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## ENGLISH INPUT

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## EXTRA-CURRICULAR ENGLISH INPUT: ITS NATURE AND IMPLICATIONS FOR SECOND LANGUAGE LEARNING

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## **Abstract**

The present study examines extra-curricular sources of English input amongst Norwegian 8<sup>th</sup> graders. In addition, it looks at gender differences, time spent on sources of input and learning outcome as reflected in marks in the two subjects Oral English and Written English. The study is based on language diaries covering one week. The results are based on answers from 90 pupils, 51 boys and 39 girls. In the language diary, the pupils answered questions regarding their extra-curricular English input, and recorded how much time they spent on “TV, movies, videos”, “Gaming”, “Music”, “Talking”, “Reading” and “Writing” during one week. In addition, there was an open category. These sources of input were categorized into “Oral input”, “Written input”, “Active input” and “Passive input”.

The results showed that the pupils on average received 1600 minutes of extra-curricular English input during one week. The largest source of input was “TV, movies, videos” for both genders together and for the girls, whereas boys’ largest source of input was “Gaming”. In addition, the results showed a correlation between marks in the subject Written English and any kinds of input, whether it was “Oral input”, “Written input”, “Active input” or “Passive input”. No correlation was found between any of the mentioned kinds of input and marks in the subject Oral English.

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## 1 Introduction and background

The present study focuses on English input outside of school. It takes a closer look at the different kinds of English input that 8<sup>th</sup> graders in a Norwegian school receive in their spare time during one week. The study also maps time spent on English input outside of school in total, time spent on different kinds of input, gender differences and possible correlations with marks in the subjects Oral English and Written English.

Youth today receive English input from a variety of sources, due to developments within technology. They watch television, movies, listen to music, play games, chat, read and talk. The kinds of sources change rapidly. Youth today watch fewer movies at cinema and on TV than people at the same age did in 1991 (Vaage, 2001). They do not listen to the radio as much, they listen to music on MP3-files or via the internet instead. The developments within technology move fast. Movies have mostly been seen on VHS, DVDs and Blue rays and are now often streamed directly from the internet.

According to Odd Frank Vaage, women spend more time reading books than men (2001). Men use the internet more and they spend more time playing games and music. Boys and girls aged 9-15 have somewhat different sources of English input, and spend different amounts of minutes on each kind of input. The present study aims to find out if these differences between the genders also are present for 8<sup>th</sup> graders. The study conducted by Vaage comprises input in different languages. The present study looks at English input outside of school.

I have in my work as a teacher encountered several pupils who have benefited from learning English outside of school. I will present two of these. The first is a boy who listens to rap music in English during the breaks at school and during his spare time. While he listens, he raps along with the music. This has increased his vocabulary, and improved his pronunciation and grammar skills. The other example of a student who has learned English outside of the classroom once claimed that he has learned all his English by playing an online video game called "League of Legends". When he plays this game, he has to read English, listen to English, write English in a chatting room as well as talk English in order to cooperate with gamers around the world. These two examples and several others made me interested in English input outside of school and possible learning outcomes.

## 1.1 Research questions

My thesis statement is: **Students with a large extra-curricular English input receive better marks in English. In addition, reading and producing texts improve written proficiency, while speaking and listening to spoken English improve oral proficiency.** In order to examine this thesis statement this study will find answers to the following research questions:

- 1) Which sources of extra-curricular English input do Norwegian 8<sup>th</sup> graders have?
- 2) How much time do they spend on these various sources?
- 3) Are there gender differences?
- 4) Are there correlations between type of input and grades in school?

Which *sources* of English input outside of school do Norwegian 8<sup>th</sup> graders have? Norwegian youth meet English not only at school. In fact, they receive more input outside of school than at school (Phil Benson and Hayo Reinders, 2011). The sources of English input change because of rapid developments within technology. In 1991, people listened to music on the radio, on LPs and on CDs (Vaage, 2011). In 2011 there are several other ways of listening to music; Mp3-players, streaming music from YouTube or to use the mobile phone. Where people used to read papers and books in print, it is now possible to read papers at the internet and books at an e-reader. However, much of this input is in Norwegian. This study aims at mapping which kinds of sources of *English* input Norwegian 8<sup>th</sup> graders have.

An additional aim is to find out how much *time* Norwegian youth spend on each kind of English input. For how many minutes do they listen to English music during one week? How much time do they spend watching TV-programmes or movies? How much of their spare time is spent playing games in English? For how many minutes do they read, write or talk?

A third aim is to have a closer look at gender differences regarding sources of input and time spend on each kind of input. Do boys and girls have the same sources of English input? Do they spend the same amount of time on the different kinds of input? In other words: Do boys and girls spend the same number of minutes listening to music, watching TV-programmes or movies, playing games, reading, writing and talking?



This study will also examine possible correlations between kinds of input and marks. Norwegian youth receive a considerable amount of input outside the classroom, and this input results in learning. This implies that a young boy or girl with a large amount of English input outside of school will learn more English and receive better marks in the subjects. Reading texts and producing texts improve your skills in writing English, and subsequently your mark in Written English. From this follows that kinds of English input related to text should improve the mark in Written English. Furthermore, one may assume that speaking English and listening to spoken English improve your skills in oral English, and thus your mark in the subject Oral English. This implies that kinds of input related to spoken English should improve your mark in Oral English. In addition, I want to see if pupils with good marks in the subjects Oral English and Written English have a high amount of input where they need to have an active approach, for instance reading, talking and using the PC.

In what follows I will first present theories regarding second language learning. Second, earlier research on extracurricular English will be presented. Third, I will present the material and methods chosen for this study. Fourth, the results of the survey will be presented. Then follows a section where I discuss the findings in the survey. Finally, a section with concluding comments is included.

## **2 Learning a second language**

There are many theories regarding how a person learns a second language. I will in the following present some of them, since what a pupil has learnt is reflected in the marks in English, and this study looks at possible correlations between input and marks in the subjects Oral English and Written English.

Bo Lundahl claims that systematic research on how people learn a language started in the 1950s and 1960s (Lundahl, 2009, p. 143). According to Rod Ellis, *L2 acquisition* is how a person learns a second language, whereas *second language acquisition* is “[...] the research and the theories that comprise the discipline” (Ellis, 2008, p. 5). In other words, Ellis distinguishes between the learning of a second language, *L2 acquisition*, and the study of how this learning takes place, *Second Language Acquisition (SLA)*.

According to the theories in behaviourism, learning takes place through imitation, habit formation and practise (Lundahl, 2009, p. 146). Learning a second language is influenced by the habits formed during the learning of the first language. According to this theory, input is vital. The input must be as accurate as possible, and errors must be avoided. The concept of transfer is important. Positive transfer results in learning something correct, whereas negative transfer results in learning something incorrect (Susan Gass and Larry Selinker, 2008, p. 94). However, according to Lundahl, research has shown that the language a child uses differs from the language input surrounding the child (Lundahl, 2009, p. 147). This implies that to explain language learning as imitation, habit formation and practise are not sufficient.

Since this study measures the amount of English input outside of school and the possible effects on the marks, Stephen Krashen's theories are interesting. He claims that input is vital for language development: "According to second language acquisition theory, we acquire in only one way – via comprehensible input" (Krashen, 1984, p. 21). He also claims that language *acquisition*, which is a subconscious process, is far more powerful than language *learning*, a conscious process when it comes to learning a second language (Krashen, 1984, p. 21). Acquisition gives the learner the ability to *use* the language, while learning only serves as a *monitor* that sometimes changes the *form* of the output. This is interesting for the present study, since it examines the nature of and possible learning effects from English input outside of school, and English input outside of school should according to Krashen result in language acquisition. When it comes to reading, he claims that those who read more become better readers, and they also improve their spelling, grammar and vocabulary (Krashen, 2004). Moreover, he also claims that a learner may learn more by reading than by regular language instruction:

Even more convincing are experimental studies in which students who do self-selected reading for a given amount of time are compared to students who devote the same amount of time to "regular" instruction. Self-selected reading has been a consistent winner in these studies, in first and second language, for children and older students, and in widely differing circumstances.

(Krashen, 2009, p. 20)

The present study sorts input into *written* input, input which the recipient has to read, and *oral* input, input which the recipient listens to. The present study then looks for possible

correlations between written input and learning as reflected in marks in the subjects Oral English and Written English. The study also examines possible correlations with oral input and learning as reflected in marks.

