

# MASTEROPPGAVE

Teaching English language varieties utilizing Mobile Assisted Language Learning.

Tommy Kristoffersen

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Fakultet for lærerutdanninger og språk  
Institutt for språk, litteratur og kultur



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# Abstract

Computer technology has become an increasing presence in Norwegian upper secondary school classrooms over the last decades. From computer labs in the eighties and nineties, through the introduction of the personal computer as a mandatory part of each Norwegian pupil's learning material after the turn of the millennium, to present day possibilities with smartphone usage. The smartphone as a handheld device might become a functional addition to other learning material, traditional or digital. Additionally, the number of digital resources available for language learning is ever increasing; digital learning environments, possibilities for sharing audio, video, or photographic content as well as written content with ease, applications which facilitate cooperation across different devices and more.

This study has attempted to find measurable learning outcomes through the use of mobile assisted language learning and the use of smartphones while focusing on the understanding of, and attitudes towards less common varieties of English; Indian English, Nigerian English and South African English. Furthermore, this study has attempted to find out whether there are advantages of smartphone usage in comparison to laptop usage while working with authentic audio material in podcasts with native speakers of Indian English, Nigerian English and South African English.

Results from the research project show that there are some advantages with smartphone usage when it comes to portability and freedom to work outside the classroom, as well as the opportunity to work outside school hours. Furthermore, the study finds little change in attitudes towards the three less common English varieties during the three-week period that the classroom project lasted.

Keywords: English foreign language teaching, EFL, English second language teaching, ESL, ICT, MALL, Smartphones, English Varieties, Upper Secondary School.

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# Introduction

During the last decade mobile technology has developed rapidly, handheld personal devices such as smart phones and tablets have become readily available to the general population as prices have decreased and the selection has increased. This has naturally led to a curiosity regarding pedagogical use and practice involving mobile units, driven by pressure from politicians, school leaders, pupils and technologically adept teachers. The teaching communities have over the years been exposed to and have adapted to changes in ideas regarding “best practice” in teaching methodology, new technology and different political trends in shaping national curricula. In regards of pedagogical methodology and didactics in English Foreign Language (EFL), trends in recent years seem to have an increased focus on Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) (Hockly & Dudeney, 2018, p. 170).

In Norway this focus on CLT and TBLT is evident in the national curriculum effective from August 2020, *The Curriculum Renewal – LK20* where one of the core elements is “Communication”, which is defined as:

[C]reating meaning through language [...] and being able to use the language in formal and informal settings. Enabling the student to apply fitting strategies for oral communications in different situations through the usage of a variety of media and sources. (The Norwegian Ministry of Education and Research, 2020)

Technology has been developing at an almost break-neck pace the last decade, with touch-screens being more the norm in digital user interfaces than the exception. This development is especially apparent in the widespread use of smart-phones and tablets both in personal life, professional life and to an extent in schools and classrooms. With the implementation of the previous national curriculum; LK06 in Norway, the Norwegian Ministry of Education and Research had a goal that all pupils and teachers in Norway should have a laptop for school use by 2009. However, what seemed as a solid and cutting-edge choice in the implementation of pupil PCs more than a decade ago might not meet future demands in technological adaptations to pedagogical use. Beneficial use of technology, such as smartphones in the EFL classroom, is in line with current LK20 national steering documents in Norway. Pupils are expected to be able to “use appropriate digital resources and other aids in language learning, text creation and interaction [and] explore and reflect on

diversity and social conditions in the English-speaking world. (The Norwegian Ministry of Education and Research, 2020).

Mobile assisted language learning (MALL) and “mobile learning” will in this study be defined as “[L]earning across multiple contexts, through social and content interactions, using personal electronic devices.” (Crompton, quoted in Bai, 2019, p. 611), as for example tablets or smartphones from different manufacturers which now will be possible to bring into classrooms or use for learning activities outside of school hours (Bai, 2019, p. 611). The term “ubiquitous learning” stems from Liu who builds on the concepts of MALL stating that mobile learning “offers a new way to infuse learning into daily life [to] engage and motivate learners anytime and anywhere” defining elements of *Ubiquitous Learning* as the presences and opportunity of *Accessibility, Immediacy, Adaptability, Seamlessness* and *Immersion* (Liu, 2009, pp. 515-517).

This thesis draws on a project outline and literature review submitted as part of an obligatory master course in “Methods and Project” at the University of Gothenburg (Kristoffersen, 2020). Through a classroom study the research study focuses on intelligibility of, and attitudes towards English varieties. Pupils participating in the study worked with audio material from podcasts presenting less common varieties of English: Indian English (IndE), Nigerian English (NigE) and South African English (SA).

The hypothesis which this study is based on is that pupils working with the material on their smartphones in contrast to traditional classroom EFL teaching are expected to be more immersed in both English language varieties as well as being exposed to more cultural impressions. Furthermore, the expectation is that ubiquitous learning through use of today’s smartphones with the possibilities of *Accessibility, Immediacy, Adaptability, Seamlessness* and *Immersion* (Liu, 2009, p.517) therefore will enhance and promote learning in the EFL classroom. Research questions in this study are therefore focused on the aspect of EFL classroom teaching of English varieties as well as on MALL/smartphone effects:

- 1) Will explicit awareness of less common English varieties lead to a change in attitudes towards, and perceived intelligibility of varieties among upper secondary school pupils in Norway?
- 2) Are there any linguistic, motivational or practical benefits from smart phone usage over laptops while teaching English varieties?

Firstly, this thesis will lay down a theoretical basis concerning research and theories surrounding the concepts of MALL and varieties of the English language. Limitations will be limited to recent and current research as the field of study concerning digitalization evolves fast. The theoretical basis is additionally linked to the Norwegian, national steering documents, which again form the mandate of the Norwegian schools.

Furthermore, the following chapter will describe the methods and participants in the study. Subsequently, the classroom teaching project is summarised, and the findings from the study are presented in two separate sub-chapters connected to the two research questions. The results are then discussed and reflected over in connection to relevant theories to this study, which again is followed by a brief summary and a conclusion. Lastly as appendices, all surveys, audio material hyperlinks and video links are made available.

## Theoretical framework – applied theories

In an increasingly digitalized society, it is important as teachers to stay as much at the forefront of developments and new opportunities as possible in order to best link pedagogical practice and well established ideas such as Igor Vygotsky’s scaffolding and zones of proximal learning (Vygotsky, in Koole, 2014, p.3), to current educational technology. In recent years, models have been developed to aid in the process of making informed decisions regarding the best practice with the most effect in learning.

A commonly accepted model to describe possible usages of technology is Puentedura’s SAMR model which aims to evaluate technology use, either as an enhancement in usage involving Substitution or Augmentation of existing practice, or as a transformation of usage where Modification or Redefinition are possible, the latter allowing for “the creation of tasks previously inconceivable” (Puentedura, quoted in Dudeney, Hockly & Pegrum, 2014, p. 47). In addition to Puentedura’s SAMR model in understanding technological implications for educators, Mishra and Koehler suggests a framework for Technological Pedagogical Content Knowledge - TPACK (Dudeney et al., 2014). This “TPACK framework” attempts through a VENN diagram, which through overlapping or non-overlapping circles that represent areas of overlapping or non-overlapping knowledge, attempt to explain how teachers should aim to enhance their content/subject knowledge and pedagogical skillset through integration and use of technological knowledge and competence.

SAMR and TPACK attempt to justify technological usage from what may appear a technological solutionist belief – a belief that technology is a solution to social problems or

learning (Hockly & Dudeney, 2018, p.3). The solutionist technology belief needs to be balanced, for example by connecting with Koole’s *Framework for the Rational Analysis of Mobile Education* (FRAME) model which describes mobile learning as:

[A] process resulting from the convergence of mobile technologies, human learning capacities, and social interaction. It addresses contemporary pedagogical issues of information overload, knowledge navigation, and collaboration in learning. [...] [T]he FRAME model takes into consideration the technical characteristics of mobile devices as well as social and personal aspects of learning. (Koole, 2014)

For the sake of understanding viewpoints in this presentation of relevant theory, a clarification of different models of applying educational technology (edtech) is essential, and Koole connects pedagogical implications with artefacts like smartphones or other hand-held devices pointing out in the FRAME model that “the mobile device is an active component *in equal footing* to learning and social processes” (2014).

The age of the computer lab and stationary PCs is clearly coming to an end at the start of the second decade of this millennium, the longevity of the contemporary hand-held devices in language learning is unknown. As for now, smart phones or tablets might prove a useful catalyst for learning, assuming that the marriage between pedagogy and edtech proves successful since a divorce seems extremely unlikely.

The English language has several different models which attempt to describe relationships between English and other languages or the relations between varieties of English.

This study relies on one of the more common models, Braj Kachru’s Concentric Circles of English-model (Kachru quoted in Bauer, 2010, p. 23).

Kachru’s concentric circles of English-model focuses on the division of English varieties into three circles where the

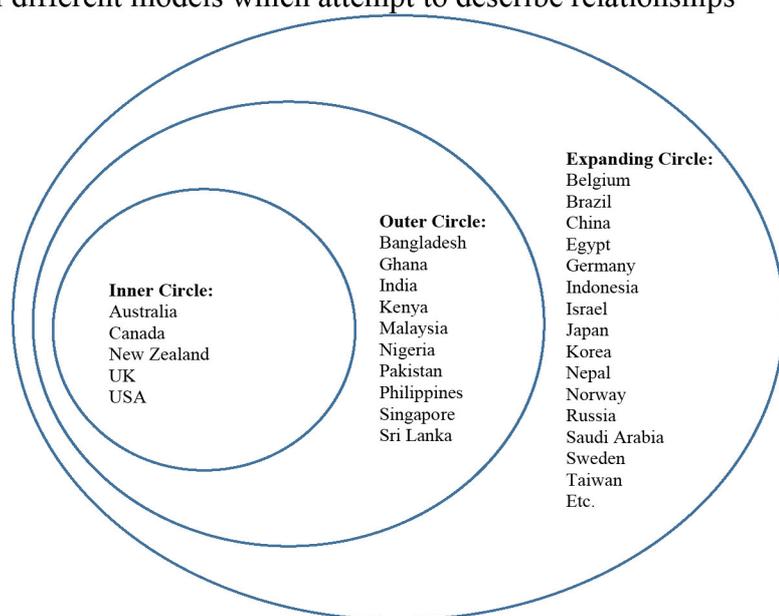


Figure 1 - Kachru's concentric circles of English

inner circle consists of what has traditionally been the norm-providing core regions where English is the first language and the outer circle has been a combination of regions and countries with English as a first language or an official language, this circle has traditionally been considered more norm dependant than norm providing due to the status of English in the outer circle initially was a language imposed in the countries by the English for the purposes of administration, trade, education or religion (Bauer, 2010, p. 24).

Lastly, there is an expanding circle which contains countries where English is used as a foreign language. For the purposes of this study this model was adopted as it focuses on English varieties on a global scale and not varieties found nationally inside English speaking countries, what might be more commonly referred to as “dialects”, “accents” or “sociolects” (Bauer, 2010, p. 4). As this study is concerned with Norwegian upper secondary school pupils and their attitudes towards less common international varieties of English and their understanding of these, the aforementioned Indian English (IndE), Nigerian English (NigE) and South African English (SA), Kachru’s model is the one which fits best within this context.

## Literature Review

Here follows a literature review spanning the years between 2005 and 2020. The time constraints have been chosen to ensure a focus on Computer Aided Language Learning (CALL), MALL and “Bring Your Own Device” (BYOD) in a time period where smart phones and tablets are more common in both the population in general as well as among pupils and teachers. The research material is first organized with published material on English varieties and research presented chronologically, next are scientific articles which both provide an overview of digital trends and possible challenges in the field of CALL and finally other literature reviews which analyse pedagogical practices within CALL/MALL contexts.

Liu undertook a study aiming to create an immersive, augmented reality which would create a ubiquitous learning environment which also focused on task based language learning. Liu’s study furthermore emphasized how “mobile learning offers a new way to infuse learning into daily life” and how “technologies can be blended together to engage and motivate learners anytime and anywhere” (2009, p. 515), which in 2023 appears as an accurate observation of the possibilities the presence of the smart phone in both classrooms as

well as in society in general might yield in regards of ubiquitous learning. Furthermore, recent technological evolution and development of smartphones and tablets might have addressed concerns Liu had about small screen sizes, short battery life and no keyboard (see Liu, 2009, p. 516). Liu clarifies the evolution of MALL in to “Ubiquitous Learning” (u-learning) in a list of comparative factors which are still relevant in 2023 – this list read today might be a short list of many English textbook online learning environments as well as popular Learning Management Systems such as “It’s Learning”, “Canvas”, “Moodle”, “Microsoft Teams or Microsoft OneNote” and other similar offerings:

**Accessibility:** learners can easily access audio and video learning materials anywhere.

**Context awareness:** learners can hear context-aware audio language materials in specific zones.

**Immediacy:** learners can immediately access audio and video learning materials at any time and can get an immediate response from the test tool.

**Immersion:** learners can talk with virtual teachers in the real world.

**Individuality:** learners can select proper learning materials according to personal ability, interest, requirement, objective and schedule.

**Interactivity:** learners can operate learning objects and interact with peers.

**Permanence:** learning processes can be recorded in the learning system and stored permanently.

**Seamlessness:** the learning process is not interrupted when the location of the learners changes.

**Situation:** learners practice listening and speaking in real situations.

**Social interactivity:** learners can collaboratively complete a story.

(Liu, 2009, p. 518)

Liu’s research showed promise as to what extent context aware, immersive u-learning could provide enjoyable and effective English learning experiences (2009, p. 525), which functioned as an inspiration and provided guidelines for this paper.

Rindal questioned English standards in Norwegian EFL-classrooms and learner attitudes towards these in a study published in 2014. The study investigated attitudes towards English varieties among Norwegian upper secondary school EFL-learners with a focus on British and American varieties and the study focused on a division of three language

components; what “Status and competence” the native speaker of said variety exudes, to what extent the variety is perceived as “Socially Attractive” and lastly which “Linguistic Qualities” could be identified in the varieties (Rindal, 2014, p. 321).

The three language components were split into “qualities”, which were measured on three groups of respondents totalling an N=70. “Status and Competence” contained seven “qualities”; *Educated, Formal, Intelligent, Authority, Reliable* and *Ambitious*. To what degree a variety was “Socially Attractive” was measured through *Modern, Cool, Interesting, Attractive* and *Pleasant* “qualities”. The third component in Rindal’s study was “Linguistic Quality”, which was divided into three “qualities”; *Model, Intelligible, and Aesthetic* (2014, p. 322). Using a modified verbal-guise test and other open-ended data Rindal’s findings suggest that Norwegian EFL learners “[have a] desire to use a neutral variety of English [albeit students] exhibit notions of “correct” – and “incorrect” – English” (2014, p. 331). Standard Southern British English was considered a more prestigious and formal variety, but was nevertheless abandoned as a preferred target variety as it was considered “marked and inaccessible” by Norwegian EFL students (Rindal, 2014, p. 331). Rindal further points out that Norwegian EFL students seem to make a personal choice regarding their preferred pronunciation aim which is based on sociolinguistic factors more than just prestige and formality in English varieties. Consequently, Rindal points out that “a native-speaker model of pronunciation offered to EFL students as “correct” is not unproblematic [and] presenting several Englishes to students is an alternative, showing the diverse practices of English[.]” (2014, pp. 330-331).

Stockwell and Liu utilized a quantitative survey to replicate a study from the pre smartphone era to investigate what interface students would choose for vocabulary learning given a free choice between a desktop computer, a smartphone or a combination of the two. The results showed a gradual amount of change in favour of smartphones being preferred over PCs in comparison to the original study, when trying to uncover why the increase was gradual and marginal it became clear that students were reluctant to use “the private space” of their smartphones for educational purposes (Stockwell & Liu, 2015).

*Kahoot!* and gamification in learning is a topic covered by Hung in a mixed method approach, combining quantitative surveys with interviews trying to investigate any benefits in BYOD as a clicker device to promote language learning through the combined use of flipped learning and the gamification of *Kahoot!* (2016). Students participating in the survey were largely in favour of using their own smartphones for educational activities, but voiced at the same time concerns about support in a BYOD environment if technical problems arose. The concerns about technical issues led the researchers to suggest that assessment in a gamified

clicker environment should be formative rather than summative to facilitate student learning in the process rather than grading responses (Hung, 2016).

In 2017 Chou, Chang and Lin conducted a comparative study between traditional instructional learning and smartphones utilizing a learning assessment application (app); *Socrative*. Formative evaluation during the four-week duration of the study yielded better results for traditional instructions over BYOD, however a delayed summative evaluation “demonstrated a valuable benefit on students’ long-term transfer of learning. Students in the BYOD instruction class exhibited a steady growth on learning outcomes and subsequently scored higher on the learning retention segment of the study” (2017, p.1). The study further points out that the BYOD approach added an extra dimension to the students’ learning motivation and interest in second language learning. This contrasts with the findings from 2014 where Stockwell and Liu reports a reluctance in BYOD usage in their study. Chou, Chang and Lin suggests a blended approach split between traditional and BYOD didactics where schools and teachers “should explore creative ways to integrate these two effective instructional approaches” (2017, p. 8).

