.G Widdowson* (235-144). Oxford University Press.

Swain, M. & Lapkin, S. (1995). *Problems in output and the cognitive processes they generate: A step towards second language learning*. Applied Linguistics, 16, 371-391.

The Norwegian National Research Ethics Committee (NESH). (2019). *Guidelines for Research Ethics in the Social Sciences, Humanities, Law and Theology.* Retrieved from: https://www.forskningsetikk.no/en/guidelines/social-sciences-humanities-law-and-theology/guidelines-for-research-ethics-in-the-social-sciences-humanities-law-and-theology/

Thorsen, E, H. (2009). *Hvis engelskundervisningen ikke fantes: lærer elevene mer på fritida enn på skolen*. Universitetet i Oslo.

Thorsnæs, G. (2022). *Store Norske Leksikon - Norge*. Retrieved from: https://snl.no/Norge

TikTok (Unknown Publishing Year). *Privacy Policy*. Retrieved from: https://www.tiktok.com/legal/privacy-policy-row?lang=en

Ushioda, E. (2018). *A Person-in-Context Relational View of Emergent Motivation, Self and Identity*. In *Motivation, Language Identity and the L2 Self* (pp. 215–228). Multilingual Matters. https://doi.org/10.21832/9781847691293-012

Utdanningsdirektoratet (2020). *Relevance and Central Values (1). English (ENG01-04)*. Retrieved from: https://www.udir.no/lk20/eng01-04/om-faget/fagets-relevans-og-verdier?lang=eng

Utdanningsdirektoratet (2020). *Core Elements (2). English (ENG01-04)*. Retrieved from: https://www.udir.no/lk20/eng01-04/om-faget/kjerneelementer?lang=eng

Utdanningsdirektoratet (2020). *Hvorfor har vi fått nye læreplaner? (3)*. Retrieved from: https://www.udir.no/laring-og-trivsel/lareplanverket/stotte/hvorfor-nye-lareplaner/

Utdanningsdirektoratet (2020). *Competence aims and assessment. (4) English (ENG01-04)*. Retrieved from: https://www.udir.no/lk20/eng01-04/kompetansemaal-og-vurdering/kv3?lang=eng

Utdanningsdirektoratet (2020). *Core Curriculum. Health and Life Skill (5)*. Retrieved from: https://www.udir.no/lk20/overordnet-del/prinsipper-for-laring-utvikling-og-danning/tverrfaglige-temaer/folkehelse-og-livsmestring?kode=eng01-04&lang=eng

Vilbli.no (Unknown Publishing Year). Studiespesialisering. Retrieved from: https://www.vilbli.no/nb/nb/no/studiespesialisering-fag-og-timefordeling/program/v.st/v.stusp1----/p2

Viswanath K., Ramanadhan S., Kontos E.Z. (2007). Mass Media. In: Macrosocial Determinants of Population Health. Springer, New York, NY.

Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological functions*. Izdael'stov Akademii Pedagogicheskikh Nauk.

Wu, L. (2020). *Comparative Analysis of Video Stories and User Behaviors on WeChat and Tik Tok*. Atlantis Press.

Xiuwen, Z.. & Razali, A. B. (2021). *An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students*. Universal Journal of Educational Research 9(7): 1439-1451. DOI: 10.13189/ujer.2021.090710

Yilmaz, K. (2011) *The Cognitive Perspective on Learning: Its Theoretical Underpinnings and Implications for Classroom Practices,* The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 84:5, 204-212, DOI: 10.1080/00098655.2011.56898

Zaitun, M. S. H. & Indriani E. D. (2021). *TikTok as a Media to Enhancing the Speaking Skills of EFL Students.* Universitas Muhammadiyah Jakarta, Indonesia. Retrieved from: https://doi.org/10.30605/jsgp.4.1.2021.525

Øverby, H. (2021). Store Norske Leksikon - Smarttelefoner. Retrieved from: https://snl.no/smarttelefon

Appendix:

Appendix A - Interview guide: Norwegian and English

Area of Interest:	Questions:
Icebreakers:	Do you have or use TikTok? *Har du eller bruker du TikTok?*
General information:	Which year do you primarily teach? *Hvilket trinn underviser du hovedsakelig?* What kind of education do you have? *Hva slags utdanning har du?* Which subjects do you teach? *Hvilke fag underviser du i?* How long have you been a teacher? *Hvor lenge har du vært lærer?* How long have you been an English teacher? *Hvor lenge har du vært engelsklærer?*
Social media:	How do you feel about students using social media platforms? *Hva tenker du om at elever bruker ulike sosiale medier?* Do you believe that the students can learn something from using social media? *Føler du at elever kan lære noe ved å bruke sosiale medier?* What do you think about TikTok?

	Hva tenker du om TikTok? How do you feel about students using TikTok? *Hva tenker du om at elever bruker TikTok?* Do you think TikTok's influence on language is lesser or greater than other social media? *Tenker du at TikToks påvirkning på språk er større eller mindre enn andre sosiale medier?* Do you think TikTok influences your pupils' language use in different ways than other social media (and could you explain how so)? *Tenker du at TikTok påvirker elevene dine sitt språk på en annen måte enn andre sosiale medier? Og kan du forklare hvordan?*
Language learning	Do you believe that students can learn English by using social media? How and why? *Tenker du at elever kan lære Engelsk ved å bruke sosiale medier? Hvordan og hvorfor?* Do you think it is possible for the students to acquire English language knowledge through TikTok? How and why? *Tenker du at det er mulig for elever å tilegne seg Engelsk ferdigheter gjennom TikTok? Hvordan og hvorfor?* Have you seen any changes in students' language skills after knowing that they use TikTok? If yes, how? *Har du sett noen forandring i elevers språkferdigheter etter å få vite at elevene bruker TikTok? Hvis ja, hvordan?*

Appendix B - Online Survey

Jeg går i ... *

- ○ 5. klasse
- ○ 6. klasse
- ○ 7. klasse

Jeg er ... *

- ○ Gutt
- ○ Jente
- ○ Annet

Hvor mange timer tror du at du bruker på sosiale medier hver dag? *

- ○ Mindre enn 1 time
- ○ 1-2 timer
- ○ 2-3 timer
- ○ 3-4 timer
- ○ 4-5 timer
- ○ Mer enn 5 timer
- ○ Bruker ikke sosiale medier

Hvor mange timer tror du at du bruker på TikTok hver dag? *

- ⭕ Mindre enn 1 time
- ⭕ 1-2 timer
- ⭕ 2-3 timer
- ⭕ 3-4 timer
- ⭕ 4-5 timer
- ⭕ Mer enn 5 timer
- ⭕ Bruker ikke TikTok

Jeg ser på TikTok videoer på .... *

Ser du bare på videoene i appen, eller bruker du andre platformer?

- ☐ TikTok
- ☐ Youtube
- ☐ Facebook
- ☐ Instagram
- ☐ Ser ikke på TikTok videoer

Legger du ut egne videoer på TikTok? *

○ Ja

○ Nei

Hvis ja, hva slags videoer legger du ut?

F.eks. dansevideoer, fan-edits, innkjøpsvidoer, musikk osv.

Hvis ja, hvilket språk bruker du i videoene dine?

