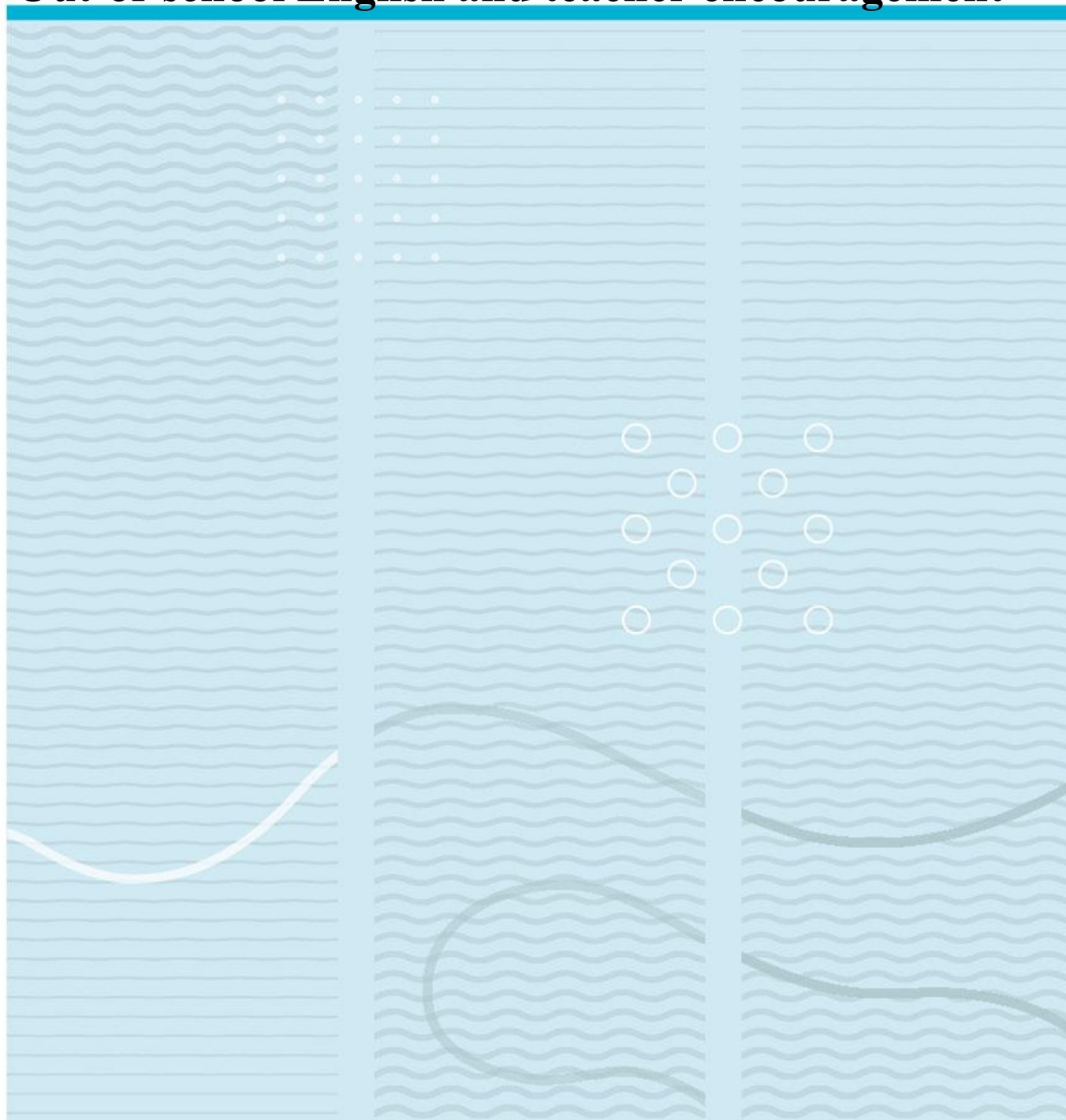


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# Out-of-school English and teacher encouragement



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This thesis is worth 30 study points

# Abstract

Globalisation, the internet, and increased access to English language media affects the linguistic context in which young people today develop their language skills. The English subject classroom is no longer the only place children and adolescents are exposed to the English language, and much of their English language acquisition takes place outside of the school context. This thesis attempts to investigate how English teachers in the Norwegian school system take into account the English language learning their students do outside of school, and to what extent and how they work to encourage out-of-school English. The study employs a mixed method approach consisting of a digital survey followed by qualitative interviews with two English teachers.

The study finds that all participants believe that out-of-school English affects students' English language acquisition, but that teachers' practices in relation to out-of-school English vary. The interviewees self-report that their practices include encouraging out-of-school English when chatting with their students, encouraging them to seek out topics and choose formats they enjoy, as well as making them aware of their linguistic competence and the relation it may have to their spare time activities. The participants in the study were asked if they recommended specific titles or types of English language media and activities to their students, but both the survey and interviews found great variation in practices. Factors that affected the teachers' practices were uncertainty about their right to involve themselves in their students' lives outside of school, especially in regard to parents' reactions and attitudes, as well as potential harmful effects of the students' activities outside of school, such as lower performance at school due to a lack of sleep. The study concludes that there is great variation in practices among teachers in relation to out-of-school English, and that more research on the topic is needed.

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# 1 Introduction

Children and adolescents are exposed to large amounts of English language media every day all over the world. Films, TV-series, video games and social media are readily available at the click of a button, and English-speaking countries are some of the largest producers of this content. With the internet becoming a basic necessity to participate in society, whether this is at school, work or in the social sphere, the English language is nearly omnipresent in most European countries such as Norway. With the increased presence of English language media, researchers have also found an increase in English language competence among children and adolescents. Brevik (2016) in Norway and Sundqvist and Sylvén (2016) in Sweden all find correlations between English language consumption, and English proficiency. Their studies conducted on this topic indicate that children and adolescents who participate in English language activities outside of school become more proficient and confident English language users.

Although one may argue that this language learning phenomenon must have pedagogical and didactic implications, little research has examined how teachers relate to the English students engage with outside of school, or whether they encourage this type of activity. The limited research that exists tends to focus on students themselves rather than their teachers. This study aims to uncover what teachers in Norway do to maximise their students' English learning in relation to out-of-school English. The research question for this study is therefore "How do English teachers in Norway encourage their students to engage in English language activities in their spare time?"

In order to explore this, the study investigates the teachers' attitudes in addition to their practices in the classroom and during recess, as well as potential challenges and concerns. The study employs a mixed method approach consisting of a digital survey followed by qualitative interviews. The findings in this study are based on self-reported data and may therefore be subject to the participants' own biases. The scale of the study did not allow for classroom observation or other forms of verification of the participants' statements. However, qualitative interviews may allow for insight into the participants' experiences, beliefs and reasonings for their practices, which can be compared to relevant theories and research related to this topic.

## 2 Background

In addition to the English that children and adolescents learn at school, they are also exposed to English in their spare time. Films, television, gaming and social media platforms are all forms of media where one may encounter the English language. The children's and adolescents' English language consumption is rarely due to a desire to become more proficient English language users, or performing better at school, but rather a side-effect of their engagement with content or activities they find enjoyable.

Some of the most notable researchers attempting to define and label this type of language exposure are Sylvén and Sundqvist in Sweden. When researching the English-language activities children and adolescents engage in in their spare time they needed a term to define these activities, and separate them from language activities related to school or organised language tutoring. They suggested the term Extramural English (EE) in order to accurately describe this phenomenon. The term has since become popular and has been adopted by many other researchers studying the English young people engage with outside of the English language classroom. The term does however have some limitations that make it problematic to use in this study. In their own words:

EE corresponds to 'English outside the walls' and by that we mean the English that learners come in contact with or are involved in outside of the walls of the classroom. This contact or involvement is *not* initiated by teachers or other people working in educational institutions; the initiative for contact/involvement lies with the learner himself/herself or, at times, with someone else, such as a friend or a parent. (Sundqvist & Sylvén, 2016, p. 6).

Sundqvist and Sylvén define and limit Extramural English to the English that happens outside of the school or other educational contexts, and to the English language activities and interactions that are initiated by the learners themselves. However, this limitation can be problematic. Firstly, it is difficult to determine where the line goes between encouragement and initiation. Sundqvist and Sylvén (2016) themselves recommend that teachers attempt to gain insight into their students' spare-time interests, and either incorporate these into the classroom (pp. 155-172) or suggest new ways for students to learn English extramurally (p. 223), yet they emphasise that the activities must be learner initiated for them to be considered Extramural English (2016, p. 223). This would make it unclear whether some activities could really be defined as Extramural English or not, such as when a student continues participating in an English-language activity initiated by a teacher even when participation is no longer mandatory. New approaches to homework and teaching, such as

flipped classrooms and digital or collaborative work may also create situations where activities cannot easily be defined as EE or not.

Secondly, Sundqvist and Sylvén's definition rules out activities initiated by teachers and educators, but allows for parent- or peer-initiated English use. Ambiguity regarding responsibility for initiating the activities, especially with close collaboration between school and home, again make it difficult to determine whether an activity is truly EE. According to Sundqvist and Sylvén (2016) an activity initiated by a parent may be considered EE, but they do not mention whether this is still the case if the parent's initiative is shaped by meetings with the child's teacher. For the aforementioned reasons I have chosen not to employ the term Extramural English when describing the English language activities students engage in outside of the school context. For this study I will be using the term *out-of-school English* because it allows for broader use and consideration of all of the English students use outside of school. This is not to say that the same or other ambiguity may not occur when using this term to define students' language use.

There are different ways of interacting with the English language, and researchers have attempted to determine which are the most helpful for English language acquisition. Sundqvist and Sylvén (2016) have illustrated the different media for English-language interaction in a model they call the Extramural English House. The model consists of a metaphorical house with two floors and an attic. On the first floor are rooms where the learner can watch films and television, or listen to music. The second floor contains a computer room and a library. The EE House model explains that the first floor and its activities are the most accessible and require little effort from the learner. To reach the second floor where one can read, surf the internet, and play computer games, one must make a greater effort symbolised by the metaphorical stairs one must climb (pp. 182-188). Sundqvist & Sylvén (2016) further argue that the upstairs activities are more beneficial to English language acquisition than the downstairs activities. This is because the learner can be more passive when listening to music or watching TV, while reading and gaming require the learner to be active, either to use their language skills to facilitate understanding or even to produce language themselves (pp. 185-188). Although all English language input can be helpful for language acquisition some English language activities seem to have a greater impact, making them favourable.

A Norwegian project called the VOGUE project initiated in 2015 at the University of Oslo follows students at the upper secondary level studying their habits in and out of school. The focus is on reading abilities in English with emphasis on students who are better readers in English than in Norwegian (University of Oslo, 2022). Project leader for the VOGUE project, Lisbeth Brevik conducted a study on teenagers who were considered linguistic outliers, defined as students who



scored at or above the 60<sup>th</sup> percentile in English tests but below the 20<sup>th</sup> percentile in Norwegian tests, making them at risk due to low reading comprehension in Norwegian. When questioning the students on their English use outside of school, Brevik (2019) was able to divide the students into three different categories: Gamers, Surfers and Social Media Users. The Gamers would play computer games for up to eight hours per day while also spending some time on other English language activities such as watching films and listening to music. The Surfers would spend less time gaming and more time watching films, reading news articles, listening to music, and engaging with social media. The Social Media Users participated in fewer English language activities and favoured social media, as well as consuming films and TV series and listening to music (Brevik, 2019, pp. 595-603).

Through surveys and interviews, Brevik was able to distinguish a gender tendency among the groups. The Social Media User group consisted of only girls, while the Surfers and Gamers were only boys. Brevik argues that girls are more likely to reduce their time spent gaming as they age and become non-gamers, while boys either maintain their gaming time, placing them in the Gamer group, or reduce it somewhat, making them Surfers, in their teens. Brevik also found that the only group to read printed novels in their spare time was the Gamer group. She argued that games that include narrative structures required complex reading skills related to reading narrative printed text. Brevik (2019) concludes her article by explaining that the students' interests caused them to engage with English language content, and that their English language reading comprehension was positively affected by this (pp. 595-604). Brevik's (2019) study found a wide range of English-language activities and consumed media among students who were proficient English users.

Previously mentioned researchers Sylvén and Sundqvist (2012) also studied the correlation between gaming and English language proficiency among Swedish teenagers. They found that the students who played digital games for more than five hours per week were more proficient in English than students who played for fewer hours. Sylvén and Sundqvist (2012) discovered that more time spent playing games correlated with greater reading and listening comprehension, and higher scores on vocabulary tests (pp. 311-314). Like Brevik (2019), Sylvén and Sundqvist (2012) also found gendered trends in the time spent on different English-language activities: boys were more likely to spend a large portion of their free time playing digital games, coinciding with Brevik's later findings in 2019. However, unlike Brevik, Sylvén and Sundqvist (2012) did not find a positive correlation between gaming and reading. In Sylvén and Sundqvist's (2012) study frequent gamers were less likely to read Swedish books than non-gamers (pp. 311-316). This study supports the indication that engaging with English-language content out of school increases English language

proficiency, but challenges the claim later made by Brevik that gaming increases one's willingness to read in one's spare time.

This is further supported by a study conducted in Sweden by Sundqvist and Wikström (2015) looking for a correlation between gaming and English proficiency. In their study, they tested students by having them write essays in English and evaluated the length of the essays as well as the vocabulary employed in the students' writing. The essays, along with vocabulary tests and final grades, were compared against the students' out-of-school English use as determined by a questionnaire and language diaries. Sundqvist and Wikström (2015) found that students who gamed frequently had a greater and more advanced vocabulary with polysyllabic types when compared to students who gamed less, but they also found that frequent gamers wrote somewhat shorter essays than non-gamers, although the difference was labelled as non-significant (pp. 68-73). It is therefore difficult to argue that playing digital games guarantees one's interest in or increases one's ability to read and write long texts, but both Norwegian and Swedish research has found that students who consume English-language media and participate in English-language activities tend to have better reading comprehension and a greater vocabulary. This research also indicates that interest and motivation may positively affect target language acquisition.

Research in other comparable countries has also found a correlation between the use of English outside of school and English competence. A study conducted in Flanders in Belgium found that teenage students were more proficient and had a greater vocabulary in English than they did in French (Peters et al., 2019). This region is predominantly Dutch speaking, and the students start learning French as a second language in school several years before they begin formal English language instruction. As such, the study showed that the students understood more English than French at the time they were tested, despite having had less time learning the language. The researchers attribute this paradox to the amount of English language media such as books, music, and online interaction that the students were exposed to, as well as to the area's culture for subtitling films and TV shows as opposed to dubbing (Peters et al., 2019, pp. 747-775). This study indicated that out-of-school English could contribute to English language acquisition, and that this type of language work could even have advantages to typical classroom teaching.

A similar study conducted in the Netherlands studying Dutch ten-year-olds also found a correlation between exposure to English outside of school, and English language proficiency. English lessons were mandatory from the fifth grade, but schools could begin teaching the language earlier. The study found that exposure to English outside of school positively affected students' English language proficiency as well as linguistic self-confidence (Leona et al., 2021). European countries

that have a comparable linguistic situation to that in Norway have found a correlation between the students' out-of-school English use and their overall English language proficiency.

These studies indicate that engaging with English-language media and participating in English-language activities may promote English acquisition. It may therefore be necessary to investigate whether the students are themselves aware of the connection and possible opportunities for English language acquisition through their out-of-school English activities. In another article relating to the previously mentioned VOGUE project Brevik (2016) interviewed teenage boys who were considered linguistic outliers with a much higher reading level in English than in Norwegian. When interviewing them she found that not all of the students were aware that they were markedly better at reading English than Norwegian; one even expressed surprise when Brevik (2016) pointed out his English language competence to him (pp. 47-48). When asked why they were proficient English readers most of the students suggested that their use of English outside of school had contributed to their English language acquisition. The students did not consider the competence they had acquired from gaming as relevant to what they did at school (Brevik, 2016, pp. 47-53). Brevik recommends that the teachers should ask about their students' interests and out-of-school English use, suggesting that this may positively affect the students' motivation to learn English (Brevik, 2016, pp. 53-56). This study shows that students who have likely increased their English language competence from gaming are not necessarily aware of their linguistic competence. There is also an attitude among students that their out-of-school activities have no relation to what they do at school.

To remedy this Thorne and Reinhardt suggest bringing the students' out-of-school language competence into the classroom through a model they refer to as Bridging Activities. According to Thorne and Reinhardt, students encounter language in their spare time, and explain that the students may benefit from working with these types of texts in the classroom. They also recommend that the students rather than the teachers decide which texts should be brought into the classroom for study. Thorne and Reinhardt explain that working with these types of texts, described as internet-mediated texts, can involve studying the texts themselves and analysing them, or comparing them to more traditional texts (Thorne & Reinhardt, 2008, pp. 558-572). Bringing the students' language competence into the classroom may be one way of validating the types of language use the students encounter and use themselves in their spare time, while still giving the teacher an opportunity to show the differences between this type of language and the language that is used in academic texts.

Researchers Schurz, Coumel, and Hüttner (2022) interviewed teachers in France, Sweden, and Austria about their students' use of English outside of school. The Swedish teachers reported more out-of-school English among their students than the French and Austrian teachers. The authors

attribute some of the variation in out-of-school English engagement with the dubbing practices in France and Austria as opposed to the subtitling standard in Sweden. The most common English language out-of-school activity in all countries was gaming, while reading books was rare (pp. 7-8). The researchers went on to ask the teachers about their beliefs about the learning potential related to the English the students used in their spare time. Schurz, Coumel, and Hüttner (2022) explain that the teachers were generally positive to the effect out-of-school English had on their students' language learning. The teachers reported that they saw an increase in their students' vocabulary, as well as speaking skills, fluency, and receptive skills. The teachers also said their students had greater levels of self-confidence and were more motivated (p. 8). The greatest difference between the countries in this regard was that all the Swedish teachers somewhat agreed that English outside of the classroom could positively contribute to learning grammar, while the French and Austrian teachers were generally more sceptical (Schurz et al., 2022, p. 9). Nonetheless, teachers in all countries had positive attitudes towards learning English outside of the classroom. The Swedish teachers stood out somewhat due to reporting higher levels of out-of-school English engagement among their students, and a stronger belief in the learning possibilities of out-of-school English relating to grammar.

Schurz, Coumel and Hüttner (2022) point out that apart from one French teacher, only Swedish teachers mentioned challenges relating to register and level of formality. The French teacher stated that engaging in English-language activities outside of school increased awareness of register and formality, while other teachers suggested that students who participated in these activities might require additional support relating to register (Schurz et al., 2022, p. 8). There is a general indication that teachers in Sweden, the country with the most extensive use of out-of-school English, feel that their students are not sufficiently aware of language registers and levels of formality.

When asked about classroom practices related to speaking the teachers in all three countries reported that the students were somewhat shy about speaking in front of the teacher or in larger groups, especially if they were unprepared. The Swedish teachers reported that their students were also generally unmotivated and did not see the purpose of the speaking tasks, prompting the teachers to include the students' interests in the tasks to motivate them (Schurz et al., 2022, p. 11). The researchers asked the teachers if they encouraged the students to participate in English language activities outside of school. Teachers from all countries confirmed that they did encourage out-of-school English among their students. Some of the teachers in France and Austria tried to bridge the gap by bringing the students' interests into the classroom by watching films or having the

students translate song lyrics, to varying success. The Swedish teachers reported that the English proficiency levels varied greatly between students, partly due to the varying amounts of English the students used at home (Schurz et al., 2022, p. 12). From this study we can see that teachers in different countries in Europe see the benefit of the students using English in their spare time, and they self-report that they encourage these types of activities. However, we also see that the teachers struggle to bring out-of-school into the classroom, in part due to the students' varying abilities in the language.

Lynell Chvala (2020) also conducted interviews, and questioned English teachers in Norway about their beliefs and attitudes towards English and the English subject. She concluded that teachers' beliefs about the English language were limited in terms of multilingualism, globalism and digital language use. She also stated that the teachers were unlikely to consider themselves or their students as members of greater English language communities, expanding with global and digital development (p. 7). Furthermore, the teachers she interviewed expressed that they rarely included digital interaction in their English language teaching. Chvala frames this as problematic as she describes interaction through digital means as a way to increase contact with others across the globe (Chvala, 2020, p. 7). Chvala's findings somewhat correlate with the study conducted by Schurz et al., further indicating that teachers find it difficult to include digital interaction into the classroom.