Factors for adoption of mobile learning among students are investigated by Hanbidge and Sanderson in a study from Canada with a focus on post-secondary school institutions to explore what factors are most important for students to embrace and adopt mobile learning. The study highlighted a handful of factors which identified data such as personal innovativeness of students, ICT literacy, self-management of learning, previous computer experience, ICT anxiety, and confirmation and satisfaction (2017, p. 1). The latter point concerning confirmation and satisfaction is supported by Koole’s FRAME model which is founded in the social aspects of mobile education referring to Vygotsky’s psychological theories about the *proximal zone of development* (Koole 2014, p. 3). Moreover, Hanbidge and Sanderson conclude that a mix of supporting factors are the key to success in implementing mobile learning. Furthermore, MALL will inspire learner confidence as well as being pedagogically sound and manageable, with open access to internet in order to provide individualized learning opportunities, supported by a BYOD approach to device usage. The factors described must continuously be supported by a focus on using the best practice available when integrating BYOD and mobile technology into educational settings (2017, p. 14).

Two schools in New Zealand participated in a mixed method approach case study to investigate if the perception of digital technology in the classroom would increase motivation to participate in learning activities as well as possibly increase access to learning

opportunities (Laxman & Holt, 2017). The main questions in the study relied on BYOD student usage during the 10 weeks it lasted, the student group had a basic digital literacy in the use of their preferred device. Main findings support the perceived notion that there is an increase in motivating in learning in a BYOD environment, however teachers and learners have different views on how large the motivational gains are; students tend to emphasize the importance of technology whereas teachers perceived this gain as more marginal (2017, p. 18). Both students and learners agree about the benefits from using digital devices and there is an agreed perception of motivational increase towards learning task while using a digital device, but the study points out that further investigation whether devices are a distraction to students needs to be done (2017, p. 18).

Lastly in the studies reviewed is the case study from Andujar and Hussein (2019) regarding the usage of a BYOD approach implementing smartphones and a Mobile Instant Messaging (MIM) application *WhatsApp*, to develop students' EFL listening skills and trace possible benefits in vocabulary building and pronunciation. The research project was conducted as a mixed method during a semester with a control group in addition to the experimental BYOD/MALL group. The basis for the study was an interest in exploring EFL learning and if “the essential features of mobile devices, ubiquitous synchronous and asynchronous communication processes as well as collaborative ones take place within MIM applications” possibly could be more effective in comparison to traditional teaching approaches, and if so, how (2019, p. 3). Interestingly, students tended to self-correct errors they discovered after sending a text message, providing reflection over language use many times over what would have been the case in a traditional setting not involving authentic communication. This effect of the BYOD triggered an abundance of language practice outside the classroom, one of the main points of MALL according to Bai (2019, p. 611). Andujar and Hussein focused on listening skills and text based chatting through BYOD/MIM technology in their study and the results of both the quantitative and qualitative parts of the study yielded positive results (2019, p. 24).

Hockley and Dudeney provide an overview of the field of digital trends and possible challenges in computer aided language learning (Hockley and Dudeney, 2018). One of their key points is different aspects of the digital divide, elaborating on the misconception that a digital divide is more than the classical split into the “haves” and the “have-nots” (2014, p. 2). In addition, an overview of trends and a clarification of concepts in digital English language teaching is provided, e.g. “blended learning”, possible implications “Big Data” might have, “flipped learning”, “Massive Open Online Courses (MOOCs)”, “machine translation” and

finally “mobile learning”. Lastly, a prediction concerning the importance teachers will continue to have in the learning process and challenges that will surface in a lifelong learning perspective if adequate teacher-training in technology use is not provided (2014, p. 13).

Bauer-Ramazani and Sabieh points out successful examples of “problem based learning methodology with content based instruction supported by CALL in blended, flipped and online teaching/learning environments” (Bauer-Ramazani & Sabieh, 2018, p. 2). The latter widens the perspective of successful, practical possibilities and experiences with educational technology supporting language learning, with valid points in regards of planning and execution of problem based learning in a CALL environment linked with model theories as SAMR and TPACK.

Furthermore, Bai has reviewed research work which analyse pedagogical practices in a MALL context; such as mobile-assisted seamless learning which “allows the students to switch between different contexts and extend social learning space, which enables the applications of different pedagogical approaches” (Bai, 2019, p. 6). The conclusion of Bai’s literature review follows up on the TPACK model, specifying that mobile learning is more than just device usage, it needs merging with pedagogy and subject content as complementary features to be successful in implementing CALL or MALL. Contrasting the positive examples listed in the review, Bai also stresses that future research which investigates more critically research done on mobile learning is necessary, since the research field is a relatively new one (2019, p. 7).

Metruk’s literature review is specifically concerned with the usage of smartphones in higher education language learning, covering both advantages and challenges in a BYOD approach to language learning with contradictory findings in the reviewed studies. Metruk summarizes what was evident in Andujar and Hussein’s research (2019), supporting a blended learning approach:

[N]o significant success difference was detected between the experimental group (this group used WhatsApp Messenger on their smartphones) and control group in terms of teaching listening and pronunciation courses. The findings further indicate that it is a combination of traditional and technology supported approaches which might work better. (Metruk, 2019, p. 12)

Metruk’s literature review supports a focus on MALL and BYOD in teaching and learning, as the numerous advantages outweigh disadvantages. Technology provides the English language

learner with possibilities for e.g. portability, ubiquity, individuality and interactivity earlier impossible and inconceivable in pedagogy and didactics (2019, p. 13). As with other articles the role of the teacher is a focal point in Metruk's summary, and teachers need to have a skillset and knowledge about mobile technologies and CALL, this is an area where Metruk and Hockly and Dudeney reach the same conclusion, that many teachers currently lack the necessary skillset to incorporate MALL in their teaching and adequate training for teachers worldwide is a prerequisite for effective and appropriate implementation of MALL (Metruk, 2019, p. 13).

Shadiev, Liu, and Hwang focus on MALL in familiar contexts and authentic situations in their literature review. The review summarizes research which supports the statement that learners more easily make connections between background knowledge and new knowledge in familiar contexts, and that familiar contexts will lower both the cognitive load and possibly the affective filter, enabling meaningful language learning (2019, p. 711). Shadiev et al. further point out that so far much research has been done within the narrow field of technology assisted pronunciation training and vocabulary teaching. Furthermore, some research has been done within the fields of how to best support collaborative language learning, and to some extent about general pedagogical approaches. The authors argue that little has been done within the field of MALL in familiar contexts (2019, p. 711). Shadiev et al. point out that in much of previous research pedagogical approaches employed for MALL design have not been included (2019, p. 718). Albeit the familiar and authentic contexts in this review are actual, physical places, the point made about the appropriateness of the selected learning sites with fewer distractions to ensure a focus on learning undisturbed by other unrelated sources (p. 718) is also valid in most MALL situations. Students are often in a state of constant distraction/disruption from the task at hand when working on their laptops, tablets or on their smartphones. Lastly, Shadiev et al. conclude that most studies reviewed fail to report issues related to MALL research, and suggest that any future research which might shed light on possible solutions to challenges involving MALL be made publicly available to aid educators and researchers in avoiding the most common issues within the field of MALL in familiar and authentic contexts (p. 718).

### Summary and reflections based on findings in the literature review

Teachers need to be acutely aware of the fast changes outside of school, in order to adapt their teaching practices to the impact from society at large, including both politics and technological development. CALL is a branch of didactics and pedagogy which has changed

and evolved immensely during the last decade, partly due to the ubiquity of mobile units and their development. Smartphones and tablets have become more common, in addition to the continuous presence of lap tops, with the stationary computer almost completely gone, save for the specialized uses where computational power is needed for calculations, engineering, graphic design or similar uses.

Models like SAMR, TPACK and FRAME attempt to create a framework to assist teachers and learners' understanding of mechanisms when faced with change. The challenges are many, e.g. ensuring that new technology supports learning, instead of distracting the student from it (Laxman and Holt, 2017, p. 18).

Furthermore, the most obvious challenge relates to the humans involved in teaching and learning activities and the competences, skills and attitudes they have to CALL, MALL and BYOD as an unwillingness to use phones for educational purposes has been accounted for (Stockwell, quoted in Metruk 2019, p. 7). Equally important is the fact that teachers need adequate training in technology use in order to be the TPACK resource for learners, and this training must start in the teacher education as well as being an ever present element in in-service training. If teachers are forced to work outside of their comfort zone, it is extremely unlikely that they will adopt new CALL practices, and the working conditions for those who might feel outdated or left behind will most likely be challenging in the future (Hockly and Dudeney, 2018, p. 13).

## Method and Materials

The methodology of this study relied on the implementation of a quasi-experimental study where a quantitative data gathering was conducted through the use of two anonymous questionnaires; a pre-survey and a post-survey (Nygaard, 2017, p. 26). Participating pupils were randomly divided into a control group and an experimental group. Both groups worked with English audio material in the form of podcasts with NigE, IndE and SA varieties. During the classroom research period, the control group worked solely on personal computers whereas the experimental group utilized smart phones.

The main topics of all podcasts were linked with different kinds of sports, as sport reflects society's value orientations and might be viewed as an environment in which cultural values are symbolized and where many of society's basic values are learned and experienced by young people (Shields & Bredemeier, 1995). Consequently, in an attempt to make the podcast content as interesting as possible without expressing any cultural preferences towards

any of the three varieties, sports was picked over alternatives such as music, film or other topics. There was an abundance of selected and representative material available to participating pupils.

Benefits from using OneNote as an LMS, are that all applications, or apps, are platform independent which translates to the user interface adapting to the device it runs on; Microsoft OneNote, Teams, Forms or other Microsoft apps will function on a laptop, a tablet or a smartphone. Furthermore, upon designing the content pages in OneNote it was important to have a layout which was as narrow as possible in order for the content to have optimal functionality on all screen sizes without side scrolling.

The research design was based on anonymous pre- and post-surveys, both which were carried out through Microsoft's *Forms* which was available for all informants in the selected group through their status as pupils in the upper secondary school system. The Norwegian Centre for Research Data (NSD) was consulted through writing and telephone guidance to ensure the anonymity of the informants participating in the data collection. Upon request from NSD a confirmation was made from the ICT department in the county where the research was carried out, to ensure that anonymous *Forms* did not collect IP-addresses from the login prompt of each participating informant. The result from the surveys was stored in the county's servers which require a two factor log-in and are unavailable for external access.

Participants in the research project were all pupils in a Norwegian upper secondary school and they were underage. Therefore, a written, informed consent form was handed out following the template from NSD for their guardians with legal responsibility to sign and return if consent was given. The informed consent form as well as both surveys are enclosed as appendices number 3.1, 3.2 and 4.2. Due to complications related to the ongoing pandemic at the time of data gathering, the number of informants was reduced to one school and one class consisting of n=28 pupils in year eleven with English as a compulsory subject. This small sample group made triangulation of data challenging as the respondents all were from the same class at the same school. This needs to be taken into account when analysing the findings, as well as drawing conclusions based on the findings from this study. The study is possible to replicate for others as all material is appended, and, obviously, future results might support or contradict findings from this study.

As the pre-survey and a post-survey both were anonymous the data collection tools made the research method mainly quantitative. Additionally, pupils were asked to keep a personal log and asked to reflect over the topics and information in the podcasts throughout the duration of the data gathering part of the classroom research period. This log was intended

as a qualitative element in the project and would help the pupils to keep track of their time spent on the three varieties, as well as to help list what impressions they had from their individual experiences while listening to the podcast material.

The total duration of the project, including the surveys was four weeks in the spring term of 2022, the study was conducted in an upper secondary school in Norway. All students had followed ordinary progression in Norwegian schools and were from the same region in Norway, with Norwegian as their first language. They had not attended the same lower secondary school, but came from a handful of regional lower secondary schools.

Each week in the study consisted of five English lessons of 45 minutes and they were structured into one day with 45\*3 lessons and one day of 45\*2 lessons. A 45\*3 lesson was spent the first week presenting the OneNote pages which were the basis for the three varieties’ podcasts, as well as the individual log. This first week 45\*3 lesson also explained and clarified vocabulary related to the pre-survey and resolved any technical issues pupils may have had with playing audio on their devices or other problems. The group was then split into a reference group who would work on their laptops for the duration of the study and an experimental group who would spend the research period working from their smart phones. The group division was done utilizing an online random generator; “Wheel of Names”. Lastly the first week’s lesson was spent on all participating pupils filling out the pre-survey.

## Classroom Research – Week One

### Lesson One (45 minutes)

The focus of the first week was on laying the foundation and preparing for the classroom part of the study. The first step was for all participating pupils to complete the pre-survey. As the pre-survey was created using Microsoft’s *Forms* application, which is platform-independent, this was done on either a laptop or a smartphone, participants had the opportunity to make their own choice. Estimated time frame for

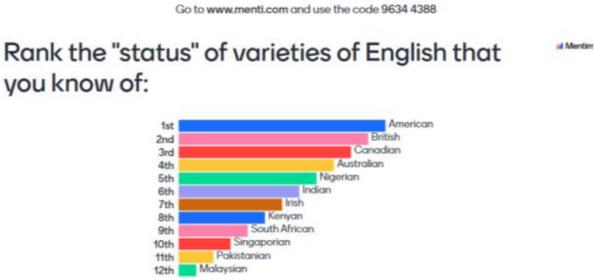


Figure 2 - Varieties Ranked

the pre-survey was 10 minutes with some time allowed for any technical issues. Upon completion of the pre-survey a compact lesson was given, explaining Kachru’s three circles of English to the whole group of pupils. This was followed by a short class reflection and brief

discussion of English varieties and how different varieties are perceived, if some are of higher status and easier to understand than others, if so, why? The result of this reflection/discussion was entered anonymously into “menti.com” where each pupil first was asked to rank some inner circle and some outer circle varieties before having the opportunity to enter short chunks of text on two follow up questions. The results from the ranking is shown in figure 2 and was projected for the entire class to see. Additionally, the “menti.com” class reflection was added as an individual resource for all participants in the study via OneNote in order for the group to have access to their initial thoughts concerning English varieties.

After the class reflection the group of pupils was split into a control group and an experimental group using a “wheel of names”, an online random generator where every other name drawn would be either in the control group or in the experimental group. Both groups were picked out completely randomised without any concern for gender-balance, which led to an experimental group with a total of n=14 members consisting of 10 male and 4 female participants. The gender composition of the reference group, also a total of n=14, was the opposite of the experimental group; 10 female and 4 male participants. Both groups were present in school for the duration of the research period, but had separate classrooms where they worked with the supplied material. Total time spent on the lesson on Kachru’s three circles of English and the group selection was 35 minutes, which concluded the first lesson of the first week.

## **Lesson Two (45 minutes)**

In the second lesson the groups were split into two different classrooms, the control group sat in one classroom listening to the podcast material and making notes in their OneNote logs. The experimental group was asked to consider other arenas for listening to the audio material and working with their OneNote logs if they found that more beneficial or convenient. All audio material for the duration of the research period was available online for all pupils at all times through Microsoft OneNote, which was part of the Microsoft Office 365 learning management system (LMS)-platform of the participating pupils’ school.

The supervising teacher split the time spent between the two classrooms of the two groups, aiming to be as equally present to all participants as practically possible. The second lesson consisted of a further introduction to the varieties of English and some food for thought for the pupils as two YouTube films with British linguist David Crystal were supplied along with an individual log-assignment in OneNote where pupils were asked to write or say something about what they have learned about “World Englishes” and “The Myth of the Native Speaker”. The duration of the YouTube clips were 20 minutes + 10 minutes leaving 15 minutes for the pupils to work with the connected assignment. The screen shot with purple framing in figure 3 is from the OneNote resource page which every pupil had individual access to and which functioned as a personal log for all parts of the research period. The work



Figure 3 - Screenshot from OneNote "World Englishes"

with the two YouTube clips and the related, individual pupil reflection concluded the second lesson of week one, preparing participating students for the upcoming work with the three outer circle varieties; IndE, NigE and SA.

### Lessons Three, Four and Five, Indian English (135 minutes)



Figure 4 - Screenshot Example from the IndE OneNote resource

The system for the three chosen outer circle varieties was repeated for each variety. A number of the podcasts were mandatory for all students to work with, in order for the audio material to be equally long for each variety. Moreover, this provided pupils with some time at school to work with the supplied log and questions related to intelligibility of each given variety. All

material was made accessible either through hyperlinks or via QR-codes in OneNote in order for students to freely choose which device they wanted to work with and not give any device, smartphone or laptop, an advantage in regards of accessibility.