F.eks. engelsk, norsk, arabisk, spansk eller andre språk.

Hvilke sider av TikTok er du på? *

- ☐ Dans
- ☐ Musikk
- ☐ Sang
- ☐ Fandom
- ☐ Morsom
- ☐ Rewievs
- ☐ Film
- ☐ Mat
- ☐ Godteri
- ☐ Dagligliv
- ☐ Kjendiser
- ☐ Klær/sminke
- ☐ Gaming

Hvilket språk blir brukt i TikTok videoene du ser på? *

- ☐ Norsk
- ☐ Engelsk
- ☐ Et annet språk

Hvis et annet språk, hvilket?

Hvilket språk er brukt mest i TikTok videoene du ser på? *

- ◯ Norsk
- ◯ Engelsk
- ◯ Annet

Hvor mange av videoene du ser på er på engelsk? *

0 = ingen , 10 = alle

0   1   2   3   4   5   6   7   8   9   10

Verdi [ ]

Hvor mange av videoene er på norsk? *

0 = ingen, 10 = alle

0   1   2   3   4   5   6   7   8   9   10

Verdi [ ]

Hvor mange av videoene er på et annet språk enn engelsk eller norsk? *

0 = ingen, 10 = alle

0   1   2   3   4   5   6   7   8   9   10

Verdi [ ]

Føler du at du har lært mer engelsk ved å være på TikTok? *

1 = ikke i det hele tatt

2 = litt, men ikke mye

3 = noe

4 = en del

5 = veldig mye

1   2   3   4   5

Verdi [ ]

Hvis du føler du har lært mer engelsk gjennom å være på TikTok, hva føler du at du har lært?

F.eks. ord, gramatikk, slang, uttale osv.

Har du lært noen nye ord gjennom TikTok? *

Hvis ja, kan du skrive noen av de i tekst boksen.

Føler du deg mer selvsikker når du bruker engelsk etter å ha brukt/sett på TikTok videoer?

1 = nei

2 = litt

3 = noe

4 = mye

5 = veldig mye

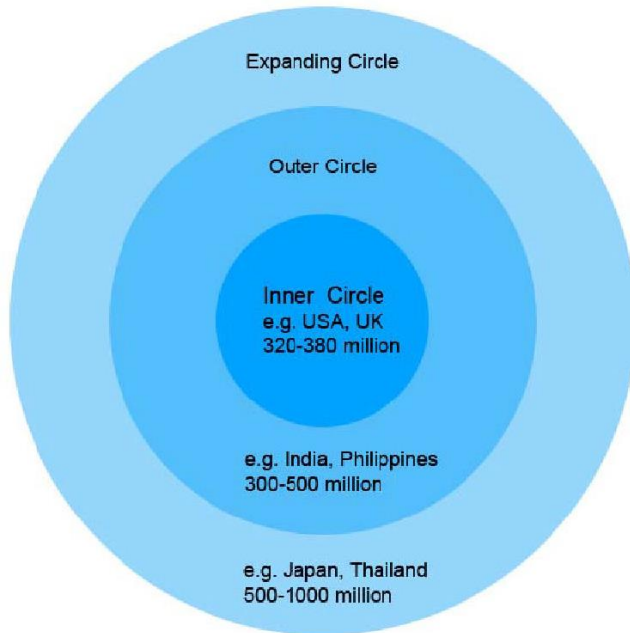| 1	2	3	4	5

Verdi

Send

Appendix C - Braj Kachru's model of English in the world

Expanding Circle

Outer Circle

Inner Circle
e.g. USA, UK
320-380 million

e.g. India, Philippines
300-500 million

e.g. Japan, Thailand
500-1000 million

Samtykkeskjema:

Formålet:

Formålet med dette intervjuet er at vi skal få hentet ut informasjon til å bruke i vår masteroppgave ved Universitetet i Sør-Øst-Norge. Vi skal gjøre forskning ved å bruke dette forskningsspørsmålet:

«Til hvilken grad føler lærere og elever at Tik Tok påvirker deres engelske språkferdigheter?»

Hvorfor du er inkludert i denne studien:

Du er inkludert i denne studien ettersom vi ønsker å stille engelsklærere spørsmål rundt sosiale medier, Tik Tok og engelsk språklæring generelt og gjennom sosiale medier.

Du kan protestere:

Du kan velge å trekke deg fra å delta når som helst, men dette må skje skriftlig. Du kan også trekke deg etter at selve intervjuet er utført.
Etter fullført masteroppgave og at oppgaven er levert vil det ikke lenger være mulig å trekke seg.

Ditt personvern:

Vi kommer ikke til å bruke noen opplysninger om deg som kan på noen som helst måte identifisere deg som person.

Opplysninger som disse nedenfor vil IKKE bli brukt i masteroppgaven eller oppholdt på noen måte av oss:

- Kjønn
- Alder
- Navn
- Arbeidsplass

Opplysninger som kan bli brukt i oppgaven dersom du velger å svare på de spørsmålene i intervjuet:

- Hvor lenge du har vært lærer/engelsklærer
- Hva slags utdanning du har
- Hvilke fag du underviser i

De som vil ha tilgang til deres personvernopplysninger er studentene Hanna Levin og Mia Katharina Opsahl, samt masterveilederen Jennifer Duggan, og NSD.

Personopplysningene som blir samlet inn vil det kun finnes en kopi av. Det vil ikke bli tatt noen ytterligere kopier av disse, og de vil heller ikke bli digitalisert. Samtykkeskjemaet med opplysninger om deg vil bli oppbevart til 31.12.2022, i henhold til gjeldende lovgivning, og vil ikke bli brukt til noe annet eller lagt ut på sosiale medier. Etter prosjektperioden vil

samtykkeskjemaene bli makulert. Samtykkeskjemaet kommer til enhver tid etter signering til å ligge i en forseglet mappe hos en av masterstudentene frem til makulering.

Dine rettigheter:

Så lenge du kan identifiseres i datamaterialet, har du rett til:
- å protestere
- innsyn i hvilke personopplysninger som er registrert om deg
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hvis du har spørsmål til studien, ta kontakt med:
- Masterstudent: Mia Katharina Opsahl
  - Telefon: 99504092
  - Epost: mia.opsahl@gmail.com
- Masterstudent: Hanna Levin
  - Telefon: 99504092
  - Epost: hannalevin97@gmail.com
- Masterveileder: Jennifer Duggan
  - Telefon: 91861532
  - Epost: jennifer.duggan@usn.no
- Personvernombud USN:
  - Paal Are Solberg - personvernombud@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) eller på telefon: 53 21 15 00.