However, teacher attitudes and practices are not permanent or unchangeable. An article by Sundqvist and Olin-Scheller (2013) describes the effect of a training programme for teachers focusing on involving learners in the language learning process, motivation and bridging the gap between learning English in school and outside of school. Sundqvist and Olin-Scheller (2013) mentioned challenges such as student motivation and an authenticity gap between the English the students encountered at school as opposed to out of school. When questioned, teachers who had completed the training programme reported that they had changed their teaching practices, including their students' experiences as a basis for their lessons and increasing the use of internet resources in addition to the textbook. Sundqvist and Olin-Scheller concluded that the training programme had produced positive results (Sundqvist & Olin-Scheller, 2013, pp. 329–336). Teachers' attitudes and practices may change with training. This could also mean that there is variation in practices and beliefs among teachers depending on their training.

When researching teachers and classroom practices it is also necessary to take into account the current curriculum. Norway introduced a new curriculum in 2020, and these were gradually introduced from 2020 to 2022. As a foundation for all the subject specific competence aims, the Norwegian curriculum has a Core Curriculum describing the central values for the school system.

Points in the Core Curriculum that are especially central to this thesis involve working towards an inclusive learning environment and learning to learn. When describing how the school can be an inclusive learning environment the Ministry of Education and Research (2017), emphasises involving the students in the creation of the learning environment, described as pupil involvement (Ministry of Education and Research, 2017). This is closely related to the topic of learning to learn, where the Ministry of Education and Research states that the students are motivated by understanding their learning process. (Ministry of Education and Research, 2017). Based on the Core Curriculum, the teachers are encouraged to help the students understand what helps them and let the students have a say in how their learning environment should be.

The Core curriculum also states that an inclusive learning environment may benefit from cooperation with larger society, also emphasising knowledge exchange with other countries. According to the Ministry of Education and Research, this type of knowledge exchange can help the students become more aware of how they learn, as well as giving them new perspectives and helping develop their identity (Ministry of Education and Research, 2017). The students should be involved in their own learning process, and collaboration with other countries and cultures is a part of this. Another point that is mentioned is that this type of collaboration will give the students' learning up-to-date relevance, as well as realistic and practical experiences (Ministry of Education and Research, 2017). Here the curriculum shows the importance of the experience of relevance, and the connection between the school and the outside world.

As previously stated, the Core Curriculum acts as a foundation for the rest of the curriculum which handles the individual subjects. The aforementioned aspects of the core curriculum are reflected in the competence aims for the English subject for students finishing their 10<sup>th</sup> year of schooling. One competence aim states that the students should be able to “explore and present content of cultural forms of expressions from various media in the English-speaking world that are related to one's interests” (Ministry of Education and Research, 2019). The students' interests are here brought into the classroom, and their experiences and beliefs about what is valuable affects what is happening in their English teaching. Furthermore, the competence aim states that the students are to explore different forms of media from the English-speaking world, meaning that the students will be interacting with a wide range of English language content. This would also include digital texts and media as another competence aim states that the students should be able to “Use different digital resources and other aids in language learning, text creation and interaction” (Ministry of Education and Research, 2019). English teachers in Norway should according to the curriculum include their

students interests in their teaching, and a variety of different forms of English language media, including digital ones, should be explored and studied.

In summary, the presented studies and curriculum shows the context and background for this thesis. It has been established that adolescents engage in English language activities and consume English language media in their spare time. Different terms have been proposed to accurately describe this phenomenon, and make it easier to research and discuss. This study will be employing the term out-of-school English. Several studies indicate that out-of-school English results in English language acquisition, and quantity seems to be an important factor. Out-of-school English correlates positively especially to vocabulary, both in terms of volume and sophistication. It is also worth noting that the positive language learning effect is also found in students who otherwise struggle in school, and have poor reading comprehension in their L1.

When interviewing English teachers in Norway and comparable countries in Europe, researchers found that teachers are largely positive to out-of-school English. The teachers reported that they saw improvement in their students' English competence, such as greater fluency as well as improved speaking- and receptive skills, which they attributed to out-of-school English. The teachers also stated that their students were more confident and motivated. When asked about their practices regarding their students out-of-school English teachers tended to answer that they would occasionally try to bring their students' interests into the classroom, although they were not always successful or able to do so.

Most research on the topic of out-of-school English either attempts to uncover how and what the students do in their spare time, and how this affects their English language acquisition, or it studies the practices of the English teachers and how they bring the students' interests into the classroom such as through bridging activities. Little research has been conducted looking into whether and how English teachers encourage out-of-school English, and what potential challenges they may face in this endeavour. The purpose of this study is to attempt to investigate this under-researched area.

### **3 Theory**

The purpose of this thesis is to investigate the attitudes and practices among English teachers in Norway in relation to their students' out-of-school English. As the study deals with second language teaching and pedagogy, it will be framed within sociocultural theories of language. Sociocultural learning theory is based on the work of a research group lead by Lev Vygotsky in the early twentieth century. The goal of the research was to achieve greater understanding of how

human culture relates to and shapes how people interact with the world around them. A central piece of sociocultural understanding and Vygotsky's legacy is that humans approach the world and make meaning through the use of tools and artefacts. One of these artefacts is language (Negueruela-Azarola & García, 2015, pp. 295-296). The theories included in this thesis which are linked to sociocultural learning theory relate to learners' language levels and their motivation. The first subsection below is dedicated to exploring theories which relate language learning to sociocultural interactions, while the second considers both why motivation is important to successful language learning and what motivation has to do with sociocultural theories of learning.

A significant portion of the background section of this thesis is dedicated to previous research investigating the language learning effects of out-of-school English. The survey and the interviews used in the present study question the teachers about their experiences and attitudes relating to their students' out-of-school learning and English language competence. A thorough breakdown of relevant theories about language acquisition, motivation and learner autonomy will help explain how the students' out-of-school English may affect their English acquisition. It may also shed light on how and if the teachers' attitudes and practices align with sociocultural theories of language. The theory section will therefore first describe the importance of the learner's current language level and how the teacher may take this into consideration when making didactic decisions. This will be followed by a subsection explaining the role of motivation as described by Dörnyei, as well as learner autonomy. Lastly, the section contains a concluding section explaining how these theories are relevant to the study, and may be used to interpret the collected data.

### **3.1 The learner's language level**

Stephen Krashen describes the *Input Hypothesis* as a process where the learner acquires the target language by being exposed to comprehensible input. In this hypothesis language production is a result of acquired language from target language exposure. In order for acquisition to happen the input must be slightly beyond the learner's current level of competence. He describes it as progressing from the current level  $i$  to the next level  $i+1$  (Krashen, 1985, p. 2). When employing the Input Hypothesis, Krashen places emphasis on taking the learner's language level into consideration, noting different problems that may arise at different stages of language acquisition. When the learner is still a beginner, they may struggle to make sense of the language they are exposed to because it is beyond their current level. Large amounts of exposure, such as through visiting the country where the target language is spoken, may not be helpful. If this is the case for the learner, he suggests that the language classroom could be a place to receive comprehensible



input at a beginner level (Krashen, 1985, pp. 69-70). Krashen proposes that language classes are especially helpful when the language learner is not yet proficient enough to receive comprehensible input from sources outside of the classroom. At this stage, the classroom becomes the primary source of comprehensible input. When the language learner progresses past this point, formal language education becomes less effective (Krashen, 1985, pp. 15-16).

Although he explains that it is not essential or necessary, Krashen still recommends and encourages interaction in the target language. He states that target language interaction can provide the learner with comprehensible input. This is because when native speakers speak to those learning the language, they modify their speech to make it easier to understand. Furthermore, target language interaction also allows the interlocutors to adapt their speech, such as asking if the learner understands, and repeating or simplifying, or using extra-linguistic information as support (Krashen, 1985, pp. 33-34). In this theory there would be little to no difference between the effects of consuming English language content at an *i+1* level from a source like watching films or reading books, and interacting with a native speaker who modifies their language to a comprehensible level.

Krashen (1985) also mentions the affective filter hypothesis and how this may impact language acquisition. He explains that the learner may have a mental block prohibiting language learning despite receiving comprehensible input. Examples of reasons why the affective filter may be inhibiting language acquisition could be lack of motivation or self-confidence, anxiousness or if the learner is in a defensive position, such as feeling exposed in a foreign language classroom. The affective filter is not inhibiting language acquisition when fear of failure is not affecting the learner. Krashen suggests that the negative impact of the affective filter is at its lowest when the learner is immersed in the task at hand, focusing on the message rather than the fact that they are using a foreign language (pp. 3-4). Immersive and engaging activities could therefore be a way for the learner to acquire the language because the affective filter is lowered. Whether or not the activity takes place in a classroom or not could also be a factor here. If the classroom makes the learner feel exposed, raising their affective filter, the learner could benefit less from the otherwise comprehensible input. If this is the case, receiving the comprehensible input in another setting than in a classroom could positively impact language acquisition as the learner is more open to receiving the input.

Krashen (1985) explains that application of the Input Hypothesis would require the teacher to take on a slightly different role. Krashen describes this role as a communicator role rather than a grammarian. He suggests that the teacher should focus on presenting messages of interest, making these messages and the content understandable and comprehensible, as well as ensuring that the

classroom is a comfortable space for language learning (pp. 57-58). Krashen (1985) argues that as long as the learner receives enough comprehensible input and their affective filter does not inhibit the process, the learner will acquire the target language. He describes comprehensible input as central to the language acquisition process, and that other factors in language learning are only effective if they positively affect comprehensible input or the affective filter (p. 4).

Merrill Swain criticises Krashen's Input Hypothesis and Krashen's argument that comprehensible input alone is the only factor necessary for language acquisition. Swain cites studies finding that students exposed to large amounts of comprehensible input still struggled with correct language production. Swain argues that in addition to comprehensible input as described in the Input Hypothesis, the learner must also work on producing their own language output, explaining that the act of language production aids in language learning. According to Swain, output should not be viewed simply as an end result but rather as its own action. Swain's theory that output language production plays a part in language acquisition is called the *Output Hypothesis* (Swain, 2005, pp. 471-474).

When describing the Output Hypothesis Swain proposes that output has three functions that can affect second language learning. The first function is the Noticing or Triggering Function. Here she explains that the learner might notice their deficiencies and need for improvement when they are producing their own language and realise that they are not able to say what they want, or if their conversational partner does not understand them. The second function is the Hypothesis Testing Function where the learner tries out their hypothesis for correct language. The learner can then modify their language production depending on the feedback from their partner, such as requesting clarification or confirming. The third and last function is the Metalinguistic or Reflective function. Swain explains that metalinguistics, using language to speak about language, helps the learner improve and acquire new and greater language understanding. This could be discussing language phenomena with peers or a teacher, reflecting on one's understanding, and unlearning incorrect language (Swain, 2005, pp. 471-480). Swain's theory of Comprehensible Output would here suggest that out-of-school English activities that involve creating output, such as gaming or speaking or writing through social media may be preferable to solely input-based activities such as reading or watching films.

When teaching it is important to take into account the learner's current level, what they are able to do, and where they may need additional support. A central theory of learning that explains this is the Zone of Proximal Development. The Zone of Proximal Development is defined as the distance between the current developmental level where the learner can solve problems on their own, and the

potential developmental level based on what problems the learner can solve with help from a peer or a more experienced guide (Vygotsky, 2001, p. 159). Vygotsky exemplified this by describing the testing of children's competence and explained that the common procedure was to assess what tasks the children could complete on their own without help from a teacher or peer. He criticised this practice because he claimed this would only measure what the child had already learned, rather than the child's learning potential, providing no information to teachers or researchers about what the child is able to learn and their prospective mental development (Vygotsky, 2001, pp. 156-159).

When assessing a student and their language level it is therefore necessary not only to see the produced language on summative tests, but also how they are able to convey meaning and produce new language and language at a higher level in collaboration with others. One may argue that activities where the learner has access to peers or participants with a greater English level such as in collaborative gaming may help the student progress to a higher level because this pushes them into the Zone of Proximal Development.

### **3.2 Learner's motivation**

When researching second language acquisition in relation to students' interests it may be helpful to look at the role of motivation. Dörnyei (2009) describes the L2 Motivational Self System, a theory explaining how one can become motivated to learn a second language. He divides the system into three components: The Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. The Ideal L2 Self is an imagined version of the learner that can speak the L2. The Ideal L2 Self is described as being a motivation for the learner when they envision the version of themselves that they could be, making them want to work to become like the Ideal L2 Self. The Ought-to L2 Self is related to the actions and possessed qualities the learner believes are necessary to approximate the Ideal L2 Self, as well as to avoid the undesirable alternative outcomes if they fail to do so. In addition to the L2 selves Dörnyei emphasises the importance of the L2 Learning experience, which he describes as being related to the learning environment, the teacher, the curriculum and the learners experiencing success in their learning. He explains that some learners are not initially motivated by the possibility to reduce the distance between their current and Ideal L2 Self, but rather from positive experiences when initially learning the language (Dörnyei, 2009, p. 29).

Dörnyei (2009) also describes six conditions that can affect the motivational effect of the L2 Selves. He first explains that the learner must have an imagined Ideal L2 Self that is sufficiently vivid in order for it to be motivational and something to aspire to. Secondly, the learner must believe that it is possible for them to reach the state of the Ideal L2 Self. Realistic expectations as well as a belief

that their effort can result in positive progress is necessary for the Ideal L2 Self to be motivating. Thirdly, the Ideal L2 Self and the Ought-to L2 Self must harmonise. Dörnyei explains that the Ought-to L2 Self is affected by social factors and the learner's peers, meaning that if the Ought-to L2 Self absorbs negative attitudes towards language learning activities the learner will be less likely to perform actions that helps them get closer to their Ideal L2 Self. The fourth condition is activation and priming which Dörnyei describes as reminders or the learner's response to a relevant situation, ensuring that the goal of the Ideal L2 Self is active and present in the learner's mind. Dörnyei explains that the learner also needs a guide or plan for how they are going to improve which is the basis for the fifth condition which he calls procedural strategies. The mental image of the Ideal L2 Self should work as a trigger for an already established actionable plan. The sixth and last condition is the impact of a feared self. Dörnyei argues that the fear of the self one would be if one does not work according to the plan also works as a motivator. He explains that focus on the desired outcome encouraged positive actions while focusing on the undesired outcome discouraged negative behaviour (Dörnyei, 2009, pp. 18-22).

Martin Lamb agrees with and builds upon the theory proposed by Dörnyei. Lamb (2016) emphasises to an even greater extent the role of the learning experience and how this affects the learner's motivation. He explains that the individual's motivation to learn can be positively affected by motivating learning experiences, resulting in greater effort and achievements. He further argues that the effort and achievement can then increase the learner's motivation to continue to learn, resulting in what he describes as a self-reinforcing cycle (pp. 324-325). In relation to this, Lamb (2016) describes psychological concepts that may affect learner motivation. He states that the learner's self-confidence aids motivation, and that previous success with language learning and the feeling of mastery contributes to this. He also emphasises the importance of how the learner interprets success or failure, and whether they believe the outcome is within their control (p. 329).

Conversely, Lamb (2016) also mentions factors that can negatively affect learner motivation, such as poor relations between the teacher and the student, particularly if the poor relation is due to the teacher being distant. Furthermore, Lamb suggests that the learner having few opportunities to use the language may prevent the learner from making significant progress, and in turn result in loss of motivation. Here he includes English language practice that may occur inside of the classroom, as well as in the learner's spare time. He also explains that a lack of coherence between the learner's English language use outside of school, and the English language activities that happen in class may lead to demotivation, especially among students who are at an advanced level of English proficiency (p. 331). The learning experience itself appears to be relevant for English language

acquisition, and the learner experiencing success in their language learning further increases their motivation to continue to learn. As seen in Lamb's arguments, the teacher also has an important role in process. One may argue that the teacher should facilitate positive learning experiences in the classroom, and help the students gain greater confidence in their own language competence, further improving their motivation. In addition, as Lamb mentions using English outside of the classroom to avoid demotivation, it may be argued that teachers should encourage out-of-school English.

When describing motivation among language learners Lamb (2016) also emphasises the importance of learner autonomy (p. 324), and refers to Benson. Benson (2016) argues the importance of the teachers and their practices when he describes the development of learner autonomy. He describes a perspective on the teacher role where the teacher's responsibility is not to teach autonomous learning skills, but rather facilitating the training of learner autonomy by creating a suitable environment where the students are actively participating in the decision-making process regarding their learning (p. 340). Benson also states that in social understandings of learner autonomy there is much emphasis on the importance of social learning, in this case language learning through collaboration and interaction. He does, however, argue that one must not ignore the individual differences between learners, and that learner autonomy will involve some variation in experiences and learning outcomes between individual learners (Benson, 2016, p. 346).

In addition to this, and especially relevant to this study, is Benson's (2016) argument that increasing learner autonomy requires both instruction in school and out-of-school activity managed by the learners themselves. He further states that this would require an approach that combines learning at school and learning at home (p. 345). Based on Benson's description of learner autonomy and the, it appears that the teacher is central to the enhancement of this. The teacher's responsibility would be to create an environment where the students can be active participants in their own learning. Furthermore, due to the emphasis on the relationship between learning in class and outside of class, one may argue that if a teacher intends to increase learner autonomy, they would need to take into consideration the learning the students do in their spare time.

### **3.3 Relevance to the study**

A common denominator to all the theory presented in this section is the argument that the teacher is central to the learning process. This study aims to investigate how teachers deal with the English language activities their students engage with in their spare time, and to what extent and how they encourage this practice. As explained by Dörnyei (2009) and Lamb (2016), motivation is not a static property that exists inherently within the learner that they can access at will and as needed.

Motivation is created, affected and maintained by a number of factors, some of which are external. The teacher can positively affect their students' motivation by guiding them in their development of Ideal L2 Selves, providing them with actionable plans, and creating positive learning experiences. In addition to increasing motivation, the teachers' practices can also increase or decrease the student's level of engagement in language learning activities by raising or lowering their affective filter as described by Krashen (1985). According to Krashen language acquisition is most effective when the affective filter is lowered, such as when the learner is engaged in an enjoyable activity, and not being anxious or afraid of failure. The practices of the teachers participating in this study may therefore affect their students' motivation and ability to learn English, and will be interpreted and compared to the motivational theories presented by Dörnyei and Lamb, as well as Krashen's affective filter theory.

The theory section of this paper also explains the importance of the learner's current level of language competence, and how the teacher must take this into account when teaching. Vygotsky's Zone of Proximal Development describes that learning happens when the learner practices skills that are slightly beyond their current ability level. Krashen's Input Hypothesis regarding language learning is very similar, stating that the input that the learner can acquire language from must be comprehensible, but contain elements the learner has not yet mastered. This gap is defined as the distance between the current level  $i$  and the next level  $i+1$ . Based on these theories one may assume that language learning occurs when the learner is exposed to language input that is understandable, but with some unfamiliar elements. This study aims to discover how English teachers work to encourage their students to use English in their spare time. If the student's language acquisition is dependent on them being exposed to comprehensible English language input, the language they seek out in their spare time must fall between their current language level  $i$  and the next level  $i+1$ . In order for teachers to encourage and recommend English language activities and content that result in language learning, the teacher will need to understand what language level the student or students are at, ensuring that the language input is challenging enough that it results in acquisition of new language, but not at a level where the input becomes incomprehensible.

## 4 Method

The study aimed to learn whether English teachers in Norway encourage their students to use the English language in their spare time, and if so, what practices and techniques the teachers rely on. One way of doing this could have been to observe a classroom or shadow a teacher over an extended period of time, noting what observable practices took place at the time of the observation.

Due to the size of the study and the available time it is however difficult to ensure that the observed interval would accurately reflect the teacher's practices throughout a semester. Furthermore, classroom observation might not be able to accurately capture the out-of-school language encouraging interactions between the teacher and individual students. The observation method would also not include the teacher's reflections and justifications for their practices. These are more accessible through teacher interviews. For these reasons, interviews rather than observations were chosen as the method for the present study. The notable disadvantage with using interviews as a method, however, is that the teachers participating in the study were self-reporting. Moreover, the timescale of the study did not allow for observations in combination with interviews, meaning that the teachers' statements could not be verified. The study employed a mixed method approach, combining a quantitative digital survey with qualitative interviews. The purpose for choosing a mixed methods approach was that the survey could provide an overview of the situation, while the interviews would allow for greater insight into the participants' attitudes and practices.