Krashen's ideas of language learning influenced communicative teaching in the 1980s, which put little stress on grammar teaching and much emphasis on communication (Lundahl, 2009, p. 150). However, his ideas were also criticized. According to Cathrine Doughty and Jessica Williams,

There is no doubt that a great deal of language acquisition will take place without focused instruction and feedback, when learners are exposed to comprehensible input and opportunities for meaningful interaction. However, some features of a language are very difficult – or perhaps impossible – to acquire in this way (Doughty and Williams, 2008, pp. 195-196).

The present study measures extra-curricular English input and possible correlations with marks in the subjects Oral English and Written English. This implies that it measures language acquisition resulting from comprehensible input and meaningful interaction. According to Doughty and Williams, pupils may acquire language from English input outside of school, but some features of a language cannot be learnt by input alone. These features can only be learnt by focused instruction and feedback.

According to Jean Piaget's constructivism, learning is created when new information meets the learner's pre-knowledge and experiences (Piaget, 2001). Learning takes place within the head of the learner, but as opposed to in behaviourism, this is an active process. Lundahl refers to research indicating that pupils who simply read a text learn less than pupils who read it and then work actively with the content of it by formulating questions or making a summary (Lundahl, 2009, p. 152). In other words, pupils who are active in the learning process learn more than pupils who are passive. Merrill Swain also stressed that the L2 learners must be active. The learner must speak the target language and write the target language to learn. Both input and output are vital for learning: "[...] speaking and writing are themselves language production activities that mediate remembering, attending, and other aspects of higher mental functioning" (Swain, 2011, p. 105). The present study examines if input where the students need to have an active approach results in more learning and thus better grades in the subjects Oral English and Written English than input where the pupils are passive recipients.

Other researchers stressed that learning is a social process. Michael Long meant that learning was a result of interaction with others. He claimed that input was modified and made comprehensible through *interaction*, and that process resulted in language acquisition (Long, 1981). Moreover, according to Lev Vygotskij's theory of the Zone of Proximal Development, a child's knowledge is developed through interaction (Vygotskij, 2001). In the sociocultural perspective on learning, learning is a social and interactive process, while in the cognitive theory learning is something taking place within the minds of the individuals.

In the present study I will have a look at English input outside of school. In that respect, the theories regarding input will be of importance. However, the study also focuses on marks in English. Since marks reflect how much a pupil has learnt, the theories regarding learning a second language are also of importance. The present study sorts input into *active* input and *passive* input (see section 5.4.2), and discusses the results in the light of research indicating that active learners learn more (see section 6.4). Moreover, the study sorts input into *written* input and *oral* input and examines possible correlations with marks in the subjects Oral English and Written English (See section 5.4.2).

### **3 Extracurricular English**

In the present study, extracurricular English is defined as sources of English input outside of school. This section deals with earlier research performed in this field of study.

Sources of input have changed during history, and are continuing to change today. Since the present study takes a look at sources of English input, a presentation of the use of media in Norway is called for. Statistics Norway annually performs a survey of Norwegians' use of media. When it comes to reading, the survey showed that in the age group of young people between the ages of 9-15, only 32 per cent of them read the newspaper on an average day in 2011 (Frank Vaage, 2011, p. 13). In the same age group 6 per cent reported to read magazines (Vaage, 2011, p. 17) and 18 per cent reported to read comics on an average day (Vaage, 2011, p. 21). 30 per cent read books (Vaage, 2011, p. 21). All in all there has been a decline in the number of readers in this age group.

As regards sources of music, the use of CDs has declined (Vaage, 2011, p. 32). On the other hand, the use of MP3-files and computer files is increasing. 76 per cent of people between the ages of 9-15 reported to have used sound files downloaded from the internet on an average day (Vaage, 2011, p. 34). These files can be played on the PC or on various kinds of MP3-players. 64 per cent reported to use the PC to listen to music, and 55 per cent stated that they used MP3-players. To listen to music is not as popular in this age group as it used to be; in 1991 69 per cent reported to listen to music on an average day, while in 2011 only 46 per cent reported to listen to music (Vaage, 2011, p. 33). The same trend can be seen when it comes to listening to the radio. In this age group, 47 per cent reported to listen to the radio on an average day in 1991. In 2011, only 31 per cent reported to do the same (Vaage, 2011, p. 41).

When it comes to watching movies and series on video, DVDs, hard disc recorders or on a PC, there has been a slight increase from 10 per cent users in 1991 to 14 per cent in 2011 (Vaage, 2011, p. 37). However, in the age group of youth between the ages of 9-15 there has been a decline in the same time span from 27 per cent to 17 per cent. 91 per cent reported to have been at the cinema the last 12 months (Vaage, 2011, p. 61). As regards TV, there has been an increase in this age group from 83 per cent watchers in 1991 to 89 per cent in 2011 (Vaage, 2011, p. 47).

In 2011, there is a PC in almost every home. While only 11 per cent reported to use a home PC in 1991, 70 per cent report the same in 2011 (Vaage, 2011, p. 53). In the age group of 9-15, 75 per cent reported to use the home PC on an average day. Of these, 96 per cent were connected to the internet. 68 per cent used the PC for entertainment, 53 per cent for games and 35 per cent for homework (Vaage, 2011, p. 54). 52 per cent used internet to connect to Facebook or other internet communities, while 50 per cent played online games. Internet was also used as a source of movies, video clips, TV, news, e-mail, facts and to listen to the radio (Vaage, 2011, p. 58).

When it comes to games, 75 per cent of the boys between the ages of 9-15 play video games every day. Only 33 per cent of the girls do the same (Vaage, 2011, p. 66). Games may be played on mobile phones, PCs, iPads, iPods and different game consoles like Wii, PlayStation and Xbox 360.

Young people in Norway today have a large number of sources of English input outside the classroom. But do they learn English by using these sources? Eivind Thorsen examined pupils' opinions about language learning, and found that they *believe* that they learn a lot from different media outside the classroom (Thorsen, 2008). Several studies indicate that people actually *can* learn language from listening to music (Garold Murray, 2008; Robert Legg, 2009; Kristin Lems, 2005). Other studies indicate that to use the PC in different ways can lead to language learning. According to Liss Kerstin Sylvén and Pia Sundquist, playing games on the PC improves English proficiency (Sylvén and Sundquist, 2012). Mark Peterson examined online games, and found that “[...] learner participation in network-based gaming provides valuable opportunities for vocabulary acquisition and the development of communicative competence” (Peterson, 2010, p. 429). Another study indicates that social networking sites provide environments for language learning (Richard Harrison and Michael Thomas, 2009). As regards the use of mobile devices like iPods and MP3-players in order to learn a second language, Valerie Demouy and Agnes Kukulska-Hulme found that “[...] the use of mobile devices can support the practice of listening and speaking skills effectively” (Demouy and Kukulska-Hulme, 2010, p. 229). When it comes to TV and language learning, it is possible to acquire both vocabulary and grammar through watching subtitled TV-programmes (Sven Van Lommel, Annouschka Laenen and Gery d' Ydewalle 2006; Taher Bahrani and Shu Sim Tam, 2012). According to Enico Csomay and Marija Petrovic, “materials which provide visual and aural input such as movies may be conducive to incidental vocabulary learning” (Csomay and Petrovic, 2012, p. 412). In other words, pupils may learn both words and grammar by input from the TV.

Lundahl claims that youth are positive to English partly because they meet a lot of English outside the classroom: “Children and youth have a positive attitude towards English and good English skills. This is to a large extent because of the role English plays in society and the enormous amounts of English meeting them outside the classroom” (Lundahl, 2009, p. 37, my translation). However, he also claims that it is not the amount of input that is important, but rather the type of input, and to have an active approach: “The amount of English is [...] not vital for how much you learn. It is more important to have an active approach, and the kind of English you meet at school and in your spare time is important” (Lundahl, 2009, p. 37, my translation). These claims are relevant for the present study, as it looks at correlations between learning and *amount* of input, and correlations between learning and *types* of input.

What are the results of research done on English outside the classroom? According to Phil Benson and Hayo Reinders, little research has been published in this field of study, and more on learning inside the classrooms:

The balance of published research suggests that language learners spend more time learning languages in classrooms than outside them. Whether this is an accurate reflection of current patterns of language learning worldwide is open to question. We suspect that it is not.