Signatur Student, Hanna Levin   Dato:

_____   _____

Signatur Student, Mia Katharina Opsahl   Dato:

_____   _____

Deltakers Navn:

_____

Signatur Deltaker   Dato:

_____   _____

Appendix E - Statistics for scale questions in survey

Hvor mange av videoene du ser på er på engelsk

Skala	Antall	Prosent
0	3	7,9
1	1	2,6
2	0	0,0
3	0	0,0
4	4	10,5
5	6	15,8
6	4	10,5
7	6	15,8
8	7	18,4
9	3	7,9
10	4	10,5
	38	100

Hvor mange av videoene er på et annet språk enn engelsk og norsk

Skala	Antall	Prosent
0	14	36,8
1	10	26,3
2	3	7,9
3	6	15,8
4	1	2,6
5	1	2,6
6	0	0,0
7	0	0,0
8	2	5,3
9	0	0,0
10	1	2,6
	38	100,0

Hvor mange av videoen du ser er på norsk

Skala	Antall	Prosent
0	4	10,5
1	8	21,1
2	9	23,7
3	5	13,2
4	2	5,3
5	2	5,3
6	3	7,9
7	0	0,0
8	2	5,3
9	1	2,6
10	2	5,3
	38	100,0

Føler du at du har lært mer engelsk av å være på TikTok

Skala	Antall	Prosent
1- ikke i det hele tatt	10	26,3
2- litt men ikke mye	4	10,5
3 - noe	11	28,9
4 - en del	7	18,4
5 - veldig mye	6	15,8
	38	100,0

Føler du deg mer selvsikker når bruker engelsk etter å ha brukt/sett på TikTok videoer

Skala	Antall	Prosent
1 - nei	15	41,7
2 - litt	8	22,2
3 - noe	6	16,7
4 - mye	6	16,7
5 - veldig mye	1	2,8
	36	100,0

2 stk som ikke svarte

Appendix F - Interview Transcripts

INTERVIEW NR. 1 - Peter

M : Ja, du, første er jo egentlig bare har du, eller bruker du appen TikTok?

P : Jeg er inne på den innimellom, men jeg er ikke *ler* nei, jeg vil ikke si at jeg er en ehhhh.. fast bruker av den.

M: Ikke fast bruker.

P: Nei

M: Du scroller mest?

P: *sukk* Scroller mest. Sånn, bruker litt sånn. Det blir vel litt sånn på Reels, men det blir vel litt av det samme. Blir det ikke det?

M: ja, Reels er ehh.. ganske mye av det samme, type eeeh.

P: Ja

M: Type videoer. Ehhh, over til litt mer sånn generell informasjon. Hvilket trinn er det du hovedsakelig underviser?

Stille

M: Ja, sånn generelt?

P: Jaaah.. Det er mest på mellomtrinnet femte til sjuende trinn, ehhhhh.. men i år har jeg hatt mest timer påååå… andre trinn fordi det at jeg har videreutdanning og jobber nå to og seksti prosent.

M: ja. ehhhh…. videre og ehh. hva slags utdanning har du?

P:Ehhhh.. Allmenlærer eouhhhhh… meeeed ehm.. snart seksti studiepoeng eller opprykket da..

M: Ja.

P: et års *stille* utdanning.

M: Hovedsakelig engelsk?

P: Engelsk er opprykket et år.

M: Ja.

P: Jahh…

M: Så da er det jo selvfølgelig hvilke fag du underviser i?

stille

P: ehhhhhhh.. ufff, oh ja.. *ler* Ehhh, det har vært litt mange da. Menneh. Ohh. Det har hovedsakelig vært ehh. matte, norsk, engelsk. *pause* KRLE. Kroppsøving. *stille* det er vel de faga jeg har hatt mest. Også har jeg jo vært innom samfunnsfag og litt andre fag også.

M: ja. *pause* så er det hvor lenge du har vært lærer?

P: Siden 2007,

M: Der ja, det er ehhh.. 15 år. NEi, jo, 15 år i år.

P: Ja.

M: Mhm, også er det jo da hvor lenge har du vært engelsklærer?

P: Det samme. Har undervist i engelsk siden jeg begynte å jobbe.

M: ja.. ehhhhh…. så er deeeet litt over til dette med sosiale medier. Atte hva, hva tenker du om at elever bruker ulike sosiale medier?

P: ehh. Jeg tror det er ehh. noe av grunnen til atte mange *pause* elever i dag er *trekker pusten* blitt sterkere. muntlig. enn det det har vært ehh.. tidligere. ehhhh. det at de kan bruke eeehh.. spill ooog sine interesser da. Ehh.. *pause* att de bruker det i hverdagen gjør atte ehhhh.. engelsk kunnskapene også blir bedre.

M: Ja..

P: For engelsk kommer mye mer inn i både spillverden og *pause* ja… nettverden generelt da.

H: Ser du klart, eller tydelig, på elevene hvem som er mye på *pause* ehhhh.. eller som bruker mye sånn *pause* sosiale medier og gaming og sånt? ER.. er det tydelig?

P: Du kan merke deeeeeet… veldig *ler* ihvertfall på tidlig opplæringa tenker jeg.

H: Ja, okey.

P: ehhh… For der vil de ha fått inn mye mereeeeehhh…. ord og utrykk om det er fra TV-serier, barneprogram, *pause* ehhh…. at det er en del lånord som går igjen der da. Og på de

eldre så er det vel lettere emhhh.. *stille* Sånn mellomtrinns messig så kan du merke hvem som når de snakker om interesser og hobbier da.

H: Ja.

P: Der kommer orda fort, fortere i bruk. Men på guttene så er det ofte en del språk som ikke skal bruker, og da sier de det ofte ikke så mye på skolen da *ler* . Som de hører det så mye i hverdagen, da heldigvis egentlig *ler*.

M: Så hva tenker du om selve appen TikTok? Bare sånn tanker om den?

P: Neii, jeg tenker *pause* reflekterer litt hvordan samfunnet er egentlig. At det går ehhh… det skal skje mye på kort tid *ler*. ehhhh… det er mye informasjon som kommer inn.

M: Ja hva tenker du om at elevene bruker det?

P: NEi det tenker jeg er greit. Ehh.. Men det burde jo også være iii *pause* kontrolerte former som alt annet da. JEg trur. ehhh. foreldre mister litt oversikten over hva ungene ser på. Og det så dem jo bare med *stille* det havna jo på TikTok detta drapet som var neddi ehh. *pause* Marokko, var det ikke det?

M: Jo.

P: Som endte opp med at det var lagt ut ehh. vet ikke om det var på TikTok, men det var hvertfall sånn reels da, så det kunne dukke opp der.

M: Ja, og det er jo ikke første gangen det har skjedd.

P: Nei, så det er mange ting som kan dukke opp som ikke er bra og da.. mennee… at det er læring i det, det tror jeg nok.

M: ja. Men så var du jo inne på det atte både gaming og sånt også. Men tenker du at TikTok i seg selv, at den påvirkningen på språk er større eller mindre enn andre medier?

P: *stille* Ohhhh… Det tror jeg er veldig knytta opp til interessene eller hobbyene, eller hvor mye ungene ser på det da.. ehhh… for sånn eller så vil jeg si at det er veldig kort tekst, det er korte ord. som de får inn, men det er *pause* ehh.. det er ofte veldig knytta mange sangtekster til.

M: Ja.

P: Ehhhh….. og det går jo på repeat. Og da er det den samme låta som ofte går igjen. Påå *pause* på flere da, og da er det jo klart da får de repetisjon og får resirkulert en del av det vokabularet som går igjen da.

M: ja. Det er jo, det er jo veldig sant.. ehhhh…

P: Men det er mere korte ord da. Jeg tror ikke at det er den store ehhhh.. *ler* utbytte i forhold til større, i forhold til setninger eller flyt.. Sånn sett da.. Det er mer korte ord og utrykk ehh… ord og fraser liksom. JEg vet ikke helt om dem klarer å putte i kontekst. ehhhh… bestandig.