#### **4.1 Research context**

The study was conducted in the counties of Viken and Vestfold and Telemark in Norway. Norway is a predominantly Norwegian-speaking country, and the administrative language is Norwegian. Norway also recognises the languages Northern Sami, Southern Sami, Lule Sami, Kven, Norwegian Romani and Vlax Romani, and protects these according to the European Charter for Regional or Minority Languages (Ministry of Local Government and Regional Development, 2022). In addition, 18.9% of the Norwegian population are immigrants or people born to immigrant parents (Statistics Norway, 2022). A Norwegian classroom may therefore have a linguistically diverse student group, which the teacher must take into consideration in their planning.

The Norwegian school system emphasises the importance of digital literacy, and digital skills is listed as one of the basic skills in the core curriculum (The Norwegian Directorate for Education and Training, 2020). In order to develop their digital skills students often use digital tools in their education, such as computers or tablets provided by the municipality. Norwegians also use digital tools outside of the school context, and The Norwegian Media Authority found that in 2020 97% of people aged 9-18 had their own mobile phone, while 70% had their own personal computer (Medietilsynet, 2020, p. 14). Furthermore, Statistics Norway (2021) report that 98% of the Norwegian population had access to the internet in their own homes in 2020. It is therefore reasonable to assume that Norwegian secondary school students have a decent level of digital literacy, and that they are able to seek out digital media in their spare time.

## 4.2 Participants

This study focuses on the teaching practices of English teachers in Norway, and the recruitment of participants was therefore based on profession and teacher profile. Secondary schools in Viken and Vestfold and Telemark were contacted by e-mail and asked to forward the survey link to their currently employed English teachers. After participating in the survey, the participants had the option to include their contact information if they were willing to be interviewed at a later time. The participation and sampling were therefore partly based on self-selection for both parts of the study.

### 4.2.1 Sampling

When explaining different ways of creating a sample for a study, Wellington (2015) divides different methods into probability sampling and non-probability sampling. Probability sampling makes it possible to generalise the findings to a larger population, and includes random sampling, systematic sampling, and stratified sampling. Non-probability sampling does not allow for generalisation but increases the chances of a high response rate and is easier to accomplish than probability sampling, especially in small scale research. Non-probability sampling includes quota sampling, convenience sampling and snowball sampling (Wellington, 2015, p. 118). This was a small-scale study where the number of potential participants contacted would not allow for generalisability. Furthermore, as the main purpose of the survey was to identify and recruit participants for the interviews, the need for generalisability was reduced.

For these reasons the present study employed a type of non-probability sampling called *convenience sampling*. Wellington (2015) describes convenience sampling as, as the name suggests, sampling based on convenience and practicality. For example, a sample could be based on connections that have already been made, such as within a school or a workplace, because this means that the researcher will not need to seek out new connections for their sample (Wellington, 2015, p. 117). As the study was divided into a survey and interviews, it was necessary consider the practical aspects related to sampling. The survey allowed the participants to leave their e-mail address if they were open to being interviewed at a later time. This meant that the participants in the survey would need to be close enough that it would be practical to meet them to conduct interviews. For this reason, e-mails were only sent to schools in Viken and Vestfold and Telemark, resulting in a reasonable traveling distance and making the sampling convenience based.

When distributing a survey to the sample Wellington (2015) recommends using digital methods, such as contacting potential participants online or by email, arguing that it can save time and



resources. He mentions the disadvantage that electronic distribution can affect the responses because the participants will be self-selecting, and people who are unfamiliar or uncomfortable with using technology may choose not to participate for these reasons (Wellington, 2015, pp. 193-194). The survey was small scale and did not meet the criteria for being able to generalise about the larger demographic. It was therefore less problematic that the sampling was convenience sampling, and that the participants were at least partly self-selecting. Furthermore, teachers in Norway are expected to have some familiarity with technology, and today most schools rely heavily on digital tools. Hence, the disadvantage of electronic distribution is not relevant for this sample.

#### 4.2.2 Interview participants

Two teachers who participated in the survey were available to be interviewed. Teacher A and Teacher B have here been given the pseudonyms Anna and Betty. Anna and Betty were employed at different schools in the same municipality in the research area of Viken and Vestfold and Telemark, and the municipality had a population of approximately 30.000. Anna taught at a school with over 300 students, while Betty taught at a somewhat smaller school with around 200 students. Anna and Betty both taught English in the 10<sup>th</sup> grade, but Anna also taught an additional English subject for students who chose not to learn a second foreign language. Both teachers had around 20 years of teaching experience in the English subject.

### 4.3 Instruments

The study employed a mixed-method approach, combining quantitative and qualitative elements. Data collection was divided into two parts, and consisted of a survey portion and an interview portion. The participants filled out a digital survey online. Recruitment for subsequent interviews was based on participation in the initial survey.

#### 4.3.1 Survey

The first portion of the study consisted of a quantitative survey conducted online. The survey was created in the digital survey tool Nettskjema, operated by the University of Oslo. Data collected through Nettskjema is stored safely on a protected server. Survey data collection and processing for the project were approved by the Norwegian Centre for Research Data, with the project number 410620 as shown in Appendix 1. The survey consisted of 13 questions with multiple choice options on a Likert scale. This ensured comparability between the answers. The participants were asked to respond to questions about their practices regarding encouraging out-of-school English, whether

they believed that out-of-school English affected their students' English language competence, and to what extent they felt they had sufficient knowledge about English language media to recommend and encourage out-of-school English. When asking about the teachers' recommending and encouraging practices, the survey distinguished between recommendations given to the whole class and recommendations given to individual students. The full survey is shown in Appendix 3.

### 4.3.2 Interviews

Wellington (2015) describes the benefits of interviewing as gaining access to the interviewee's thoughts, feelings, and perspectives, giving the researcher information and knowledge about things that are not or not easily observable (p. 138). Through interviews the teachers were able to explain their practices and what they did in the classroom with their student group, as well as their reasons for their actions, and their thoughts and perspectives regarding students learning English outside of the classroom.

An interview may be conducted in different ways with varying levels of structure. Wellington (2015) calls these levels structured, unstructured, and semi-structured. A structured interview follows the interview guide strictly and does not allow for deviation from the prepared questions, and Wellington (2015) compares it to a face-to-face questionnaire. The benefit of this type of interview is that the collected data is easier to compare to each other. An unstructured interview allows the interviewee to speak without being directed by prepared questions, resulting in interviews that are different and harder to compare, but can help the researcher get an overview in the early stages of a study. Wellington recommends the semi-structured approach in many instances because it avoids the rigidity of the structured approach while still being able to ensure some predictability. Wellington (2015) explains that the semi-structured interview will need to include an interview guide, but that the interviewer has some flexibility in terms of the order of the questions and to steer the interview in different directions within the predetermined framework (p. 141). The semi-structured level was the best fit for the interviews in this study, as this would allow for asking clarifying questions and having the teachers elaborate when necessary, while still maintaining a general structure, providing some comparability, and ensuring that the interviewee provides information about all topics included in the interview guide.

An interview guide is, according to Wellington (2015), an overview of the topics and main questions that the researcher plans to include in the interview. Wellington also suggests breaking the interview guide down further into an interview schedule where the questions are formulated and in an order where the easier questions come first, and the more difficult and introspective questions

come later. He further explains that the interview schedule allows the researcher to formulate the questions in a way that make sense to the interviewee, for example by avoiding jargon and ambiguous language (Wellington, 2015, pp. 142-143). The interview followed an interview guide with the topics broken down into pre-prepared questions but did allow for follow-up questions and clarifications due to the semi-structured approach. The full interview guide for this study is in Appendix 5.

The interview included questions within three different areas attempting to approach the topic from different angles. The teachers were asked questions regarding their impression of their students' English abilities and the relation between their students' out-of-school activities and language progression. The teachers were then asked to describe how they worked with their students to encourage their use of English outside of the classroom, and their practices and techniques for doing so. Lastly, the teachers were asked to reflect on the experienced benefits and difficulties related to out-of-school English encouragement, and their competence and ability to aid their students in increasing their out-of-school English use. In addition to learning about the teachers' beliefs and attitudes towards out-of-school English learning, the interviews also aimed to map out the teachers' practices. Topics of particular interest to the present study were how the teachers discovered their students' interests and learned what recommendations might be popular, as well as how these recommendations happened, such as through modelling in the classroom or through one-on-one recommendations.

When recording an interview Wellington (2015) describes the advantages and disadvantages of audio recording and note taking. An audio recording is objective and will not be shaped by what the interviewer emphasises at the time of the interview, and also allows the interviewer to dedicate their full focus to the interviewee, not interfering with the interviewing process. Audio recordings do however need to be transcribed, and result in large amounts of data, making analysis time consuming. Note-taking on the other hand is more economical, reducing time needed for transcription and analysis, but may result in only the relevant information being recorded. Note-taking can thus be subject to recorder bias, and the process can be distracting for the interviewer and interviewee. Wellington (2015) also suggests combining the methods, increasing quality and accuracy (pp. 151-153). With these considerations in mind the most suitable choice for this study was audio recording the interviews.

In order to ensure anonymity and appropriate storage of the recorded data, all recordings were taken in the Diktafon mobile phone application connected to Nettskjema, a suite of data collection tools created and operated by the University of Oslo. The application encrypts the recordings and stores

them safely on a secure server. The recordings cannot be played from the mobile device used for recording. This ensures that any information that the participant has shared is secure and private. The participants gave their consent to being interviewed by signature, and verbally on the recording. The consent could at any point be withdrawn, and all recorded data would be deleted. The interview guide and data storage and processing for the project were approved by the Norwegian Centre for Research Data with the project number 410620 as shown in Appendix 1.

## **4.4 Procedure**

### **4.4.1 Data collection**

Data collection began by sending out surveys to 22 schools in the counties Viken and Vestfold and Telemark by e-mail in the beginning of 2022. Some of the schools struggled to access the survey due to technical issues, resulting in only two responses. The survey was therefore remade and redistributed to the schools; this resulted in six more responses. Four of the participants answered that they were interested in being interviewed, but only two were available when interviewing was to begin. Two interviews of approximately 30 minutes each were conducted, recorded, and transcribed. The full transcripts are listed in Appendix 6 and 7.

### **4.4.2 Ethics**

Cresswell and Poth (2018) explain that in order to collect data in an ethical manner the researcher must ensure that the treatment of the participant is based on respect, welfare and justice. The researcher must be able to guarantee anonymity for the participant and get their consent. Here they emphasise that the researcher must adequately inform the participant about the purpose of the study, so as to avoid deception. The researcher must also ensure that the study does not cause the participants harm and that they are treated equitably (Cresswell & Poth, 2018, p. 151). The National Committee for Research Ethics in the Social Sciences and the Humanities' (NESH) guidelines state that to conduct research on people one must receive consent. This consent must be voluntarily given, informed and unambiguous. In addition, the participants' consent must be possible to document and prove, and the participants must be made aware that they can withdraw their consent. The requirements for consent also apply when the participants are anonymous (NESH, 2021)

When contacting schools by e-mail the link to the survey was accompanied by a document explaining the purpose of the study, what participation would entail, and the participants' rights. The e-mail also included contact information to the student, the supervisor and the Data Protection

Official employed at the University of South-Eastern Norway. The full document is included in Appendix 2). This ensured that the participants would be sufficiently informed prior to participating in the project. The participants gave their consent by marking off a box at the beginning of the survey, stating that they had read the included information in the e-mail and that they consented to their answers being used for this project. The two teachers that chose to participate in interviews also consented by signing a consent form, as well as giving their verbal consent while being recorded.

NESH also explains that participants have the right to anonymity and privacy during the data collection process and after publishing (NESH, 2021). Data collection in the survey and the interviews were conducted using safe data collection tools created by the University of Oslo, which also provided storage on a protected server. Cresswell and Poth (2018) recommend creating aliases for the participants to avoid making the participants identifiable. This also includes during the analysing process, and this should be done as soon as possible (pp. 182-183). The participants in this study have been given the pseudonyms Anna and Betty. In order to ensure the anonymity of the participants the transcripts do not include information that can be identifying, hence the portions redacted for anonymity. Information the participants gave that related to their personal lives or that could otherwise be used to identify them was removed from the transcript. This information was disregarded and is not included in the analysis.

## **4.5 Data Analysis**

The study employed a mixed method approach, consisting of a survey followed by qualitative interviews. The quantitative and qualitative data were therefore analysed separately, and then compared in the discussion section of this thesis.

### **4.5.1 Quantitative data**

The study was conducted at a small scale. This was due to the size of the project and the aforementioned limitations of needing the participants to be within a reasonable traveling distance in case they agreed to be interviewed. The survey yielded only eight responses, making it impossible to retrieve meaningful information from internal comparisons or cross-tabulation. Instead the data is presented in tables where each question is shown with its alternatives and the responses listed as numbers and percentages (See appendix 4).

## 4.5.2 Qualitative data

In order to ensure the highest possible quality of data, the interviews were recorded. The recordings were then manually transcribed, and the transcripts became the basis for the analysis. Wellington (2015) suggests dividing the data into smaller units and categorising by codes looking for patterns (p. 262). There is then the question of using *a priori* categories which are predetermined categories based on for example previous research, or *a posteriori* categories that emerge from the data itself, defined as inductive coding (Wellington, 2015, pp. 267-268). The data in this study was coded using *a posteriori* categories based on the data the participants provided.

# 5 Findings

## 5.1 Survey results

This section shows the most relevant findings from the survey. The full overview of the results are listed in Appendix 4. The percentages are given without decimals.

All the surveyed teachers answered that they felt the out-of-school activities the students engaged in affected their English language learning. 50% answered that they felt this to a large extent, while 50% answered that they felt this to a very large extent.

When asked how often they included their students' interests and out-of-school activities into the English language classroom 25% answered that they did so on a weekly basis, while 50% answered that they did this on a monthly basis. 25% answered that they included their students' interests and out-of-school activities in English language lessons less often than this.

75% of the survey participants answered that they encouraged their students to use English outside of school either weekly or several times per week: 38% of the teachers answering that they encouraged their class to use English outside of school several times per week, while 25% said they did so on a weekly basis. This was the case for both encouraging the whole class and individual students. For whole classes 13% said they encouraged their student to engage in English outside of school on a monthly basis, while 13% said they did so less often than this. For individual students, no teachers reported encouraging students to use English outside of school on a monthly basis, while 38% said they did so less often than this.

When asked if they feel they have sufficient knowledge about English language media and activities to be able to recommend these to their students 67% answered that they did to a large extent, while 33% said they did to a lesser extent, gathering around the middle of the spectrum.

There is little variation between how often teachers encourage or recommend activities or media to individual students as opposed to the whole class. Answers never fluctuated more than 13 points (equivalent to one person) between whole class recommendations and individual student recommendations, except when recommending books. Here no teachers recommended books to the whole class several times per week, but 50% recommended books to the whole class on a weekly basis. 13% of the teachers recommended books to individual students several times per week, 25% did so on a weekly basis, 25% did so on a monthly basis and 38% said they recommended books to individual students less often than this. English language games is the medium that the most teachers report recommending less often. 13% of teachers said they recommend English language games to the whole class several times per week, 25% say they recommend these weekly while 13% recommend English language games on a monthly basis. 50% of the teachers report recommending English language games to the whole class less often than this.

## **5.2 Interviews**

Two interviews were conducted in two different schools. Participant A and Participant B have here received the pseudonyms Anna and Betty. Both teachers had worked as teachers for approximately twenty years. Anna had worked mostly in secondary school as well as taking some time for additional post-graduate teacher training. Betty had worked in secondary schools and in high schools in different programmes such as vocational studies. Both were currently working as English teachers at secondary schools.

### **5.2.1 Experience with out-of-school English**

Anna explained that in her experience, the English level of student had gone up since she began teaching the subject in 2008. According to her, the students' vocabularies had become more advanced, and the students seemed more interested in learning new words and expressions they might need. She said that the amount of English the students used varied, and that some only spoke English two hours per week in the lessons at school, while others spoke far more. According to Anna, those who spoke more English in their spare time became more relaxed about speaking English. She mentioned gaming as a spare time activity and explained that this was the most popular source of out-of-school English. She explained that the students would write in English in

the chat and speak English at the same time, producing oral and written language. Since the students played with people from all over the world, she assumed English functioned as a lingua franca, and that English became a natural part of gaming. According to Anna, gaming helps the students see the usefulness of English competence. She also expressed that in her experience the students knew enough about available games and did not need her to recommend them anything.

When asked about her students' English language use out of school Betty expressed that the students used English far more than she had expected. In addition to those who had English as a home language, many students used English to communicate with their peers. According to Betty the students had friends from other countries and would communicate with them through chats while gaming and outside of games. Her students had a wide range of interests and spare time activities, but among the ones that were related to English language use were gaming, watching films and following and engaging with content created by influencers. She expressed that very few would read in their spare time.

In Betty's experience students had a better English language vocabulary due to their out-of-school English use. She explained that they knew more individual words, had a better grasp of sentence construction in English than before, were competent in informal English. Furthermore, the students' oral English skills had improved after out-of-school English language use. The students were less shy than before, and although some believed their own English skills to be insufficient this quickly passed. She specified, however, that they had not become better at writing longer texts. When asked about benefits to recommending and encouraging out-of-school English activities Betty emphasised bonding between teachers and students. Furthermore, the students became more creative and inspired, and dared to try new things.

When explaining her experience with students' English language level and their use of out-of-school English Anna placed special emphasis on the boys. She stated that the students' English language competence had improved, especially among boys. According to her, the boys enjoyed English more than before due to their gaming habits, referencing again the experience of the usefulness of the language. When asked whether the boys were more competent English users than the girls because of gaming, she denied this claim. She explained that although the boys played more video games, they were not more competent than the girls, and stated that the English level was about equal in both sexes. She described the girls as more structured and hardworking than the boys, creating a better balance between school and free time. According to Betty, there was little variation between boys and girls in terms of spare time activities. She explained that there were more girls who read in their spare time, and that the girls read more fiction while the boys read



more non-fiction. When asked she also mentioned that there were slightly more boys who engaged in gaming than girls.

### 5.2.2 Learning about students' interests

Anna described learning about the students' interests and out-of-school activities as a natural process. She explained that she got to know the students naturally over time, and that their interests would come up during classroom activities. At her school, teachers usually followed the same student group all three years, giving her the opportunity to get to know the students. Anna explained that she made students write a letter to the teachers about themselves describing their strengths and what they found challenging about the English subject, as well as their interests and spare time activities when they started school. She went on to describe conversations she would have with students about their out-of-school English habits such as gaming, where she would tell the students that she noticed their English proficiency and that she assumed that this was due to playing video games, and that the students would tell her what games they played and what was popular at the time.

Betty also explained that she learned about her students' interests and spare time activities throughout the school year when talking to the students in breaks or when the students were working in groups. She explained that a benefit to working in secondary school was having the same students in several subjects giving her more time with them throughout the week. Betty had also had the students share what they did out-of-school during breaks, but they had done so in an oral activity where the students interviewed each other. Betty said that she had not written down what the students reported in favour of listening. She expressed that she felt that getting to know someone takes time, and emphasised the value of the small chats throughout the school year. She also explained that a teacher needed to acknowledge that students have a different cultural input to adults, and that she tried to consume media that her students were engaged in, such as the television series *Euphoria* which was popular among her students at the time.

### 5.2.3 Out-of-school English encouragement

Anna explained that she did not recommend a lot of media that were not directly related to in-class topics. She did however encourage seeking this out on their own, emphasising that the students should choose something they found interesting. She explained that she also emphasised this in conversations with parents when discussing students' reading, stating that the students should read something they wanted to read about. The encouragement was not limited to reading, and she

suggested to the students that they should find a medium that worked for them, such as blogs or podcasts.

Along with general encouragement she provided advice for the students when they were choosing and participating in English language activities, such as active listening to music and turning on English subtitles for support. She also suggested finding English language media where the spoken language did not move too fast, and being selective regarding the type of English in the media, avoiding language containing slang or contractions such as “gonna,” “wanna,” and “stuff.”

Betty recommended specific TV and film titles for out-of-school consumption, and explained that she provided a variety of suggestions ranging from Jane Austen to *Breaking Bad*. She also mentioned *Orange Is the New Black* and *Handmaids Tale*, but recognised that these were somewhat inappropriate. She recommended specific games such as Fortnite and Minecraft, and told the students to put the settings to English, explaining that this helped them learn individual words. Betty explained that girls would occasionally ask for book recommendations, and that she would recommend books such as *Twilight*, and that the students found these books engaging. Some had also tried reading more challenging books such as works by Tolkien and Stephen King. Other students never asked for recommendations and were happy to read simpler books that did not challenge them.