(Benson and Reinders, 2011, p. 2).

In other words, research concentrates on learning in classrooms while language learners may learn more outside of classrooms. Lately, however, there has been an increased interest in second language acquisition outside of classrooms, partly because of the sociocultural perspectives on language learning:

Increased interest in out-of-class learning is prompted, in part, by a shift in the basic assumptions of second language acquisition research among researchers, who no longer see acquisition in purely cognitive terms, but in terms of participation in communities and contexts of various kinds.

(Benson and Reinders, 2011, p. 5).

This shift in perspectives among researchers brought with it several studies on learning beyond the classroom. Leena Kuure has studied “Finnish English language learners’ everyday, out-of-school, technology mediated, multimodal language learning practices” (Kuure, 2011, p. 35). Her study shows that pupils may learn language through the use of computers: “The study shows that online computer games and activities around such games may provide important affordances for language learning [...]” (Kuure, 2011, p. 35). Riikka Alanen, Hannele Dufva, Paula Kalaja and Åsa Palviainen claim that English is used by pupils in many different situations outside of school, and that they learn many new words:

“Vocabulary emerged as the most prominent aspect learned by the students of English out-of-school.” (Alanen et al., 2011, p. 52).

Pia Sundquist examined out-of-school English amongst Swedish 9<sup>th</sup> graders. Her research is of particular interest because it mapped English input outside of school, looked at gender differences and learning outcomes as reflected in oral proficiency and vocabulary. She found

that Swedish pupils spent time on different kinds of extramural English activities. The activity they spent the most time on was “listening to music”, followed by “playing video games” (Sundquist, 2009, p. 192). In addition, she found that boys spent more time on English input outside of school than girls, and were involved in different activities than girls. When it comes to correlations between input and learning a second language, she found that the more time pupils spent on extracurricular English activities, the larger vocabulary they had and the better oral proficiency. (Sundquist, 2009, p. 202). She also investigated which kinds of activities that influence the learners’ oral proficiency and vocabulary the most, and found that *active* input results in more learning than *passive* input. (Sundquist, 2009, p. 203). The present study will map Norwegian 8<sup>th</sup> graders’ out-of-school English, look at gender differences and possible learning outcome as reflected in the marks in the subjects Oral English and Written English. It will look at possible correlations between active and passive input and marks, but it will in addition look at possible correlations between written input and marks in the subject Written English, as well as possible correlations between oral input and marks in the subject Oral English.

To sum up, most research on language learning has been performed inside the classroom. There has been an increase in studies outside the classroom, partly because of the shift amongst researchers towards a sociocultural view on language learning. This research indicates that there are many sources of English input outside the classroom. Further, it demonstrates that the amount of input influences learning, and that learners who have an active approach learn more than those who are passive recipients of input. I will come back to this in my discussion of the results of the study in section 7. Let us now move on to the next chapter which outlines the methods, the procedure and selection, the pilot study and the language diary used in the present study.

#### **4 Methods and Material**

This chapter will first present the methods used when gathering and processing the material in the present study. Second, a section about the procedure of my study and how the sample was selected follows. Third, a section about the pilot study follows. Finally I will present the language diary and comment on its validity and reliability.



## 4.1 Methods

In the present study I used a mixed methods research design. A mixed methods research design combines quantitative methods and qualitative methods. The participants in the survey were given a language diary in which they filled in information regarding their extra-curricular English input during one week. The language diary comprised open and closed questions (see appendix 2).

Rolf Evjegaard recommends using quantitative methods in research, and points to several advantages; the results can easily be measured in numbers, the numbers can be used in statistics, and the statistics can be processed using a computer. The computer also has software which easily can be used to make tables and diagrams in order to make the results easily accessible to the readers of the published research (Evjegaard, 1993, p. 34). The language diary included several closed questions which gave results that could be measured in numbers and processed using a computer. The pupils wrote down their gender and their marks in the subjects Oral English and Written English. They also made diary entries every day for a week regarding how much time they had spent on different kinds of English input outside of school that day, and summed up the numbers at the end of the week. Other closed questions included questions regarding which sources they had for the different kinds of input, and questions where they were asked to state their opinions about language learning. The answers to these questions were summed up using Excel on a computer. This program was also used in order to find average sums, median numbers as well as to make tables and diagrams. The results can be seen in section 5.

According to John Creswell and Vicki Clark, “[...]qualitative data consists of open-ended information[...]”, and, they say the analysis of the qualitative data (words or text or images) typically follows the path of aggregating the words or images into categories of information and presenting the diversity of ideas gathered during data collection” (Creswell and Clark, 2007, p. 36). The language diary included open questions regarding their English input outside of school in order to get more detailed information than the closed questions could provide, and in order to let the pupils state their own opinions about input and language learning. The answers to the closed questions were gathered and put into categories using Excel on a computer. The results can be seen in section 5.

## 4.2 Procedure and selection

In my previous study (Holmen, 2011) a questionnaire (appendix 3) was handed out to pupils in the 9<sup>th</sup> grade. This questionnaire only included closed questions. In the present study I wanted to focus more on *kinds* of input. This resulted in open questions being included in the language diary (appendix 2), where the respondents could report their different kinds of English input outside of school. I made the language diary, carried out a pilot study and sent it to my supervisors in February 2013 in order to receive their opinions and suggestions for changes. During the same month I also sent the principal at a school in Stavanger at the West coast of Norway a mail in which I asked for permission to carry out the survey. Permission was granted. During March 2013 I handed out a copy of the language diary to the English teachers at 8<sup>th</sup> grade and explained to them the purpose of the study. At Friday week 10 I informed all the participants about the language diary and explained to them how to fill in the responses. During the week that they were supposed to report their input I and the three other English teachers at 8<sup>th</sup> grade tried to remind the pupils every day to fill in their input in order to receive as exact answers as possible. The language diaries were collected Friday week 11. During April 2013 the answers were processed and categorized.

In my previous study of English input (Holmen, 2012) it was not a part of the pupils' homework to write a language diary. To answer thus became "extra work" for the pupils in addition to their homework. A high percentage of the pupils chose not to hand in the language diary, which resulted in a low response rate. To ensure a higher response rate in the present study, it was their only homework in English for one week to write a language diary and to answer the questions. This resulted in a higher response rate than in the previous study. The language diary was handed out to 115 pupils in the 8th grade. 69 of these were boys and 46 were girls. I received 90 answers, which gives a response rate of 78 per cent. 51 of the answers were from boys, and 39 from girls. This means that 74 per cent of the boys delivered their language diary, as opposed to 85 per cent of the girls. Some pupils had forgotten their language diary at home the day that they were supposed to hand them in. However, I had received a substantial number of language diaries. 90 answers make up a large enough sample to gather information about pupils' English input outside of school and possible correlations with grades in the subjects Written English and Oral English.

### 4.3 Pilot Study

In accordance with the suggestion of Lennart Björk and Christine Räisänen, a pilot study was performed before carrying out the actual survey (Björk and Räisänen, 2003, p. 274).

According to Herbert Seliger and Elana Shohany, the pilot study is performed “[...] in order to avoid problems during the administration of the actual research” (Seliger and Shohany, 1989, p. 184). Thus, the purpose of the pilot study was to find problem areas in the language diary and to omit them. An additional aim was to see if the pupils would understand the questions. 4 students took part in the pilot study. 2 girls and 2 boys were selected, in order to have both genders represented. These were also selected on the grounds of their English skills, ranging from average to very good. The students thus represented the range of students in the 4 classes taking part in the survey.

The purpose of the pilot study was to provide extra information which would help me to make the language diary. I needed information from the students regarding which kinds of input they receive during their spare time. I also wanted them to read the language diary in order to see if they would understand all the questions and in order to see if they understood what to do. First I let them talk about which kinds of English input they receive during their spare time, while I took notes. It turned out that the kinds of input they reported were mostly the same as the kinds of input I had included in the language diary: music, TV/movies/videos, games, reading, writing and talking. One of the girls said she talked English to a ballet-instructor, and the other said she talked English to a woman who worked at her stable. One of the boys said he used to Skype with friends in foreign countries when he played online games. All of these reports of input were different kinds of talking, and could be put under the category of talking in the language diary. However, this information made me add question 1: “If you have spoken English in your spare time during this week, who have you spoken to?” One of the boys reported to chat with friends in English. Chatting goes under the category of writing, but I included an extra question to the language diary in order to get more specific information regarding writing situations, question 3: “If you have written anything in English during this week, what have you written?” The students also reported to use YouTube and Spotify a lot, and this information resulted in questions 6, 7, 11 and 12: “6) Do you use YouTube to listen to music?” “7) Do you use Spotify, Beat or another program to listen to music?” “11) Do you watch videos in English at YouTube?” “12) Do you watch series, movies or videos without subtitles?”