The IndE material consisted of two mandatory podcasts with a duration of 20 minutes and 60 minutes, respectively. This provided pupils with time to listen to the material more than once if necessary, as well as to pause and work with the assignments in the log. 80 minutes of listening yielded 45 minutes of time at school for the first of the three varieties. As indicated above there was an abundance of available material, all three outer circle varieties had voluntary podcast links where interested pupils had the opportunity to choose freely from a list of sports related podcasts. This surplus podcast material available in OneNote was intended to be interesting enough in order for students to spend more time listening and working with each variety than just in class at school.

<p>This podcast was interesting</p> <p><input type="checkbox"/> Very interesting</p> <p><input type="checkbox"/> Somewhat interesting</p> <p><input type="checkbox"/> It was OK</p> <p><input type="checkbox"/> Not that interesting</p> <p><input type="checkbox"/> Not interesting at all</p>	<p>The vocabulary/terminology was difficult to understand</p> <p><input type="checkbox"/> Very difficult to understand</p> <p><input type="checkbox"/> Somewhat difficult to understand</p> <p><input type="checkbox"/> It was understandable</p> <p><input type="checkbox"/> Not that difficult to understand</p> <p><input type="checkbox"/> Not difficult to understand at all</p>
<p>the Indian English spoken was intelligible</p> <p><input type="checkbox"/> Very intelligible</p> <p><input type="checkbox"/> Somewhat intelligible</p> <p><input type="checkbox"/> It was OK</p> <p><input type="checkbox"/> Not that intelligible</p> <p><input type="checkbox"/> Not intelligible at all</p>	<p>I listened to the whole podcast</p> <p><input type="checkbox"/> Yes, some of it more than one time</p> <p><input type="checkbox"/> Yes, one time</p> <p><input type="checkbox"/> No, about 3/4 of it</p> <p><input type="checkbox"/> No, 3/4 to 1/3 of it</p> <p><input type="checkbox"/> No, less 1/3 of it</p>
<p>Write briefly (or record audio) about your thoughts/reflections in general about the topics discussed, or anything else you that comes to your mind <b>IT IS IMPORTANT TO STATE HOW MUCH TIME</b> you have spent listening and working with the podcast:</p>	
<p>Minutes spent using your phone:</p>	<p>Minutes spent using your laptop:</p>

Figure 5 - Screenshot Example from OneNote log

## Classroom Research – Week Two

### Lessons One, Two and Three, Nigerian English (135 minutes)

In order to have a similar amount of time the NigE variety had three obligatory podcasts which yielded around 82 minutes of audio material, roughly equivalent to the 80 minutes of IndE

[Week two: English Language Variations - Nigerian English podcasts](https://podcasts.apple.com/us/podcast/ais-s3e2-izu-ugonoh-growing-up-as-a-nigerian-in-poland-and-his-passion-for-fighting/id1000493806701)

<https://podcasts.apple.com/us/podcast/ais-s3e2-izu-ugonoh-growing-up-as-a-nigerian-in-poland-and-his-passion-for-fighting/id1000493806701>

podcasts of the first week of the research project. The topic was again sports with the

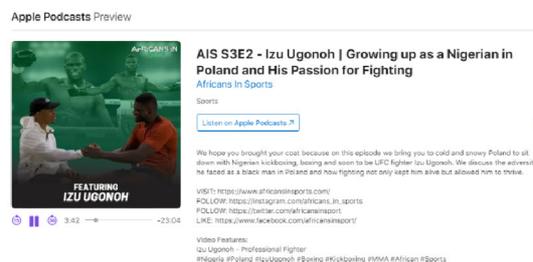


Figure 6 - Screenshot from OneNote Resource NigE material

same option of working further outside classes as there was a curated list of podcast material available as a fourth topic of the NigE variety. The control questions regarding intelligibility, vocabulary and content were identical to the previous, IndE variety. The same applied for the

individual log-part where pupils were prompted to keep track of how much time was spent on each podcast.

### Lessons Four and Five, South African English – part one (90 minutes)

As the listed podcasts with the SA variety were shorter than the previous two, pupils had to work with four obligatory podcasts in order to reach the 80 minutes spent on IndE and NigE audio material. For lessons four and five of the second week of the research project, pupils worked with two short podcasts, 14 and 16 minutes respectively, about the

<https://omny.fm/shows/unclippedbyteamdimensiondata/unclipped-with-e>

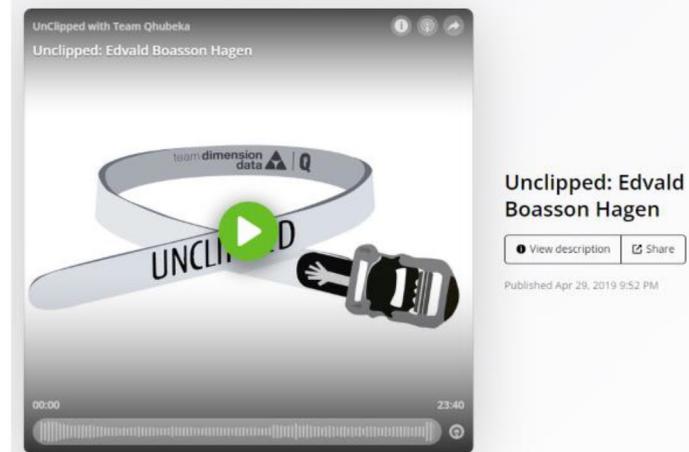


Figure 7 - Screenshot from OneNote resource SA

2022 football world cup in addition to a road cycling podcast featuring Team Qhubeka and an interview with Norwegian professional cyclist Edvald Boasson Hagen, lasting 24 minutes. The total amount of time for students to work with the podcasts was around 35 minutes for the first three podcasts featuring SA English.

## Classroom Research – Week Three

### Lesson One, South African English – part two (45 minutes)

Starting the final week of the research project was the fourth and last of the SA podcasts on the topic of the Proteas women’s team and their success in India. This lasted for 26 minutes,



Figure 8 - Screenshot from OneNote Resource SA

leaving 19 minutes for pupils to work with the content following the same pattern as with the previous podcasts in SA and the former IndE and NigE varieties.

There was additional podcast material available in OneNote for pupils who were inspired and triggered to work further with SA audio material.

### **Lessons two and three, finalising all varieties (90 minutes)**

All participants, regardless of belonging to the experimental group or the reference group had the opportunity to put finishing touches to their individual logs in OneNote as preparation for the post-survey in the second and third lessons of week three. Pupils who had started working with additional material in either of the three varieties, had some time at school to finish their efforts and update their logs with reflections, time spent or other notes related to the study.

Furthermore, all participating pupils were reminded that they had access to their OneNote log when working with the post-survey in the following lesson, and that questions in the survey would be linked with the effort they had put into the three weeks of participation in the research study.

### **Lessons four and five (90 minutes)**

To work with the post-survey, all participants were gathered in the same classroom where clarifications regarding concepts and vocabulary in the survey were given. All participants had access to their OneNote log and notes throughout the survey, and any questions that arose and needed further clarification were addressed on the spot.

## **Results from research question one, “Attitudes”.**

In order to investigate the first of the two research questions in this study

Will explicit awareness of less common English varieties lead to a change in attitudes towards, and intelligibility of varieties among upper secondary school pupils in Norway?

a choice was made to base parts of the surveys on Rindal’s research of attitudes towards British and American varieties among Norwegian EFL-learners. Rindal identified three evaluative dimensions in her study: “Status and Competence”, “Social Attractiveness” and “Linguistic Quality”, which were further divided into components aiming to pinpoint how a variety was perceived (2014, p. 321). The two surveys which acted as foundation for this

study were not as extensive, but relied on the same three evaluative dimensions as Rindal described.

Both surveys of this study had more than one component to each evaluative dimension, however, only one key component from each dimension will be presented and discussed. This reduction in scope is intended to show sufficient span in the collected data, while simultaneously maintain focus on key findings. The three marked components in figure 9 illustrate the focus areas of both surveys within the three evaluative dimensions upon which Rindal’s study was based (Rindal, 2014, p. 322).

Status and Competence	Social Attractiveness	Linguistic Quality
<i>Educated</i>	<i>Modern</i>	<i>Aesthetic</i>
<i>Formal</i>	<i>Cool</i>	<u><i>Intelligible</i></u>
<u><i>Intelligent</i></u>	<u><i>Attractive</i></u>	
<i>Reliable</i>	<i>Interesting</i>	

Figure 9 - Rindal's Evaluative Dimensions and Components

Pre-Survey findings – research question one

Due to the total amount of data from the surveys a decision was made to focus on the three marked components in figure 9, as they were considered representative for this study being one from each evaluative dimension.

In the pre-survey each of the three varieties were assigned the evaluative dimensions, *intelligent*, *attractive* and *intelligible*. IndE, NigE and SA all showed clear indications of neutral to positive bias from the participating students. Both surveys utilized a 5 point Likert-scale ranging from “To a Large Degree” to “To a Lesser Degree”, those five text-labels were then assigned numerical values in order for the results to be analysed further as shown in figure 10.

(5)	(4)	(3)	(2)	(1)
To a Large Degree	To Some Degree	The Variation Makes No Difference	Somewhat Less	To a Lesser Degree

Figure 10 - Numerical Values

The findings from the pre-survey are displayed in the following three bar diagrams, figures 11, 12 and 13, starting with the results from how “Intelligent” a speaker of IndE, NigE or SA would sound like, if one imagined listening to someone speaking that variety of English. Each bar diagram is structured with the most favourable results to the left (To a Large Degree (5))

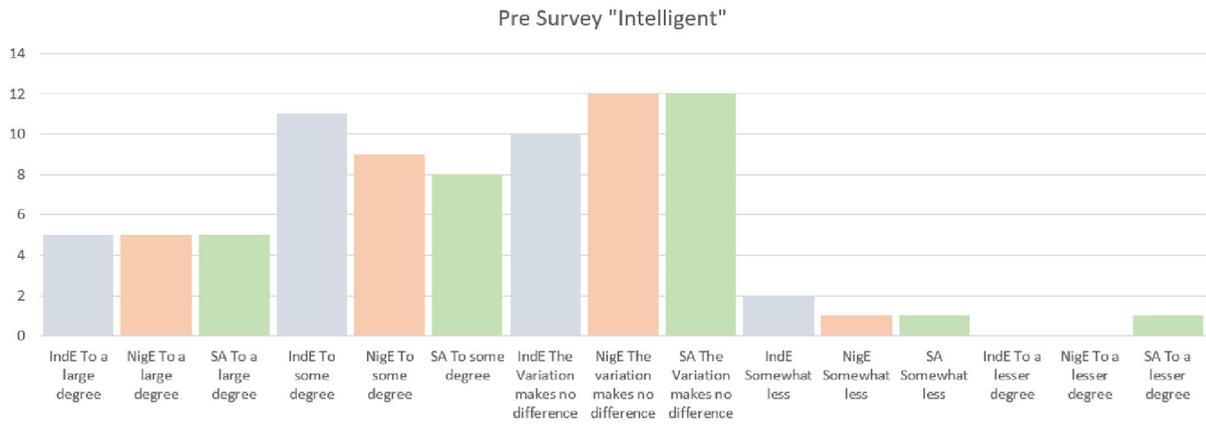


Figure 11 – Pre-survey Results "Intelligent"

and all three varieties are clustered together for each value, divided by colour. The y-axis is the number of respondents, and in figure 11 there was a pronounced bias in the responses centre to left as shown in the figure.

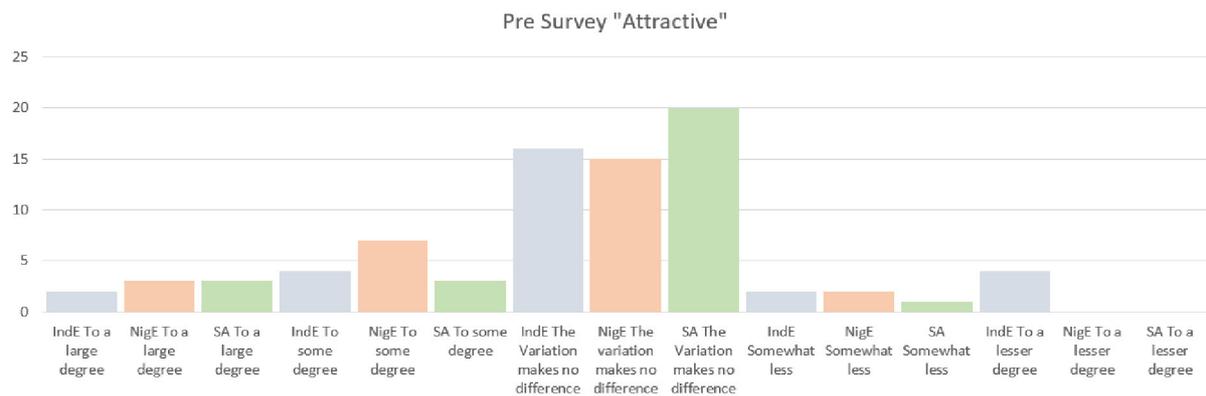


Figure 12 – Pre-survey Results "Attractive"

Subsequently, the second pre-survey table in figure 12 covered how “Attractive” each of the three varieties would come across if one could imagine listening to a person speaking IndE, NigE or SA. Here the results were more neutral with some left-side bias to both SA and NigE varieties. IndE however, was more diverse with respondents’ values displaying “To Some Degree” and “To a Large Degree” on the favourable left hand side, as well as “To a Lesser Degree” on the less positive right hand side.

Lastly, figure 13 displays pre-survey results covering how “Intelligible” a speaker of IndE, NigE or SA would be if one imagined listening to a conversation of said variety. Here the bias was more centre to left as was the case in the “Intelligent” component in the table in figure

11, possibly indicating that participants would expect to understand all three varieties without too much difficulty.

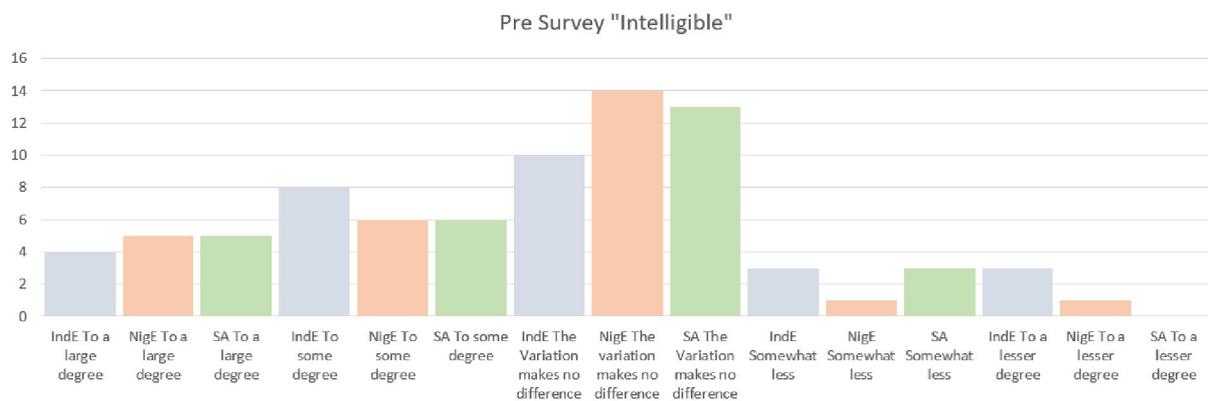


Figure 13 – Pre-survey Results "Intelligible"

During the pre-survey and the lessons preparing the participating students before undertaking the pre-survey, all students were using either their laptops or their smartphones without constraints. No audio material of any of the three varieties covered in this study was a prerequisite for the pre-survey and the whole group of n=28 was present in the same classroom.

To further summarize the results from the pre-survey data presented in figures 11, 12 and 13, all data have been processed and average values as well as standard deviations and relative standard deviations have been calculated.

Figure 14 displays the values of the findings from the three pre-survey data sets. All average values are well above (3) "The Variation Makes No Difference" for all components in all three variations except for the *Attractiveness* of IndE in the pre-survey. However, as the relative standard deviations for all varieties and components are so high the reliability of the different results is difficult to assess accurately.

Status and Competence			Social Attractiveness			Linguistic Quality		
<i>Intelligent</i>			<i>Attractive</i>			<i>Intelligible</i>		
<i>Variety</i>	<i>Average</i>	<i>Relative Standard Deviation</i>	<i>Variety</i>	<i>Average</i>	<i>Relative Standard Deviation</i>	<i>Variety</i>	<i>Average</i>	<i>Relative Standard Deviation</i>
IndE	3,68	1,22	IndE	2,93	1,87	IndE	3,25	1,88
NigE	3,67	1,16	NigE	3,41	1,19	NigE	3,48	1,43
SA	3,56	1,40	SA	3,30	1,12	SA	3,48	1,37

Figure 14 - Pre-Survey Calculated Averages and Deviations

What might be a trend is that participants in the study seem to be mostly positively biased in their opinions and beliefs concerning how *intelligent* and *attractive* the IndE, NigE and SA varieties are, albeit with a more diversified response regarding the *attractiveness* of IndE. Additionally, the same positive bias appears to be present in how the participants judge to what extent they will be able to understand the three varieties as the *intelligibility* scores well above (3) “The Variation Makes No Difference”. To conclude, the overall impression for all three varieties is a positive one based on the responses from the pre-survey being above average.