#### 5.2.4 In-class practices

Anna explained that she would recommend some English language media and content that was related to the topics she taught at school, such as recommending a film about Nelson Mandela when she taught about solving conflicts. She expressed that when recommending or including English language media or activities she would evaluate whether it would be natural to include. She would supplement her teaching with English language media such as videos, YouTube content and interviews. She suggested to her students that using film could be a way to prepare for exams, stating that reading was not the only way to acquire knowledge. She explained that reading in class was difficult and that the students lacked the stamina to read full books. It was also difficult in terms of logistics and resources because they did not have full class sets of books for reading projects, and that she had only once been able to successfully complete a reading project because the book was available digitally. Anna expressed that she did not model out-of-school English herself, but she arranged English language discussions where the students had to talk about a topic such as their out-of-school activities.

Anna also taught “fordypning i engelsk” an English language alternative to a second foreign language such as Spanish, French or German. She described the student group in this subject as feeling that English is particularly difficult. The subject did not have a textbook and the curriculum was, according to Anna, less rigid than the ordinary English curriculum. Anna explained that she tried to be more creative in this subject, including the students’ interests and out-of-school activities in projects. She described this class as a group where it was easier to learn about the students’ interests and what they felt was important. She expressed that she tried to make the student feel that English competence was useful to them.

At Betty’s school the students would read for half an hour in a self-chosen book. She explained that her school had a library with a good selection of English language books, and that the librarian was also an English teacher. She also mentioned that they had the opportunity to borrow books from the local library in town, but that they had not yet done so. In terms of in-class projects involving the students’ interests, Betty mentioned a project where the students made a Minecraft world together and then had to write a text about the project afterwards. According to Betty, students that otherwise lacked motivation were more engaged and creative. She further explained that she knew very little about Minecraft herself, but that she did not need to in order to include it in her teaching, and that the students could teach her. According to Betty, her job was to teach the students the language and place it in a context. She argued that creating a separation between the school and the rest of the world was unwise, and that it could harm the students’ motivation.

Betty had previously worked in high school, and explained that when she taught English in vocational studies she would try to match the content to the students’ studies. In agricultural studies she showed episodes from *Gardener’s World*, and in mechanical studies the students watched *Top Gear*. Betty expressed that she found it difficult to do this in secondary school, although she was considering it.

### 5.2.5 Challenges and concerns

Anna expressed concern regarding the students’ sleep schedule and ability to function at school. The school had recently had a project where the students reported time spent on different activities over the course of a week, and Anna said she was shocked by how much time the students spent gaming and how little they slept. According to Anna, many students were tired on Mondays because they had altered weekend their sleep schedule due to gaming, negatively affecting their performance at school. Although Betty did not mention gaming and sleep, she too mentioned examples of how the students’ interests could interfere with learning. She explained that she had a

student who loved reading fanfiction and that it would sometimes be difficult to get the student to focus on their school work.

Anna explained that video games often contained violence and shooting, and that the students played games that they were too young to play. She expressed that dealing with this should be the responsibility of the parents and that she should not have an opinion regarding games as an English teacher. She stated that she did not explicitly recommend any games by name. Anna explained that the students already spent a lot of time on screens, and were already engaging in English language activities. She also expressed that the students had a good overview of available English language media, and that many of them did not need recommendations from a teacher.

Betty also expressed that recommending English language media and activities to students could result in reactions from parents. Although she had never experienced it herself, she said it was possible that some parents could have negative reactions to the things she recommended or the activities she encouraged. She exemplified by saying that she might recommend something that was inappropriate because she would forget to take into account that the students were in their early teens. Betty also stated that she did not know the rules the students had at home, such as time permitted for playing games. She said it was possible that some parents might feel that she interfered, although this was not her intention.

Betty explained that the students' English had been affected by the media and activities they engaged with, and that their informal English had improved. According to Betty the informal language also became noticeable in their written work, such as when the students included emoticons in their texts. She stated that the students struggled to separate between formal and informal language, and had difficulties determining what would be appropriate for different situations.

Anna and Betty both stated that they only taught English for two hours per week in each class, and that they felt this was not sufficient if they were to include everything they wanted. Betty also expressed that she felt the competence aims and interdisciplinary topics were not clear enough and too abstract. She also stated that the competence aims in the curriculum were too distant from what was actually happening in the schools and what the students were interested in. She also argued that this meant that the teaching became more dependent on the teacher, making it more vulnerable. She stated that the teaching could therefore end up excessively old fashioned or very fun, depending on the teacher.

## 6 Discussion

### 6.1 Experience with out-of-school English

Both the survey and the interviews indicate that teachers in Norway believe that out-of-school English affects English language learning. All the teachers in the survey agreed or strongly agreed that the English that students engaged with outside of the classroom affected the students' English language learning. When conducting the interviews, the teachers elaborated on this and stated that they had seen a positive development in students' English language competence and believed that this was related to the students using English in their spare time. This mirrors the findings in Schurz et al.'s (2022) study during which teacher-participants in three European countries expressed positive attitudes towards out-of-school English learning (pp. 8-9).

In the interviews both teachers also described that they noticed that their students had greater vocabularies and knew more words in English than before. The questioned teachers in Schurz et al.'s (2022) study also reported greater vocabularies among their students (p. 8). The only area where the teachers mentioned little improvement was the ability to write longer texts. Betty explained that despite the students becoming more proficient English language users they did not write longer texts than before. This is not surprising since the study conducted by Sundqvist and Wikström (2015) found no correlation between time spent on playing video games and length of essays written for school (p. 73).

Another positive outcome of out-of-school English use was that the students were more relaxed about speaking English. Anna and Betty both stated that their students were more comfortable speaking English and attributed this to them speaking English in their spare time. Anna said the students would play games with people from all over the world, suggesting that English functioned like a lingua franca. Betty expressed that she was surprised by the amount of English her students engaged with in their spare time, and that they would speak English with others both in games and otherwise. This is an example of language production where one may propose the relevance of the Output Hypothesis by Swain (2005). According to Krashen's (1985) Input Hypothesis peers' spoken English would be comprehensible input to the students, and the language the students produced themselves would be less relevant. Swain's (2005) Output Hypothesis, however, posits that the students' own language production helps them become more proficient language users. The connections the teachers drew between their students speaking English in their spare time and being

more comfortable speaking English at school indicate that the teachers' attitudes towards and understanding of English language acquisition aligns more with Swain's (2005) theory.

The teachers also noticed some gender variation in their students' interests. According to Anna the improvement in English language skills was especially noticeable among the boys, and attributed this to the fact that boys played more video games. She did however not find that the boys had progressed past the girls in English proficiency. Betty saw less variation between the genders and did not mention a great difference in students' out-of-school English activities until asked. She then stated that boys were more likely to play video games, while she found that girls were more likely to ask for book recommendations. Betty also mentioned that some of the girls she taught followed social media influencers. This mirrors some of the findings from Brevik's (2019) study. Linguistic outliers were, in Brevik's (2019) study, defined as students who were proficient English language users but below the threshold for intervention in Norwegian were divided into groups based on their out-of-school English use. Here, the gamer group consisted entirely of boys, while the social media user group were exclusively girls (Brevik, 2019, pp. 595-604). Still, the gender divide may not be as clear as it appears in Brevik's study, based on Betty's moderate description of the gender differences, and the fact that Anna mentioned some girls in her class played digital games as well.

## **6.2 Learning about student's interests**

When asked, the teachers could mention several interests and activities their students enjoyed, and seemed to have an overview of what the students did in their spare time. Both Anna and Betty explained that they got to know their students throughout the school year by talking to them during breaks, or when the students were working on something. They also mentioned some structured activities for getting to know them. Anna described an activity she would have the students do when she first met them where the students would write a letter to the teacher about themselves, explaining what they enjoyed about English, what they found difficult, and whatever else they felt comfortable sharing about themselves. Betty had her students perform a similar activity where the students would interview each other. She recognised one flaw in this activity which was that she was not able to hear what everyone said when she passed between the desks and listened to the students speak. Sundqvist and Sylvén (2016) recommend that teachers become aware of their students interests and take this into account when planning for L2 learning. They suggest techniques such as using language diaries, surveys, or questionnaires, or conducting interviews (pp. 155-158). Although the interviewed teachers did use letters or interviews to learn about their students' interests this was only a small portion of the process to get to know the students. The teachers

emphasised that they learned about their students' interests and out-of-school English activities through informal interactions, and that this was a longer process. Anna explained that getting to know the students happened naturally, and Betty pointed out that she spoke to the students every day and emphasised what she referred to as “the little chats.”

### **6.3 Out-of-school English encouragement**

Anna stated that she felt that her students were already spending a significant amount of time on screens or interacting with English language media. She went on to describe her students as well oriented in English language media and activities, and that they did not need recommendations from her. When she did recommend or suggest English language activities and pieces of English language media it was in relation to the topic that was taught in class. She mentioned an example where she taught the students about Nelson Mandela and would recommend a documentary for those who were especially interested learning more. She expressed that if she were to recommend English language media to her students it would have to fit into her lesson, and it had to feel natural to include it.

Betty on the other hand explained that she would encourage and recommend English language media and activities that were not necessarily related to what was taught in class. Betty said she would frequently recommend English language media to her students, including films, Tv-series, video games and books. She described a wide range of English language media with wide variety ranging from classical literature to contemporary visual media, as well as popular digital games. She explained that she would recommend books for her students when they asked for recommendations, making this contact student initiated. She also mentioned that some of her students wanted to be challenged, trying to read books by authors like J.R.R Tolkien and Stephen King, while others were content reading easier books. One may argue that the students that did not want to be challenged would stay within the inner zone of Vygotsky's (2001) model, while the ones that wished to be challenged and were offered more difficult books entered the Zone of Proximal Development.

Although Anna did not recommend specific titles, she still encouraged the out-of-school English practices of her students. She explained that she would talk to her students and mention that she noticed their English proficiency, proposing that it may be a result of them playing digital games in English. In Brevik's study she found that some of the interviewed students were not aware of their English language competence (Brevik, 2016, p. 47). She also found that the students did not think the skills they had gained from gaming in English were useful in school (Brevik, 2016, pp. 47-53).

Anna's conversations with her students might help them become more aware of their English language competence and see the relation between out-of-school English and English language skills that are relevant for school. Dörnyei's L2 Motivational System describes the L2 Learning experience where the learner has a positive experience when acquiring language which can help them become and stay motivated (Dörnyei, 2009, p. 29). The discussions Anna has with her students may appeal to their L2 Learning Experience, encouraging them to continue learning English in this way.

When Anna spoke to her students about using English in their spare time, she would emphasise techniques for maximising learning. She would recommend actively listening to song lyrics and turning on subtitles on films and TV-series as scaffolding. Anna suggested to her students that when choosing a piece of English language media, they should choose something where the spoken language did not move too quickly. This would make the language input comprehensible as defined by Krashen's input hypothesis, as opposed to incomprehensible language exposure outside of the learner's  $i+1$ . In addition to this she also urged her students to seek out English language content with minimal slang and contractions. It is also worth noting that she referred to this as language quality, which speaks to the teacher's attitude towards informal language. In Schurz et al.'s study a Swedish teacher claimed that the English students were exposed to in their spare time was exclusively informal. Other teachers suggested that the school should emphasise learning formal English, as they believed the students did not develop this skill from the English language activities they participated in in their spare time (Schurz et al., 2022, p. 8).

Generally, Anna's encouragement did not take the form of specific recommendations or encouraging specific activities or types of media. She instead encouraged consuming English language content that the students were interested in and motivated to interact with. Anna also described interactions with parents who want their child to read more. She stated that in order for this to happen the student would have to read something they were interested in and would want to read. She also suggested that the student would not strictly have to read a book, and suggested reading digital blogs or even listening to podcasts. A flaw to this study is that it did not to a greater extent take into account the effect of school-home collaboration and the interactions between teachers and the students' legal guardians.

## **6.4 In-class practices**

The teachers had somewhat different practices in their classrooms, in part due to their experiences of what had previously been successful. Betty regularly had lessons where the students would read



for 30 minutes in a book of their choice, while Anna explained that this was not something she did with her students. According to Anna independent reading time was difficult to organise at her school and that the students lacked the necessary reading stamina to get through their book and would frequently switch books or misplace it.

As previously mentioned, Anna's recommendations would usually be related to what the students were doing in class. In addition to this she would supplement her teaching with English language media such as YouTube Videos. She also suggested to her students that they could use films and videos to learn about a topic, for example in preparations for an exam. Anna stated that she wanted her students to realise that they did not have to read to acquire knowledge. Several times throughout the interview Anna stated that she would tell her students to find a medium that worked for them. This aligns with the competence aims for year 10 in the curriculum which states that the students should be able to "use different digital resources and other aids in language learning, text creation and interaction" (Ministry of Education and Research, 2019). Anna follows this competence aim by showing students how to use digital tools in their language learning at school, but this may also help the students become aware of the language learning possibilities of digital media such as films or videos.

A reoccurring sentiment expressed by Anna was that she wanted her students to feel that English was useful to them, something that she earlier in the interview had stated that many had realised when they had become engaged in digital gaming. When asked about modelling Anna explained that she did not model out-of-school English herself, but mentioned that she would sometimes start her lessons with speaking exercises. In these exercises the students would be given a topic to speak about with their partner, such as their interests or what they had done over the weekend. This could be a way for students to get an insight into activities their peers are participating in, where some might be considered out-of-school English, and that are available to them. Based on her descriptions of her practices Anna appear to be an attempt to show diverse ways one can interact with the English language, while still operating within the framework of the English language classroom and curriculum.

Based on the findings in this study it appears that teachers occasionally find ways to incorporate the students' interests in their classroom teaching. In the survey 25% of the participants reported that they brought their students' spare time activities into the classroom on a weekly basis, while 50% stated that they did so on a monthly basis. One example of this is the Minecraft project Betty conducted in her class, reporting that her students were motivated and engaged and that students that were otherwise less active were participating as well. Anna explained that she would more

often give the students work relating to their spare time activities in “fordypning i Engelsk”, the English language alternative to a second foreign language class. According to Anna this English class had a less strict curriculum than the ordinary English subject, and did not have a textbook she could rely on. She conveyed that she had more freedom in terms of what she could include in this subject, and chose to incorporate more of the students’ interests.

On this topic the interviewed teachers may be interpreted to be somewhat divided. Anna’s statement about a less specific curriculum with broader guidelines allowing her to include the students’ interests would support a claim that less control through the curriculum might increase the amount of teaching time spent on working with the students’ interests and spare time activities in the English classroom. Betty on the other hand expressed that she felt the curriculum for the ordinary English subject was already excessively vague, leaving more of the responsibility on the individual teachers. She argued that this could result in some teachers relying on older methods while others would be able to make more engaging lessons. She expressed that she wanted clearer competence aims that were based more on the students’ own interests.

Betty only taught the standard English subject that is mandatory for all students. The curriculum describes some competence aims that may be interpreted to be targeted at including the students’ interests such as “read, discuss, and present content from various types of texts, including self-chosen texts” (Ministry of Education and Research, 2019) and “explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one’s own interests” (Ministry of Education and Research, 2019). According to the curriculum the students’ interests should be incorporated into the English teaching at school, and the students should be interacting with different types of media. These can be interpreted to mean that the teachers should be bringing films, TV-series, video games and online content into the classroom and giving the students an active role in deciding what topics should be taught. Betty’s concern was that teachers could also interpret it differently, resulting in lessons she described as old-fashioned. She stated that the vague competence aims also meant that more internal collaboration at the schools were needed.

Anna on the other hand wanted a less strict curriculum with more freedom to plan and adapt her lessons. As previously stated, Anna described the curriculum for the English language alternative to a second foreign language as less strict than the one for the ordinary English subject. The English alternative subject has 11 competence aims, while the ordinary mandatory English has 19, and one can argue that this could give the teachers more time to focus on each competence aim. It is, however, important to note that the English alternative to a second foreign language is a separate

subject in addition to the mandatory English subject, meaning that the content of the curriculums differ. The description of the curriculum for the optional English subject states that the purpose of the subject is that the students will gain the necessary tools to be able to communicate with people from around the world and through digital tools. This is described more specifically in competence aims stating that the students will work with games, films and music (Ministry of Education and Research, 2020). The curriculum for the subject also explicitly states under the description of the interdisciplinary topics that the subject should base itself on the students' interests (Ministry of Education and Research, 2020). Furthermore, when describing assessment, the curriculum contains a point stating that communicating about their experiences with interactions on- and offline is a way to show and develop their competence (Ministry of Education and Research, 2020).

Anna's description of the additional English subject curriculum as giving her more freedom to interpret, in contrast to the mandatory English subject, implies that less interference from external documents and regulations increases the use of students' interests in the English language classroom. However, one may argue that the curriculum for the additional English subject is not vague or giving more room for interpretation, but rather strict and explicit in its descriptions of how the students' interests have a place and function in the teaching of the subject. This is closer to the type of curriculum that Betty requested when she criticised the mandatory English subject curriculum for being excessively vague and not sufficiently tailored towards students' interests. It is difficult to determine how a curriculum should be designed if the goal is to increase the use of students' interests and spare time activities in the English teaching, and the interviewed teachers express different needs and desires based on their own teaching experiences. An important factor seems to be interpretation, and the teachers also mention internal collaboration between teachers, as well as having systems for how the subjects are to be taught, which may also interact with the regulations, constraints and opportunities in the curriculum.

## **6.5 Challenges and concerns**

The survey did not contain any questions about potential challenges or concerns regarding out-of-school English, and the data used for this section is therefore exclusively from the interviews. During the interviews, the teachers described the challenges they faced regarding motivation, teaching and out-of-school English, as well as some concerns. Although they described ways they would include the students' interests in the classroom, both teachers expressed that they felt they did not have enough time to include everything that they wanted in their lessons. Both teachers only had two sixty-minute lessons of English per week in each class.

When asked about encouraging out-of-school English and recommending English language media and activities to the students the interviewed teachers expressed some concern regarding appropriacy and the age of their students. According to Anna her students were interacting with English language media that they were not old enough for, such as video games with high age restrictions. This is not uncommon, as a report from The Norwegian Media Authority found that on average 51% of minors, here defined as people between the ages of 9 and 17, have played games that have an age limit of 18. This number is lower among younger people and increases with age (Medietilsynet, 2020, pp. 99-100). Anna expressed that she was reluctant to voice her opinion around gaming and age limits to the students, and stated that it was not her place, and rather the parents' responsibility.

Anna's concern relates to the question of who is responsible for the child and their wellbeing. Norway has ratified the United Nations Convention on the Rights of the Child, and article 18 states the following:

States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern (United Nations, 1989).

As the United Nations Convention on the Rights of the Child states that the child's parents have the primary responsibility for the child, determining whether the child should be allowed to interact with English language content with restrictions at or above their current age falls to the child's legal guardians. Based on this Anna's reluctance to involve herself in her students' home lives and instead leave these decisions to the parents may be considered a reasonable response.

These considerations are further complicated when the contact with these types of media were encouraged by the teachers themselves. When asked about her practices Betty voiced some concern in relation to recommending English language content and encouraging out-of-school English. She explained that she would occasionally forget to take into account the students' age and maturity level, and would therefore recommend media that was inappropriate. Titles she included in some of her recommendations were *Handmaid's Tale*, *Breaking Bad*, *Euphoria*, and *Orange is the New Black* that all have suggested age restrictions of 15 and 16 by their current streaming services. Although she would still recommend English language media to her students, she did worry that parents might feel that she was overstepping. She also pointed out that she did not know what rules

the parents enforced at home or their attitudes towards different types of media, and was therefore unable to take this into account. Based on article 18 of the Convention on the Rights of the Child, one may argue that teachers should not be making decisions regarding, or interfering with, their student's interaction with media that may be beyond the student's maturity level as this the responsibility of the parent.