When it comes to understanding the language diary and the questions included, the participants in the pilot study reported that they understood what to write and how to fill in their English input. They also understood all the questions. However, they meant that it should be clearer that homework was not to be included as input outside of school. I made changes in the language diary in order to make sure that the respondents would understand that only English input not connected to the school situation was to be reported.

#### **4.4 Language diary, validity and reliability**

When I made the language diary in which the pupils were to report their English input outside of school, I had to choose a research method. As already mentioned, I chose a mixed methods approach. Let us look at this in more detail. Research methods are often divided into two main categories; quantitative research and qualitative research. However, these are not necessarily mutually exclusive:

A question which must be considered is the degree to which research designs can be *eclectic*, that is, freely combine elements from different kinds of research approaches. Is the difference between research which *quantifies* second language acquisition and that which examines the data *qualitatively* simply one of degree, or is there a substantive difference in the *philosophies* behind these approaches? (Seliger and Shohany, 1989, p. 114).

In other words, a research design does not have to be *either* quantitative *or* qualitative. A research design can be both at the same time. Seliger and Shohany claim that the differences between these two approaches should be presented “[...] along a continuum rather than as an either/or choice for the researcher” (Seliger and Shohany, 1989, p. 114). This view is supported by Isadore Newman and Carolyn Benz:

We believe that conceptualizing the dichotomy (using separate and distinct categories of *qualitative* and *quantitative* research) is not consistent with a coherent philosophy of science and, further, that the notion of a continuum is the only construct that fits what we know in a scientific sense (Newman and Benz, 1998, p. 9).

This implies that a research design can be qualitative to a great extent or a small extent along a continuum, and the same research design can be quantitative to a great or small extent along a continuum. What does this have to say for the *validity* and the *reliability* of research?

Newman and Benz suggest using multiple methods to enhance the *quality* of research. When it comes to quality of research, reliability and validity are two important concepts:

*Reliability* and *validity* are the two most important criteria for assuring the quality of the data collection procedures. Reliability provides information on the extent to which the data collection procedure elicits accurate data, and validity provides information on the extent to which the procedure really measures what it is supposed to measure (Seliger and Shohany, 1989, p. 184).

In other words, if the data is accurate it is reliable. Moreover, if the survey really measures what it is supposed to, it increases validity.

There are several steps that could be made to enhance validity and reliability. According to Seliger and Shohany, the use of a *variety* of methods also increases the validity of the research (Seliger and Shohany, 1989, p. 122). Creswell and Clark also recommend the use of a variety of methods in order to increase the validity of the research. By mixing qualitative and quantitative data, “[...] the researcher provides a better understanding of the problem than if either dataset had been used alone” (Creswell and Clark, 2007, p. 7). One way of conducting a mixed methods survey is to “[...] include open-ended questions as a part of the survey. The researcher analyzes the qualitative responses to validate the quantitative findings” (Creswell and Clark, 2007, p. 11). In other words, the two methods used together may increase validity and reliability of the research. In accordance with the suggestions from Newman and Benz, Seliger and Shohany, Creswell and Clark, I used a mixed methods research design which included both a quantitative survey and qualitative open-ended questions in the language diary in order to enhance the validity and the reliability of the research.

Now that we have had a look at the methods used in the present study, it is time to move on to the results regarding sources of extra-curricular English input, time spent on these sources, gender differences and correlations with marks in the subjects Oral English and Written English.

## 5 Results

In this chapter, the results of my survey will be presented. First I will present the results regarding sources of English outside of school. Second follows a section about amount of input in total and amount of input from the various sources. Third, a section presenting input and gender differences is included. Finally I will present correlations with *amount* of input and marks in the subjects Oral English and Written English as well as correlations with type of input and marks in the same subjects. The results are based on answers from the questionnaires.

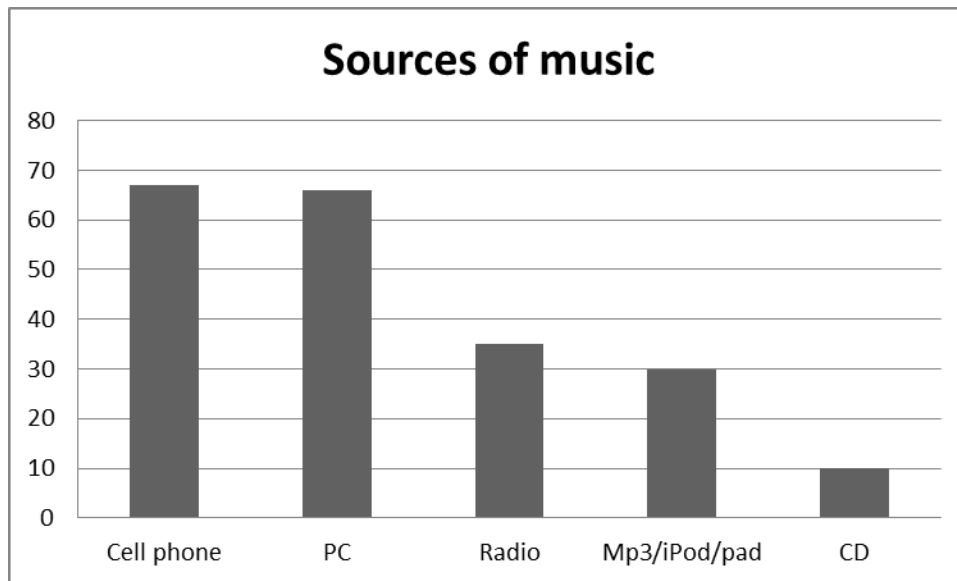
### 5.1 Sources of English outside of school

This section deals with the results regarding the different sources of English outside of the school reported in the language diary. These sources of English were music, TV-programmes, movies and videos, gaming, reading, talking and writing.

#### 5.1.1 Music

There were several questions regarding music in the language diary (Appendix 2). Three questions asked the respondents to report their different sources of music, while one question was included in order to survey the pupils' opinions regarding the importance of the lyrics. Question 5 asked the pupils to report their different sources of music. They could report several sources; radio, MP3-player/iPod, cell phone, CDs or PC. In addition they could report other sources. The results can be seen in Figure 1.

Figure 1: Sources of music



The biggest source of musical input was the cell phone. 67 respondents reported to use their cell phone as a source of music. It was closely followed by the PC, which 66 respondents reported to use as a source. 35 pupils answered that they used the radio, 30 that they used MP3-player, iPod or iPad, and only 10 reported to use CDs as their source of musical input. None of the respondents claimed to have other sources of input than the above mentioned.

Questions 6 and 7 asked if the respondents used YouTube, Spotify, Beat and other programs one may use to listen to music. All of the above mentioned programs can be used on different devices like an iPod, iPad, cell phone or a PC. On YouTube, people may listen to music as well as watch music videos. On Beat and Spotify, you only listen to music.