M: Det er ikke helt sikkert. Men du var litt inne på det når du snakka om disse gutta og gaming. Men tenker du at TikTok påvirker elevene sitt språk på en annen måte enn sosiale medier? For du snakke om det litt at det kom fra gaming ehhhh… så kom det jo stygt språk, men ehh….

P: nei.. ehh. jeg *ler* jeg ehh. trur du finner det meste da, på TikTok så er vel det meste. Det er alt fra sanger til *pause* det kan vel bare være vitser og humor og *stille* ehh et ehh… jeg tror det er en blanding. JEg tror det kanskje, jeg tror TikTok er kanskje mer variert der enn type spill verden hvis du holder deg på et type spill da. Men det er klart at om du er innom

masse forskjellige spill såå.. vil du få en del språk fra forskjellige type *pause* interesser og hobbyer da.

M: Ja at det rett og slett blir en bredere plattform?

P: Jah.

M: Også er det om du tenker at, vi har jo vært inne på det allerede, men att elever kan lære engelsk ved å bruke sosiale medier?

P: Ja det vil jeg så absolutt si. Og det er nok litt den trenden.. den veien det går å… Og det å treffe ungene på interessene og bruke noe å *pause* ohh, å tre inn i deres verden da, og, ehh.., bruke det får å ehh.. heve engelskkunnskapene tenker jeg er viktig.

M: Så du tenker det er mye mer interesse for hvordan og hvorfor de gjør det? Atte de lærer gjennom ehh..

P: Ja,, også er det ehh. en del mer å bruke og finne de metodene som er i *pause* den sosiale verden da, og bruke det inn i eventuelt noe typisk skriftlig oppgaver, eller ehh.. et eller annet da. Og bruke det inn i andre typer aktiviteter å.

M: Nå har vi jo egentlig vært innom de aller fleste spørsmålene i guiden allerede, ehh.. for nå er det jo, vi har jo diskutert dette med, ja, at det er mulig for elevene å tilegne seg engelsk ferdigheter gjennom TikTok, det er jo ehhh….

H: Men hvordan vil ehh… eller … *pause* HAr du noen måter du ville brukt sosiale medier og sånn da? Siden du sa det at det går ann å tre inn i deres verden og bruke det på skolen.

P: Jahhh, jeg tenker at det går jo ann å lage typer, ehh. podcast da, som unger er en ehh.. En type som er mere i vinden nå da. Ehh.. Og bruke*pause*kunnskapen dems fra … TikTok, sosiale medier inn i en podcast. Da kan de diskutere og forklare hvorfor og.. ehhh *pause* begrunne litt hvorfor de mener det de mener, for eksempel da. Så har du vel andre type ting, ja du har jo masse ulike typer podcaster du kan bruke det til da men ehh.. *pause*

M: jo, nei for ehhh. du nevnte jo sånn veldig kort istad at …

P: Lage musikkvideoer for eksempel! Det er jo sånne ting. Lage seg en reals utifra et type ord som man kanskje har jobbet med eller. ehh.. kanskje vil jobbe med eller… Om det er noe spesielt man jobber med atte… de får på en måte vist det gjennom å lage en type TikTok da.. Bruker det som en *pause* inngangsport til å lære å.

M: For har du sett noe spesifikk forandring i elevers engelskferdigheter etter at du har fått vite at de er mye på sosiale medier? Spesielt tiktok da..

P: Hmmm… *stille* Nei, jeg ehhh, jo ehh.. Jeg… Sønnen min ser mye på TikTok… Så da kommer det jo en god del i bakgrunnen, med sanger oooooogggg…. ehh… og ord, ehh.. som jeg tenker at detta har ikke han plukka opp noe annet sted enn fra TikTok, eller på nettet eller sosiale medier *ler* .. ehhh… og de er ehh.. generasjonen som kommer under oss, er jo ikke så mye på FaceBook *pause* ehh.. Så de har nok ikke kontakkt med venner ehh.. fra andre land ehh.. på den platformen og da er det nok mere type *pause* jahhh, om det er TikTok, Insta, eller om det er ehh.. *pause* WhatsApp eller gjennom spillverden hvor det er ulike chatteprogramm.. ehh.. *Pause* De bruker det. Jahh.. *pause* så det er jo mere ord og utrykk som plutselig dukker opp tenker jeg *ler*.

M: det er jo… Tenker du det sånn… Hva skal jeg si. *pause* hvilken del av språklæringen hvor TikTok kan påvirke mest? Tenker du vokabular, eller tenker du ehh… selvsikkerheten i språket ehh… hvilken front på en måte?

P: Jeg vet ikke.. jeg veit ikke.. vil ikke sagt selvsikkerhet i språket.. det gir.. gir.. kanskje en slags mestringsfølelse.. At man kan *pause* noen ord og uttrykk liksom.. Men sånn… Forståelse generelt er veldig korte.. ehh… *pause* det er ikke lange tekster du ser eller hører på eller.. ehh.. hvor du får mere orda inn i en kontekst på en måte da.. menne.. atte de plukker opp ord og utrykk og at det gir en mestringsfølelse det.. det er jeg sikker på.

INTERVIEW NR. 2 - Samantha

M: det første spørsmålet vi har er egentlig… Har du eller bruker du TikTok?
S: Ja, det gjør jeg.
M: Ja, legger du ut ting, eller er du en scroller?
S: Nei, ehh.. Jeg er en scroller..
M: En scroller, jahh.. Det er de fleste *ler*. Yess, ehh.. Så er det litt sånn generell ehh. informasjon om deg…. Hvilket trinn underviser du hovedsakelig?
S: Jahh.. jeg har 7..
M: 7.. Jahh. ehhh.. også er det jo.. hvilke fag du da underviser i?
S: Jeg har egentlig alt, utenom ehh. Mat og helse, Kunst og håndverk og musikk.
M: Såå ja.. Alle.. Egentlig alle fag.. Hva slags utdanning har du?
S: Ehh… Jeg har ehhh… Altså grunnskolelærer. Eh… også er det sånn… 1-7.. *pause* Som jeg er.. Også har jeg tatt årsstudium i historie… I etterkant.. Også har jeg.. tar jeg nå.. tar jeg engelsk nå som etter utdanning. Så nå er jeg snart ferdig med ehh.. 30 studiepoeng i engelsk nå.. ehh.. som etterutdanning.
M: Jahh.. Så hvor lenge har du vært engelsklærer?
S: Jahh.. Ehhhhh… *pause* det er jo, egentlig ikke, jeg har ikke hatt engelsk før jeg starta etterutdanninga.. Men jeg har jo på en måte hatt, det har jo vært noen timer i ny og ned, men halvannet år da, sånn ca.. som jeg på en måte har hatt sånn ehh.. ansvar i faget..
M: Ja, så hvor lenge er det du har vært lærer da? sånn generelt?
S: 5 årr?? 5-6 år ehh..
M: Jahh, yess… også er det jo… hva tenker du da.. hva tenker du personlig om det at elever bruker ulike sosiale medier?
S: Jeg tenker at det er mye, mye som kan være fint, men det skaper, altså du har jo selvfølgelig sånn… type negative rundt miljøet i sosiale medier, med blant annet kroppspress, språkbruk, altså sånn …
M: Ja
S: Er en del ting der som på en måte plukkes opp som ikke er helt heldig, ehhhh. Ja også er det litt sånn ehhh,det er jo fengende og det er spennende. Også er det sånn samtidig også er det jo en del kule ting med TikTok og andre ting som på en måte blant annet det med dansingen og sånt det er veldig mye kreativt som skjer der også.
M: Ja
S: Gode muligheter for å utvikle seg kreativt. Så det er bare, skulle bare kunne tatt vekk det negative.