One can further argue that encouraging any type of activity in the students' spare time would be overstepping the boundaries of the parents' rights. However, studies find that when it comes to education, collaboration between the school and the students' guardians is beneficial both for learning and the students' wellbeing. Nordahl and Drugli (2016) explain that the students are affected both by the teachers at school and their parents at home, but that the interaction between the two developmental arenas also has value. They argue that collaboration between these creates a feeling of coherence in the students' lives (pp. 2-5). Nordahl and Drugli (2016) further describe three situations that may occur when the school attempts to collaborate with the parents. The first is described as *outsourcing the childhood*, where the parents are minimally involved in the students' educational process. This may stem from the parents trusting the school system and the teachers, but this trust also means that they may leave many of the responsibilities of the child's wellbeing to the school. The second situation is *divided responsibility*, where the teachers and parents divide the tasks between themselves. This could be that the teachers work on academic progress while the parents take the responsibility for the child's social development. Nordahl and Drugli argue that this approach results in little collaboration and potentially the parties making unreasonable demands of each other. The third situation is the *shared responsibility* where both parties must work together to find the best solutions. This is the situation Nordahl and Drugli recommend working towards, as this is the most beneficial for the school, the home, and the child (Nordahl & Drugli, 2016, pp. 5-6).

The Norwegian Core Curriculum mirrors this, encouraging collaboration between school and home. The Ministry of Education and Research states that although the parents are the primary caregivers for the child, the school must contact the parents and communicate what can be expected of the school, and what the school expects of the parents (Ministry of Education and Research, 2017). Based on the paper by Nordahl and Drugli (2016) and the curriculum it appears that although parents have the main responsibility for their children, the school is still an important part of the students' lives, and collaboration between the school and the home has significant benefits. Both Anna and Betty expressed worry that they were overstepping by involving themselves in the students' lives outside of school, and that parents would react negatively to this. However, Anna did also describe meetings with parents where she would encourage different ways of engaging with

English language media, indicating that she communicated and collaborated with parents about the topic of out-of-school English, potentially preventing and avoiding the types of conflicts she mentioned in the interview.

This thesis refers to several studies showing the benefits out-of-school English can have on English language acquisition, and it may therefore be argued that engaging in these types of activities and consuming English language media at an *i+1* level may be beneficial for English language learning. If this is the case one may argue that teachers should encourage their students to use English in their spare time. However, in the interviews the teachers highlighted some of their concerns regarding out-of-school English and how this could have a negative effect on school performance. Both of the teachers being interviewed expressed concern regarding their students' linguistic awareness in terms of register and formality. Betty stated that her students had improved their English language competence in the informal register, but that they struggled with formal and academic writing, resulting in texts that were excessively informal and containing inappropriate elements such as emoticons. This mirrors the attitudes expressed by some of the teachers in Schurz et al.'s study, where the teachers stated that the students were exposed almost exclusively to informal English language. Here, the teachers suggested that students that engage with out-of-school English might need additional support in learning these aspects of the English language (Schurz, 2022, p. 8). Anna explained that when she spoke to her students about out-of-school English she emphasised to the students that they should look for media with language that contained little to no slang or contractions. This may be interpreted as her attempt to reduce the impact substantial amounts of informal input would have on the students' English.

Although it is possible that large amounts of informal language input from their out-of-school English may have this effect, one should be cautious of attributing all of the students' mistakes related to formality and register to their extracurricular activities. Some of the students' difficulties with writing formally in English may be due to cultural differences between Norwegian and English-speaking cultures. For example, Dittrich et al. (2011) studied how Englishmen and Norwegians would address people, and found that the English will use people's titles far more often than Norwegians. Furthermore, Englishmen reported that they placed more emphasis on politely addressing others, as well as greater levels of embarrassment if they failed to do so correctly (pp. 3816-3817). This is not to say that the teachers' interpretation of their students' language learning and difficulties is incorrect. However, it is important to avoid overgeneralising and assuming that the students' difficulties with formality is due to consumption of informal language, when some of

it may be caused by them finding it challenging to adapt from the Norwegian culture to the target culture when speaking and writing in English.

A limited linguistic repertoire was not the only negative consequence of out-of-school English, according to the participants. Anna stated that digital gaming interfered with the students' ability to participate and perform at school. She explained that she had noticed that her students were tired and struggled to pay attention in class on Mondays or after holidays. She assumed that this was due to extensive gaming on the weekends and during holidays. Anna also referred to a school project where the students had reported their time spent on different activities as well as how much they slept. She described the numbers as shocking, and expressed that she was concerned for her students' health and wellbeing due to lack of sleep.

Anna's concern is not irrational. A review by Peracchia and Curcio states that video games can have a negative effect on sleep as well as cognitive function. According to Peracchia and Curcio gaming can result in getting less sleep, falling asleep later and poorer quality of sleep. They also claim that playing video games, especially in the evening, correlates with fatigue, sleepiness, poor verbal memory and a reduced ability to pay attention the following day (Peracchia & Curcio, 2018). Excessive gaming can therefore not only negatively impact the students sleep and health, but also reduce the positive effect that this English language input and output could have had on their language acquisition. Encouraging the students to continue playing video games at their current rate or even increasing the time spent on gaming would be counterproductive to the effort to teach the students English, but would also go against her greater responsibility as a teacher to ensure the students general wellbeing. Additionally, the curriculum from 2020 contains three interdisciplinary topics that are to be included in the individual subjects. One of the interdisciplinary topics is Health and Life Skills, which is described in the Core Curriculum as a topic that will help the students make sound life choices. In the description both physical and mental health are emphasised (Ministry of Education and Research, 2017). According to the curriculum teachers are to teach their students how to make healthy choices, while still teaching their respective subjects. Anna seems to attempt to balance these responsibilities by encouraging gaming in moderation.

Anna's reluctance to recommend and encourage digital gaming despite the large amounts of data and multiple studies stating the positive language learning effects exists within the greater debate of evidence-based pedagogical practice in the school system. Kvernbekk (2018) states that research and evidence play a central role in the development and evaluation of pedagogical theory (p.139). However, how evidence is to be used when developing pedagogical theories and practices is debated, and to what extent evidence can guarantee a specific outcome. In evidence-based practices

interventions are sometimes referred to as “working” if the implementation of the intervention results in the desired outcome (Kvernbekk, 2018, p. 147). The reality is, however, far more complex.

Kvernbekk (2018) explains that when looking at evidence one cannot automatically assume that the strategies or interventions that have been studied will work in all instances. Instead she argues that one will need a nuanced, versatile and flexible definition of causality (p. 147). Different contexts may affect whether the strategy or intervention works as well as in the evidence, if at all.

Kvernbekk (2018) states that when looking at evidence to inform pedagogical practices one wishes that theories should be true in general and objectively, and not limited to the concrete situation in which the evidence was collected (p. 141). This thesis refers to several studies that show that using English outside of school positively affects English language acquisition. However, in Anna’s description of her students who played video games excessively and eventually lost sleep, negatively affecting their school performance, out-of-school English may actually result in less learning. The situation at Anna’s school may be different from the situations that were researched in previous studies.

Despite the evidence that out-of-school English increases the students’ English proficiency, teachers may still be reluctant to encourage it if they believe that it will not work in their specific context, or if they assess their situation and concluding that it is not in their students’ best interest. Kvernbekk (2018) argues that although there may be evidence that a type of intervention may result in a desirable outcome, the responsibility of whether and how it is to be implemented fall on the teachers. Whether the intervention will result in the desired outcome is affected by a number of factors, and Kvernbekk mentions resources, collaboration with parents, and variation among student groups (p. 143). She goes on to describe flexibility in practices and adoption. Kvernbekk (2018) states that in order to remain stable a system must be flexible. She argues that pedagogical practice has a core consisting of trust, respect and room for creativity. Flexibility allows for this to be maintained. Excessive focus on procedures and standardisation may reduce the flexibility that allows the teacher to adapt their practices to their student group while maintaining the pedagogical core (p. 149). The evidence may show that out-of-school English is helpful when learning English and that the students’ interests can be used in teaching, but when Betty struggled to make her student pay attention in class because they were reading fanfiction instead, she had to make decisions based on her specific classroom context and have the student do their classwork instead.



## 6.6 Summary

All the teachers in the study answered that they saw a correlation between out-of-school English and English language acquisition to some extent. In the interviews the teachers described the increase in English proficiency as most marked in the students' vocabulary. This matches findings in studies conducted in Norway and other countries in Europe. Additionally, the interviewed teachers stated that the students also seemed more confident when using the language. When learning about their students' out-of-school English use, and their interests in general, the interviewed teachers explained that they mostly learned through informal chats throughout the day, and that they rarely investigated in a structured manner, such as through diaries or letters.

The survey indicated that there was great variation in practices regarding recommendations and encouraging out-of-school English, and when asked about how often they recommended different out-of-school English activities and media the answers varied from several times per week to less than on a monthly basis. There could be number of reasons for these variations. Some of the concerns voiced by the interviewed teachers related to their right to interfere with their students' spare time, especially in relation to the views of the parents. Although the teachers being interviewed for this study had not experienced any negative reactions from parents they still believed that this could be a consequence of recommending something the parents did not approve of. Conversely, if the students consumed excessively mature content the teachers were also reluctant to intervene, as they felt that this too was the parents responsibility. While the parents or legal guardians are the primary caretakers, Nordahl and Drugli (2016) argue that it is in the student's best interest if the school and the parents can communicate effectively and share the responsibility.

The interviewed teachers explained that they would often recommend English language media that were related to what they were doing at school, although other forms of out-of-school English was also encouraged, such as films or video games that had no relation to in-school topics. Some of the recommendations were also student initiated when they asked for book tips, indicating that the teacher functioned as an authority on out-of-school English in this area. One of the interviewed teachers explained that she would compliment the students on their English proficiency, and suggest that this was a result of out-of-school English. This could make the students aware of their own learning process, acting as a motivator as described by Dörnyei (2009) and Lamb (2016), and may be especially important since Brevik (2016) found that students do not realise their own English language level. Furthermore, instead of recommending specific titles or pieces of media,

the teacher would instead encourage the students to choose a topic they were interested in and in a medium that worked for them, stating that she believed this would result in more language consumption. She also stated that the students did not need her recommendations at all, as they were sufficiently oriented in English language media on their own.

It is worth noting that one of the teachers suggested ways the students could maximise their learning, such as active listening and using subtitles, and included avoiding slang and informal language in her suggestions, claiming that she encouraged seeking out language of a certain quality. This indicates that teachers may have difficulties ensuring their students are able to employ appropriate levels of formality and register, and that they might feel that out-of-school English is negatively affecting this, compelling them to recommend avoiding certain types of language.

When asked about their practices relating to their students' interests the interviewees also described their in-class practices. They would both attempt to bring their students' interests into the classroom, and a recurring statement was that they wanted English to feel useful and relevant. Both teachers stated that although they would like to work more with their students' interests and spare-time activities, they did not have enough time teaching the subject to do so. The teachers also had different opinions on what would allow them to include their students' interests more, one stating that the curriculum was excessively strict, not allowing for freedom to choose and interpret, while the other found the curriculum to be too vague, with competence aims that were not explicit enough.

## **6.7 Implications**

The study found great variation in the teachers' practices, and several possible causes for this were brought up. The interviewed teachers expressed that they worried about their right to involve themselves in their students' free time, one arguing that it was not her place. The teachers referred to the parents' right to choose what they believed was best for their child, and stated that this could make them more reluctant to encourage out-of-school English. The Norwegian school system does allow teachers to give students homework, but the way out-of-school English, or in some cases Extramural English, is described and researched in the referenced literature in this thesis, it clear that it is not the same as schoolwork to be completed at home. In the interviews it appears that the teachers share this sentiment, resulting in ambiguity about the part they are to play in their students' English acquisition in relation to out-of-school English. A solution to the dilemma may necessitate a larger discussion on the role that teachers should have, and their right to involve themselves in their students' lives outside of the school context.

The findings in this thesis show that some teachers are concerned about their students' school performance and general wellbeing, especially in relation to sleep. Although the research referenced in this thesis indicate that out-of-school English positively affects English acquisition, the situation may be more complex. Firstly, students that do not get sufficient sleep may struggle in their English lessons, potentially counteracting the positive effects of the out-of-school English. Secondly, the students may also perform worse in their other subjects, meaning that in some instances excessive out-of-school English could harm the students' education overall. Uncritical encouragement of out-of-school English in all students and all contexts may be unwise.

## 6.8 Further research

The study was conducted using a digital survey and qualitative interviews, and the collected data was based on self-reporting. The findings could therefore be affected by the participants' biases, making them inaccurate. Due to the scale of the study, the statements made by the participants could not be verified through for example classroom observation. A possible avenue for further research may therefore be studying actual teacher practices and comparing these to the findings in this study.

This study also failed to take into account the potential effects of collaboration between the school and the students' parents or legal guardians. One of the interviewed participants described parent-teacher meetings and some of the advice she would give them, but this was not followed up further in the interview. The statement made in the interview indicates that investigating the collaboration between the school and the home in relation to out-of-school English may provide results of pedagogical significance.

In addition, one of the teachers described her student group as linguistically diverse, with multiple home languages, as well as some students insisting on only using English at school, refusing to speak Norwegian. It is possible that the students' home languages could affect the amount of time spent on English language activities in their spare time. This may also tie to the previous suggestion to research collaboration between the school and the home, taking into account the student's number of spoken languages at home, and the home's attitudes towards the English language.

In the interviews one of the teachers voiced her concern about her students' spare time activities, and the lack of sleep due to excessive gaming. As previously stated, these activities, which may be described as out-of-school English, could potentially have a negative impact on the students' learning in English as well as in other subjects. These considerations have not been included in

previous research on this topic, and future studies could endeavour to study the combined positive effect of out-of-school English and the negative effects of unhealthy gaming habits.

## 7 Conclusion

The survey and the interviews both show that teachers in Norway believe that out-of-school English affects their students' English language acquisition. In the interviews the teachers expressed that they had noticed an increase in English language proficiency among their students, especially in terms of vocabulary, and attributed this to the increase in out-of-school English among Norwegian students. This study aimed to find out if and how teachers in Norway work to encourage interaction with the English language outside of the English classroom. The findings indicate that there is great variation in how the teachers do this, if at all.

Potential causes for the variation in practices appear to be uncertainty about their right to involve themselves in their students' lives outside of school, fear of reactions from parents, concerns about their students' time management and sleep schedule, and beliefs about whether the students actually need their recommendations or encouragement. A potential cause for variation in in-class practices relating to students' interests appears to be differing interpretations of the curriculum. When out-of-school English encouragement did occur, it would either take the form of specific recommendations of titles or pieces of English language media, or more general encouragement. The encouragement would involve making the students aware of their English proficiency and how they had achieved it, encouraging the students to choose topics and formats that the students themselves preferred, and suggesting strategies for increasing language acquisition.

The out-of-school English encouragement was rarely structured, and teachers described the process, from discovering their students' interests to general encouragement and recommendations of specific titles, as a natural process rather than planned. It is also worth noting that some of the recommendations and encouragement was student-initiated, for example when the students approached their teachers asking for book suggestions. A sentiment conveyed by one of the interviewees was that interacting with their students in relation to their interests and extracurricular activities helped strengthen the bond between teachers and students.

One of the teachers in this study stated that creating a divide between what happens at school and the outside world would be unfortunate, causing the students to lose interest. The changing language situation in Norway and in the world may have changed the role of the English teacher. Teachers involving themselves in their students' spare time activities and both pulling their interests

into the classroom as well as influencing the students to discover new ones will necessarily constitute a blurring of the line between classroom English and out-of-school English. This study shows that although English teachers generally recognise the language learning benefits of out-of-school English, their practices in relation to the phenomenon are not homogenous.

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# Appendices

## Appendix 1: NSD approval

01.06.2022, 10:33

Meldeskjema for behandling av personopplysninger

[Meldeskjema](#) / [Out-of-school English and teacher encouragement](#) / Vurdering

### Vurdering

**Referansenummer**

410620

**Prosjekttittel**

Out-of-school English and teacher encouragement

**Behandlingsansvarlig institusjon**

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

**Prosjektansvarlig**

Jennifer Duggan

**Student**

Nathalie Lindås Sundbye

**Prosjektperiode**

01.01.2022 - 31.12.2022

[Meldeskjema](#)

**Dato**

02.12.2021

**Type**

Standard

**Kommentar**

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemat med vedlegg den 02.12.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

**TYPE OPPLYSNINGER OG VARIGHET**

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 31.12.2022.

**LOVLIG GRUNNLAG**

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 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

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

**PERSONVERNPRINSIPPER**

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

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

**DE REGISTRERTES RETTIGHETER**

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

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

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

**FØLG DIN INSTITUSJONS RETNINGSLINJER**

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

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

#### MELD VESENTLIGE ENDRINGER

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

#### OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.  
Lykke til med prosjektet!

## Appendix 2: Information to participants

### Vil du delta i forskningsprosjektet

### ”Out-of-school English and teacher encouragement”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan engelsklærere forholder seg til elevers bruk av engelsk på fritiden. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### Formål

Dette er en mastergradsoppgave hvor formålet er å undersøke hvordan engelsklærere forholder seg til elevers bruk av engelsk på fritiden. Vi vil her se på hvordan lærere opplever at deres elever bruker engelsk på fritiden, og hva lærere eventuelt gjør for å oppfordre til økt bruk av fritidsengelsk. Forskningsspørsmål for studien er: “How do English teachers in Norway encourage their students to engage in English language activities in their spare time?” Studien består av en digital spørreundersøkelse, og intervjuer med noen utvalgte deltakere. Det er mulig å kun delta i den digitale spørreundersøkelsen.

#### Hvem er ansvarlig for forskningsprosjektet?

Førstelektor Jennifer Duggan ved Universitetet i Sør-Øst Norge er ansvarlig for prosjektet.

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

Studien sikter mot å undersøke hvordan engelsklærere på ungdomstrinnet forholder seg til sine elevers fritidsengelsk. Ettersom det skal gjennomføres intervjuer med utvalgte lærere andre del av studien, kontaktes av praktiske grunner kun skoler i Viken og Vestfold og Telemark.

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

- Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema. Det vil ta deg ca. fem til ti minutter. Spørreskjemaet inneholder spørsmål om hvordan du opplever dine elevers bruk av fritidsengelsk og i hvilken grad du anbefaler engelskspråklige fritidsaktiviteter og medier til dine elever. Du må logge deg inn med Feide, og dine svar fra spørreskjemaet blir registrert elektronisk. Spørreskjemaet er laget i Nettskjema, og all informasjon lagres trygt.
- På slutten av spørreskjemaet er det mulig å legge inn e-postadresse dersom du ønsker å delta i et intervju. På bakgrunn av svarene vil et mindre utvalg personer kontaktes per e-post med spørsmål om deltakelse i intervju. Det er helt uforpliktende å skrive inn e-postadresse og du kan når som helst takke nei til videre deltakelse i studien.
- Dersom du takker ja til å delta i et intervju vil vi gjennomføre et fysisk intervju med lydopptak. Intervjuet vil ta omtrent 30-45 minutter. Lydopptaket gjøres på Diktafon-appen fra Universitetet i Oslo, som sikrer trygg lagring av informasjon.

#### Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta, eller senere velger å trekke deg. For å trekke deg fra studien kan du ta kontakt med student eller veileder per e-post.

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

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

- Informasjon om deg fra spørreundersøkelse og eventuelt intervju vil kun være tilgjengelig for student og veileder.
- All informasjon oppbevares trygt i Nettskjema eller i Diktafon-appen fra Universitetet i Oslo.
- All informasjon om deg vil anonymiseres, og det vil ikke være mulig å gjenkjenne deg i publikasjonen.

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

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 31.12.2022. Personopplysninger og lydopptak vil slettes ved prosjektslutt, og vil ikke kunne lede tilbake til deg.

### **Dine rettigheter**

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

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

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

Vi behandler opplysninger om deg basert på ditt samtykke.

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

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

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

- Universitetet i Sør-Øst Norge ved
  - Veileder Jennifer Duggan - [jennifer.duggan@usn.no](mailto:jennifer.duggan@usn.no)
  - Student Nathalie Sundbye – [nathalie\\_sundbye@hotmail.com](mailto:nathalie_sundbye@hotmail.com)
- Vårt personvernombud: Paal Are Solberg - [personvernombud@usn.no](mailto: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](mailto:personverntjenester@nsd.no)) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Jennifer Duggan  
(Forsker/veileder)

Nathalie Sundbye

## Appendix 3: Survey

01.06.2022, 11:00

Out-of-school English and teacher encouragement - survey – Vis - Nettskjema

Sjekk universell utforming i skjemaet

### Out-of-school English and teacher encouragement - survey


Side

Obligatoriske felter er merket med stjerne \*

Samtykke til deltakelse i studien "Out-of-school English and teacher encouragement" \*

Ved å fylle ut spørreskjemaet bekrefter jeg at jeg har mottatt og forstått informasjon om prosjektet Out-of-school English and teacher encouragement, har fått anledning til å stille spørsmål, og samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet.