Figure 2: Users of YouTube

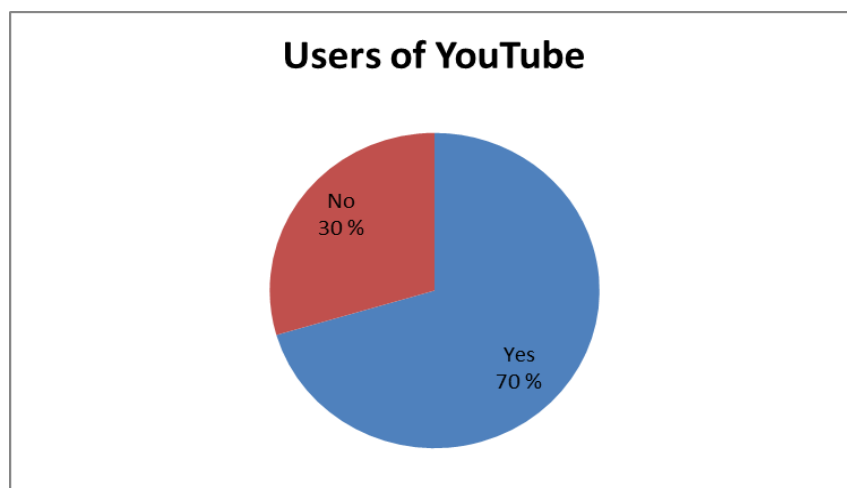
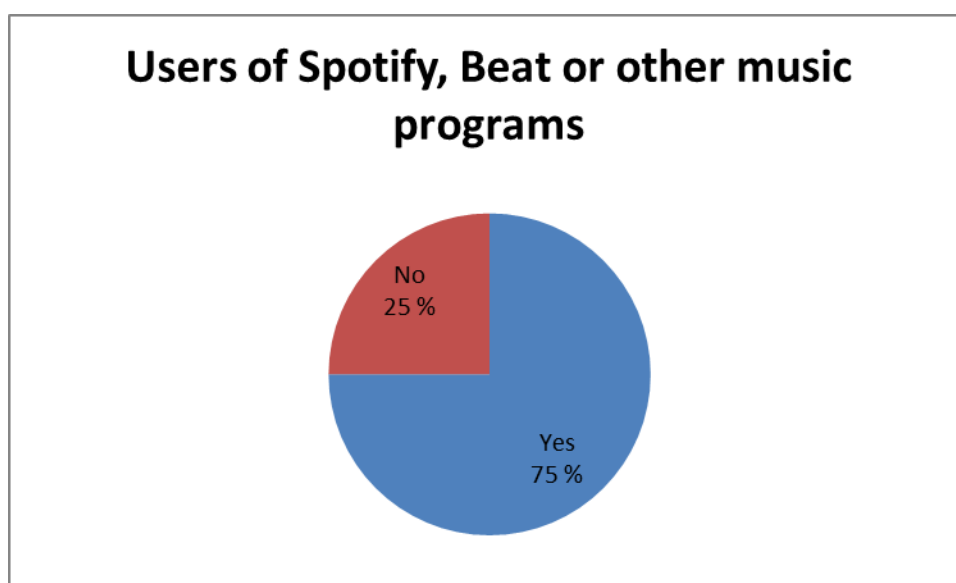


Figure 3, users of other music programs



As we can see from Figure 2, 70 per cent of the respondents reported to use YouTube as a source of musical input. YouTube may also be used a source of videos in English, as I will return to in section 5.1.2. Even more of the respondents used Spotify, Beat or other programs to listen to music, a total of 75 per cent, as we can see in Figure 3. These two are of course not mutually exclusive; many pupils reported to use both YouTube and other programs.

The last question about music was about the lyrics. Some people listen to music mostly because of the melody, the beat or other musical qualities in the song. When it comes to English input outside of school, I was interested in knowing how important the lyrics are to the listeners. In question 8, the respondents were to say if they “agreed”, “disagreed” or “agreed to some extent” to the following claim: “The song lyrics are important to me”.

Table 1: Answers to the claim “The song lyrics are important to me”.

Agree	20
Agree to some extent	50
Disagree	11

As we can see from table 1, 20 persons responded that song lyrics are important to them. This corresponds to 25 per cent of the answers. 50 of the respondents answered that they agreed to some extent to the claim. This makes 62 per cent of the answers. 11 respondents disagree with the claim, which is 13 per cent of the answers.



### 5.1.2 Movies, TV and video

There were four questions in the language diary regarding movies, TV and video. Question 9 asked the pupils if they had any favourite TV-series in English. The pupils could report more than one option. 8 respondents answered that they did not have any favourite TV-series. As for the rest, they reported 63 different TV-series all in all. The ones that were reported the most are listed in Table2.

Table 2: Favourite TV-series

The Simpsons	21
Pretty Little Liars	13
How I Met Your Mother	11
Family Guy	9
Vampire Diaries	7
Two and a Half Men	7
Glee	6
Top Gear	6
Gossip Girl	5
Beverly Hills 90210	4

As we can see from table 2, “The Simpsons” was the TV series reported the most times as being the favourite TV-series. “Pretty Little Liars” was the second most popular TV-series, and “How I Met Your Mother” was the third most popular. 38 TV-series were only reported once.

Question 10 asked the pupils if they could mention a movie which they like. 6 respondents answered that they could not mention any movie which they liked. The rest reported in total 67 different movies. Most pupils mentioned only one movie. 54 movies were only mentioned once. The ones that were reported the most are shown in table 3.

Table 3: Favourite movies.

James Bond	7
Twilight	4
Never say Never	4
LOL	4
Harry Potter	4
The Hobbit	3
Avatar	3

“James Bond” was the most popular movie amongst the 8<sup>th</sup> graders in the survey, mentioned by 7 pupils. The second most popular movies were “Twilight”, “Never say Never”, “LOL” and “Harry Potter”. All of those movies were mentioned 4 times. The pupils did not report which of the “James Bond” movies or which of the “Harry Potter” movies they preferred. Two films were reported by three pupils; “The Hobbit” and “Avatar”.

Question 11 asked the pupils if they watch videos in English at YouTube, and question 12 asked if they ever watch videos, series or movies without subtitles. The answers to these two questions were quite similar. 71 respondents answered that they watch videos in English at YouTube, whereas 5 answered that they did not. This means that 93 per cent of the respondents answered positively and 7 per cent answered negatively to question 11. As regards question 12, 70 respondents or 93 per cent answered that they watched videos, series or movies without subtitles. 5 respondents answered negatively, which is 7 per cent of the answers.

### 5.1.3 Gaming

Question 4 asked the pupils to report names of games they had played during the week, if they had played any games. The pupils could report more than one option. The answers showed significant differences between the genders, which I will return to in section 5.3. 25 pupils answered that they had not played any games at all. For those who had played games, the most popular games are listed in table 4.

Table 4: Name of games and number of respondents who had played them.

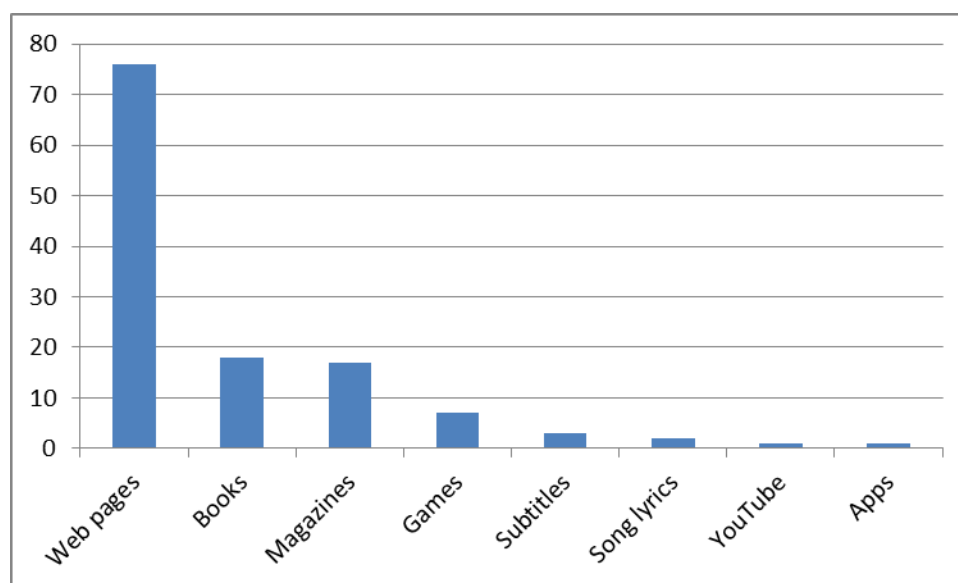
Call of Duty	17
FIFA	11
Black Ops	10
League of Legends	5
World of Warcraft	4
Minecraft	3
Grand Theft Auto	3
4 Pictures one Word	3

“Call of Duty” was the game played by most respondents during the week that the survey took place. It was followed by “FIFA” at second place and “Black Ops” at third place. However, these games often come in different and newer versions. “Black Ops” is a version of “Call of Duty”, so it is a matter of discussion if it should be treated as a game of its own or as a version of “Call of Duty”. All in all, 49 different games or versions of games were mentioned by the respondents.