M: Ja ikke sant, tatt vekk det negative

S: Ja

M: Men så da tenker du at elever kan lære noe

S: Ja

M: av å bruke TikTok

S: Det gjør jeg. Men, men jeg tenker at da må det på en måte ehhh eller sånn, hvis jeg skulle brukt det til en på en måte skole ting, så måtte det vært ei veldig styrt oppgave. Ehhh

M: Ja

S: Sånn i undervisningsopplegg, ehhhm, ellers tenker jeg jo at de kan lære mye av kreative ting sånn utenom. Ehhh, det tenker jeg. Så det hadde vært fint med et sånt barnefilter på TikTok på en måte *ler*

M: *ler*

S: Så sånn, ehhh, for det kreative sin del, for du har en del som plutselig da sitter å tegner eller drodler, som ja ting de har lært eller altså sånn lifehacks eller sånn ehh, så det er absolutt

M: Ja! Det er, det er, mye, mye viktig og fint som egentlig er der, men som du sier så har det så mye negative, ehh, det har en del negativt. Nå har du jo snakka en del om, eller sånn litt om det, men hva tenker du spesifikt om TikTok appen? Bare sånn

S: Ehhh, jeg tenker at det er, ja det er veldig spennende, den er jo, det er jo veldig gøy! Du kan jo slå ihjæl utrolig mange timer

M: *ler* ehhh ja

S: uten å ja, også, også, sitter du jo ofte, og du kan fint sitte i to timer, også kan du på en måte bare, hva sitter jeg egentlig å ser på, og hva sitter du egentlig igjen med akkurat nå.

M: Ja

S: Det, men samtidig så er det jo noen ting når jeg har bladd som du kan ta med deg videre. Så jeg tenker at det er, ehh, det er, den er veldig god på å på en måte neste video, nye spennende ting hele tiden. Så man er jo alltid nysgjerrig på hva neste tingen er, så det er jo en sånn, blir jo nysgjerrig på og oppmerksom på på en måte på hva som kommer.

M: Ja, gjør litt sånn sjøl

S: Ja du gjør det, det er vanskelig å kutte ut fordi det kan jo hende at neste er kjempe gøy. Ehhh, så det tar, det trekker jo oppmerksomhet. Ehhhm, så jeg tenker at det er mye som er på en måte ålreight, det er bare, *pause* ehhhh, ja, sånn vi har snakka om da. De tinga som er negativt som har fått et negativt fokus hos mange og da.

M: Ja, det er dessverre veldig tydelig.

S: Ja

M: Ehh, men så nå ser jo vi på det her i forhold til språklæring, ehh, så da lurer vi egentlig sånn på, tenker du at TikTok sin påvirkning på språket er større eller mindre enn andre sosiale medier?

S: Ehhh, *pause*, jeg tror det kommer litt an på hva slags type videoer man ser. *ler*

M: Ja

S: Altså sånn, for det er jo noen som, altså ehhh, en del sånn som *pause*, ja, nå får dere med detta i oppgava deres men sånn som kjæresten min er jo sånn, hu har veldig mye katter og dyr

M: *ler*

S: Ogs å sånn, ehh, da er det begrensa med antall eng, hvor mye *ler* språk det er på en måte, men

M: Ja

S: De plukker jo opp, men bare sånn med at du scroller så får du jo opp engelsk språk og du får jo opp bare det å lese, altså du får jo både skriftlig og muntlig, så du får jo inn begge veier. *pause* ehhh, og praktisk og forsåvidt, med at du får på en måte et hverdags, slags hverdagsprat, på en måte, og hva som står under bildet, eller i videoen.

M: Ja

S: Du får jo inn språk, ehh, *pause* sånn så, mer sånn typ hverdags engelsk og utsette seg for språket jevnlig da.

M: Mhm.

S: Eksponering

M: Ja, ja det er jo det, det er den eksponeringa vi er

S: Ja

M: Er ute etter å se litt på. Så du tenker, du tenker *pause: at elever kan lære engelsk ved å bruke språket på sosiale medier?

S: Ja, det tenker jeg. Det tenker jeg.

M: Ja *pause*, også er det jo, ja det er ikke så mye, det er egentlig ikke så mange spørsmål igjen da, det, ja du tenker at, at det er mulig for elever å tilegne seg engelskferdigheter spesifikt gjennom TikTok, at de da kan bli bedre *pause*

S: Ja *pause* det tror jeg. Ehhh, altså jeg tror jo, altså hvis du hadde brukt, gått inn spesifikt med Duolingo så, så, altså sånn du hadde blitt en bedre engelskspråklig bruker, det tror jeg, men jeg tror det er en veldig mye mer spennende måte å bli eksponert på, for engelsk dag. Ehh

M: mhm

S: Altså sånn, sååå ja jeg tenker at det er på en måte, men jeg tenker det handler mer om eksponering enn spesifikk læring av direkte ting.

M: Ja, det er liksom ikke sånn, du tenker ikke sånn at nei de lærer grammatikk av det liksom

S: Nei, det tenker jeg ikke. Ehh, men ehh men jeg tenker at det er på en måte at de ehh hører og ser en del engelsk

M: Mhm, at de får rett og slett bare mer eksponering for det. De blir mer utsatt for språket.,

S: Ja

M: Det er egentlig bare det, bare til slutt sånn, har du sett noe til det? Har du sett noe forandring, i elevenes engelskferdigheter basert på om du vet om de er mye aktive på TikTok eller på sosiale medier eller?

S: Ehhh *pause*, det er spesielt, men, men ja, men jeg vet ikke om det er TikTok eller om det er, men du ser jo de som er mye opptatt av sosiale medier, ehhh, det er kanskje spesielt YouTube. Ehhh, også som følger engelske YouTubere, ehh syntes jeg at du kan se en stor forskjell på. Og det er jo gjerne de samme som plukka opp YouTube tidlig, sånn som er ute på TikTok tidlig også. På en måte da som, ehhh, så jeg tenker at det er, det er nok en sammenheng på de som er nysgjerrige og som ikke er redd for å bruke språket, og ikke er redd for å høre.

M: Mhm.

S: Ehhh

S: Så *pause*, ja og nei, om det er sosiale medier, tiktok, youtube, altså sånn

M: Ja

S: Det veit jeg ikke.