Ja, jeg samtykker

 Sideskift

Side

Obligatoriske felter er merket med stjerne \*

I hvilken grad opplever du at elevenes fritidsaktiviteter påvirker språklæringen deres i engelsk? \*

I svært stor grad

I stor grad

I liten grad

I svært liten grad

Vet ikke/ Ikke relevant

Hvor ofte trekker du elevenes interesser og fritidsaktiviteter inn i engelskundervisningen? \*

Flere ganger i uken

Ukentlig

Månedlig

Sjeldnere

Vet ikke/ Ikke relevant

<https://nettskjema.no/user/form/preview.html?id=247318#/>

1/6

Hvor ofte oppfordrer du klassen din til å bruke engelsk på fritiden? \*

- Flere ganger i uken
- Ukentlig
- Månedlig
- Sjeldnere
- Vet ikke/ Ikke relevant

Hvor ofte oppfordrer du enkeltelever til å bruke engelsk på fritiden? \*

- Flere ganger i uken
- Ukentlig
- Månedlig
- Sjeldnere
- Vet ikke/ Ikke relevant

Hvor ofte anbefaler du klassen din engelskspråklige spill? \*

- Flere ganger i uken
- Ukentlig
- Månedlig
- Sjeldnere
- Vet ikke/ Ikke relevant

Hvor ofte anbefaler du enkeltelever engelskspråklige spill? \*

- Flere ganger i uken
- Ukentlig
- Månedlig
- Sjeldnere
- Vet ikke/ Ikke relevant

Hvor ofte anbefaler du klassen din engelskspråklige TV-serier og filmer? \*

- Flere ganger i uken
- Ukentlig
- Månedlig
- Sjeldnere
- Vet ikke/ Ikke relevant

Hvor ofte anbefaler du enkeltelever engelskspråklige TV-serier og filmer? \*

- Flere ganger i uken
- Ukentlig
- Månedlig
- Sjeldnere
- Vet ikke/ Ikke relevant

Hvor ofte anbefaler du klassen din engelskspråklige bøker? \*

- Flere ganger i uken
- Ukentlig
- Månedlig
- Sjeldnere
- Vet ikke/ Ikke relevant

Hvor ofte anbefaler du enkeltelever engelskspråklige bøker? \*

- Flere ganger i uken
- Ukentlig
- Månedlig
- Sjeldnere
- Vet ikke/ Ikke relevant



Hvor ofte anbefaler du klassen din andre engelskspråklige aktiviteter? \*

- Flere ganger i uken
- Ukentlig
- Månedlig
- Sjeldnere
- Vet ikke/ Ikke relevant

Hvor ofte anbefaler du enkeltelever andre engelskspråklige aktiviteter? \*

- Flere ganger i uken
- Ukentlig
- Månedlig
- Sjeldnere
- Vet ikke/ Ikke relevant

I hvilken grad føler du at du har tilstrekkelig kunnskap om engelskspråklige medier og aktiviteter til å kunne anbefale disse til dine elever? \*

- I svært stor grad
- I stor grad
- I liten grad
- I svært liten grad
- Vet ikke/ Ikke relevant

Eventuell e-postadresse

Dersom du er villig til å delta i et oppfølgingsintervju kan du fylle inn e-postadressen din her. Jeg velge ut noen deltakere jeg ønsker å intervju, og kontakter disse per e-post. Å skrive inn e-postadressen din her er helt uforpliktende, og du står fritt til å takke nei til videre deltakelse dersom du blir kontaktet.

[Se tidligere endringer i M](#)

## Appendix 4: Survey results

### Survey results

Original questions and answers in Norwegian written in ordinary type face / *Translated English questions and answers in cursive*

Percentages are given without decimals

I hvilken grad opplever du at elevenes fritidsaktiviteter påvirker språklæringen deres i engelsk? / *To what extent do you feel that the students' spare time activities affect their language learning in English?*

	Answers	Percentage
I svært stor grad / <i>To a very large extent</i>	4	50 %
I stor grad / <i>To a large extent</i>	4	50 %
I liten grad / <i>To a small extent</i>		
I svært liten grad / <i>To a very small extent</i>		
Vet ikke/Ikke relevant / <i>Do not know/Not relevant</i>		

Hvor ofte trekker du elevenes interesser og fritidsaktiviteter inn i engelskundervisningen? / *How often do you bring the students' interests and spare time activities into the English language lessons?*

	Answers	Percentage
Flere ganger i uken / <i>Several times per week</i>		
Ukentlig / <i>On a weekly basis</i>	2	25 %
Månedlig / <i>On a monthly basis</i>	4	50 %
Sjeldnere / <i>Less often</i>	2	25 %
Vet ikke/Ikke relevant / <i>Do not know/Not Relevant</i>		

Hvor ofte oppfordrer du klassen din til å bruke engelsk på fritiden? / *How often do you encourage your class to use English in their spare time?*

	Answers	Percentage
Flere ganger i uken / <i>Several times per week</i>	3	38 %
Ukentlig / <i>On a weekly basis</i>	2	25 %
Månedlig / <i>On a monthly basis</i>	1	13 %
Sjeldnere / <i>Less often</i>	1	13 %
Vet ikke/Ikke relevant / <i>Do not know/Not relevant</i>		

Hvor ofte oppfordrer du enkeltelever til å bruke engelsk på fritiden? / *How often do you encourage individual students to use English in their spare time?*

	Answers	Percentage
Flere ganger i uken / <i>Several times per week</i>	3	38 %
Ukentlig / <i>On a weekly basis</i>	2	25 %
Månedlig / <i>On a monthly basis</i>		
Sjeldnere / <i>Less often</i>	3	38 %
Vet ikke/Ikke relevant / <i>Do not know/Not relevant</i>		

Hvor ofte anbefaler du klassen din engelskspråklige spill? / *How often do you recommend English language games to your class?*

	Answers	Percentage
Flere ganger i uken / <i>Several times per week</i>	1	13 %
Ukentlig / <i>On a weekly basis</i>	2	25 %
Månedlig / <i>On a monthly basis</i>	1	13 %
Sjeldnere / <i>Less often</i>	4	50 %
Vet ikke/Ikke relevant / <i>Do not know/Not relevant</i>		

Hvor ofte anbefaler du enkeltelever engelskspråklige spill? / *How often do you recommend English language games to individual students?*

	Answers	Percentage
Flere ganger i uken / <i>Several times per week</i>	2	25 %
Ukentlig / <i>On a weekly basis</i>	1	13 %
Månedlig / <i>On a monthly basis</i>	2	25 %
Sjeldnere / <i>Less often</i>	3	38 %
Vet ikke/Ikke relevant / <i>Do not know/Not relevant</i>		

Hvor ofte anbefaler du klassen din engelskspråklige TV-serier og filmer? / *How often do you recommend English language TV-series and films to your class?*

	Answers	Percentage
Flere ganger i uken / <i>Several times per week</i>	1	13 %
Ukentlig / <i>On a weekly basis</i>	2	25 %
Månedlig / <i>On a monthly basis</i>	3	38 %
Sjeldnere / <i>Less often</i>	2	25 %
Vet ikke/Ikke relevant / <i>Do not know/Not relevant</i>		

Hvor ofte anbefaler du enkeltelever engelskspråklige TV-serier og filmer? / *How often do you recommend English language TV-series and films to individual students?*

	Answers	Percentage
Flere ganger i uken / <i>Several times per week</i>	2	25 %
Ukentlig / <i>On a weekly basis</i>	1	13 %
Månedlig / <i>On a monthly basis</i>	3	38 %
Sjeldnere / <i>Less often</i>	2	25 %
Vet ikke/Ikke relevant / <i>Do not know/Not relevant</i>		

Hvor ofte anbefaler du klassen din engelskspråklige bøker? / *How often do you recommend English language books to your class?*

	Answers	Percentage
<hr/>		
Flere ganger i uken / <i>Several times per week</i>		
<hr/>		
Ukentlig / <i>On a weekly basis</i>	4	50 %
<hr/>		
Månedlig / <i>On a monthly basis</i>	1	13 %
<hr/>		
Sjeldnere / <i>Less often</i>	3	38 %
<hr/>		
Vet ikke/Ikke relevant / <i>Do not know/Not relevant</i>		

Hvor ofte anbefaler du enkeltelever engelskspråklige bøker? / *How often do you recommend English language books to individual students?*

	Answers	Percentage
<hr/>		
Flere ganger i uken / <i>Several times per week</i>		
<hr/>		
Ukentlig / <i>On a weekly basis</i>	2	25 %
<hr/>		
Månedlig / <i>On a monthly basis</i>	2	25 %
<hr/>		
Sjeldnere / <i>Less often</i>	3	38 %
<hr/>		
Vet ikke/Ikke relevant / <i>Do not know/Not relevant</i>		

Hvor ofte anbefaler du klassen din andre engelskspråklige aktiviteter? / *How often do you recommend other English language activities to your class?*

	Answers	Percentage
<hr/>		
Flere ganger i uken / <i>Several times per week</i>		
<hr/>		
Ukentlig / <i>On a weekly basis</i>	3	38 %
<hr/>		
Månedlig / <i>On a monthly basis</i>	2	25 %
<hr/>		
Sjeldnere / <i>Less often</i>	3	38 %
<hr/>		
Vet ikke/Ikke relevant / <i>Do not know/Not relevant</i>		

Hvor ofte anbefaler du enkeltelever andre engelskspråklige aktiviteter? / *How often do you recommend other English language activities to individual students?*

	Answers	Percentage
<i>Flere ganger i uken / Several times per week</i>		
<i>Ukentlig / On a weekly basis</i>	3	38 %
<i>Månedlig / On a monthly basis</i>	1	13 %
<i>Sjeldnere / Less often</i>	4	50 %
<i>Vet ikke/Ikke relevant / Do not know/Not relevant</i>		

I hvilken grad føler du at du har tilstrekkelig kunnskap om engelskspråklige medier og aktiviteter til å kunne anbefale disse til dine elever? / *To what extent do you feel that you have sufficient knowledge about English language media and activities to be able to recommend these to your students?*

	Answers	Percentage
<i>I svært stor grad / To a very large extent</i>		
<i>I stor grad / To a large extent</i>	4	67 %
<i>I liten grad / To a small extent</i>	2	33 %
<i>I svært liten grad / To a very small extent</i>		
<i>Vet ikke/Ikke relevant / Do not know/Not relevant</i>		

## Appendix 5: Interview guide

# Intervjuguide

Intervjuguiden er laget for et semi-strukturert intervju. Dette innebærer at det i tillegg til de oppførte spørsmålene også kan stilles oppfølgingsspørsmål. Faktisk gjennomført intervju kan derfor inneholde flere spørsmål enn det som er skissert i intervjuguiden.

Hvor lenge har du jobbet som lærer?

Hvor lenge har du undervist engelsk?

Hvilke trinn underviser du engelsk på?

Hvordan opplever du nivået på engelsken til dine elever?

Hvilke fritidsaktiviteter opplever du er populære blant dine elever?

Hvilket inntrykk har du av dine elevers bruk av engelsk på fritiden?

I hvilken grad opplever du at bruken av engelsk på fritiden påvirker elevenes engelskspråklige kompetanse?

Hvilke filmer/TV-serier/bøker/spill har du anbefalt elevene dine?

Modellerer du bruk av fritidsengelsk i klasserommet?

Hvordan får du innblikk i dine elevers interesser og fritidsaktiviteter?

Hvilke fordeler opplever du ved å anbefale elevene dine engelskspråklige fritidsaktiviteter?

Hvilke ulemper opplever du ved å anbefale elevene dine engelskspråklige aktiviteter?

I hvilken grad føler du at du har tilstrekkelig kunnskap om engelskspråklige medier og aktiviteter til å kunne anbefale disse til dine elever?

## Appendix 6: Transcript from Interview 1 – Teacher A

### Transcript

#### Interview 1

S=Student T= Teacher

S: Der. Da er det – velkommen til intervju på en måte. Takk for at du gidder å være med. Da har du samtykket skriftlig, og du ønsker altså da å være med på intervjuet.

T: Ja

S: Du har alltid rett til å trekke deg – Dersom du finner ut at du ikke vil være med mer. Du kan si ifra når som helst nå, eller du kan kontakte meg i ettertid på mail, og du kan også få telefonnummeret mitt.

T: Ja, nei det går nok fint

S: Da er det trekkfrist som er én måned før innlevering, så dette skal leveres første juni. Trekkfrist blir da første mai hvor du kan si ifra at du ikke vil være med mer, og du behøver ikke forklare hvorfor, du behøver ikke gi noen begrunnelse, du sier bare at ‘nå vil jeg ikke mer’ så trekkes alt

T: Jeg tror det går fint

S: Ja, men da har jeg sagt det

T: Da er det formelle skal være rett

S: Ja, ikke sant. Jeg vil ikke få noe trøbbel i ettertid

T: Neida

S: Men da kan vi jo begynne med hvor lenge du har jobbet som lærer

T: Skal vi se, jeg begynte å jobbe som lærer – [REDACTED FOR ANONYMITY] – 2002 kanskje, tenker jeg, litt usikker, for jeg har tatt litt etterutdanning og i mellomtida [REDACTED FOR ANONYMITY] så har jeg jobbet her på skolen siden høsten 2008 da

S: Ok

T: Så jeg har jobbet i skolen siden 2001-2002, men jeg har vært litt på SFO og litt på- ja litt sånn mens jeg tok studie ved siden av

S: Hvor lenge har du undervist engelsk?

T: Det har jeg vel hatt – alle årene jeg har jobbet har jeg undervist i engelsk. Det er det faget jeg har mest av da, det er jo det faget jeg også har tatt etterutdanning i da i flere perioder for å fylle opp for du må jo ha så så mange studiepoeng i engelsk

S: Ja med de nye kompetansekravene og sånn?

T: Ja, så da har jeg fått tatt litt påfyll, og så er jo engelsk det faget jeg liker best

S: Hvilke trinn er det du underviser engelsk på?



T: Nå underviser jeg bare på tiende. Så jeg er inne i alle fire tiendeklassene.

S: Så lurer jeg på hvordan du opplever nivået på engelsken til elevene dine?

T: Jeg vil jo si at jeg synes de er flinkere nå i de seinere åra enn da jeg for eksempel begynte – jeg bare tenkte på da jeg begynte her for det har vært det mest strukturelle for meg da, 2008, så synes jeg at engelsknivået til elevene har gått opp – og særlig på gutter.

S: Særlig på gutter

T: Ja. Gutter har blitt flinkere i engelsk. Engelsk har vært et fag som mange gutter ikke har brydd seg så mye om, ofte ikke vært så glad i engelsk – Men altså hvis man gamer da, så ser jo at de ser nytte av og de aller fleste elevene liker å ha engelsk.

S: Hvilke fritidsaktiviteter opplever du at er populære blant dine elever?

T: Guttene er det gaming. Jentene er jo mer dans og mer sånne type aktiviteter liksom men det er jo en del jenter som gamer og, men jeg ser jo særlig på guttene at de ser nytten av engelskfaget i forhold til gaming da.

S: Da er det – hvilket inntrykk har du av dine elevers bruk av engelsk på fritiden?

T: Ja, jeg vet jo –[REDACTED FOR ANONYMITY]– de gamer jo og bruker engelsk veldig mye, de snakker i chatten og snakker på engelsk samtidig så det vet jeg på dette trinnet gutter særlig spiller mye og de bruker engelsk både muntlig og skriftlig i spillet og de spiller med folk fra hele verden og da bruker de engelsk som et slags fellesspråk. Jentene, noen jenter som gamer da, men jeg tror ikke det er så mye i alle fall, det inntrykket jeg har.

S: Det er gaming som er den store engelsk – fritidsengelsken?

T: Ja, det tror jeg. Det er jo mange som driver med sport her og, men liksom det, ja, det kommer ikke noen engelsk inn i bildet der liksom.

S: Nei

T: Med mindre de går på Miners Basket for der er det jo engelske trenere og sånn da, hvis de går på basket, men det er ikke så mange elever som gjør det så jeg tror nok det er der de møter mest engelsk på fritida si på gamingplattformer, både skriftlig og muntlig egentlig.

S: Her har du jo egentlig svart både nå og i spørreundersøkelsen også, i hvilken grad du opplever at engelsken elevene bruker på fritiden påvirker deres engelskkompetanse, det har du jo i en viss grad svart på, der svarte du i alle fall i spørreundersøkelsen «i stor grad»

T: Ja, der synes jeg i på en måte at ord- ordforrådet deres og ordene de velger å bruke er mye mer avansert nå enn for noen år siden nå da, jeg hører liksom ord og uttrykk som de bruker som jeg tenker at elevene da jeg begynte å jobbe her, de ville ikke ha kunnet de ordene da. De kan mange flere ord, de har mye mer avansert språk enn det de hadde da.

S: Så det er – større ordforråd, mer avansert ordforråd 2022 versus 2008?

T: Ja. Det vil jeg si. Absolutt. Og så ser jeg at de er mer interesserte i, jeg tror de har veldig glede og interesse av å lære ord og uttrykk som de kan dra nytte av for å liksom å, få bedre engelsk da.

S: Så har du jo svart da, jeg har jo spurt litt om filmer og bøker og tv-serier og spill, hva du anbefaler der – og den rollen du tar når du foreslår ting de kan oppsøke, så er det i stor grad tv-serier og film du har sagt at du prøver å anbefale da.

T: Ja, altså bøker det er de ikke interessert i. Mange har ikke stamina til å lese i det hele tatt liksom. Vi hadde ett leseprosjekt i fjor hvor alle leste, men da hadde vi sånn bok vi fant online som du hadde alt fysisk på ipaden fordi jeg har så mye dårlige erfaringer med å prøve å lese med elevene. Halvparten glemmer boka, én vet ikke hvor den er, en annen – ikke sant, det er så mye utfordring med det, vi får jo ikke, vi har jo ikke klassesett, vi er store klasser, vi er tretti stykker, 120 elever da, på samme trinn som skal lese, og vi får jo ikke penger, altså det er jo så vidt vi får ny engelskbok, vi får jo ikke penger til å kjøpe noen bøker, så det å prøve å samordne leseprosjekter det bare gidder jeg ikke å bruke tid på for det kommer ingenting ut av det, å nei jeg liker ikke den boka, bytter fire ganger bok, det blir ingenting ut av det. Men vi hadde leseprosjekt i fjor hvor vi leste den absolutely true diary of a part time indian, og det likte guttene kjempegodt blant annet, de sa at jeg liker kjempegodt hvordan den forfatteren her skriver, det kom selvfølgelig midt oppi det koronagreiene så vi fikk ikke landet det ordentlig, men mange leste ut boka si, og gjorde mellom og etterarbeidet underveis, og mange som fant leseglede i den boka, men sånn, vi bruker ikke masse tid og energi på å få lest bøker her for det, det får de ikke til. Det blir for mye logistikk rundt det liksom. Nei, jeg anbefaler ikke noen sånne spesielle Tv-serier fremfor andre jeg sier bare velg noe som du synes er interessant, velg noe filmer eller serier som ikke går for fort, på en måte da, og kanskje har litt ryddig engelsk da, ikke alt for mye gonna, wanna, stuff liksom, litt kvalitet over språket, og kanskje at ikke går for fort, og ta på engelsk subtitles for eksempel da, for da får man lesestøtte og lyttestøtte samtidig. Så, og jeg har jo inntrykk av at de ser mye på engelske serier. Eller så er det noen få elever som leser da, så ser vi jo, vi har noen faste filmer da, som vi ser sammen da, men det går jo mer på tema da, tema som passer inn i det vi har om. Men sånn, det er ikke noen sånne spesielle serier som jeg anbefaler, men hvis vi har om et tema og jeg vet som en film så sier jeg at hvis noen er spesielt interessert så er dette en film som er veldig fin, og sånn som, jeg tenker sånn som tiende, når det er snakk om muntlig eksamen, så sier jeg for eksempel at muntlig eksamen, man kan godt snakke om film under muntlig eksamen, se en film om tema, det kan du godt referere til under muntlig eksamen. Som en kilde liksom, drodle rundt innholdet i en film som har med det temaet du har kommet opp i muntlig i, sånne type ting da. De skal liksom se nytte av, de må ikke bare lese og lese for å tilegne seg kunnskap da.