#### **5.1.4 Reading**

Question 2 in the language diary asked the respondents to report what, if anything, they had read in English outside of school during the week that the survey took place. The pupils could report having read “books”, “magazines”, “internet pages” or “something else”. It was also possible to choose several of the options. The results are listed in Figure 4.

Figure 4: Sources of reading.

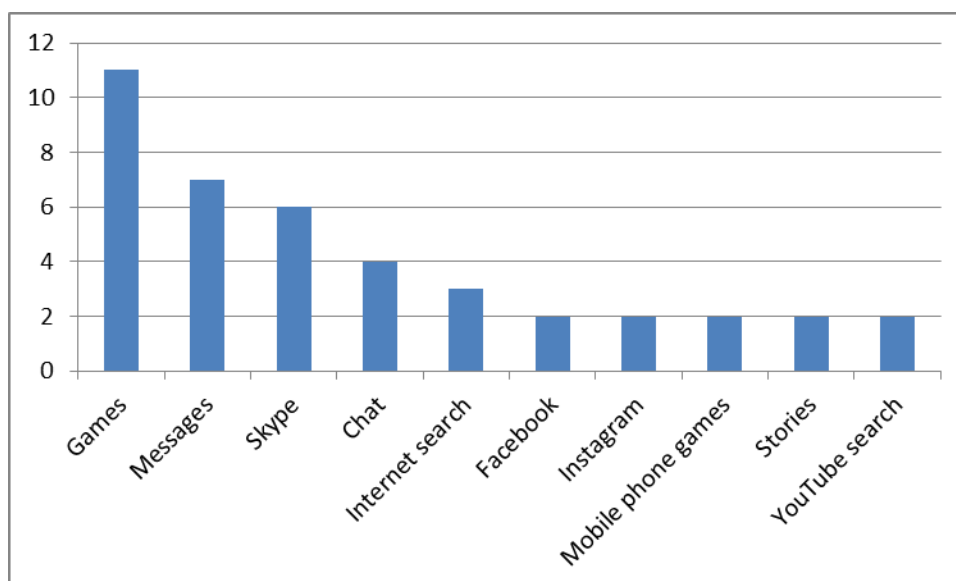


There were 90 respondents in the survey. 76 of these reported to have read web pages in English outside of school during one week. 18 reported that they had read books, and 17 of the participants in the survey had read magazines in English. The results regarding other sources of reading were games (7), subtitles (3), song lyrics (2), YouTube (1) and mobile phone applications (1).

### 5.1.5 Writing

Question 3 asked the pupils to report in which situations they had written anything in English outside of school during the week which the survey took place. The pupils could report more than one option. The results are listed in figure 5.

Figure 5: Situations in which the respondents had written text in English.



11 pupils reported that they had written text in English when they had been playing games. 7 reported that they had written messages in English, and 6 claimed that they had written English when they used Skype. However, Skype is a program in which you can send and receive messages. Moreover, some of the respondents explained that they wrote messages to other players using Skype when they played online games. 4 pupils reported to write in English when they were chatting on the Internet. Internet search was reported by 3, and Facebook, Instagram, mobile phone games, writing stories and YouTube search by one pupil.

### 5.1.6 Talking

Question 1 in the language diary asked the pupils to report who they had spoken English with outside of school during the week which the survey took place. 35 pupils had not spoken English at all outside of school. The pupils could report more than one option. The results can be read in table 5.

Table 5: Who pupils had spoken English with

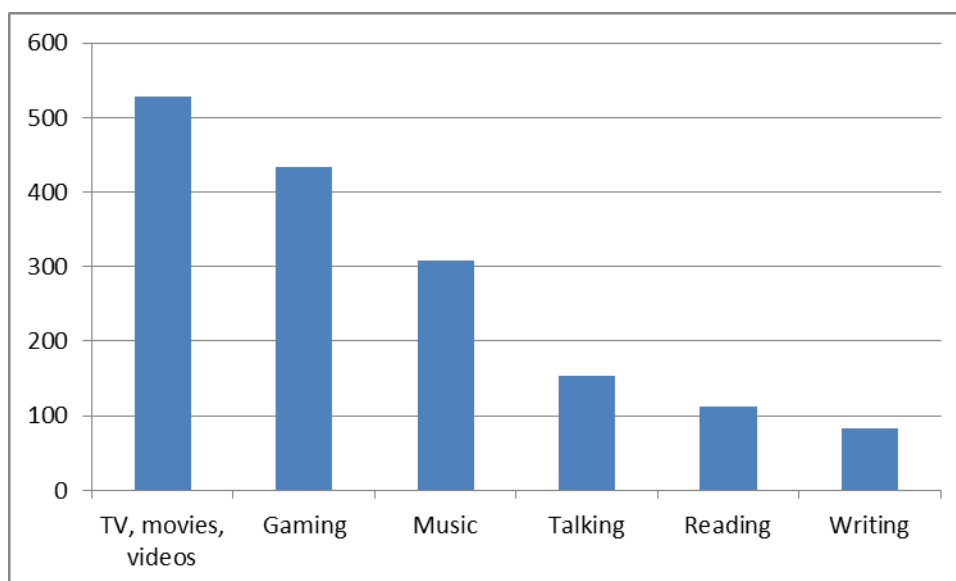
Friends	28
Family	12
Games	7
Sports and leisure activities	6

28 pupils had spoken English with friends, and 12 with family members. 7 respondents had spoken English while playing games, all of whom were boys. 6 respondents reported that they had spoken English while they were taking part in sports and leisure activities, like for instance dancing and riding. Other situations in which pupils had spoken English included skypeing, singing, talking to oneself, talking to people working in shops or talking to the au-pair.

## 5.2 Time spent on English input outside of school

The average amount of English input outside of school during one week was 1600 minutes, or 26 hours and 40 minutes. The highest amount reported was 6600 minutes, or 110 hours. The lowest amount of input reported was 60 minutes. There were large individual differences between respondents. The median score was 1210 minutes of English input outside of school during the week the survey took place. Figure 6 below shows which sources of input that the pupils reported to spend most time on.

Figure 6: Amount of minutes on average spent on different sources.



As figure 6 shows, TV, movies and videos were the largest sources of English input outside of school, followed by gaming, music, talking, reading and writing. Some of these sources were used simultaneously. For instance, some of the gamers play online games with people from all around the world and talk to them and write messages to them while playing. In addition, many respondents listened to music while they were engaged in other activities.

On average, pupils reported to spend 528 minutes on watching TV, movies or videos in English in their spare time during one week. The highest score was 1590 minutes or 26 hours and 30 minutes. The lowest score was 10 minutes. All the respondents had spent time on these sources of input. The median score was 430 minutes.

When it comes to gaming, there were large individual differences. Gaming seems to be an activity which most boys are engaged in, but few of the girls. I will return to gender differences in section 5.3 below. The average number of minutes spent on gaming was 434. The median score was 183. 25 pupils claimed that they did not spend any time on games. The highest number of minutes reported was 3360, or 56 hours during one week.

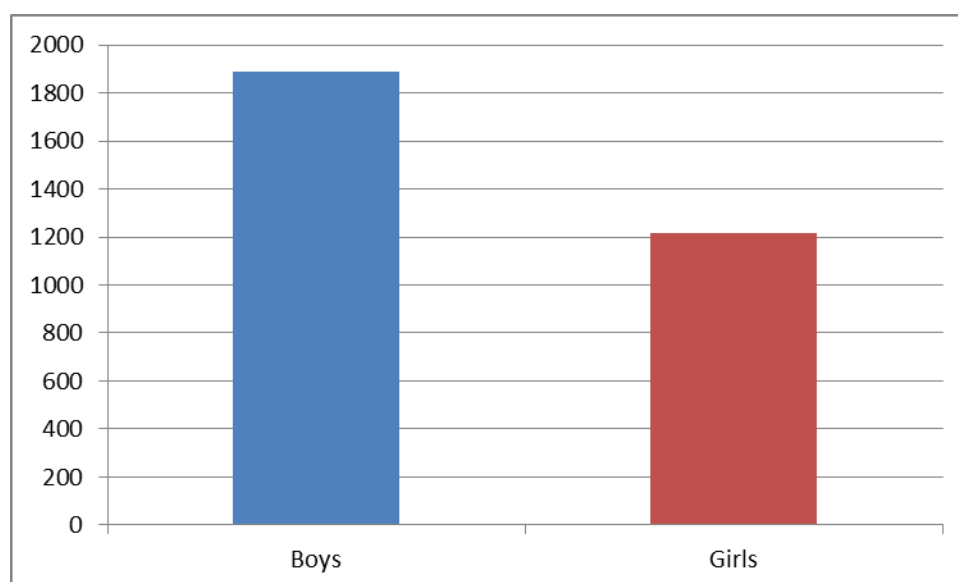
Music was the third largest source of English input outside of school. The average score was 309 minutes, or 5 hours and 9 minutes. The median score was 210 minutes, which is 3 hours and 30 minutes. Only one respondent reported 0 minutes of input from this source. The

person with the highest amount of English input from music reported to have spent 1140 minutes or 19 hours listening to music.