Post-Survey findings – research question one

The following tables, figures and other material which have denotations of “Control Group”, “Experimental Group”, “Ctrl” or “Exp” below indicate that the participants have been split into their respective groups in the study.

Throughout the three weeks of classroom research the two groups worked in separate classrooms, listening to the chosen podcasts with an even amount of mandatory time spent on each variety and keeping their logs in OneNote updated. The supervising teacher attempted to split time between the two locations as evenly as possible.

The first of the three varieties which participants worked on was Indian English – IndE, and the results from the post-survey are presented as charts and tables split into the three components *Intelligent*, *Attractive*, and *Intelligible* as well as “Experimental” (Exp) and “Control” (Ctrl) denoting which group the results belong to. In the post-survey n=28 was split into Exp and Ctrl yielding a number of respondents equal to n=14 in each group with the Y-axis representing the number of respondents to each question.

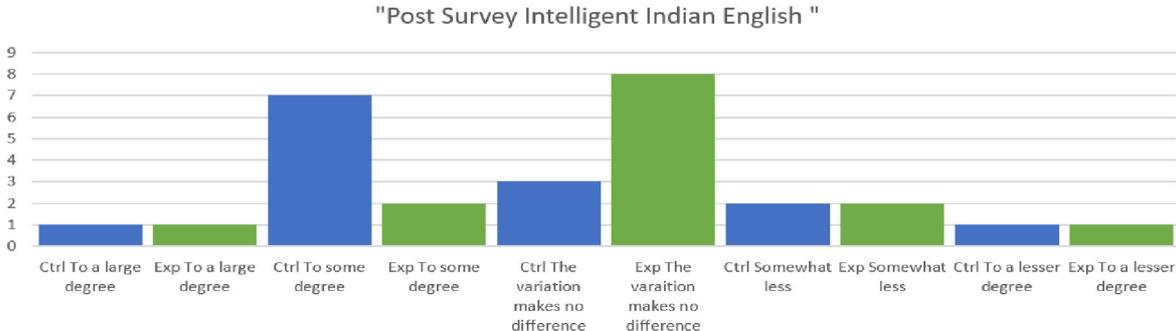


Figure 15 – Post-survey IndE "Intelligent"

Results from the *Intelligent* component shows an even spread utilizing all available values with two peaks centre to left which suggest the total bias is neutral to positive. The Ctrl and

Exp group show some differences as to how positive they deem the *Intelligence* of IndE to be after working with the material, whether these differences are coincidences or related with the gender bias in the two groups or other factors would require further research.

Participants from both groups show a bias centre to right on the *Attractive* component of IndE after working with the podcast material possibly indicating that the IndE variety's attractiveness is leaning towards less favourably and not just neutrally biased. This bias was

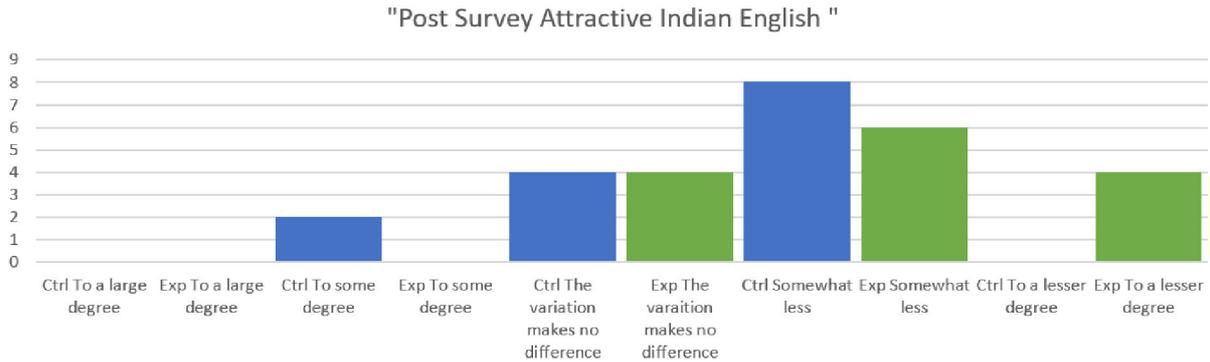


Figure 16 Post-survey IndE "Attractive"

present in both the control group and the experimental group regardless of gender composition or which device was being used.

Quotes from participants' OneNote logs are supplied to show some diversity in the student feedback. Participants reported that IndE in the supplied podcast material was easily understood and that the content of the podcasts was interesting. However, the level of attractiveness was clearly biased in the group, as exemplified by the participants' quotes.



Figure 17 - Participants' Quotes IndE

Lastly, an attempt was made to investigate how *intelligible* the Indian English variety was for the participants in the supplied podcast material, and as the chart shows the responses varied across the whole register. Nevertheless, there is a bias centre to left of centre implying that the participants did not have major problems in understanding the IndE podcast material. A further analysis of the charts was undertaken with averages calculated for each of the three

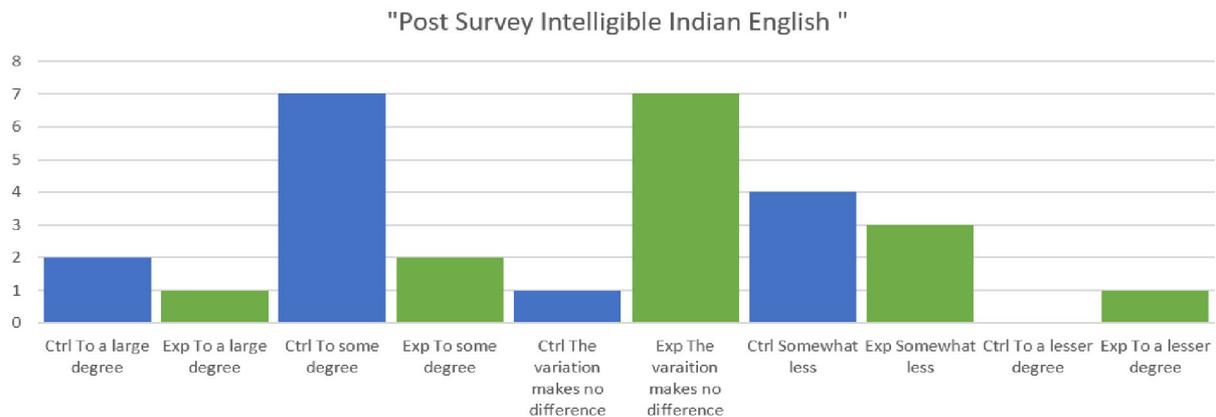


Figure 18 – Post-survey IndE "Intelligible"

components and for each of the two groups. With values in all the standard deviations<sup>1</sup> surpassing the 1,00 mark it is impossible to draw categorical conclusions from the material. However, it is noteworthy that the experimental group average scores were consistently below

Status and Competence IndE "Intelligent"				Social Attractiveness IndE "Attractive"				Linguistic Quality IndE "Intelligible"			
Ctrl Average	Exp Average	Ctrl Standard Deviation	Exp Standard Deviation	Ctrl Average	Exp Average	Ctrl Standard Deviation	Exp Standard Deviation	Ctrl Average	Exp Average	Ctrl Standard Deviation	Exp Standard Deviation
3,36	3,00	1,16	1,15	2,57	2,00	1,06	1,41	3,50	2,93	1,12	1,23

Figure 19 - Calculated Averages and Deviations "IndE"

the average scores of the control group. Additionally, concerning the attractiveness of IndE, both groups scored well below (3) "The Variety Makes No Difference" with the Exp-group averaging as low as (2) stating that IndE was "Somewhat Less" attractive in the post-survey.

<sup>1</sup> The "Standard Deviation" in the table presenting the overview in figure 19 is "Standard Relative Deviation", the omission of "Relative" in the description in the chart is just a measure of decreasing text in the chart's cell.

NigE – Nigerian English was the second variety in the study and similarly to IndE, students worked with podcast material where sports was the topic of both the mandatory as well as the additional and voluntary material. Following suit from IndE the first component from the query was to what degree NigE came across as an “intelligent” English variety.

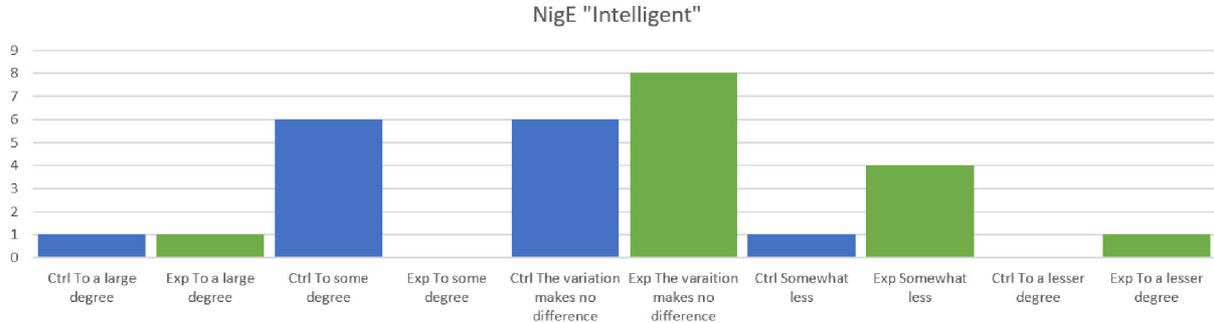


Figure 18 – Post-survey NigE "Intelligent"

Results indicated a spread where the outer limits at both ends had respondents as well as the clusters opting for (3) “The Variation Makes No Difference”. The experimental group seemed here to have a bias centre and right of centre indicating a somewhat neutral to negative disposition, whereas the control group’s bias seemed to lean centre to centre-left signalling the opposite in regards of how “intelligent” the NigE variety was perceived.

In a similar fashion to the IndE variety, the bias of NigE attractiveness was perceived

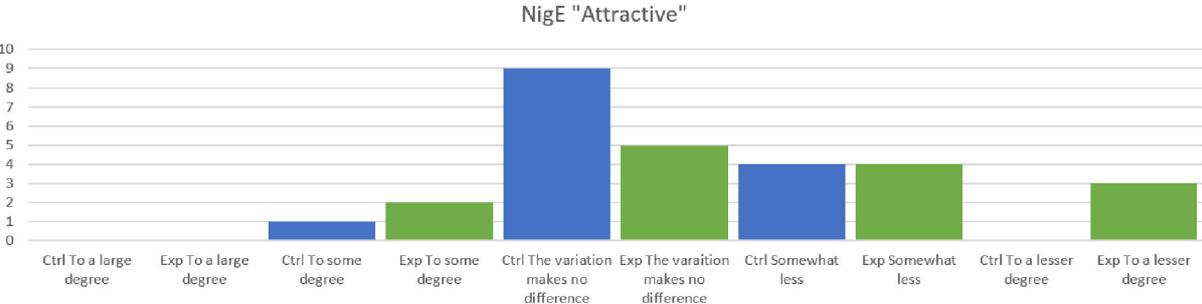
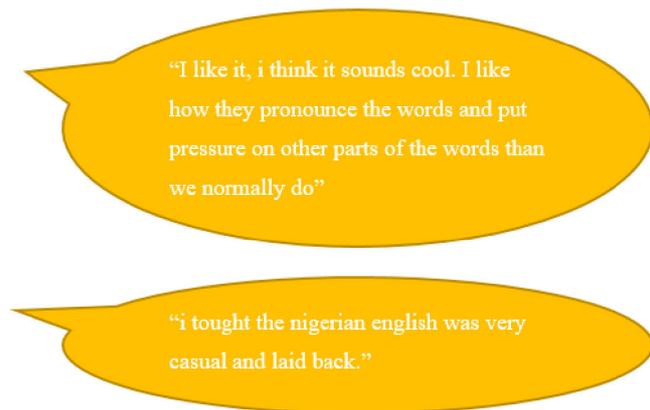


Figure 19- Post-survey NigE "Attractive"

as centre to right of centre indicating that participants of the study, regardless of being in the control group or the experimental group, perceived and placed NigE as a somewhat less attractive English variety.

Although the neutrality leaning towards negativity came up in the charts; participants' OneNote logs conveyed more widespread impressions as was clear from some of the quotes concerning NigE entered in the logs directly after listening to the podcasts.



The NigE responses concerning how intelligible this English variety was

Figure 22 - Participants' Quotes NigE

yielded a chart which had a clear bias centre to left of centre for the control group, with a more fragmented and diverse representation from the experimental group's responses where a

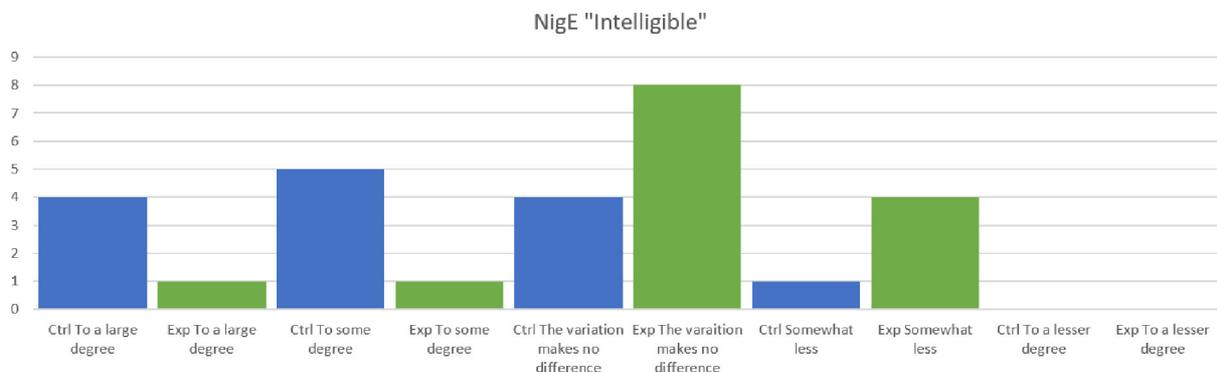


Figure 23 – Post-survey NigE "Intelligible"

majority of the respondents were neutral to positive and a minority expressed the NigE variety being "somewhat less intelligible".

Consequently, the table in figure 24 with an overview of all responses from the NigE components consisted of the following calculations.

Status and Competence NigE "Intelligent"				Social Attractiveness NigE "Attractive"				Linguistic Quality NigE "Intelligible"			
Ctrl Average	Exp Average	Ctrl Standard Deviation	Exp Standard Deviation	Ctrl Average	Exp Average	Ctrl Standard Deviation	Exp Standard Deviation	Ctrl Average	Exp Average	Ctrl Standard Deviation	Exp Standard Deviation
3,50	2,71	0,78	1,21	2,79	2,41	0,75	1,51	3,86	2,93	0,89	1,02

Figure 24 - Calculated Averages and Deviations "NigE"

Interestingly, the control group seemed to find the NigE variety sounding more "intelligent". Further, they had less issues with understanding what was said in the podcast material. The control group was also slightly more neutral than negative in their response to

the attractiveness of NigE, in comparison to the experimental group. Furthermore, the standard deviation<sup>2</sup> in the control group was well below 1,00, indicating data which were more coherent and with less spread and uncertainty than the data from the experimental group.

SA – South African English was the final of the three varieties which the two participating groups was exposed to through sports podcasts, thereby continuing with the same thematic as the previous two varieties. Again, the first component presented is to what extent the SA variety comes across as “intelligent” in the audio material.

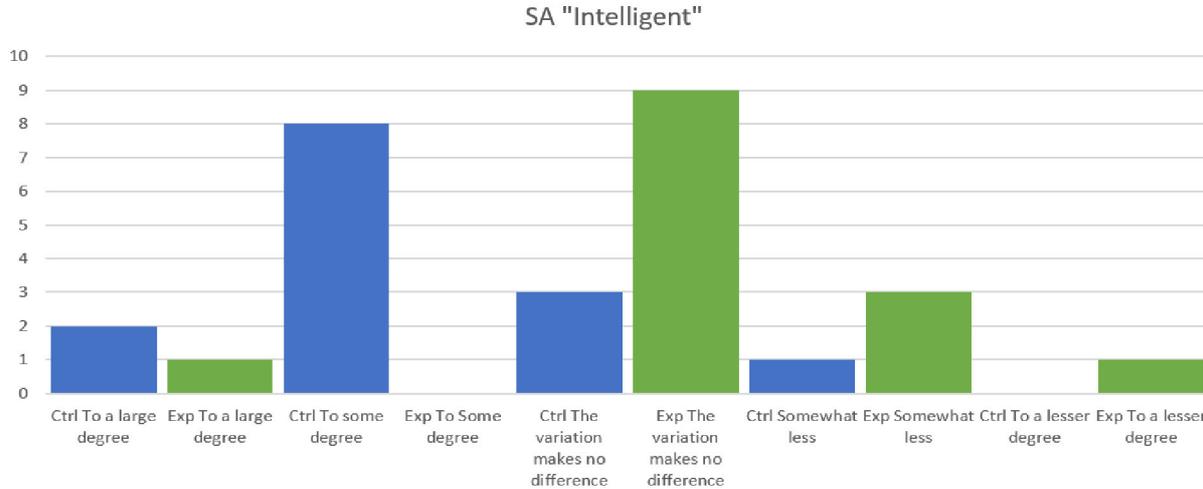


Figure 25 – Post-survey SA "Intelligent"

A large representation of (3) “No Difference” in the experimental group combined with a predominantly left of centre representation of the control group, gives a positively inclined bias as to how “intelligent” an SA variety would sound.