S: Men de anbefalingene er da i stor grad relatert til det dere driver med på skolen?

T: Ja, tema. Nå har vi hatt liksom, nå har vi hatt solving conflicts da, det har vært det store temaet vårt nå liksom, også bruker vi jo læreverket vårt, så supplerer vi inn da, med youtube, vi supplerer med snutter og ting som vi finner, som vi synes, sånn som intervjuer da, ting som vi supplerer inn da, så har vi hatt fagsamtaler i gruppe da etter endt prosjekt da, på det temaet.

S: Så spill det har du liksom ikke noe – du har ikke svart det i den spørreundersøkelsen at du har anbefaler noe spill

T: Nei, det er mer barneskolen tror jeg. For de vet jo selv hva de liker å spille her tror jeg. Men klart, sånn som på barneskolen tror jeg det kan vært sånne ordlekspill og sånn, men det her er jo 15-16 åringer etter hvert som jeg har da så, nei spill det har de full oversikt over selv så. Vi bruker ikke noe, jeg vet jo hva ungdommen spiller, men vi bruker ikke noe. Men jeg tenker at engelsken blir jo en naturlig del av det, fordi de kommuniserer med folk fra alle mulige land og verdensdeler liksom.

S: For det er jo egentlig en fortsettelse på det du har fortalt om, men modellerer du fritidsengelsk i klassen?

T: Det vi gjør, jeg modellerer ikke så mye men jeg legger til rette, sånn som det vi gjør i oppstarten hver time er talk to your partner for three minutes about-, noen ganger er det knyttet til tema, andre ganger er det bare about your last twenty four hours, hvor de da skal sette ord på hva de har gjort og hvilke fritidsaktiviteter har de vært på, hva de har spist til middag, helt sånne enkle hverdagssamtale, for det er det mange som synes er litt vanskelig – å finne orda, så det er noe vi gjør i oppstarten av hver engelsktime, nå skal vi gjøre om, nå skal vi ha sånn oppstartsaktivitet hvor de skal komme opp med tema, og så skal de sitte i grupper på tre da og så skal man bare få en lapp i en boks og så sier jeg at dette skal dere snakke om i tre minutter eller fem minutter eller sånn da, og så er det mer sånne hverdagslige temaer, vi har hatt mye om sosiale media nylig, ting som de synes det er viktig å snakke om da, bare sånn sitte sånn uformelt og prate sammen om hverdagslige ting da, det prøver vi å ha fokus på. For en ting er at du kan lese en tekst og bare gulpe ut av seg på en samtale det – bare på et tema og snakke fritt om dette liksom, det synes mange er vanskelig, men de trenger jo å trene på det, når de øver så blir de jo bedre. Tryggere.

S: Og så lurer jeg på hvordan du får innblikk i dine elevers interesser og fritidsaktiviteter?

T: Det er jo bare fordi man er kontaktlæreren deres da. Snakker med dem stort sett mye. Men sånn som ofte i åttende kanskje da, så skriver jeg når de begynner får jeg dem alltid til å skrive en tekst om seg selv. Skriv litt om deg, jeg sier ofte sånn hva synes du er viktig at læreren din vet om deg, er det noen ting du synes er vanskelig med å gå på skole, hva er det kanskje du liker best, hva føler du at du mestrer best ved skole, da snakker jeg gjerne engelsk da, engelskfaget, liksom er det framføringer eller jeg synes det er vanskelig å snakke med nye eller, liksom sånt, så får jeg dem til å gi en liten oppsummering, hva gjør du på fritida, hva slags interesser har du, - litt hvis du har lyst til å fortelle om familien så gjør du det, jeg kommer med forslag da, men jeg kommer ikke med noen sånn fast mal, at du må fortelle hvor mange søsken du har eller, men jeg oppmuntrer dem til å fortelle litt sånn, tell your teacher something about you that you think is difficult or, så da føler jeg at jeg blir kjent med dem i en litt sånn oppstartstekst jeg ser litt på hva slags nivå de har på engelsken sin, man får jo mye innblikk bare i en sånn liten tekst. Så det gjør jeg alltid, så da får man jo, du er jo stort sett på de samme klassene i alle tre åra, så du blir jo på en måte naturlig kjent med dem og ting kommer jo frem i forskjellige aktiviteter vi gjør underveis da, hva de er opptatt av eller interessert i og sånn.

S: Bruker du det – når du finner ut at de har en interesse eller driver med en aktivitet eller noe, bruker du det, trekker du det inn eller bruker du det når du anbefaler?

T: Ja og nei, det kan jo. Hvis det er naturlig å bruke det så. Jeg har jo en engelsk fordypningsgruppe der er det de som ikke vil ha spansk eller tysk, er jo der. Så det kan jo være en litt sånn ufordrende gruppe da, gjerne aller mest grupper, og gjerne mange som kanskje ikke synes engelsk er så lett, - så der må jeg nok være litt smart med hva slags oppgaver jeg legger opp til, og der bruker jeg mye sånn, å spille på hva de er interessert i, velg en toppidrettsutøver du er interessert i, velg en hobby, en sport som du driver med som du er fascinert av, nå skal vi ha om reisemål, hvor du vil, hvorfor vil du reise dit, lag en liten blogg om et sted du har lyst til å dra, litt sånn som, der lager jeg litt sånne oppgaver som gjør at jeg kan få dem til å ville jobbe da, veldig frie oppgaver. Og at jeg, jeg lager jo en plan for hva jeg vil ha inn, men at de har veldig romslighet for å få inn sine interesser da, noen som spiller basket, og da snakker de selvfølgelig om basket da, så da får de lage et intervju skrive om en sportshelt som de ser opp til, ikke sant, så da blir man jo veldig godt kjent med gruppa rundt hva er det de liker og hva er de opptatt av. Så der er jeg ikke så veldig

låst på hva er det - i forhold til læreplan, der er det litt friere hva man kan legge inn, enn den vanlige engelsken på en måte, der har vi litt andre systemer for hvordan man legger opp da.

S: Det er friere i engelsk fordypning?

T: Ja, jeg tar meg litt frihet der og. Det viktigste her er at de skal få hevet engelsken sin. Og så har vi jo ikke ordentlig lærebok engang liksom, vi har jo ikke, det ligger jo ingenting der, så det er jo egentlig litt opp til deg seg hvordan du ønsker å lage innholdet da, så da prøver vi å tenke at det skal være noe de ser litt nytten av da.

S: Så lurer jeg på hvilke fordeler du opplever ved å anbefale elevene dine engelskspråklige fritidsaktiviteter?

T: Jeg anbefaler jo ingen å game egentlig, eller jeg gjør jo det da, men du skjønner, men jeg hører jo og jeg vet jo at de blir bedre, de blir med avslappet til å snakke engelsk, når de snakker engelsk på fritida, sånn som jeg sier ikke snakk norsk til meg her i timen, jeg forstår ikke norsk, jammen jeg vet ikke hvordan jeg skal si det, ja men da må du prøve, så kaster jeg deg et ord, eller spør en sidemann, noen snakker kanskje bare engelsk to timer engelsk i uka, mens andre gjør det på fritida, så jeg sier jo til dem at det er supert at dere gamer, men husk at dere må sove og. Vi hadde sånn logg nå skjønner du og de skulle fortelle hvor mye de sov, hvor mye de gamet og hvor mye fritidsaktiviteter de hadde gjort per dag i løpet av en uke, og da ble jeg ganske sjokket, jeg så jo at søvn og gamingtida burde vært snudd om da, det var mye gaming og lite soving på en del. Så jeg oppfordrer jo ved å si at jeg synes det er kjempebra at folk gamer, men med måte liksom.

S: For det var jo liksom det neste spørsmålet mitt, hvilke ulemper opplever du?

T: Særlig mandager, er det jo fryktelig mye trøtte elever, særlig guttene, jentene klarer seg stort sett men guttene – mange gutter er veldig trøtte på mandager, for da har de snudd døgnet hele helga, og kanskje brukt veldig veldig mye tid på skjerm og er ikke koblet på.

S: Men det er kjønnskille her da?

T: Ja, Det er gutta. Jeg tror jentene, veldig mange jenter har en mere driv i forhold til skolearbeidet sitt da, mange ambisiøse jenter som vil gjøre det bra, og har en plan, mens gutta er mer sånn jaja det ordner seg nok liksom, men sånn, jeg tror jenter er litt mer strukturerte sånn da, i forhold til hverdagen sin, i forhold til spilletid og leksetid og, men klart den klassen jeg er i nå er sånn veldig jobbeklasse, men sånn generelt sett så har jeg inntrykk av at gutter lettere mister rutinene sine enn det jenter gjør da i forhold til sånn skjermbruk for eksempel.

S: Men du sier at guttene spiller mer enn jentene, men er engelsknivået på guttene da bedre enn jentene?

T: Nei, det vil jeg ikke si. Det er ganske jevnt. Men det er jo liksom, du har jo alt fra to min til seks i en klasse, liksom så, det er ikke nødvendigvis at guttene skiller seg ut noe spesielt enn jentene, men det er veldig forskjellig fra klasse til klasse liksom, den klassen jeg har den er veldig sånn, den er ganske jevn, mange firere og femmere, og noen som er litt opp på sekseren liksom, men det er veldig mange firere liksom veldig jevn klasse, men det er mange andre klasser som er mer treere, så det er litt sånn, det er veldig forskjell fra klasse til klasse liksom, så jeg kan ikke si noe sånn fast. Og noen klasser har jo mer arbeidskultur enn andre og da, ønsker å bruke tida di, ønsker å utvikle seg, mens andre er mer sånn når er det friminutt liksom, det kommer jo litt an på kulturen i klassen og da, men jeg vil jo si at stort sett er nivået ganske jevnt, det er ikke sånn at jeg vil si at guttene utmerker seg noe på grunn av at de gamer, men jeg tror en del jenter jobber litt hardere kanskje med

teksten eller hjemmeleksa si da, enn noen av gutta gjør. De setter nok ikke, jeg tror gutta setter av litt mindre tid til leksearbeid enn det noen av jentene gjør hvertfall. Det tror jeg.

S: Og så ser jeg på den spørreundersøkelsen at det er en skrivefeil, så det er bare greit å ha spurt på nytt og så kan du få utbrodere litt, altså i hvilken grad føler du at du har tilstrekkelig kunnskap om engelskspråklige medier og aktiviteter til å kunne anbefale disse til elevene dine?

T: Hva tenker du, hva slags medier, hva tenker du?

S: Det kan jo være både filmer og spill og bøker og alt sammen, altså føler du at du kan nok om det her til å kunne anbefale noe konkret – eller blir det, må du anbefale mer vagt kanskje da fordi du ikke kan anbefale spesifikke ting for eksempel?

T: Tenker du i forhold til en film liksom?

S: For eksempel.

T: Det er jo egentlig sjelden jeg anbefaler, det er jo mest – når det er noe jeg tenker utmerker seg på et eller annet vis liksom, det går jo ikke på at jeg ikke vil det, men jeg tenker jo det at de bruker jo mye tid på skjerm allerede, og de er veldig orientert på hvor de kan tilegne seg å se gode ting selv, jeg føler ikke elevene har så veldig behov for anbefaling liksom synes jeg. De bader jo i engelsk uansett, de hører på musikk, de ser på, de leser på tekster, de kan mye tekster, de bader i engelsk mye mer nå enn det for eksempel jeg gjorde da jeg begynte på ungdomsskolen, så jeg føler ikke de har så veldig behov for så mye anbefalinger egentlig. Det er ikke noe, jeg føler ikke at jeg trenger noe spesielt kompetent for å anbefale å se en serie som jeg tenker er av god kvalitet, det er jo ikke sikkert de synes det er god kvalitet, det er jo litt mer voksent innhold enn det jeg, enn det de liker kanskje da. Jeg skjønnte ikke helt spørsmålet liksom.

S: Ja, beklager. Jeg bare tenker på hvordan jeg eventuelt kunne omformulert det. Altså, her vil det jo variere ut ifra hva man, hvilke praksiser man har og.

T: For jeg tenker sånn kompetanse i forhold til å anbefale en film liksom

S: Ja, det blir da kunnskap om engelskspråklige medier og aktiviteter, for eksempel de som anbefaler spill da, hvis det er noen som spiller mye da, så føler de kanskje at jeg kan masse forskjellig om ulike typer spill og da vet jeg godt hva jeg kan anbefale her.

T: Det føler jeg er mer barneskoleting. Jeg tenker kanskje sånn her med ord, innlæring, leking med ord, leke med lyder, jeg føler kanskje det er mer for de mindre barna jeg vet ikke.

S: Ja, for du tenker da på sånne læringsspill?

T: Ja, det er jo det jeg kan tenke meg, jeg kan jo tenke på at på ungdomsskolen, da blir jeg litt usikker på hva jeg skal svare egentlig?

S: Nei for du anbefaler ikke sånne vanlige dataspill, mer fritidsspill, sånn Call of Duty,

T: Nei, det er 18-årsgrense, så det anbefaler jeg hvertfall ikke. Jeg anbefaler ikke dem noe, jeg nevner ikke navnet på et spill engang jeg, det er ikke mitt bord liksom, og veldig mye av de spillene de spiller er de jo ikke gamle nok til å spille engang, så jeg, im staying out of it, det er noe foreldrene får ha styr på. Nei, jeg anbefaler ikke dem, sier ikke noen navn på noen spill, jeg bare sier at jeg hører at mange gutter er komfortable med å snakke engelsk, og det regner jeg med at er fordi dere er på spill og da kan det hende vi snakker litt spill, og så spør jeg da hvilke spill er det som er populære, så er det det, og det kan jo forandre seg, vi snakker spill, men jeg anbefaler ikke,

jeg synes du burde spille det, bare voldelig og skyting – det er ikke mitt bord, jeg synes ikke jeg skal ha noe formening om jeg som engelsklærer, men jeg sier bad i engelsk, lytt til engelsk, sett på engelske subtitles, hva er det egentlig den sangen handler om, lytt ordentlig etter, sånne ting snakker vi om, eller hvis det er noen serier som kan passe med noe, eller hvis det er en film, nå har vi om solving conflicts – så er det en film om livet til nelson mandela for eksempel, for dere som er spesielt interesserte og ønsker å skjønne mer om konflikten så kan det være noe som jeg vil anbefale, hvis du føler at du har tid og lyst så se på den.

S: Er det noe du føler at jeg burde ha spurt deg om eller noe som du ønsker å fylle ut med?

T: Nei, jeg vet ikke. Hva er det du skriver om master om liksom?

S: Jeg skriver master om hva engelsklærere gjør sånn i forhold til å for eksempel anbefale, eller hvordan de forholder seg da, til den engelsken som elevene gjør på fritida. Om det er, for det første om det er noe de registrerer i det hele tatt, om det er noe de opplever, for det kan jeg jo ikke garantere.

T: Nei, jeg tenker egentlig ikke så mye over det, men klart som jeg har sagt er det naturlig å ta det med hvis du skjønner da, sånn er det tema vi jobber med hvor det er naturlig å koble på engelskinspirerte aktiviteter så gjør man det, det spørres så veldig hva man holder på med ellers da. Men jeg vil jo tro at det kanskje kommer veldig an på hvilket trinn man er på da.

S: Ok, hvordan da?

T: Eller kanskje de mindre barna da, jeg vet ikke jeg, men kanskje snakker om engelsk på en annen måte eller, får en følelse av – det vil jeg kanskje tro at nivået, at nivåforskjellen er større med de små barna. Hvis noen ser mye på engelske ting, ser mye på youtube, kanskje spiller eller gjør ting på engelsk, liksom gjør det vil avansere fortere på engelsken enn de som ikke gjør det da, at det kanskje er mer et tema man kan snakke med elevene om – jeg hører du kan veldig mange ord, hvorfor kan du så mange engelske ord, ser du på youtube, men her da med de som er større, nei jeg vet ikke.

S: Så det er kanskje noe man burde forske på på lavere trinn?

T: Jeg vet ikke, jeg føler kanskje at der ville jeg blitt mye mer nysgjerrig, hvorfor er det så stor forskjell og da, på de små barna ikke sant, jeg hører jo det på ganske små unger, de er jo bare kjempegode i engelsk og da blir jo jeg bare – herregud, så god i engelsk han er jo så liten liksom, ikke sant, [REDACTED FOR ANONYMITY] men jeg ser jo hvor mye de lærer på en måte av å være på youtube, herregud hvor mye de har vært på youtube, hvor mye de tilegner seg av og ting som de, herregud vet dere om det liksom. Som, nei jeg har sett en film, eller jeg har sett det på youtube liksom, ting som jeg ikke tror at de vet hva er engang, og har et godt ordforråd og språk da, og ting de tilegner seg. Dette er jo youtubegenerasjonen de luxe liksom, de lever jo på, og jeg tenker på sånn i forhold sosiale medier og sånn og da, tik tok og ting de er på de ser jo mye med folk som snakker engelsk da.

S: Så sosiale medier er også en inngang til å lære engelsk?

T: Jeg vil jo tro det for mange og sånn som jeg sier, hvis det er snakk om lesing da, foreldre da vi vil jo så gjerne at han skal lese da, men da er det jo viktig at man leser noe man har lyst til da, er man interessert i fotball så les en selvbiografi om en kjent fotballspiller. Les noe du faktisk synes er ålreit å lese da, ikke bare at det blir sånn hat å lese – finn noe du synes er interessant eller gøy da. Er du interessert i tennis da så finn en blogg som en kjent tennisspiller, sånn type sånn snakker jeg med

elevene liksom, hvis det er noen som er interessert i hest så se om det er noen som har skrevet noe om hest da, det må ikke bare være sånn en eller annen tung bok som du ikke får noe ut av, men finn et medie noe som fungerer for deg da, om det er podcast eller om det er, elevene lager jo mye podcaster, vi har jo ikke laget noe på engelsk, men de har gjort det i andre fag, men det er jo kanskje noe vi kunne gjort, men vi har jo bare to timer i uka og den tida går fort da, så det er noe begrenset hva vi rekker.

S: To sekstiminutters økter?

T: Ja, to sekstiminuttere i løpet av en uke, og hvis det er et eller annet så mister man jo en og så jeg synes godt vi kunne hatt én time til, eller tre trekvarterer i stedet, jeg tenker at det kanskje hadde vært ålreit for da kunne man kanskje kunne fått spredd det utover uka, de små dryppene ikke sant, men ja.

S: Ja, men jeg har fått masse interessant jeg nå.

T: Ja, er det noe mer du ville spørre om? Hvis det er noe annet så er det bare å spørre liksom.

S: Nei altså nå har jeg jo fått stilt litt oppfølgingsspørsmål i tillegg til det som jeg hadde på intervjuguiden min så jeg er superfornøyd, så da tenker jeg at jeg stopper den timeren, den opptakeren.

T: Ja.

## Appendix 7: Transcript from Interview 2 – Teacher B

### Transcript

#### Interview 2

S: Så du er da interessert i å – eller du er villig til å være med på intervju, sånn verbalt samtykke

T: Ja

S: Så har jeg det der og så har jeg det på ---

T: Alt i orden

S: Da tenker jeg at vi kan begynne med hvor lenge du har jobbet som lærer?

T: Det er snart 18 år. Fem år først i en ungdomsskole [REDACTED FOR ANONYMITY], og så 11 år på videregående, og så har jeg jobbet to år her, så da blir vel det snart 18 år

S: Hvor lenge har du undervist engelsk?

T: Alle årene. På forskjellige nivå da, og forskjellige programfag, og forskjellige klassetrinn.

S: Hvilke trinn underviser du engelsk på nå?

T: Tiende, og ikke engelsk fordypning, bare vanlig engelsk. Jeg hadde engelsk fordypning i fjor.

S: Så lurer jeg på hvordan du opplever nivået på engelsken til dine elever?

T: Den er vel, den er sprikende er vel godt å si, så ser jeg at gaming har hjulpet mange til å skjønne småord, men de har ikke blitt bedre på å skrive lengre tekster eller ulike typer sjangertekster, det er de ikke noe gode på, men hvis jeg klarer å kombinere Minecraft og skriving av tekst så er de plutselig på plass så er de plutselig på plass alle sammen, så det er interessant da.

S: Absolutt. Hvilke fritidsaktiviteter opplever du er populære blant dine elever?