Talking, reading and writing were the fourth, fifth and 6th largest sources of English input in the survey. The average score on talking was 153 minutes. The median score was 10 minutes. 31 of the 90 pupils who answered the language diary claimed that they had not spoken any English outside of school. The highest score was reported by a gamer who chatted in English with people from all around the world while he played online games. He reported 2160 minutes of talking. When it comes to reading, the average score was 112 minutes and the median was 49 minutes. 28 pupils reported that they did not read any English text at all. The person who read the most spent 1348 minutes reading, or approximately 22 and a half hours. As regards writing, the average pupil spent 48 minutes writing texts in English during one week. The median score was 10. 38 pupils had not written anything in English. The highest amount of minutes reported was 1348. That number was reported by the same pupil who was the most eager reader. He was a gamer who chatted in writing while he played online games.

### 5.3 Gender differences

Figure 7: Average total input for boys and girls

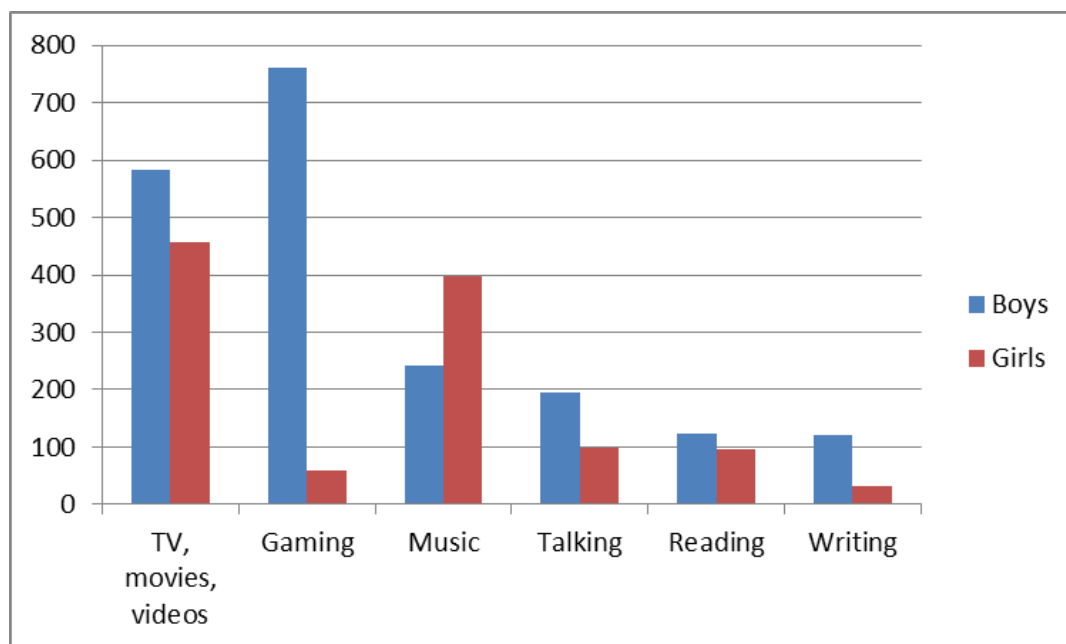


As figure 7 shows, boys receive more English input outside of school than girls. The average number of minutes of English input outside of school reported for boys was 1888, or



approximately 31 and a half hours. The median score was 1405 minutes, which is 23 hours and 25 minutes. The average number of minutes spent on English input outside of school for girls was 1218, which is 20 hours and 18 minutes. The median score for girls was 1068 minutes, which is 17 hours and 48 minutes.

Figure 8: Average number of minutes spent on different sources for boys and girls.



Boys reported on average a higher number of minutes spent on the 5 categories “TV/movies/videos”, “Gaming”, “Talking”, “Reading” and “Writing”. The only category in which the girls reported to spend more minutes than boys was “Music”. The largest source of English input outside of school for boys was “Gaming”, followed by “TV, movies, videos”, “Music”, “Talking”, “Reading” and “Writing”. The largest source of input for girls was “TV, movies, videos”, followed by “Music”, “Talking”, “Reading” “Gaming” and “Writing”. I will in the following present gender differences regarding each of the categories.

When it comes to “TV, movies, videos”, the average score for boys were 584 minutes or 9 hours and 44 minutes. The average score for girls was 457 minutes, or 7 hours and 37 minutes. All the boys and all the girls had watched TV, movies or videos in English during the week that the survey took place. The boy with the largest number of minutes of input from these sources reported 1590 minutes, which is 26 hours and 30 minutes. The girl who spent the most time on watching TV, movies or videos spent 1020 minutes, or 17 hours. The lowest score for girls was 10 minutes, and the lowest for boys was 20 minutes. 84 per cent of the

boys had watched videos in English at YouTube, and 80 per cent had watched series, movies or videos without subtitles. The corresponding numbers for girls were 72 per cent and 74 per cent. The favourite TV-series for boys were “The Simpson’s”, “How I met Your Mother” and “Family Guy”, which are all comedies. The favourite movies were “James Bond”, “The Hobbit” and “Avatar”. The girls preferred other kinds of series: “Pretty Little Liars”, “Vampire Diaries” and “Glee”. The movies mentioned by the most girls were “Twilight”, “Never say Never”, “LOL” and “Harry Potter”.

As regards “Gaming”, there were large differences between the genders. The average number of minutes spent on gaming for boys were 760, which is 12 hours and 40 minutes. All the male respondents had played games in English during the week the survey took place. The most eager gamer had played for 3360 minutes, or 56 hours. On the other hand, the average score for the girls was 58 minutes. That means that boys on average spent more time playing games during one day than the girls on average played during a whole week. Of the 39 female respondents 25 reported that they had not played games at all. That constitutes 64 per cent. The highest number of minutes for girls was 660 minutes, or 11 hours. That implies that the girl who spent most time on playing games still spent less time than the average male gamer. The favourite games for boys were “Call of Duty”, “FIFA” and “Black Ops”, two war-games and a football-game. The favourite games for girls were “Sims”, which is a virtual dollhouse and “1 word 4 Pictures”, which is a word-guessing-game.

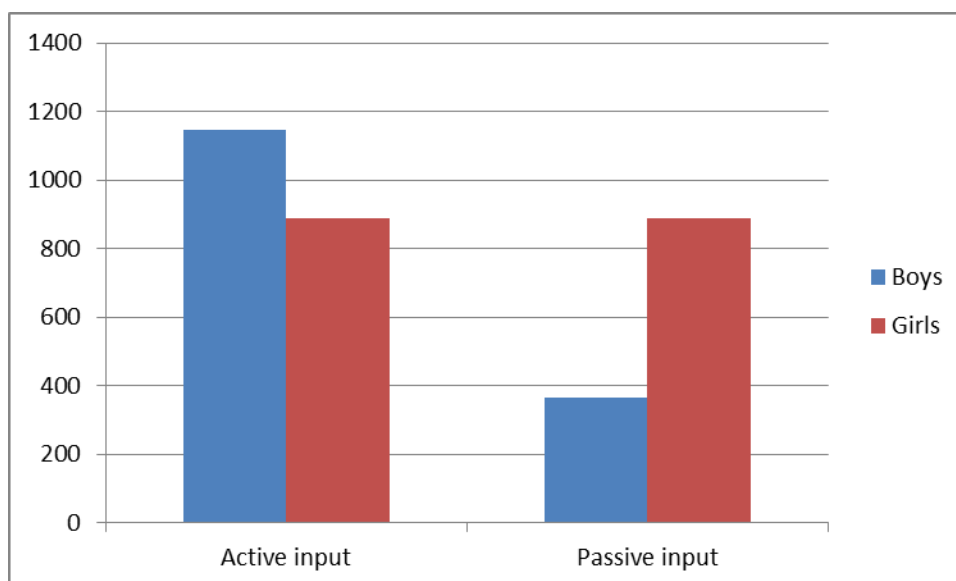
“Music” was the only category where the girls on average reported more input than the boys. Boys spent on average 241 minutes listening to music in English during one week. The median score was 160. One boy had not listened to music at all, and the boy who had spent most time on this category of input had spent 1140 minutes or 19 hours listening to music. The average score for girls was 398 minutes, while the median score was 283. All the girls had listened to music in English during the week of the survey. The highest score for girls was 1125 minutes, which is 18 hours and 45 minutes. The boys used the cell phone the most to listen to music, followed by the PC and the radio. The girls preferred to use the PC, followed by the cell phone and MP3-players. 67 per cent of the boys used YouTube to listen to music, and 76 per cent used Spotify or other music streaming programs. Of the girls, 69 per cent used YouTube and 98 per cent used Spotify or other streaming programs. As regards opinions about the song lyrics, 9 per cent of the boys answered that the lyrics are important to them. 44 per cent of the girls answered the same.