<sup>2</sup> For the sake of saving space in the cells of the table the “Standard Deviation” is the “Relative Standard Deviation”

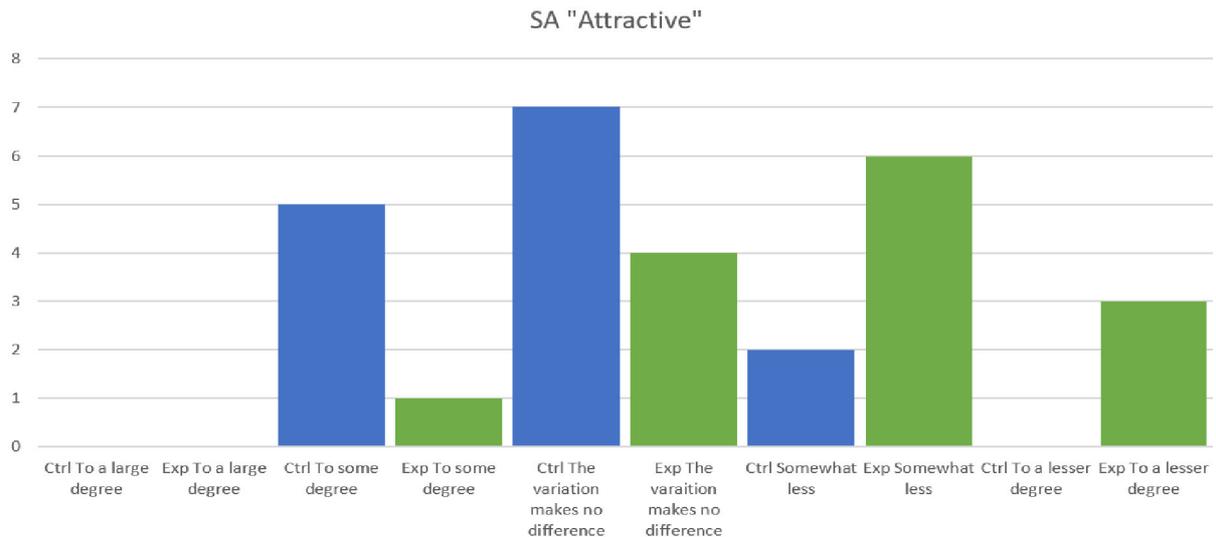


Figure 26 – Post-survey SA "Attractive"

In spite of the relative positivity in the combined results from the *intelligence*-bias of the SA-variety, the level of attractiveness had a more centre to right of centre bias, with the experimental group participants being those least in favour of the SA variety.

How attractive the SA variety was perceived among the participants, showed in results being placed around an average value of (3) with a slightly centre to the right bias in the experimental group. These responses result in the SA variety appearing as slightly more attractive than NigE according to the calculated averages. The supplied comments in figure 27 however, show a more nuanced perception of the attractiveness of SA English where participants express positivity towards the attractiveness of the variety.

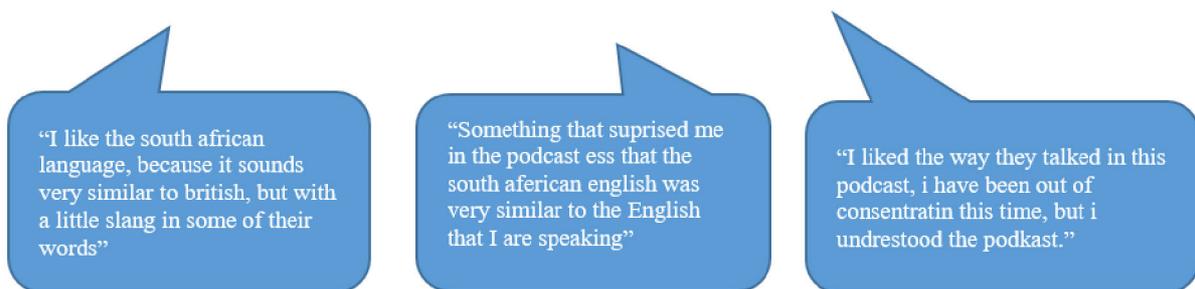


Figure 27- Participants' Quotes SA

Finally, the last component of the third variety was to investigate to what extent an SA interlocutor was intelligible to his partner. Results showed a bias towards the centre to left of

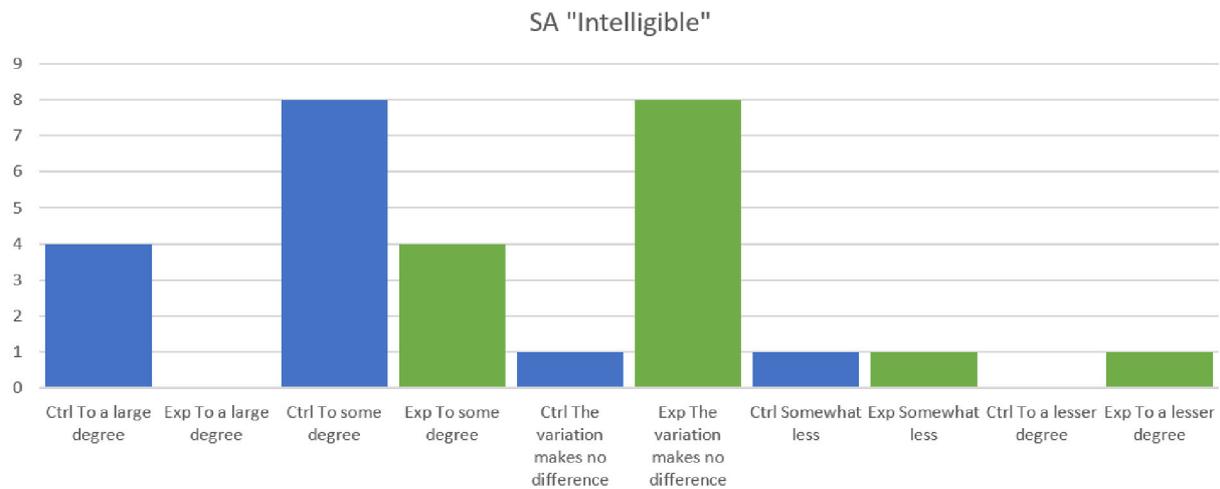


Figure 28 – Post-survey SA "Intelligible"

centre for both experimental as well as control group responses indicating that the participants had little to no problems understanding what was said in the supplied audio material.

Status and Competence SA "Intelligent"				Social Attractiveness SA "Attractive"				Linguistic Quality SA "Intelligible"			
Ctrl Average	Exp Average	Ctrl Standard Deviation	Exp Standard Deviation	Ctrl Average	Exp Average	Ctrl Standard Deviation	Exp Standard Deviation	Ctrl Average	Exp Average	Ctrl Standard Deviation	Exp Standard Deviation
3,79	2,79	0,76	1,16	3,21	2,21	0,78	1,45	4,07	3,07	0,73	0,97

Figure 29 - Calculated Averages and Deviations SA

Standard deviation<sup>3</sup> in the overview of the three SA English components in figure 29 displays that the values for the control group were well below 1,00 indicating less spread and more reliability. Again the experimental group had deviation values which made the reliability of the results less certain than for the control group. However, both participating groups seemed to find the SA variety intelligible as the average scores are biased centre to left and the standard deviation for the experimental group is barely under 1,00 at a value of 0,97.

The average value of SA being intelligible was 4,07 for the control group and 3,07 for the experimental group, these were the highest values respectively for the same component in

<sup>3</sup> Standard deviation is as with the earlier charts an abbreviation for "relative standard deviation".

all three varieties. It may thus be claimed that SA English was the most intelligible of the three varieties in the study.

By comparison, the extent to which the three varieties were deemed socially attractive ranged from 2,00 as the lowest for Indian English in the experimental group, to 3,21 for South African English in the control group. Standard deviations were consistently well above 1,00 for all experimental group responses making it difficult interpret the results. The control group's responses had less spread with deviation ranging between 0,75 and 1,06, where the IndE variety was the one with most spread. Consequently, as the IndE variety both has the lowest average scores of the three, 2,00 among the experimental group and 2,57 in the control group, IndE appears to be the least attractive of the three varieties according to the post-survey results.

Thirdly, the control group rated all three varieties well above averagely "intelligent" with responses ranging between 3,36 and 3,79 and standard deviations for Nigerian and South African English were well below 1,00, Indian English deviation was 1,16. Additionally, the experimental group rated the intelligence of Indian English at 3,00 while Nigerian English and South African English scored well below 3,00 at 2,71 and 2,79 respectively. The Indian English variety was the only variety which scored average or above average, albeit with a deviation of 1,16 and 1,15. Notwithstanding the IndE deviation, this was the only variety scoring average or above average in both groups, indicating that IndE was the variety which was considered the most "intelligent" of the three by both participating groups.

Thus, in regard of the first research question whether explicit awareness of less common English varieties lead to a change in attitudes towards, and perceived intelligibility of varieties among upper secondary school pupils in Norway, comparisons between the pre-survey and the post-survey results seem to show an increase in *intelligence* only for South African English in the control group. All other responses show decreasing scores from both the control group and the experimental group concerning both *intelligence* and *attractiveness*.

Subsequently, the control group's perceived *intelligibility* of all three varieties increased from pre-survey to post-survey with deviation ranging from 1,12 for Indian English and well below 1,00 for Nigerian and South African English. The experimental group's results were lower in the post-survey than in the pre-survey, albeit with slightly larger deviations. Further research would need to investigate the causes of the larger spread in responses within in the experimental group, in order to find out if there were technical issues, other distractions or simply the fact that participating groups ought to be more evenly gender balanced.

## Results from research question two, “MALL”.

The second research question which was an equally important part of both pre- and post-surveys, and which this study intended to investigate was if

there were any linguistic, motivational or practical benefits from smart phone usage over laptops while teaching English varieties?

According to the definition of MALL and the term u-learning presented earlier in this study, MALL happens across multiple contexts through content interactions using personal electronic devices. Thus, it is arguable that the widespread and ubiquitous presence of e.g. smartphones enables learning activities outside of school hours (Bai, 2019, p. 611). Further, learning may be incorporated into daily life through the *Accessibility, Immediacy, Adaptability, Seamlessness* and *Immersion* which MALL presents (see Liu, 2009, p. 515). This study has tested selected parts of MALL and u-learning, focusing on smartphones as a contrast to student laptops. Equally important was testing whether there were measurable effects connected with the *Accessibility* and *Seamlessness* elements connected with the omniscient presence of smartphones in contemporary society.

### Pre-Survey findings – research question two

As with the English variety research part, parts of the pre-survey aimed to uncover beliefs and attitudes connected to smartphones in the participating group. All n=28 participants had a functioning smartphone as well as a school laptop, 39% of the participants reported that they used their smartphone for school work most days or every day, whereas 57% of the respondents reported that they used their smartphone for school work, but they preferred their laptop. 3% of the students

reported that they had both a smartphone and a laptop, but the preference was working with pen and paper.

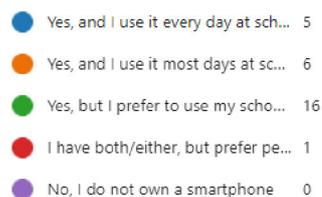


Figure 30 - Pie Chart Smartphones Owned

In addition, the participants were asked about how they perceived the teachers' attitudes towards smartphone usage. 7%

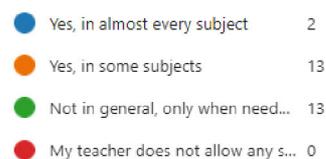


Figure 31 - Pie Chart Teacher Attitudes

reported they were allowed to use smartphones in almost every subject. 46% reported that they were allowed smartphone use in some subjects and 46% reported that smartphones were not generally allowed in class, aside from necessary log-in prompts or other obligatory uses. No participants reported that smartphones were not allowed in class by their teacher.

In general, the pre-survey showed that participants had uninterrupted access to their smartphones, in addition to their school laptops and were allowed to use them in more classes than their English class.

Having established that all participants had smartphones and laptops, two follow up questions were asked in order to obtain insights concerning what initial viewpoints, beliefs and attitudes the whole group had. The scale was again a five point Likert with values ranging from “Strongly Agree” (5) to “Strongly Disagree” (1) as shown in figure 32 below.

<b>(5)</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Figure 32 - Numerical Values

The two follow up pre-survey questions were for the whole group, n=28. Standard deviation in the tables marked with an asterisk is standard relative deviation.

- 1) I believe my smartphone is helpful at school/in classes because:
  - a. I can look up information more quickly
  - b. I use it as a "side screen" looking up information while working on my laptop
  - c. I am more comfortable using my phone than my laptop
  - d. My phone feels more reliable, does not "crash" or "hang" as my laptop does
  - e. I can easily work outside our classroom
  - f. Audio or video material is easier to access and listen to on my phone

As is clear from the graphics shown in figure 33, there was a clear bias centre to left of centre for questions a), b) and e), f). Those four questions showed that participants feel they are more flexible and possibly more efficient while working with side-tasks on their smartphones, supporting the work which was carried out on a laptop,

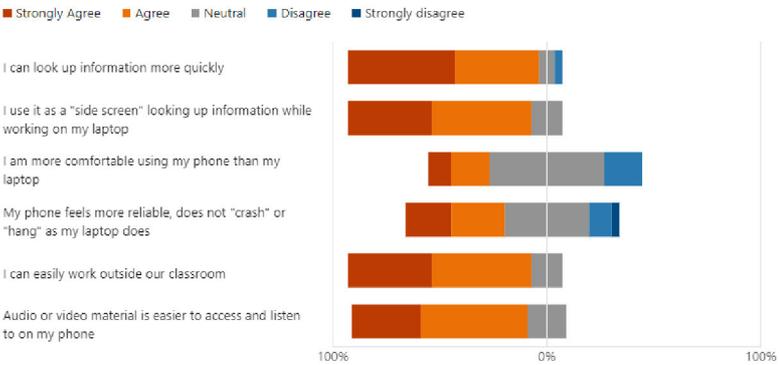


Figure 33 - Forms infographic smartphone benefits

or in a textbook, due to the accessibility of the smartphone. Similarly, questions e) and f) were connected with *Accessibility*, but were also indicators of *Seamlessness* where the actual portability/accessibility enables participants to immerse in a topic outside the four walls of a classroom. Liu’s u-learning and the two elements *Accessibility* and *Seamlessness* were both represented in a positive way according to the responses from the participating students.

The answers to questions c) and d), where the bias was more neutral, indications were that working with a laptop might be preferable to a smartphone in some situations. The smartphone seemed to be considered a supplement, not the preferred device in all settings. This claim was supported by the spread in response to d), where there were no clear indications that the smartphone was deemed more reliable than the students’ laptops.

I believe my smartphone is helpful at school/in classes because						
Question	<i>Look up information more quickly</i>	<i>Use it as a "side screen" while using a laptop</i>	<i>More comfortable using phone over laptop</i>	<i>The phone crashes less and feels more reliable</i>	<i>Easy to work outside our classroom</i>	<i>Audio/video material easier to access on my phone</i>
<b>Average value</b>	4,36	4,25	3,21	3,50	4,25	4,14
<b>Standard Deviation*</b>	0,93	0,86	1,42	1,59	0,86	0,88

Figure 34 - Calculated Averages and Deviations Smartphones Beneficial

These assertions are supported by the analysis of the data where the average values for questions a), b), e) and f) are well above (4) “Agree”, with a standard deviation of less than 1,00. The spread in responses in question c) and d) was equally clear with the deviation being well above 1,00, supporting the ambiguity connected with feeling more or less comfortable about using a smartphone over a laptop, or the notion that one device was less reliable than the other.

The second question was related to concerns which the participants might have had towards smartphone usage in class, here the responses were less clear as the spread for each question was wider making the results less clear-cut.

2) I believe smartphone use might be problematic at school/in classes because

- a. I get distracted, messages, social media or news updates etc.
- b. The screen is too small for practical use.
- c. I do not have enough data / Wi-Fi connection available.
- d. I do not want school related activity on my personal device.
- e. It is stressful as my teachers do not believe I use my phone for schoolwork.

- f. It makes me less efficient because I need to work on paper or my laptop at the same time - it takes time to switch between devices.
- g. I sometimes worry if someone in class records audio/video without consent.