M: Nei, hvilke deler av språket er det du ser forskjell på? Er det muntlig, skriftlig

S: Ja, muntlig

M: Ja

S: Eller, ja muntlig og å forstå, forstå språket, hvis jeg prater for eksempel, ehhh, ikke så stor forskjell på det skriftlige

M: Nei

S: Sånn som jeg har sett da *pause*

M: Jeg er egentlig da, altså, vi har rast gjennom intervjuguiden så jeg, jeg har egentlig ikke sånn kjempe mye, ehh kjempe mye spørsmål. Vet ikke om Hanna har noe å tilføye, ehhhh

H: Nei, ikke egentlig

S: Jammen det er greit

M: Så, så det eneste jeg kan komme på er jo egentlig har du sett ehhh forskjell, forskjellen på, som når du sier du vet at noen ser mye på YouTube eller sosiale medier, merker du det på, altså hva skal jeg si, altså selvtilliten dems i engelske, at dem er mye tryggere på engelsken sin selv enn de som kanskje ikke er det?

S: Da må jeg nesten si nei, forsåvidt, fordi, men det er jo fordi, kan hende det er litt fordi at jeg, kan hende jeg er litt prega av den klassa mi og, fordi

M: Ja

S: Jeg har en gjeng som egentlig er sterke i engelsk, men ikke noe glad i å prate noe høyt. Ehhh

M: Ja

S: Så det blir litt sånn, ehhh, det er jo en usikkerhet på hvordan de skal prate engelsk, så det er, jeg jobber mye for at de skal bruke engelsken, så vi har lagt opp til en del prøve å spille litt, prøve å få ehhh, samtale, i mindre grupper i stedet for i større.

M: Ja

S: Ehhh, så jeg kan på en måte ikke svare på vegne av alle men jeg kan si at mine, i min gjeng så syntes jeg ikke det.

M: Nei, men man blir biased når man, når man har sin egen klasse

S: Ja, man gjør det, så det er ingen tvil.

M: Ja, nei, men vi setter stor pris på at du lot det intervjue, det

S: Jo, bare hyggelig

INTERVIEW NR 3 - Christopher

M: Okay da er det jo litt sånn generelle, jeg kan jo, men jeg må nesten ha, ha det fra deg muntlig, jeg kan jo litt av de her, det litt sånn generelle informasjon

C: Ja

M: Ja, og det er jo, har du eller bruker du TikTok?

C: *Pause*, den er litt vanskelig å svare på fordi jeg har ikke TikTok, men korpset har som jeg administrerer *ler*

M: Ja, ikke sant

C: *ler mer*, men ja jeg bruker TikTok, ehhh, ja

M: Ja

C: Har og bruker TikTok, jeg gjør jo det, for det er jo jeg som styrer den

M: Ja, du har og bruker'n. Så du kjenner til appen godt?

C: *drikker kaffe*, det var å ta hardt i, men jeg veit å bruke den *ler*

M: Ja, ikke sant, ja da, men så er det

C: *ler* Hanna skjønner at Mia kjenner meg *ler mer*

M: Jada, men så litt mer sånn, litt sånn kjedelig info, hvilket år er det du primært underviser i, *pause*, hvilket årstrinn?

C: Nå var du morsom. Tredje, fjerde, femte.

M: Ja

C: Men i engelsk, så er det i fjerde og femte.

M: Engelsk i fjerde og femte ja

C: Mhm

M: Ehhh også lurer vi på hva slags utdanning har du?

C: Jeg har ehhh, fireårig lærerutdanning også med ehh, et halvt år med engelsk på toppen og et halvt år med musikk ekstra, så jeg har, jeg har ehhh, fem års lærerutdanning

M: Mhm! Ehhh, ja, ja nå svarte du halvveis på det, men hvilke fag er det du underviser i?

C: Matte, norsk, *pause*, ehhhh, engelsk, musikk, *pause* jeg har bytta bort kunst og håndverk, men jeg pleier å ha det *ler*

M: Ja, men da…

C: Naturfag!

M: Naturfag!

C: Må huske hele ukeplanen vetdu

M: *ler* også er det jo hvor lenge har du vært lærer?

C: Siden 2007 så da, 7, 14, 21…

M: 15

C: 15, eller 14ende året nå, jeg begynte jo høsten 2007

M: Ja *pause* mhm. Og da, har du vært engelsklærer siden da eller?

C: Nei, det er fire år siden jeg tok eksamen i engelsk

M: Fire år siden, okay

C: Så det er femte året jeg underviser i engelsk, sjette året

M: Ja!

C: Femte

M: Ja *ler*. Okay da er det jo litt sånn over på mer generelt om sosiale medier da. Hva tenker du om at elever bruker sosiale medier?

C: *tenker*, jeg har hørt spørsmålet, jeg må bare tenke *ler*

M: Det er helt greit!

C: Um, det er jo et skummelt medium, på mange måter. Ehh, fordi at dem, det er grunner til at det er tretten års aldersgrense, ehh, fordi dem skjønner ikke rekkevidden av det dem legger ut, og dem skjønner ikke hva dem legger ut. Ehhh, sånn sett. Ehhh, jeg har jo hatt elever som i tredje-fjerde klasse sa at dem brukte TikTok og at dem hadde sett skumle ting, så, *pause*. Det er, det er noen som blomstrer ved å bruke det, men det er jo også dessverre noen som opplever ting dem ikke skal. Ehhh, *drikker kaffe* , personlig så har jeg jo sagt at mine unger

får ikke lov før dem er 13, så jeg tenker at det, hadde man holdt seg til de aldersgrensene som var, så er det ganske greit. Men ehhh, det er et skummelt medium.

M: Ja, det er, det er jo en grunn til at de aldersgrensene som er satt er der på en måte.

C: Ja

M: Ehhh

C: Jeg sier jeg er kjempeglad, liksom at jeg vokste opp før internett og Facebook

M: Ikke sant

C: Fordi at når jeg ble mobba så var det ferdig når jeg kom hjem. Ehhh, mens de som blir mobba nå de får det døgnet rundt

M: Ja…

C: Ja

M: Dessverre er det blitt sånn

C: Min, mitt årskull, det var da det begynte å komme *pause* begynte å bruke telefon, litt sånn til telefonterror men det gikk jo mer sånn konkret på å ringe og legge på, eller sitte og lage, eller det var kult helt til pappa tok opp telefonen og *lager en lyd*

M: Ja.

C: Ja, så ehh, ja, nei, jeg er ikke udelt positiv til det men jeg er ikke udelt negativt heller. *ler*

M: Nei, nå var du jo litt inne på det så vidt det var men sånn hva tenker du da, for nå var det litt sånn sosiale medier generelt, men hva tenker du spesifikt om TikTok?

C: Du kan jo ha mye morro og dem utsettes jo for språket for det er jo mange av dem som kommer på, ehhh, på engelske kanaler og ser ting, om ting som dem har interesse av og da får utviklet språket sitt. Ehhm jeg ser jo elever som var dårlige når jeg fikk dem, når de gikk i fjerde klasse, i starten av fjerde klasse skjønte dem liksom ikke hva jeg sa. Også nå sitter og er *pause*, den neste beste i klassen. *pause* fordi at han har sitti, han har jo gamet og, og brukt språket mye og liksom knekt koden. Og jeg ser jo, en av de elevene jeg har som er svakest, han har begynt å prate på internett nå og jeg oppfordret faren til å få inn Roblox konto for der blir han nødt til å forholde seg til engelsk, fordi han ville ikke bruke engelsk, ville ikke lære engelsk, så ikke poenget. Ehh, og, og jeg oppfordret faren til å la han få en konto på Roblox, jeg sier jeg kan ikke, du kan ikke si det men, det vil være en måte som han kan åpne kanalene litt da, og når jeg da hørte han i lekse i går, så sitter jeg og griner fordi jeg blir rørt over hvor flink han er.