T: Gaming og ski. Jakt, traktorkjøring, mange av dem sykler, terrengsykling, noen av dem, veldig mange av jentene driver med og følger influensere og er veldig opptatt av det og der er ikke jeg så der har vi et lite hull. Ellers så er de vel mest med venner, på fritida, noen få driver med dans.

S: Hvilket inntrykk har du av dine elevers bruk av engelsk på fritiden?

T: Du, den er mye større enn jeg hadde regnet med fordi de har venner fra andre land ofte, noen av dem har jo noen de chatter med, på engelsk, enten om det er i et spill eller ute av et spill, så gjør de det, det er ganske vanlig, og det overrasket meg. Og så ser de jo veldig mye på filmer og ting og tang da, som gjør at de blir utsatt for mye engelsk som ikke jeg ble i hvertfall da jeg var på den alderen. Men det er ikke sånn at de frivillig tar opp en engelsk bok nei, og leser. Noen av dem har engelsk som morsmål og bruker det daglig hjemme, eller at de har det som et på en måte mellomspråk fordi mamma har ett språk og så har pappa et annet og så har de da det som et fellesspråk, noen også, så noen av dem er jo veldig språkforvirret. Så har jeg noen som ikke snakker, som nekter å snakke norsk, de snakker helst engelsk, så det er litt pussig. Men sånn er det.

S: I hvilken grad opplever du – nå har du jo svart litt da, men i hvilken grad opplever du at elevenes fritidsaktiviteter påvirker deres engelskspråklige kompetanse?



T: Muntlig så har det mye å si, synes jeg i hvertfall. Og det virker på meg som om de her har mye mer kontroll på setningskonstruksjon på engelsk og det uformelle språket. Det smitter jo over i skriftlig produksjon da, at det blir veldig uformelt ofte, mye smilefjes og mye andre ting som ikke nødvendigvis hører hjemme der da, i hverfall i saktekster. Så har vi øvd en del på det å lytte til tekst og plukke ut sammenheng, eller plukke ut innhold i teksten da, for det er jo det nye i Udir sin eksamen, artig greie som jo ikke blir noe av allikevel, og da sitter de da, og mange av dem får med seg innholdet i det som blir sagt, men mange av dem synes det er vanskelig å differensiere på hva som er det mest riktige svaret, det at de ikke stoler helt på seg selv, det synes jeg er mer bemerkelsesverdig enn det det har vært før.

S: Hvordan da tenker du at de sliter med, det riktige svaret?

T: Ja, fordi mange av alternativene er veldig like så de sliter med å liksom, 'er det virkelig det, er det så enkelt at det kan være den', og det er jo det, liksom, ofte da. Og det er jo det. Og det kommer jo ikke noen kanin opp av hatten fra udir om det. Så det, det husker jeg godt at da vi jobbet med det i flere uker, og de sitter jo der sånn 'jeg tror jo at det er, men det kan jo ikke være den, det blir for lett'. Så de klarer nok i langt større grad å snakke sammen på engelsk selv om de ikke gjør det gjerne, så klarer de å skrive teksten, men det å skille mellom formelt og uformelt språk og hva som passer seg til ulike situasjoner det er vanskeligere for dem enn man skulle tro. Vi har på trinnet, på tiende trinn satt opp sånne faste lesegrupper, nettopp for å trene opp det å lese tekst, reflektere rundt tekst og øve på uttale, og det er de i alle klassene og da er de på en fast gruppe, og så tas de ut en gang i uka og det synes alle har vært veldig ålreit, for da får de den lesetreninga som de ikke får ellers, så det har vært kjempefint.

S: Og så lurer jeg på da, du har jo svart blant annet at du anbefaler ofte filmer og TV-serier og spill, og så lurer jeg på hvilke av dem, altså eksempler på hva du anbefaler elevene?

T: Ja, det kan jo være alt på Jane Austen til Breaking Bad. Prøver så godt jeg kan, altså når de snakker om Euphoria, jeg prøver å se det, prøver å ikke være sånn gammel tante som bare 'nei'. Men at jeg på en måte henger litt med, at jeg i hvertfall skjønner hva de snakker om da, for det er jo noe med å innse at de har en helt annen kulturell input enn det vi har, så vi kan jo gnåle om sånne Sense and Sensibility og synes at det er knæsliksom, men det treffer jo ikke de, men hvis de ser Orange is the new black eller sånn, et eller annet da, Handmaid's tale, noe sånt noe da så kanskje det treffer dem bedre da. Selv om den er jo ganske drøy. At det er mer interessant for dem da. Foyle's War er jo ikke interessant, vi kan se --- det vekker ikke noe i dem. Jeg får ikke dem til å skjønne noe mer av verden, ved å bruke det.

S: Men da anbefaler du det da?

T: Nei, jeg gir meg ikke, de må se klassikerne. Nå går jeg litt tilbake da, da jeg jobbet på naturbruk så kunne jeg bruke Montys hageverden ikke sant, at man bruker, eller ja at på billinja så brukte jeg Top Gear som undervisningsmaterie og da de interessert i det, og de kunne jo komme med forslag til hva vi burde se og hva vi burde jobbe med og sånn, de episodene, men vi er ikke helt her der, her på ungdomsskolen, for de er ikke så aktive her da på det, men jeg ser jo at det er jo absolutt en mulighet, bare det å vise symesterskapet på engelsk er jo sikkert kjempegøy. For det, det er jo noen som sitter og ser på det, og synes det er gøy, lærer seg ord og uttrykk.

S: Ja, og så nevnte du spill også, eller at du har i hverfall svart at du anbefaler litt spill og.

T: Ja, det kan jo være Fortnite, Minecraft, det spiller de jo mye, de setter det på engelsk og ikke på norsk, så de kan jo mange sånne småord, som er, det er jo veldig gøy egentlig, vi har en sånn stille

type som du ikke regner med at, du tenker at her er det ikke så mye å hente, og plutselig så bare whoof, kan de masse, det er veldig artig. Men at vi bruker det sånn, vi hadde et sånt Minecraftprosjekt i klassen min i fjor, hvor de satt i små grupper og skulle lage seg en sånn verden, og så skulle de lage seg fem regler for å leve der, og så kom det tilbake i en skriveøkt, hvor de skulle forklare hvordan de hadde bygd og ting og tang da. Og de innleveringene vi fikk da var jo veldig kreative, veldig inspirerte, det var fra alle, og den mest stille, rolige typen som hater det her, det å skrive på grunn av dysleksi og litt andre ting han hadde kommet hjem til mammaen sin og vært helt over seg liksom, det var noe av det gøyeste han hadde gjort, og vi tenkte at dette må vi gjøre mer, av sånne ting. Fordi det å lage et vanntett skille mellom verden og skolen det tror jeg blir litt gærent rett og slett, det gjør at vi mister dem. Jeg kan ikke noe om minecraft, men jeg trenger ikke å kunne det. De kan det jo, de kan jo lære meg. Jeg trenger jo ikke kunne noen ting sånn sett. Jeg må jo bare lære dem språket. Og sette det inn i en sammenheng.

S: Bøker det anbefalte du cirka månedlig, altså noe sjeldnere da.

T: Ja, og da er det gjerne jenter som kommer og spør da, det er jo sjelden gutta kommer og spør, og da er det jo Twilight liksom, går jeg inn på den typen litteratur så sitter de jo klistret de. Noen av dem har prøvd seg på Tolkien, ja, jeg og bare wow, men de har prøvd seg, og det skal de søren meg ha. Noen av dem har mer enn nok med å lese den om hamsteren, den skolehamsteren, vi hadde en bok i fjor når det var rødt her, og da fikk de et kapittel om gangen som de leste og det syntes mange av dem var helt liksom, kunne ikke bli bedre. – krevde ikke noe av dem. Men så noen ønsker seg jo mye mer utfordringer og da er det noen av elevene mine som har lånt Stephen King-bøker av meg, som sitter og koser seg på fritida med det. Ære være dem. Mens andre couldn't care less. Som aldri spør. Så derfor så liksom, det er ikke ofte men når de spør så har jeg har jo alltid en del ting å foreslå, også så har vi bibliotekaren her som også er engelsklærer, så vi har jo mye engelskbøker, så det er veldig bra, så det er ikke så vanskelig å sende dem ut for å finne noe.

S: Så dere bruker skolebiblioteket her?

T: Ja, det gjør vi, og så låner vi fra byen. Det har vi ikke gjort i engelsk da, men vi har gjort det i nynorsk, da har vi lånt sånne bokkasser. Det har vi også gjort i vanlig bokmål. For de har sånn lesehalvtime og da kan de lese hva de vil. Så har jeg en veldig glad i å lese fanfiction, i alle timer, så det er litt vanskelig å hanke inn liksom, for å få til å gjøre noe annet, men er veldig glad i det da. Men de er veldig – de har ikke noe, det er veldig få av dem som har noe imot å si noe på engelsk i engelsktimene. De er ikke så sjenerte da, på det som de var før. Noen av dem tenker at de er skikkelig ræva i engelsk og vil ikke, men det går over, og jeg tenker at de lesegruppene er viktige da, for da hører de alle. Eller jeg hører alle, og gir kommentarer som grunnlag for muntlig karakter. Så det er jo en vinn-vinn, så da er det jo en fordel da å være ute på gruppe hvis du ikke snakker så mye i timen, for da vet jeg jo at du kan. Nei, nå har jeg glemt hva spørsmålet var. Nå var jeg ute på viddene.

S: Nei, det er kjempebra å fylle på med alt du tenker og husker og kommer på. Og så lurer jeg på da om du modellerer bruk av fritidsengelsk i klasserommet.

T: Nei, ikke mye. Altså, vi snakker om hva de gjør i ferier og at de forteller fritt liksom, noen ganger da, først på små grupper, noen er veldig sjenerte, og så da at noen forteller høyt i klassen. Men ellers så gjør vi ikke så mye av det. Litt upløyd mark, skulle gjerne gjort mer.

S: Så er det dette med hvordan du får innblikk i dine elevers interesser og fritidsaktiviteter, hvordan finner du ut hva de er interessert i?

T: Det er jo den lille praten da, hele tiden, de små gruppene ut en gang i uka, følge litt med, snakke med dem i pausene. Jeg har dem jo i fem eller seks fag så, i grunnskolen så har du jo den luksusen ved at du har elevene dine mye, her i hvertfall er vi jo organisert i team og da har du jo ett trinn, så da kjenner du jo da de 69 eller 70 eller 80 elevene ganske godt da, når du har alle sammen. I år har jeg to av tre klasser, og da i den ene klassen er jeg inne som tolærer, så da har jeg dem ute på de lesegruppene, og i min klasse så er jeg hovedlæreren og har med meg én inn som da blir bedre kjent med mine elever, men der er jeg også kontaktlærer, så de kjenner jeg jo. Men det er stort sett sånn småprat og når de sitter og jobber, eller burde jobbe og gjør noe annet så har jeg en tendens til å 'hallo, hva er det dere snakker om' og da får jeg jo alltid vite noe, og de er jo veldig artige sånn, de er veldig tillitsfulle synes jeg. Men det er klart vi kunne jo har organisert det, det også liksom, til å være, det hadde vi da jeg begynte i niende faktisk, for jeg begynte jo her da de gikk i niende, og da intervjuet de jo hverandre om hva de hadde gjort i ferien og hvem de bodde sammen med, og kom opp med fem gode spørsmål du kan stille til hvem som helst som ikke er masse følelser knyttet til da. Det var jo en veldig ålreit øvelse, men jeg leste jo ikke alle de spørsmålene og svarene, for det hadde jo ikke jeg tid til, så jeg gikk jo bare rundt og hørte, da de intervjuet hverandre. Men det tar jo uansett tid å bli kjent med noen, det er jo ikke gjort på tre uker, det tar jo gjerne to år da, å få med seg alt.

S: Og så lurer jeg på hvilke fordeler du opplever ved å anbefale elevene dine engelskspråklige aktiviteter?

T: Nei, at vi får et bånd på en måte. At vi får noe felles å snakke om. Og gjerne at de kan bli litt kreative og litt inspirerte selv da, til å prøve noe som de kanskje ikke er helt trygge på. Og at de kommer tilbake og forteller hvordan det var, det er veldig koselig.

S: Og så lurer jeg på ulemper da. Hvilke ulemper opplever du ved å anbefale elevene dine engelskspråklige aktiviteter, eller den engelsken de driver med på fritida?

T: Nei, det er få ulemper der da. Men du stiller deg jo lagelig til for hugg da, sånn hvis du anbefaler noe som er helt crazy, så kan du jo, nå har jo ikke jeg opplevd det her da, men foreldre kan jo reagere liksom.

S: Ok?

T: Ja sånn, hvorfor har du anbefalt den serien til ungen min? 'Eh, ja, nei det var fordi jeg ikke tenkte på at de var fjorten' for eksempel, eller de ser jo på mye rart, de gjør jo mye rart, jeg vet jo ikke hva reglene hjemme hos alle er, så det kan jo hende at noen er veldig rigide på spilletid, ja man vet jo ikke hvor travelt de har det, og eventuelle ulemper da, det kan jo hende at noen føler at jeg blander meg inn liksom, men det er jo ikke det som er intensjonen og jeg har aldri fått noen tilbakemelding på det, men jeg ser jo for meg at noen kanskje kan tenke det da, men jeg har aldri hørt noe om det. Nei.

S: Og så lurer jeg på i hvilken grad føler du at du har tilstrekkelig kunnskap om engelskspråklige medier og aktiviteter til å kunne anbefale disse til elevene?

T: Jeg synes den er lav. Og så kunne den alltid vært høyere. Men det er jo også litt med at jeg bare har to timer i uka med engelsk ikke sant, og på videregående hadde jeg jo elleve klasser á 90 minutter. Og da blir du jo ikke kjent med elevene, du kommer ikke i den posisjonen der, men når jeg snakker med dem hver dag uansett så blir det noe annet liksom, for de husker jo det vi pratet om for to dager siden, og kommer tilbake til det, eller spør og graver om andre ting.

S: Jeg har et spørsmål som jeg lurer på, for du sa at om bøker så var det i hovedsak jentene som kom og spurte om bokforslag. Føler du at det er kjønnsdeling på andre måter og, i aktivitetene og fritidsaktivitetene til elevene?

T: Nja, noen av gutta, det kan jeg ta med, noen av gutta spør om bøker om motor og sånn, men det er jo sakprosa de er interessert i, mens jentene i hovedsak er interessert i skjønnlitteratur. Men om de driver med, om det er veldig kjønnsdelt på fritida mener du?

S: Ja, altså om det er andre aktiviteter, at guttene driver veldig mye med én ting mens jentene driver med andre ting når det kommer til engelskspråklige aktiviteter?

T: Nei, det tror jeg ikke, altså ja, det er jo flere gutter som gamer enn jeg har jenter som gjør det, så hvis man kan kalle det en engelskspråklig aktivitet så er det jo det, en tendens til at gutta er mer aktive der enn jentene.

S: Og så lurer jeg på da, er det noe du har lyst til å fortelle, som du føler at 'å, hvorfor spurte hun ikke om det'?

T: Nei, egentlig ikke.

S: Nei, for det er, intensjonen med den, altså det jeg forsker på er jo da hvordan dere forholder dere til den engelsken som elevene driver med på fritida, og i hvilken grad dere oppfordrer til det, og i så fall hvordan og hvilke praksiser dere har da.

T: Skulle gjerne hatt mye mer av det enn det vi har, det er det som er så frustrerende med å jobbe i grunnskolen, eller i skolen i det hele tatt, her i Norge, det er fordi kompetansemålene som styrer og de overordnede temaene de funker kanskje innmari fint inni Oslo, og så er det kanskje ikke den samme gjenklngen her ute i distriktene. Det kan bli litt i overkant svevende, litt fritt overlatt til lærer, om hva man ønsker å legge i det, det krever mer, eller jeg tenker i hvertfall at det krever mer samarbeid internt, for vi har sånn ett opplegg i alle klasser [REDACTED FOR ANONYMITY] og da er det ikke sikkert at du klarer å favne alle elevene. Og du blir avhengig av at læreren henger med da, i svingene liksom, og jeg tenker at det er både, kan være litt sårbart at det er sånn, det kan kanskje bli litt sånn gammeldags, og så kan det innimellom bli veldig gøy. Og veldig sånn praksisnært da, at ungene de opplever at vi ikke er så gamle som vi er, vi er jo det da men. Ja, det er det som jeg kanskje føler at kompetansemålene de er så langt unna hvor vi, hva vi egentlig driver med da, skulle heller ha tatt utgangspunkt i hva elevene er interessert i ofte, og de har ikke så vidt jeg kan huske noe kompetansemål som går på fordypningsoppgave i engelsk, at de skal skrive om et tema, et selvvalgt tema.

S: Nei, jeg tror ikke det.

T: Nei, det er på videregående i hvertfall, men det er det ikke her. Men det er det i hvertfall i nesten alle de andre fagene, og det hadde vært litt gøy da, om det kunne vært i engelsken. Da kunne man fått mye rart på bordet. Masse morsom muntlig aktivitet. Og så er det jo klart at to timer i uka er jo ganske lite for et språkfag, og det blir jo ikke så veldig mye mer på videregående, for der er det vel bare ett år og så er du ferdig på yrkesfag, det er det vel egentlig på studiespes og, du trenger ikke jo ikke ha mer engelsk da. Og det er, hvorfor driver vi og strever så fælt her liksom, for å få de til å bli glad i å lese og skrive og sånn når de uansett er ferdig om et år, det er ikke sikkert du får tid til å få glødet noen nok da til at de velger engelsk videre.

S: Nei. Jeg tror egentlig det var det jeg lurte på, det jeg hadde av spørsmål, så hvis det ikke er noe mer som du tenker at.

T: Nei altså jeg håper bare at jeg har svart på det, at du får bruk for noe av det for det er sånn, ja, nei jeg håper det.

S: Nei, det er mye interessant her altså, og så er det dette med 'hva gjør du' og det er jo ikke noe som er, jeg skal jo ikke sitte her og vurdere om noe er riktig eller feil eller sånn, jeg vil bare vite, 'hva gjør du'. Det er jo det som er interessant.

T: jeg syntes det var enklere, for vi hadde FYR-prosjekt på videregående, i våre dager før FYR var umoderne, så da syntes jeg det var enklere å yrkesrette engelskundervisningen, i forhold til programfag da, da var det jo sånne klassikere, som 'in the workshop', hvor de skulle velge seg en maskin og skulle forklare bruken og alt det der, men her er det liksom ikke, det er så mainstream det de skal gjøre da, de skal liksom kunne litt av alt, så det er en helt annen måte å tenke på, og jeg har ikke helt vendt meg til det. Men jeg skulle veldig gjerne sett at engelsken ble noe mer spisset, at det ble noen krav til litteratur alle skulle gjennom for eksempel.

S: Du vil inn i kanon igjen?

T: Ja, litt, på noe av det i hvertfall, for det blir jo, du kan jo velge hva som helst, bare du ser på et kompetansemål og tenker at dette her minner litt om det. Og så har jo alle lærere sine styrker, som man er glad i å drive med da, vi lagde et litteraturprosjekt på trinnet nå, og jeg tror ikke elevene hadde den samme entusiasmen som da vi planla det. For vi hadde det kjempegøy, men når vi har gjennomført så ser vi jo at vi traff jo ikke helt liksom, men da tar vi jo det til etterretning, og så gjør vi det litt annerledes neste år. Da har vi jo boka og, nå har vi jo kopiert opp kompendium, fordelene er at vi kan tegne i kompendiet da.

S: For dere jobber med fysisk bok?

T: Ja, akkurat nå. Ellers så gjør vi ikke det. Vi har brukt mye sånne digitale ressurser. Vi bruker skolen-appen og så bruker vi tv2 elevkanalen, men den er ikke så sterk på engelsken, det er mye overflate, og ikke så, vi har ikke brukt den så mye da, vi prøver å, vi skulle jo bruke en del tankekart, er ikke så ivrig på det heller, så det blir mye bookcreator som munner ut i sånn god gammeldags arbeidsbok bare at den er digital. Så vi lager en sånn bookcreator per tema som vi har hatt, og de følger jo de her overordnede temaene og disse stakkars prøvekaninene er jo de første, så det blir jo mye spennende greier da som vi sikkert aldri kommer til å gjøre igjen, og mye rart, men jeg håper jo at de har lært noe da i hvertfall.

S: Spennende. Jeg lurer på om jeg egentlig har fått det jeg trenger.

T: Så bra.

S: For da skrur jeg av der.

T: Ja