Responses to questions a) and b) and f) concerning distractions and screen size did not have a clear bias, the values are close to the average (3) and the standard deviations are well above 1,00 making generalization difficult. What was possible

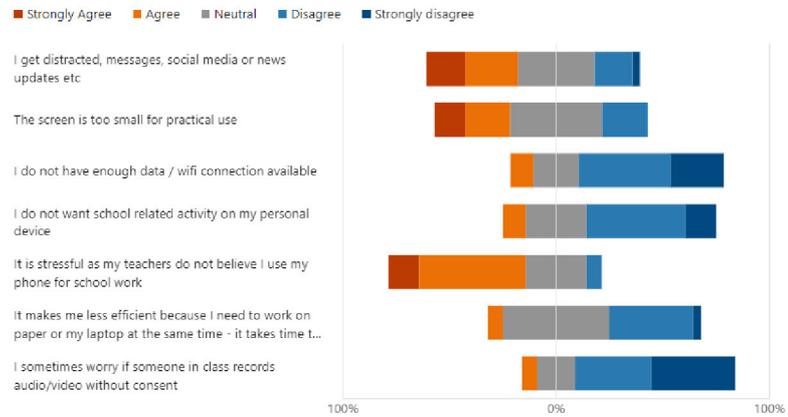


Figure 35 - Forms infographic smartphone drawbacks

to extract from the a) and b) results, was that individual participants had issues concerning distractions or screen size, whereas others did not have any issues with those elements.

Responses to c), d) and f) were clearer as the bias is clearly centre to right of centre indicating that few participants had challenges with sufficient data, Wi-Fi connectivity on their smartphones, or felt that they were less efficient due to device switching. Most students seemed positively inclined to having school related material on their personal devices. In spite of the standard deviation scoring well above 1,00 on c), d) and f), the clear bias showing in figure 35 support the positive assumptions concerning the c), d) and f) results.

I believe my smartphone might be problematic at school/in classes because							
Question	<i>Distractions from social media etc.</i>	<i>The screen size is too small</i>	<i>Not sufficient Wi-Fi/data available</i>	<i>Dislike school related activity on my phone</i>	<i>Teachers distrust that I do school work</i>	<i>Less efficient switching between devices</i>	<i>I worry about being filmed without consent in class</i>
<b>Average value</b>	3,36	3,29	2,18	2,36	3,71	2,61	1,93
<b>Standard Deviation*</b>	1,70	1,54	2,25	1,92	1,13	1,37	2,53

Figure 36 - Calculated Averages and Deviations Smartphones Problematic

Responses to question e) and g) were similarly weighted, albeit biased in opposite directions. Participants reported in e) a concern that teachers were sceptical to classroom smartphone usage, a value close to (4), as many teachers assumed the phone was being used for non-school related activities. Similarly, in g) a clear bias towards the end of the scale (2)

indicated that the majority of the participants had little to no worries concerning being filmed in class without consent.

The pre-survey findings were to some degree inconclusive due to the standard deviation having such high values. However, there appears to be support for the assumptions that students find the smartphone helpful to a large degree for information searches, as a side screen to their laptop and a smartphone simplifies access to audio and video material, while at the same time easily facilitates work outside of the classroom. The laptop still has an advantage regarding screen size and keyboard input, albeit those two factors both score above the average (3).

Additionally, the pre-survey findings indicate that students believe they were adept and efficient at switching between devices. Responses indicate that they had ample access to Wi-Fi or data and were comfortable having school related content on their smartphones. The findings clearly indicated that students felt teachers were sceptical to their use of smartphones for schoolwork.

**Post-Survey findings – research question two**

Finally, in what follows the analysis of the responses from the post-survey MALL questions is presented. The analysis has been done in the same manner as the previous data presentations, with average values and standard deviations<sup>4</sup> calculated where the material allowed for that.

For the sake of calculations, the scale was assigned numerical values which ran from “Unproblematic” (5) as the highest ranking value through “Mostly Unproblematic”, “Neutral”, “Somewhat Problematic” and “Problematic” (1) as the lowest ranking value.

<b>(5)</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
Unproblematic	Mostly Unproblematic	Neutral	Somewhat Problematic	Problematic

*Figure 37 - Numerical Values*

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<sup>4</sup> Again, standard deviation is an abbreviation of “relative standard deviation”.

This analysis of data from the study focuses on any differences between the control group and the experimental group, n=14 for each group respectively. The participants were asked for their response concerning their experiences about 1) listening to material, 2) navigating assignments and getting work done, 3) working outside of class alone or in groups and lastly 4) to what extent they had listened to material outside school hours. An overview of these four questions is shown in figure 38.

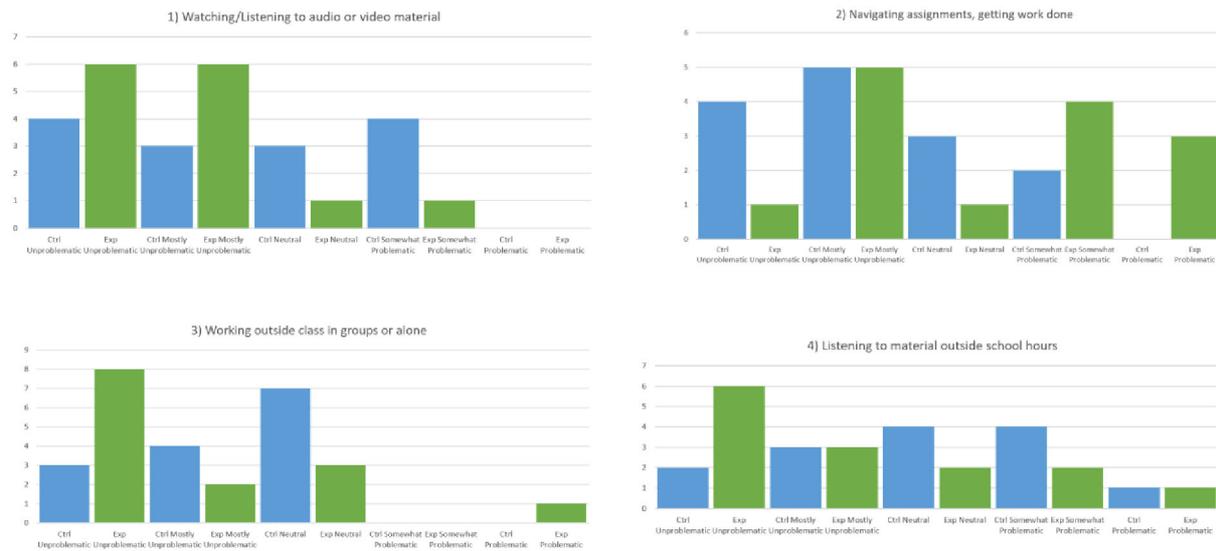


Figure 38 - Bar Diagrams - Control and Experimental Groups, Questions 1) -> 4)

Utilizing handheld devices to listen to material had an unequivocal support among the experimental group's participants, as both the average value as well as the standard deviation<sup>5</sup> confirm what is evident from the bar diagram. The control group was also above the middle value (3) with an average of 3,5 indicating that a laptop worked well when listening to subject related material, although not as well as a smartphone. However, the standard deviation is well above 1,00 in the control group indicating a larger spread in responses, which is also evident in figure 39.

Laptop vs Smartphone usage			
1) Listening to audio or video			
Ctrl Average	Exp Average	Ctrl Standard Deviation	Exp Standard Deviation
3,50	4,21	1,26	0,76

Figure 39 - Calculated Averages and Deviations 1)

<sup>5</sup> Standard deviation is an abbreviation of "relative standard deviation".

Responses to question 2) from the post-survey indicated an advantage for the control group related to how easy it was navigating assignments and getting schoolwork done.

With an average response of 3,79 and a deviation of 1,00 the control group was close to the unequivocal response from the experimental group from the first question. Contrasting the control group, was the responses from the experimental group which ended below the neutral (3), albeit with a deviation of 1,77 indicating the spread in the group's responses as is evident in figure 40. In spite scoring below average, some experimental group participants indicated that they had minimal issues navigating and getting work done on their handheld devices.

<b>Laptop vs Smartphone usage</b>			
<b>2) Navigating assignments and getting work done</b>			
<i>Ctrl Average</i>	<i>Exp Average</i>	<i>Ctrl Standard Deviation</i>	<i>Exp Standard Deviation</i>
<b>3,79</b>	<b>2,79</b>	<b>1,00</b>	<b>1,77</b>

Figure 40 - Calculated Averages and Deviations 2)

Both control group and experimental group participants seemed to agree that both smartphones and laptops enabled work outside the classroom, shown in figure 41. The experimental group's result was slightly more in favour of smartphone use outside class, but with a larger standard deviation as one of the respondents reported work outside class as "Problematic" with a value of (1). The control group was more uniform with a deviation well below 1,00 making the data more consistent than those from the experimental group.

<b>Laptop vs Smartphone usage</b>			
<b>3) Working outside class alone or in groups</b>			
<i>Ctrl Average</i>	<i>Exp Average</i>	<i>Ctrl Standard Deviation</i>	<i>Exp Standard Deviation</i>
<b>3,71</b>	<b>4,14</b>	<b>0,80</b>	<b>1,07</b>

Figure 41 - Calculated Averages and Deviations 3)

Listening to and working with material outside school hours, shown in figure 42, yielded a result which was close to average from the control group (3,07) whereas the experimental group's bias was slightly

<b>Laptop vs Smartphone usage</b>			
<b>4) Listening to material outside school hours</b>			
<i>Ctrl Average</i>	<i>Exp Average</i>	<i>Ctrl Standard Deviation</i>	<i>Exp Standard Deviation</i>
<b>3,07</b>	<b>3,79</b>	<b>1,42</b>	<b>1,30</b>

Figure 42 - Calculated Averages and Deviations 4)

centre to right of centre with an average of 3,79. However both groups were well above 1,00 in standard deviation which again made it hard to generalize and draw any conclusions based on responses from the survey.

The post-survey had one final question where the participants had the opportunity to give feedback in a free-text response field, responses from both groups will sum up the presentation of findings from the surveys of the study. The free-text question was:

“Do you have any final thoughts about smartphone use vs laptop use when learning about English variations or English Language Learning in general? Her kan du også svare på norsk om du vil“

Selected responses from the control group are presented in the blue boxes and the experimental group’s selected responses are in the green boxes.



Figure 43 - Quotes from participating students

## Reflections over the results

### Research question one

Will explicit awareness of less common English varieties lead to a change in attitudes towards, and perceived intelligibility of varieties among upper secondary school pupils in Norway?

The study focused on three of Rindal’s evaluative dimensions *Status and Competence* with the associated component “Intelligent”, *Social Attractiveness* with the associated component

“Attractive” and *Linguistic Quality* and the associated component “Intelligible”. The following tables 44, 45 and 46 display average values and standard deviations for all researched varieties and their respective components.

The categories which can be connected with attitude, *Status and Competence* and *Social Attractiveness* towards that given variation, reveal decreasing scores in the post-survey in eleven out of twelve instances. The only average score which is above the pre-survey score is “SA-Intelligent” in the control group, circled in red.

Status and Competence “Intelligent”						
Variety	Pre-survey Average	Post-survey ctrl average	Post-survey exp average	Pre-survey Deviation*	Post-survey ctrl Deviation*	Post-survey exp Deviation*
IndE	3,68	3,36	3,00	1,22	1,16	1,15
NigE	3,67	3,50	2,71	1,16	0,78	1,21
SA	3,56	3,79	2,79	1,40	0,76	1,16

Figure 44 – Comparative Chart “Intelligent” Pre-/Post-surveys

All other scores are markedly lower than the pre-survey numbers for both the control group as well as for the experimental group. This clearly indicates that the amount of exposure and the work the participants have

Social Attractiveness “Attractive”						
Variety	Pre-survey Average	Post-survey ctrl average	Post-survey exp average	Pre-survey Deviation*	Post-survey ctrl Deviation*	Post-survey exp Deviation*
IndE	2,93	2,57	2,00	1,87	1,06	1,41
NigE	3,41	2,79	2,41	1,19	0,75	1,51
SA	3,30	3,21	2,21	1,12	0,78	1,45

Figure 45 – Comparative Chart “Attractive” Pre-/Post-surveys

undertaken throughout the duration of the study has not changed any beliefs or attitudes among the group towards these three less common English varieties, Indian English, Nigerian English and South African English.

Furthermore, the decrease in values for the majority of the measured components is even larger in the experimental group than in the control group. However, as the standard deviation values are well above 1,00 for the experimental group and mostly below 1,00 for the control group those results are difficult to compare as values of the deviation differs. What is possible to conclude with is that neither laptops nor smartphones alone are tools which appear to increase the social attractiveness of or status towards these less common English varieties.

As for the third category of the linguistic part of the study, *Linguistic Quality* and the associated component “Intelligible”. The results from the post-survey are decidedly positive for the control group in comparison to the pre-survey, and

Linguistic Quality “Intelligible”						
Variety	Pre-survey Average	Post-survey ctrl average	Post-survey exp average	Pre-survey Deviation*	Post-survey ctrl Deviation*	Post-survey exp Deviation*
IndE	3,25	3,50	2,93	1,88	1,12	1,23
NigE	3,48	3,86	2,93	1,43	0,89	1,02
SA	3,48	4,07	3,07	1,37	0,73	0,97

Figure 46 – Comparative Chart “Intelligible” Pre-/Post-surveys

uncertain, at best, for the experimental group. This is evident in figure 46 marked by the red rectangle, where the control group scores markedly higher for all three varieties.

Albeit the numbers are consistently lower for all three varieties in the experimental group, they all hover around (3) in the post-survey, making the interval to the pre-survey scores approximately between 0,25 and 0,50. The amount of uncertainty in the pre-survey numbers due to the large standard deviation combined with high standard deviations in the experimental group might make the actual difference negligible, which might yield little to no difference from pre- to post-survey in the experimental group’s “intelligibility” of the SA variety.

In conclusion, there were clear indications that the control group increased their understanding of spoken South African English while utilizing laptops, there were no clear indications that the experimental group had the same, positive effects, but the deviations were higher in the experimental group compared to the control group so the results were therefore less certain. Additionally, the classroom study indicates that traditional approaches to learning English varieties clearly have an effect. Equally important is the fact that there are no clear indications of negative learning effects in the study, related to smartphone usage while working with audio material and English varieties.

## Research question two

Are there any linguistic, motivational or practical benefits from smart phone usage over laptops while teaching English varieties?

The assumption of a smartphone being superior to a laptop was based on Liu’s ubiquitous learning theory and the study’s two chosen comparative factors originated from Liu’s work:

*Accessibility*: learners can easily access audio and video learning materials anywhere.

*Seamlessness*: the learning process is not interrupted when the location of the learners changes (Liu, 2009, p. 518).

All participants gave responses which supported Liu’s *accessibility* and *seamlessness* factors in the pre-survey. The responses to the two questions concerning ease of use with material, as well as being located elsewhere than in class, scored well above (4) as “mostly unproblematic” with a deviation well below 1,00. An analysis of the responses from the post-survey shows that the experimental group to a large degree to had their initial beliefs confirmed.

Smartphone helpful pre-survey		
Question	Audio/video easier to access	Easy to work outside our classroom
Avg/ Dev	4,14 / 0,88	4,25 / 0,86

Figure 47 - Smartphone helpful pre-survey

Both questions from the post-survey concerning ease of access to material and being located outside class score well above (4) in the post-survey as well, with deviation being even lower in the case of listening and at 1,07 on working outside class. Contrary to this, the control group scored notably lower in the post-survey with an average of 3,5 on ease of listening and 3,71 on working outside

Laptop vs Smartphone usage post-survey				
Question	Listening to audio or video	Navigating assignments and getting work done	Working outside class alone or in groups	Listening to material outside school hours
Ctrl Avg/ Dev	3,50 / 1,26	3,79 / 1,00	3,71 / 0,80	3,07 / 1,42
Exp Avg/Dev	4,21 / 0,76	2,79 / 1,77	4,14 / 1,07	3,79 / 1,30

Figure 48 – Laptop vs Smartphone overview post-survey

class. There is some uncertainty with the listening score as the deviation is well above 1,00.

On the whole, the beliefs and expectations of the experimental group as reported in the pre-survey seem to have been confirmed throughout the research period. This was exemplified through the reported ease of access to audio/video material, as well as being able to work more freely outside class. Clearly shown in the results in figure 48, where the average scores for the experimental group are above (4) in both listening activities as well as working outside class.

Additionally, the experimental group’s average score on listening to material outside school hours on their smartphones was as high as 3,79. Contrary to this, the control group’s average scores are above (3) for both listening to audio material in class (3,50) and working outside class (3,71), nevertheless these scores were markedly lower averages than the experimental groups’ scores. Upon comparison with results from research question one, where the control group’s results showed an increase in the understanding of a less common English variety and the results from the experimental group were inconclusive, the findings from the study suggest that a smartphone is the better choice for pupils to spend more time on school work outside school hours. However, the reported increase in the control group’s understanding suggest that traditional approaches involving school laptops have an effect,

indicating that work during school hours yield more efficient learning outcomes on a laptop. These findings are supported by the control group's average scores on 3,07 regarding listening to material outside school hours was clearly lower than the comparative 3,79 average in the experimental group.