M: Det er en koselig utvikling da!

C: *ler*, men jeg hørte to av de svakeste i klassen i går, og jeg, nå kommer tårene igjen fordi jeg tenker på hvor flinke de er, hvor viss utvikling dem har, fordi at det, når dem hører engelsk brukes, så begynner dem jo å bruke det mer. Ehh, og det er jo liksom når du tenker på, tilbake på når jeg begynte å jobbe her når jeg var, altså for tolv-tretten år siden, så vi skal se på film, og vi skal se på film fordi det er sykdom på, overalt også du får, og du må være alene med hele klassen. Jeg kom fra ungdomsskolen og skulle ned og ha fjerde klasse eller hvilket år, å nei du må ikke sette på, kan ikke se noe med engelsk, sånn også var det sånn, det var den gangen vi hadde DVD så man måtte pløye hele skolen for å finne en norsk film for man kunne jo ikke vise engelske filmer på småskolen. Ehhh, og nå de siste to åra så har jeg vist Chitty Chitty Bang Bang på engelsk uten tale, uten tekst under. *Pause* ehhh, og det er, dem alle sitter, dem sitter der og ler og bare går og synger på sangene og dem lar seg helt

catche av filmen liksom. Og dem, ja nei det er *pause* og at, og atte det gir en språkbading, det er jo kjempe, det er jo helt tydelig. Men at det, det er jo bra på godt og vondt men dem lærer jo, dem lærer jo mye ord som jeg skulle ønske dem ikke kunne da, og som dem ikke skjønner liksom. Ehhh

M: Ja…

C: Sånn, sånne som, når sønnen, en kompis av, en kompis til dattera mi som da går i fjerde klasse kommer hjem og løper rundt med en nerf gun og sier "you motherfucker!"

M: *ler*

C: Og jeg bare, ja du vet du hva det betyr? Det ordet har vi ikke lov til å bruke her i huset, vet du hva det betyr? Neeeei. Det betyr mammapuler. *ler*

M: *ler*

C: Ikke sant! *ler mer* Dem, dem vet jo ikke hva ting betyr, ikke sant, så det…

M: Nei

C: Ehhh, det, det er jo det skumle med, med det å møte TikTok, for at det er jo mye pisspreik også.

M: Det er det!

C: *ler* Mia kjenner meg, hun vet at jeg er rett frem! *ler mer*

M: Jada! Men det var fint det, for da får vi frem poenget! Ehh, nå har du jo vært litt inne på det da, at så, du føler at elever kan lære noe ved å bruke sosiale medier?

C: Ja og jeg ser jo på mine egne unger og, altså *pause*, ehhh, forskjellen på eldstemann og yngstemann er tre år mellom dem. Han fikk nesten bare norske filmer og kunne nesten ikke engelsk før han begynte på skolen, ehhhh, og hadde jo da en kjempe utvikling når han begynte også spille på Roblox og sånt noe. Også fikk jo *barnets navn* som er tre år yngre lov til å begynne mye tidligere. Og unga mine har større ordforråd på engelsk enn norsk.

M: Ja!

C: Og jeg, jeg gir internett og YouTube og TikTok, dem er ikke på TikTok da, men Roblox og, og YouTube skylda altså.

M: Ja

C: *ler* For dem sitter jo og ser på filmer om emner som interesserer dem og, og får jo da et ordforråd som passer for dem, da lærer dem jo mye mer engelsk.

M: Dem blir eksponert for det.

C: Så når jenteungen liksom sier "mamma, hva heter floor på norsk?". Gulv jenta mi. Gulv! *ler*

M: *ler* ikke sant! Men, tenker du at TikToks påvirkning påvirkning på språket er større eller mindre enn andre sosiale medier? Nå har du jo ytra litt for YouTube og sånt men…

C: *tenker* Dem, dem begynner jo gjerne på YouTube og så går dem over på TikTok, for dem skjønner at dem kan begynne å lage sjøl og få respons på ting sjøl.

M: Mhm

C: Ehhh, også begynner dem jo ofte på norsk, med sine filmer. Ehhh, og så etter hvert så begynner dem å utvikle, å uttrykke seg, og det er, en av elevene mine fikk jo sperret kontoen sin, fordi han hadde ytret seg på en sånn måte på engelsk som da førte til utestenging. Ja *ler*

M: Det kan jo fort skje!

C: Ehhh, men ehhh, i, jeg *pause* fordi at det er så hipt blant barn og unge med TikTok så får jo dem en større påvirkning men jeg tror at her må man se på sosiale medier som en

helhet. Ehhh, jeg tror ikke at TikTok ene og alene kan få skylda eller æra for å utvikle ordforrådet. Jeg tror det, de får nesten vel så mye i for eksempel Roblox, for det er interaksjon. Ehhh, samtaler, de spør hverandre om har du det, kan vi bytte det, og, og sånt noe. Så tror de har mer læring i for eksempel Roblox enn TikTok.

M: Ja for der har det noe med det sosiale ikke sant, den derre interaksjonen.

C: Ja.

M: Mhm. Så, men, tenker du at elever kan lære engelsk ved å bruke og være på TikTok?

C: *tenker* Ja. det tror jeg.

M: I så fall, hva?

C: Jeg sa ikke noe om hvilke gloser! *ler*. For det er, det er jo noe med det, de lærer, de ser jo gjerne på TikToker om ting de interesserer seg for.

M: Mhm

C: Ehh, *pause* og det er klart atte det er jo mye gaming de ser på og sånt noe. Og de gamerne har jo et språk uten like, ehhh, i forhold til banning og sånt noe. Og dem skjønner jo ikke at dem sitter der og banner dissa en gang, så dem får jo et ordforråd som kanskje ikke jeg hadde ønska men samtidig så ser jeg at det er mange av de som da gamer en del og sånt noe som har et ganske godt velutvikla ordforråd altså.

M: Mhm. Nei nå var vi jo, hva tenker du, vi snakka jo om disse glosene litt, men hvis du ser bort i fra de *ler*, hva tenker du at de eventuelt kan lære på TikTok?

Snakker i munn på hverandre

C: De kan lære ord som er relevante for dem, ehh, fordi at de ser på filmer som er innafor dems interesseområder. Liker dem gaming så ser dem på gaming. Liker dem fotball så søker dem jo på fotballfilmer og får gjerne intervjuer med de og sånt noe. Liker dem dansing så lærer dem jo danseuttrykk. Ehhh, *pause* sånn at det de får et ehhh, ordforråd, tilgang på et ordforråd innenfor det som er interessen for dem og det som er egentlig på lang sikt vil være relevant for dem da.

M: Mhm, at det er litt …

C: Det lærte jeg hvertfall på studiet, at var viktig for at dem skulle lære.

M: Det må være litt interesse prega, for da fester det seg gjerne fortere!