The only areas where the control group reported having less problems than the experimental group were in relation to navigating assignments and getting work done, a full sized keyboard and a larger screen are sometimes maybe more beneficial than portability alone. However, there was a clear spread in the experimental group's responses, with a deviation of 1,77 (figure 48) which indicates that some experimental group participants had fewer problems navigating assignments and getting work done than other members of the group.

Lastly, some reflections are in place regarding the experiences the two groups had about their designated device, the smartphone or the laptop. Of the participants in the control group, 43% reported they did not miss working with a smartphone as they preferred their laptop. In the experimental group the corresponding number preferring to work on their laptop was 50%, all of these reported screen size and lack of keyboard as well as missing the opportunity to have more than one application running at the same time.

Additionally, in the experimental group n=14, 29% of the participants reported that they had spent between 15-30 minutes more outside of school hours listening to the research material because they were using their smartphones. However, as it is impossible to connect these 29% to any specific results in regards of reported learning outcomes, the study is unable to claim benefits from smartphone usage other than the reported willingness to work outside school hours.

Equally important was the result that out of the total of n=28 participants 54% reported that they had worked more with the audio material outside class, supporting Liu's ubiquitous learning model and the concepts of *accessibility* and *seamlessness*. The study verifies that having access to learning material on a laptop and a smartphone has clear benefits when it comes to learning outcomes.

## Challenges

Conducting class room research during the Covid-19 pandemic was complicated. In spite of that, the research period was carried out as planned with one class where the majority of students were present at all times. Additionally, as the participating class was randomly split into two groups, the random result yielded two groups with a marked opposite gender bias.

- The control group consisted of 10 girls and 4 boys
- The experimental consisted of 4 girls and 10 boys

Had the research been conducted over again more equally gender balanced groups would have been arranged. Furthermore, the length of the audio material was exhausting to many participants. Ideally there should be a higher number of podcasts in future, albeit with shorter durations. Many participants found it exhausting to listen to podcasts lasting longer than fifteen minutes.

## Conclusions

### Results from the study

- 1) Will explicit awareness of less common English varieties lead to a change in attitudes towards, and perceived intelligibility of varieties among upper secondary school pupils in Norway?
- 2) Are there any linguistic, motivational or practical benefits from smart phone usage over laptops while teaching English varieties?

This master thesis has investigated whether explicit awareness of less common English varieties leads to changes in attitudes towards less common varieties such as Indian English, Nigerian English and South African English. Based on the material provided through the three-week research period conducted at a Norwegian upper secondary school, the answer to the first research question of this study regarding changes in attitudes towards less common varieties is “no”. There are no indications that working with authentic audio material in Indian English, Nigerian English or South African English has changed the participants’ attitudes towards these three English varieties. Changing attitudes and beliefs towards what is less common, is obviously a process which needs more than three weeks working with podcasts whether on a laptop or a smartphone.

Despite the initial, negative findings regarding attitudes to less common varieties, the data from the study are positive in regards of the perceived intelligibility of the three varieties.

Working with podcasts with content from authentic, first language speakers did make a measurable difference according to the findings in this study.

The second research question in this study was if there were any linguistic, motivational or practical benefits from smart phone usage over laptops while learning less common English varieties. The experimental, smartphone group's expectations were reportedly met in regards of freedom to work outside the classroom as well as easily being able to work outside school hours, this in addition to the benefit of having audio material accessible on their smartphones.

There were however, issues concerning screen size and input being more problematic without a laptop's benefits of a proper keyboard and a larger screen. Clearly, there are advantages with utilizing a smartphone when accessing and working with audio material outside the classroom as well as outside school hours compared to using a laptop.

Equally important, findings in the study confirm that traditional approaches to learning less common varieties of English utilizing laptops are efficient. However, there are no clear indications that working with smartphones are a marked disadvantage when learning less common varieties of English, compared to working with laptops. Furthermore, the findings in the study which point out a willingness to use smartphones for school work outside of school hours ought to be reassuring for educators, who otherwise might be hesitant about smartphones being used in their classrooms.

### Further research

Future research projects being inspired by Liu's theories connected to ubiquitous learning might need to take into consideration all the distractions which are part of contemporary, every day digital life. Current social media, such as Snapchat or TikTok did not exist at the time when the U-learning framework was conceived, neither did chatbots powered by artificial intelligence. Future research projects might want to investigate what the best teaching practice will be at the point of intersection between traditional classroom situations and BYOD didactics in an age of artificial intelligence.

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# Appendices

## 1.1 Podcast material, Indian English

Obligatory podcast number one, female football player Aditi Chauhan:

<https://podcasts.apple.com/us/podcast/aditi-chauhan/id1559888984?i=1000518196108>

Obligatory podcast number two, female gymnast Dipa Karmakar:

<https://podcasts.adorilabs.com/s/e?eid=I98LImxKuBD8L2g4>

Supplementary podcast material from IVM Podcasts in India:

<https://ivmpodcasts.com/the-millennial-athlete-episode-list/tag/sports+podcast>

## 1.2 Podcast material, Nigerian English

Obligatory podcast number one, a Nigerian in Poland, the boxer Izu Ugonoh:

<https://podcasts.apple.com/us/podcast/ais-s3e2-izu-ugonoh-growing-up-as-a-nigerian-in/id1475249806?i=1000493806701>

Obligatory podcast number two, Nigerian football philosophy with the assistant coach of the

*Super Eagles*, Dr. Terry Eguaoje: <https://tunein.com/podcasts/Sports--Recreation-Podcasts/SportAfricana-p1350783/?topicid=170300185>

Obligatory podcast number three, former professional footballer, Danny Uchechi:

<https://africansinsports.com/podcasts/ais-podcast-s3e6-danny-uchechi-growing-up-in-nigeria-navigating-a-pro-career-and-representing-nigeria/>

Supplementary podcast material from *Africans in Sports* podcasts:

<https://africansinsports.com/podcast/>

### 1.3 Podcast material, South African English

Obligatory podcast number one, issues with the 2022 football world cup part one:

<https://player.fm/series/the-big-interview/the-problem-with-the-2022-world-cup-podcast-part-1>

Obligatory podcast number two, issues with the 2022 football world cup part two:

<https://player.fm/series/the-big-interview/the-problem-with-the-2022-world-cup-podcast-part-2>

Obligatory podcast number three, interview with Team Qhbeka rider Edvald Boasson Hagen:

<https://omny.fm/shows/unclippedbyteamdimensiondata/unclipped-with-edvald-boasson-hagen>

Obligatory podcast number four, how the Proteas women's team conquered India:

<https://iono.fm/e/1013096>

Supplementary podcast material from Iono.fm from the "sports" category:

<https://iono.fm/category/1056>

### 1.4 YouTube videos

Christian Saunders from Canguro English and David Crystal on "The Myth of The Native Speaker":

[https://www.youtube.com/watch?v=p-kZLP2FWUI&ab\\_channel=CanguroEnglish](https://www.youtube.com/watch?v=p-kZLP2FWUI&ab_channel=CanguroEnglish)

David Crystal from an interview with British Council Serbia on "World Englishes":

[https://www.youtube.com/watch?v=2\\_q9b9YqGRY](https://www.youtube.com/watch?v=2_q9b9YqGRY)

## 2.1 Screenshots of Microsoft OneNote resource/log pages

### Indian English

Week One: English Language Variations - Indian English Podcasts		Your Log - Indian English podcasts	
<p><a href="https://podcasts.apple.com/us/podcast/aditi-chauhan/id1559886491-1000518196108">https://podcasts.apple.com/us/podcast/aditi-chauhan/id1559886491-1000518196108</a></p>  <p>Aditi Chauhan Cool Story Collection - The Story of Indian South-West Asia by Podcast</p> <p>Write briefly (or record audio) about something which surprised you in the podcast:</p> <p>Write briefly (or record audio) about your thoughts regarding Indian English language or culture after listening to the podcast:</p> <p>Write down one thing you found difficult to understand in the podcast, but you think you understood it from the context:</p> <p>Write down one thing you found difficult to understand in the podcast which you needed to look up/ask someone for help in understanding:</p>		<p>This podcast was interesting</p> <p>Very interesting Somewhat interesting It was OK Not that interesting Not interesting at all</p> <p>The vocabulary/terminology was difficult to understand</p> <p>Very difficult to understand Somewhat difficult to understand It was understandable Not that difficult to understand Not difficult to understand at all</p> <p>The Indian English spoken was intelligible</p> <p>I listened to the whole podcast</p> <p>Very intelligible Somewhat intelligible It was OK Not that intelligible Not intelligible at all</p> <p>Yes, some of it more than one time Yes, one time No, about 1/4 of it No, 1/4 to 1/3 of it No, less 1/3 of it</p> <p>Write briefly (or record audio) about your thoughts/reflections in general about the topics discussed, or anything else you that comes to your mind:</p> <p>Minutes spent using your phone:      Minutes spent using your laptop:</p>	
<p><a href="https://podcasts.adenlabs.com/s/e7e1d-1q6LImx0u9D6L2g4">https://podcasts.adenlabs.com/s/e7e1d-1q6LImx0u9D6L2g4</a></p>  <p>The Millennial Ep. 10: If The Millennial During Covid The Girl FI, Dipa K. Srinivasan</p> <p>Write briefly (or record audio) about something which surprised you in the podcast:</p> <p>Write briefly (or record audio) about your thoughts regarding Indian English language or culture after listening to the podcast:</p> <p>Write down one thing you found difficult to understand in the podcast, but you think you understood it from the context:</p> <p>Write down one thing you found difficult to understand in the podcast which you needed to look up/ask someone for help in understanding:</p>		<p>This podcast was interesting</p> <p>Very interesting Somewhat interesting It was OK Not that interesting Not interesting at all</p> <p>The vocabulary/terminology was difficult to understand</p> <p>Very difficult to understand Somewhat difficult to understand It was understandable Not that difficult to understand Not difficult to understand at all</p> <p>The Indian English spoken was intelligible</p> <p>I listened to the whole podcast</p> <p>Very intelligible Somewhat intelligible It was OK Not that intelligible Not intelligible at all</p> <p>Yes, some of it more than one time Yes, one time No, about 1/4 of it No, 1/4 to 1/3 of it No, less 1/3 of it</p> <p>Write briefly (or record audio) about your thoughts/reflections in general about the topics discussed, or anything else you that comes to your mind: <b>IT IS IMPORTANT TO STATE HOW MUCH TIME</b> you have spent listening and working with the podcast:</p> <p>Minutes spent using your phone:      Minutes spent using your laptop:</p>	
<p><a href="https://www.podcasts.com/the-millennial-with-tavi-episode-4s-1/ea0f5perts+podcast">https://www.podcasts.com/the-millennial-with-tavi-episode-4s-1/ea0f5perts+podcast</a></p>  <p>The Millennial WITH TAVI &amp; DHURV</p> <p>Write briefly (or record audio) about something which surprised you in the podcast:</p> <p>Write briefly (or record audio) about your thoughts regarding Indian English language or culture after listening to the podcast:</p> <p>Write down one thing you found difficult to understand in the podcast, but you think you understood it from the context:</p> <p>Write down one thing you found difficult to understand in the podcast which you needed to look up/ask someone for help in understanding:</p>		<p>This podcast was interesting</p> <p>Very interesting Somewhat interesting It was OK Not that interesting Not interesting at all</p> <p>The vocabulary/terminology was difficult to understand</p> <p>Very difficult to understand Somewhat difficult to understand It was understandable Not that difficult to understand Not difficult to understand at all</p> <p>The Indian English spoken was intelligible</p> <p>I listened to the whole podcast:</p> <p>Very intelligible Somewhat intelligible It was OK Not that intelligible Not intelligible at all</p> <p>Yes, some of it more than one time Yes, one time No, about 1/4 of it No, 1/4 to 1/3 of it No, less 1/3 of it</p> <p>Write briefly (or record audio) about your thoughts/reflections in general about the topics discussed, or anything else you that comes to your mind: <b>IT IS IMPORTANT TO STATE HOW MUCH TIME</b> you have spent listening and working with the podcast:</p> <p>Minutes spent using your phone:      Minutes spent using your laptop:</p>	

# Nigerian English

## Week two: English Language Variations - Nigerian English podcasts

<https://podcasts.apple.com/us/podcast/ais-s3e2-icu-ugweh-growing-up-as-a-nigerian-in/1475249806?i=1000493806701>

Write briefly (or record audio) about something which surprised you in the podcast:

Write briefly (or record audio) about your thoughts regarding Nigerian English language or culture after listening to the podcast:

Write down one thing you found difficult to understand in the podcast, but you think you understood it from the context: Write down one thing you found difficult to understand in the podcast which you needed to look up/ask someone for help in understanding:

## Your Log - Nigerian English podcasts

<p>This podcast was interesting</p> <p><input type="checkbox"/> Very interesting  <input type="checkbox"/> Somewhat interesting  <input type="checkbox"/> It was OK  <input type="checkbox"/> Not that interesting  <input type="checkbox"/> Not interesting at all</p>	<p>The vocabulary/terminology was difficult to understand</p> <p><input type="checkbox"/> Very difficult to understand  <input type="checkbox"/> Somewhat difficult to understand  <input type="checkbox"/> It was understandable  <input type="checkbox"/> Not that difficult to understand  <input type="checkbox"/> Not difficult to understand at all</p>
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<https://www.bbc.com/1/health/418067>

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<https://africainsports.com/podcast/>



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## South African English

**Week three: English Language Variations - South African English podcasts**

<https://player.fm/series/the-big-interview-the-problem-with-the-2022-world-cup-podcast-part-1>



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<https://player.fm/series/the-big-interview-the-problem-with-the-2022-world-cup-podcast-part-2>



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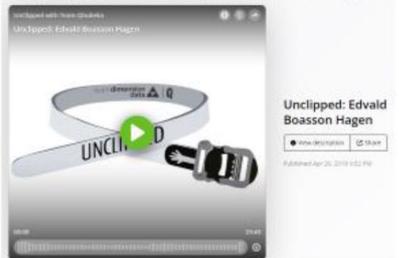
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Write briefly (or record audio) about your thoughts/reflections in general about the topics discussed, or anything else you that comes to your mind. **IT IS IMPORTANT TO STATE HOW MUCH TIME** you have spent listening and working with the podcast:

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<https://onmy.fm/shows/unclippedbyreanimesnowdata/unclipped-with-edvald-boasson-hagen>



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<https://www.fun4u.com/4213096>

**The FisMaz Show S2/E5 - Proteas Women Conquer India**  
THE FISMAZ SHOW | THE FISMAZ SHOW  
Download 8.1 MB  
Host Poo Mazibane chats to the Momentous Proteas regarding their recent success in India & also gets to know a bit more about the women's cricket-keepers Trisha Chetty & Shabana Jahan  
ENGLISH | SOUTH AFRICA | 2021 | 1075

The FisMaz Show S2/E5 - Proteas Women Conquer India  
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Minutes spent using your phone:

Minutes spent using your laptop:

<https://www.fun4u.com/42516>

**Sports**

**International Football**  
International Football: The World Cup 2022  
The World Cup 2022 is the most important football tournament in the world. It is held every four years and is the most watched sporting event in the world. The tournament is held in Qatar and is the most prestigious football tournament in the world. The tournament is held in Qatar and is the most prestigious football tournament in the world.

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### 3.1 Screenshots of Microsoft Forms Pre-Survey

## Pre Survey "English Variations, Attitudes & Smartphone use"

A heartfelt thank you for participating in my research. Your participation is voluntary and you have the right to withdraw from the research whenever you want.

This questionnaire will not collect personal information, and the information collected will only be used in my research. Your answers are of course anonymous! This questionnaire takes about 10 minutes to answer.

\* Obligatorisk

1. I am \*

- Male
- Female
- Prefer not to say

2. I own a smartphone and use this for school work in addition to my school laptop \*

- Yes, and I use it every day at school (for school work)
- Yes, and I use it most days at school (for school work)
- Yes, but I prefer to use my school laptop for school work
- I have both/either, but prefer pen and paper when doing school work
- No, I do not own a smartphone

3. I would like to use my smartphone more for school work \*

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
In English / language Classes	<input type="radio"/>				
In Maths / Science classes	<input type="radio"/>				
In other classes with practical subjects	<input type="radio"/>				
In social studies or other theoretical classes	<input type="radio"/>				

4. My teachers allow us to use smartphones in class \*

- Yes, in almost every subject
- Yes, in some subjects
- Not in general, only when needed e.g. for log-in prompts

5. I believe my smartphone is helpful at school/in classes because \*

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I can look up information more quickly	<input type="radio"/>				
I use it as a side screen not interrupting what I do on my laptop	<input type="radio"/>				
I am more comfortable using my phone than my laptop	<input type="radio"/>				
My phone feels more reliable, does not "crash" or "hang" as my laptop does	<input type="radio"/>				
I can easily work outside our classroom	<input type="radio"/>				
Audio or video material is easier to access and listen to on my phone	<input type="radio"/>				

6. I believe smartphone use might be problematic at school/in classes because \*

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
I get distracted, messages, social media or news updates etc	<input type="radio"/>				
The screen is too small for practical use	<input type="radio"/>				
I do not have enough data / wifi connection available	<input type="radio"/>				
I do not want school related activity on my personal device	<input type="radio"/>				
It is stressful as my teachers do not believe I use my phone for school work	<input type="radio"/>				
It makes me less efficient because I need to work on paper or my laptop at the same time - it takes time to switch between devices	<input type="radio"/>				
I sometimes worry if someone in class records audio/video without consent	<input type="radio"/>				

## Variations of English - importance and usefulness

7. Is it important for you to learn about different varieties ("accents") of English in school? Please give reasons for your answer! \*

8. Here are some examples of variations of English, would you say it would be useful to learn about these at school? \*

	Very Useful	Useful	Not sure	Less useful	Not at all useful
Australian	<input type="radio"/>				
Indian	<input type="radio"/>				
Jamaican	<input type="radio"/>				
Scottish	<input type="radio"/>				
South African	<input type="radio"/>				
Irish	<input type="radio"/>				
Nigerian	<input type="radio"/>				
Canadian	<input type="radio"/>				

9. Pick one variation you find "Useful" or "Very Useful" - explain why you think it is useful \*

- Australian
- Indian
- Jamaican
- Scottish
- South African
- Irish
- Nigerian
- Canadian

10. This variation of English is useful because \*

11. Pick one variation you DO NOT FIND "Useful" or "Very Useful" - explain why you think it is NOT useful \*

- Australian
- Indian
- Jamaican
- Scottish
- South African
- Irish
- Nigerian
- Canadian

12. This variation of English is NOT useful because \*

## Variations of English - Attitudes towards less common variations

Without having listened to someone speaking in the following three variations, how would you rate them in terms of:

- the overall status you feel the each variation has (Compared to British English or American English).
- how competent a person speaking the variation appears to be.
- how attractive this variation appears.
- lastly how difficult would it be to understand someone speaking this variation?

13. Imagine you are listening to a person speaking an Indian variation of English, the topic is something the person is knowledgeable about and your are able to hear every word with perfect clarity. Would this person appear to be:

Variations - Indian English

	To a large degree	To some degree	The variation makes no difference	Somewhat less	To a lesser degree
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aesthetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Imagine you are listening to a person speaking a Nigerian variation of English, the topic is something the person is knowledgeable about and your are able to hear every word with perfect clarity. Would this person appear to be:

Variations - Nigerian English

	To a large degree	To some degree	The variation makes no difference	Somewhat less	To a lesser degree
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aesthetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Imagine you are listening to a person speaking a South African variation of English, the topic is something the person is knowledgeable about and you are able to hear every word with perfect clarity. Would this person appear to be:

Variations - South African English

	To a large degree	To some degree	The variation makes no difference	Somewhat less	To a lesser degree
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aesthetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Dette innholdet er verken opprettet eller godkjent av Microsoft. Dataene du sender, sendes til skjemaieren.

 Microsoft Forms

### 3.2 Screenshots of Microsoft Forms Post-survey

## Post Survey "English Variations, Attitudes & Smartphone use"

A heartfelt thank you for participating in my research. Your participation is voluntary and you have the right to withdraw from the research whenever you want.

This questionnaire will not collect personal information, and the information collected will only be used in my research. Your answers are of course anonymous! This questionnaire takes about 10 -15 minutes to answer.

\* Obligatorisk

1. I am \*

- Male
- Female
- Prefer not to say

### Variations of English - importance and usefulness

2. Is it important for you to learn about different varieties ("accents") of English in school? Please give reasons for your answer! \*

3. Here are some examples of variations of English, would you say it would be useful to learn about these at school? \*

	Very Useful	Useful	Not sure	Less useful	Not at all useful
Australian	<input type="radio"/>				
Indian	<input type="radio"/>				
Jamaican	<input type="radio"/>				
Scottish	<input type="radio"/>				
South African	<input type="radio"/>				
Irish	<input type="radio"/>				
Nigerian	<input type="radio"/>				
Canadian	<input type="radio"/>				

4. Pick one variation you find "Useful" or "Very Useful" - explain why you think it is useful \*

- Australian
- Indian
- Jamaican
- Scottish
- South African
- Irish
- Nigerian
- Canadian

5. This variation of English is useful because \*

6. Pick one variation you DO NOT FIND "Useful" or "Very Useful" - explain why you think it is NOT useful \*

- Australian
- Indian
- Jamaican
- Scottish
- South African
- Irish
- Nigerian
- Canadian

7. This variation of English is NOT useful because \*

## Variations of English - Attitudes towards less common variations

After listening to someone speaking in the following three variations, how would you rate them in terms of:

- the overall status you feel the each variation has (Compared to British English or American English).
- how competent a person speaking the variation appears to be.
- how attractive this variation appears.
- lastly how difficult would it be to understand someone speaking this variation?

8. You have worked with audio material with person(s) speaking an Indian variation of English, the topic was something the person(s) were knowledgeable about. Did the person(s) appear to be: \*

Variations - Indian English

	To a large degree	To some degree	The variation makes no difference	Somewhat less	To a lesser degree
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aesthetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. You have worked with audio material with person(s) speaking a Nigerian variation of English, the topic was something the person(s) were knowledgeable about. Did the person(s) appear to be: \*

Variations - Nigerian English

	To a large degree	To some degree	The variation makes no difference	Somewhat less	To a lesser degree
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aesthetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. You have worked with audio material with person(s) speaking a South African variation of English, the topic was something the person(s) were knowledgeable about. Did the person(s) appear to be: \*

Variations - South African English

	To a large degree	To some degree	The variation makes no difference	Somewhat less	To a lesser degree
Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aesthetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Your impressions about smartphone or laptop use

I would like you to think about how you have used your smartphone or your laptop during this research project. What worked well, what did not work well. Your experience and thoughts are important, please be as honest and clear as you possibly can in your response.

11. I have participated in the "experimental" Mobile Assisted Language Learning group \*

- Yes, I was in the "smartphone group".
- No, I was in the control group and have used my laptop.

12. Being in the experimental group, using your smartphone extensively, how did you experience the following: \*

	Unproblematic	Mostly unproblematic	Neutral	Somewhat problematic	Problematic
Using my phone to watch/listen to audio or video material	<input type="radio"/>				
Navigating assignments and getting work done	<input type="radio"/>				
Working outside the classroom in smaller groups or on your own	<input type="radio"/>				
Listening to/watching English material outside school hours (at home, on the bus to school or other locations) - on your smartphone	<input type="radio"/>				

13. Being in the control group, using your laptop, how did you experience the following:

	Unproblematic	Mostly unproblematic	Neutral	Somewhat problematic	Problematic
Using my laptop to watch/listen to audio or video material	<input type="radio"/>				
Navigating assignments and getting work done	<input type="radio"/>				
Working outside the classroom in smaller groups or on your own	<input type="radio"/>				
Listening to/watching English material outside school hours (at home, on the bus to school or other locations) - on your laptop	<input type="radio"/>				

14. Mostly using your smartphone for this research - did you miss working more with your laptop? \*

- Yes, because the screen size is limited
- Yes, because it is difficult to write properly on a smartphone without a keyboard
- Yes, because I like having more than one app active at the same time, to work efficiently
- Yes, so I did both. Listened on my phone, mostly worked on my laptop
- No, I had little to no issues working primarily with my smartphone

15. Mostly using your Laptop for this research - did you miss working more with your smartphone? \*

- Yes, because my laptop is not as available as my phone
- Yes, because my laptop tends to have an empty battery
- No, I used my phone anyway for listening and worked on my laptop as usual
- No, I prefer not to use my smartphone for school work.
- Yes, I would have liked to listen and watch material on my phone instead of my laptop

16. Using your smartphone - would you say you have spent extra time listening to material outside of school or at school in comparison to only using your laptop? \*

- Yes, I have spent between 10 - 15 minutes more
- Yes, I have spent between 15 - 30 minutes more
- Yes, I have spent between more than 30 minutes listening on my smartphone
- No, I have not spent more time than in class/what would be normal

17. Using your laptop - would you say you have spent extra time listening to material outside of school or at school? \*

- Yes, I have spent between 10 - 15 minutes more
- Yes, I have spent between 15 - 30 minutes more
- Yes, I have spent between more than 30 minutes listening on my smartphone
- No, I have not spent more time than in class/what would be normal
- No, but I would have considered that if I had been allowed to use my smartphone
- I did spend more time listening because I used my smartphone not my laptop for listening

## Final thoughts and reflection

Two more questions and you are done!

18. Do you have any final thoughts about smartphone use vs laptop use when learning about English variations or English Language Learning in general? \*

19. Using your OneNote log - write a short sentence about your views on IndE, NigE and SA varieties after working with the podcasts. Intelligibility, "status" or whatever comes to mind! \*

## 4.1 Permission to conduct research at Stangnes Rå

**Søknad om tillatelse til å gjennomføre undervisningsopplegg ved Stangnes Rå vgs i regi av mastergradsarbeid i engelsk gjennom Høgskolen i Østfolds program for «Master i Fremmedspråk»**

Jeg søker herved om tillatelse fra rektor til å gjennomføre et undervisningsopplegg i engelsktimene til 1IDA som handler om å undersøke om bruk av mobiltelefoner kan være læringsfremmende i undervisning som omhandler «variasjoner av engelsk», det vi i dagligtale vil kalle «dialekter».

Opplegget vil gå over to eller tre uker og vil omfatte bruk av podcaster på engelsk og en deling av klasse 1IDA i to hvor den ene gruppen er en kontrollgruppe og den andre gruppen er den «eksperimentelle» gruppen. Masteroppgaven vil i stor grad basere seg på to undersøkelser som hele klassen vil svare på i forkant og så i etterkant av undervisningen. Dette vil være anonymt og er meldt inn til Norsk Senter for Forskningsdata (NSD) gjennom studiested og veileder.

Dette er koblet til både relevant forskning innen tematikken «Mobile Assisted Language Learning» samt til læreplanmål i LK20 «Fagfornyelsen» og vil således ikke påvirke elevenes progresjon i engelskfaget. Dersom det skulle være elever som ikke ønsker å delta i masteroppgavearbeidet mitt er det helt uproblematisk at disse er med i den samme undervisningen, de trenger bare ikke bruke tid på spørreundersøkelsene eller være en del av en eventuell intervjugruppe dersom det skulle vise seg være nødvendig.

Ingenting av det elevene svarer på i spørreundersøkelsene eller i et eventuelt intervju vil være mulig å knytte til personer. Alt er anonymisert i henhold til retningslinjene fra NSD.

Jeg håper dette kan være av interesse for skolen da dette er forskningsarbeid som både forholder seg til gjeldende læreplaner, men også er i forkant av hva som eksisterer av informasjon om bruk av smarttelefoner i engelskundervisning.

Med vennlig hilsen



Tommy Kristoffersen

Harstad 08/03-2022

Faglærer i Engelsk, Historie og Samfunnskunnskap

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Jeg gir herved *tillatelse/ikke tillatelse* til at Tommy Kristoffersen kan bruke informasjon fra sitt undervisningsprosjekt i sin masteroppgave.



Sylvi Berg (Mar 8, 2022 20:43 GMT+1)

Sylvi Berg, rektor Stangnes Rå videregående skole

## 4.2 Legal consent form - parents/guardians

### Vil du delta i forskningsprosjektet

#### “Teaching English language variations utilizing Mobile Assisted Language Learning (MALL) and ubiquitous learning through smartphone use.”

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å *undersøke om bruk av smarttelefoner i engelskundervisningen kan fremme læring*. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### Formål

Dette er en masteroppgave i engelsk gjennom Høgskolen i Østfold med et ønske om å prøve ut en hypotese om at smarttelefoner kan brukes læringsfremmende i engelskundervisningen. Grunnet Covid-19 og usikkerheten ved å ha tid til å gjennomføre undersøkelsen i flere grupper vil den bli begrenset til ca 30 elever i videregående skole. Undersøkelsen vil hovedsakelig bestå i en før-undersøkelse som er anonym og en etter-undersøkelse som også er anonym. Dersom det skulle bli behov for en mindre gruppe elever i en intervjusituasjon vil også disse deltagerne anonymiseres. All informasjon som samles inn enten gjennom spørreundersøkelsene eller eventuelle intervjuer vil utelukkende bli brukt i arbeidet med masteroppgaven og vil ikke bli brukt til noe annet i fremtiden.

#### Hvem er ansvarlig for forskningsprosjektet?

Ansvarlige for prosjektet er Høgskolen i Østfold ved veileder Nazaret A. Kifle PhD. samt studieansvarlig «fremmedspråk og engelsk» Eva Margareta Lambertsson Björk.

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

Du er elev ved Stangnes Rå videregående skole, skolested Rå hvor masterstudenten har sin undervisning og det er praktiske årsaker til at dette masteroppgavearbeidet gjøres sammen med elever som er kjent med masterstudenten som lærer.

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

Ditt bidrag er å delta i undervisningsopplegget samt å svare på to spørreundersøkelser som hver tar mellom 10 og 15 minutter. Dersom det blir aktuelt kan det være at en mindre gruppe elever i klassen vil bli forespurt om å delta i et kort intervju om undervisningsopplegget og erfaringer med bruk av smarttelefon.

Undersøkelsen vil være et digitalt spørreskjema i Microsoft Forms. Spørsmålene her vil dreie seg om «dialekter/variasjoner av engelsk» og «bruk av smarttelefon / bærbar pc» i undervisningen.

Dersom det skulle bli aktuelt med intervjuer vil disse lagres digitalt og slettes etter at de er transkriberte og anonymiserte, noen generelle opplysninger om kjønn og at dette er gjort i en videregående skole vil være de eneste opplysningene som til en viss grad er «personlige» og kan spores tilbake til klassen.

Dersom det er foresatte som ønsker å se gjennom spørreundersøkelsene i forkant er det bare å ta kontakt så sender jeg disse som \*.pdf dokumenter på epost.

### **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. Skulle du ikke ønske å delta i arbeidet vil det ikke ha noen konsekvenser for deg i undervisningen, den vil foregå som vanlig for deg.

### **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.

- De som vil ha tilgang på resultater fra spørreundersøkelsene og eventuelle intervjuer vil være undertegnede og veileder ved Høgskolen i Østfold, Nazaret A. Kifle Ph.D. Selve undersøkelsene er allerede anonyme.
- Dersom det blir aktuelt med en liten gruppe elever i en én-til-én intervjusituasjon vil lydfilen være uten deltagerens navn og vil bli erstattet med en kode dersom lydfilen sendes til en profesjonell aktør for transkripsjon.

### **Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?**

Prosjektet vil etter planen avsluttes når oppgaven er levert og godkjent, senest i Januar 2023 ved prosjektslutt. Lydopptak er allerede anonymiserte og vil ved godkjent oppgave bli slettet og vil ikke bli brukt i videre forskning. Det kan være Høgskolen i Østfold vil kunne ønske å bruke resultater fra spørreundersøkelsen i videre forskningsarbeid, disse opplysningene er i utgangspunktet anonyme og vil bli lagret hos HIOF som en del av masteroppgaven og vil være tilgjengelige for studenter og ansatte ved HIOF som har tilgang til biblioteksdatabasen her.

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

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra *Høgskolen i Østfold* har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

### **Dine rettigheter**

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

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

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

- Høgskolen i Østfold ved Eva M. Lambertsson Björk har det overordnede ansvaret.

Masterstudent Tommy Kristoffersen er den som søker om å gjennomføre studien veiledet av Nazaret A. Kifle, Ph.D ved Høgskolen i Østfold.

Tommy Kristoffersen, e-post: tommy.kristoffersen@tffik.no  
Nazaret A. Kifle, e-post: nazareth.a.kifle@hiof.no  
Eva M. Lambertsson Björk, e-post: eva.l.bjork@hiof.no

Vårt personvernombud ved HIOF: Line Mostad Samuelsen, seksjon for HR ved Høgskolen i Østfold, e-post: line.m.samuelsen@hiof.no.

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

- Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

*Nazaret A.Kifle Ph.D*  
(Forsker/veileder)

*Tommy Kristoffersen*  
(Masterstudent)

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## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «*Teaching English language variations utilizing Mobile Assisted Language Learning (MALL) and ubiquitous learning through smartphone use*», og har fått anledning til å stille spørsmål.

Jeg samtykker til at elev \_\_\_\_\_ har rett til:

- å delta i spørreundersøkelser knyttet til masteroppgaven
- å delta i eventuelle intervjuer hvis aktuelt

Jeg samtykker til at opplysninger gitt i undersøkelser og intervju behandles frem til prosjektet er avsluttet

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(Signert av foresatte til prosjektdeltaker, dato)