C: Mhm! Så at dem, at dem får utvida det er, noen sitter jo og ser på kjæledyr og lærer seg mer om det, og noen ja.

M: Ja! Så tenker det at det er ordforråd som er liksom, atte utvikle ordforrådet dems innen…

C: Ja, også lærer dem jo fraser for hvordan ting sies da. Men det er klart hvis dem sitter og hører på bambla engelsk i stedet for britisk engelsk eller amerikansk engelsk så ehhh ja, da blir det jo som deretter da.

M: Ja

C: Men dem får jo møte, møte forskjellige typer engelsk på, i mye større grad enn det vi gjorde når jeg begynte med engelsk liksom.

M: De er nok mye mer eksponert til det de i den generasjonen nå enn det sånn som når både når jeg og Hanna gikk på barneskolen også, vi var jo ikke i nærheten av like eksponerte for språket som de, som

C: Nei

M: de som går på barneskolen nå.

C: Nei, nei, nei. Og det er jo liksom litt sånn som når det kommer nye elever på skolen også som er fremmedspråklige, så er det bare "yes! vi får brukt engelsken våres!" Dem ivrer etter å å prate med dem med andre språk for å øve på engelsken sin. Og jeg opplever at de aller fleste elever har et ønske om å kunne kommunisere på engelsk.

M: Mhm. Det er gøy altså. Veldig gøy å se at, det med at det har blitt sånn.

C: Ja!

M: Du var jo litt inne på det nå, i stad da, i forhold til med roblox og sånt, men har du sett noen forandring i elevers språkferdigheter etter å vite om de er aktive på TikTok eller har TikTok?

C: Jeg kan jo si på mine egne barn, ja.

M: Mhm

C: Ehhh, enkelt og greit der. Og jeg ser jo at det er mindre motstand mot han i 5 klasse som ikke vil, han har vært sånn *gjør en bevegelse* på engelsk før, fra dag en i andre klasse. Nå er han faktisk mer tilbøyelig til å være kobla på og lære engelsk. Han er ikke beint der, jeg veit at han er på TikTok, og jeg tror ikke lenger han bare er på norske TikToker for jeg ser og jeg hører ehh, fra i høst så ser jeg bare en sånn *wooosh lyd* i uttalen hans. Han leser bedre og sånt noe, og det er, det er ikke nødvendigvis jobbing men jeg tror at det er fordi han utsettes for språket mer.

M: Mhm, han blir mer eksponert for det.

C: Ja. Ja jeg har sett det på flere, nå veit jeg at han som da var en av de svakeste, som var i topp tre nå, ehhh, han tror jeg ikke har TikTok, ehhh men han gamer.

M: Mhm

C: Ehhh, så det er jo en form for sosiale mediaer det også. Så atte det, ja.

M: Jada, det er det. Det er jo gjort ekstremt mye forskning på gaming, blant annet at det er en veldig stor kilde til språklæring, så..

C: Mhm

M: Det er fullt forståelig det! Hanna har du noe å tilføye nå for nå har jeg egentlig, når jeg ser på intervju-guiden min så har jeg egentlig fått svar på det jeg lurer på

C: Ja

H: Ja jeg har egentlig ikke, jeg syntes du har svart veldig bra jeg så jeg har

C: *ler* jeg blir sånn, nå må jeg, nå må jeg få ut noe fornuftig *ler mer*, men det er det ikke alltid jeg gjør!

H: Det har kommet mye fornuftig i dag hvertfall så det!

C: Ja *ler*, jeg føler ofte jeg bare vaser jeg! *ler*

H: *ler* Men har du noe mer du selv vil tilføye da? Som vi ikke har fått spurt om eller som du ikke har fått sagt?

M: Nå spurte du vanskelig Hanna *ler*

C: Mia kjenner meg godt! *ler*. Nei man gjør ser jo noen erfaringer da. Når jeg ser på de jeg hadde når jeg begynte, da gikk dem i sjette klasse, nå går dem i tiende klasse nå, og jeg ser jo ehhh, elevene snakker jo mer engelsk tidligere enn det dem gjorde da, så det at de jeg har nå, dem snakker bedre engelsk på et tidligere nivå enn det dem gjorde da.

H: Mhm

M: Mhm

C: Mhm, og at det, det er jo primært for at dem eksponeres mye mer for språket.

M: Ja

C: Og at TikTok da er en kilde? Definitivt.

M: Definitivt, yes. Nei men da har vi egentlig fått svar på alt det vi ville, ønsket å få svar på.

C: Så bra!

M: Vi setter stor pris på at du gadd det her, og på litt kort varsel i tillegg!

H: Ja vi setter veldig stor pris på den korte *ler* ehh varselen

C: Jeg liker ikke å ha sånt hengende skjønner du!

Appendix G - Survey Consent Information

Vi studerer til å bli grunnskolelærer i engelsk for 1.–7. trinn, og det er derfor viktig for oss å vite mer om hvordan våre framtidige elever bruke engelsk utenfor klasserommet.

Tik Tok har blitt en populære app blant grunnskoleelever, spesielt i 5.–7. trinn, og mange barn bruker engelsk på Tik Tok, enten ved å høre og lese eller ved å legge ut sine egne Tik Tok videoer på engelsk.

Hvorfor delta?

Vi undersøker hvordan barn bruker språk på Tik Tok og inviterer herved deg å dele dine erfaringer i et helt anonymt spørreskjema. Siden du er under 16 må vi få samtykke fra dine foreldre for at du skal kunne delta.

Hva samtykke du og dine foreldre til?

Ved å krysse av boksene nedenfor samtykker du til at (a) du vil delta i den digitale anonyme spørreundersøkelse om ditt språkbruk på Tik Tok og (b) at dine foreldre har gitt deg tillatelse å delta. Du erkjenner og samtykke til at svarene blir brukt i en masteroppgave om grunnskoleelevers språkbruk på Tik Tok. Du vil forbli anonym gjennom hele prossessen, så svare så ærlig og godt som mulig.

På grunn av at data er helt anonymt blir det ikke mulig å trekke tilbake svarene eller samtykke etter at spørreundersøkelsen er gjennomført.

Vi samler ingen personopplysninger om deg og det vil ikke bli mulig for oss å vite hvem du er.

Jeg samtykker til å delta i denne spørreundersøkelsen *

Velg … ⌄

Appendix H - NSD Approval

Vurdering

Referansenummer
878471

Prosjekttittel
Masteroppgave - MGLU1-17

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

Prosjektansvarlig
Jennifer Duggan

Student
Mia Katharina Opsahl

Prosjektperiode
01.12.2021 - 31.12.2022

Meldeskjema

Dato	**Type**
09.02.2022	Standard

Kommentar
Det er vår vurdering at behandlingen vil være i samsvar med personvernlovgivningen, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet den 09.02.2022 med vedlegg.

Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige personopplysninger frem til 31.12.2022

Vi har bare vurdert de delene av meldeskjemaet som handler om innsamling av personopplysninger. Det er utvalg 2.

LOVLIG GRUNNLAG UTVALG 2
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 nr. 11 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse, som kan dokumenteres, og som den registrerte kan trekke tilbake.

For alminnelige personopplysninger vil lovlig grunnlag for behandlingen være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 a.