When it comes to the categories “Talking”, “Reading” and “Writing”, boys reported a higher number of minutes than the girls on each category. As regards “Talking”, the average score for boys was 196 minutes. The median score was 50. 18 boys had not spoken any English outside of school. That constitutes 35 per cent of the male respondents. The highest score was 2160 minutes, or 36 hours. When it comes to the girls, the average score was 98 minutes and the median score was 3 minutes. The large discrepancy between the average and the median can be explained by the fact that some respondents reported a high number of minutes spent talking, while as many as 17 girls or 44 per cent claimed that they had not spoken English outside of school at all. The highest score for girls was 1500 minutes or 25 hours. The boys had spoken the most to friends, followed by gamers and family members. The girls had spoken the most to friends, followed by family members and trainers.

Boys spent on average 124 minutes reading texts in English during the week that the survey took place. Their median score was 60 minutes. 31 per cent of the boys had not read any texts in English. The highest score for boys was 1348 minutes, which is 22 hours and 28 minutes. 84 per cent of the boys had read web pages, 7 per cent had read books and 7 per cent had read English texts in games. Girls had on average read for 96 minutes. Their median score was 30 minutes. The girl who had the highest score had read for 950 minutes, which is 15 hours and 50 minutes. 31 per cent of the girls had not read texts in English at all. Girls mostly read web pages (85 per cent of the female respondents), magazines (33 per cent) and books (28 per cent).

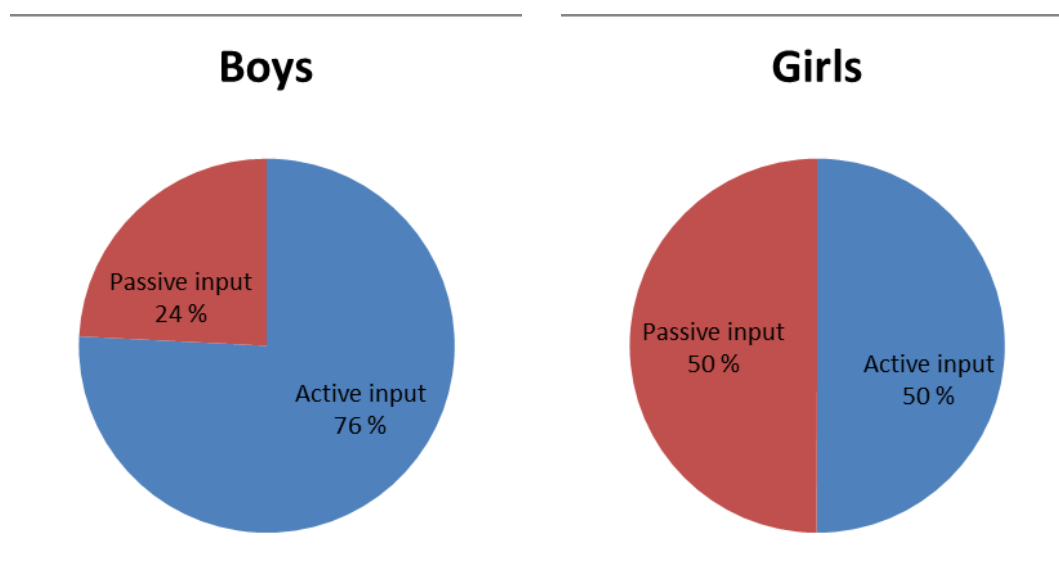
Boys had on average written texts in English for 122 minutes during one week. Their median score was 20. 37 per cent of the boys had not written anything in English. The highest score was 1348 minutes, 22 hours and 28 minutes. 20 per cent of the boys had written English texts while playing games. 12 per cent had used Skype, and 8 per cent had written messages in English. When it comes to girls, their average score was 32 minutes of writing texts in English during one week. The median score was 7 minutes. 49 per cent of the girls had not written any English texts at all outside of school. The highest amount of minutes reported by a girl was 212 minutes. 8 per cent of the girls had been chatting in English, and the same number had written messages in English.

Figure 9: Average number of minutes of active and passive input for boys and girls.



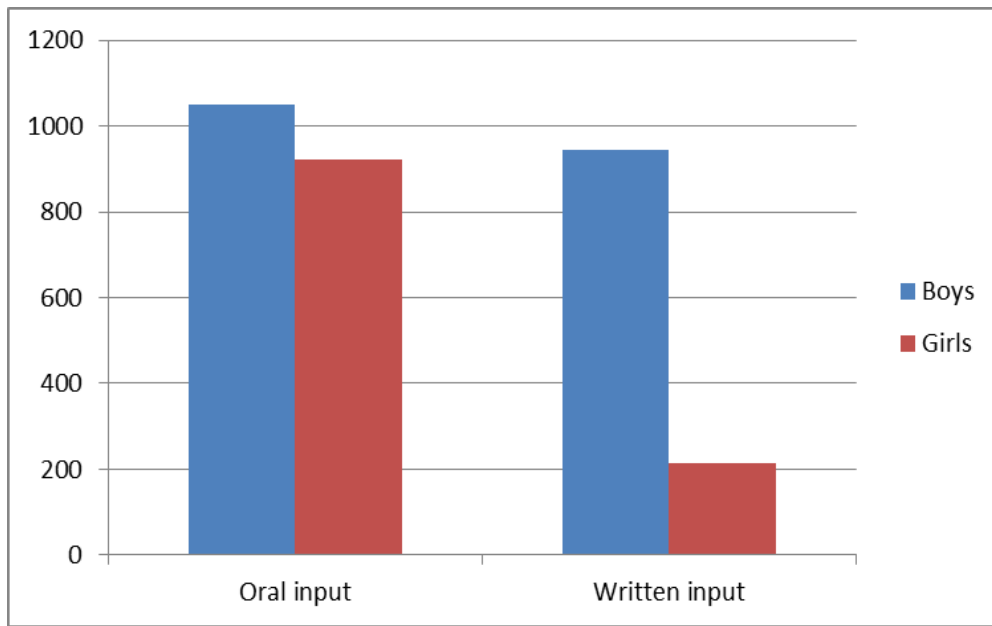
In the present study, active input was seen as input where the pupils would have to relate to the input in an active way. These kinds of activities involved using their language skills in order to *understand* English and/or in order to *produce* English. The categories of input regarded as active in the present study were “Gaming”, “Reading”, “Writing” and “Talking”. If we group these together, the average number of minutes of active English input outside of school for boys was 1146, or 19 hours and 6 minutes. The corresponding number for girls was 890 minutes, which is 14 hours and 50 minutes. In this study, the categories “Music” and “TV-programmes, Movies and Videos” were seen as passive input. Even though pupils *may* use their language skills when relating to these categories of input, they do so to a lesser extent than when they relate to the categories of input seen as active input. The average number of minutes of passive input for boys was 366, which is 6 hours and 6 minutes. The corresponding number for girls was 888 minutes, or 14 hours and 48 minutes. In other words, boys received more active input than the girls whereas girls received more than twice as much passive input as the boys.

Figure 10: Percentage of passive and active input for boys and girls:



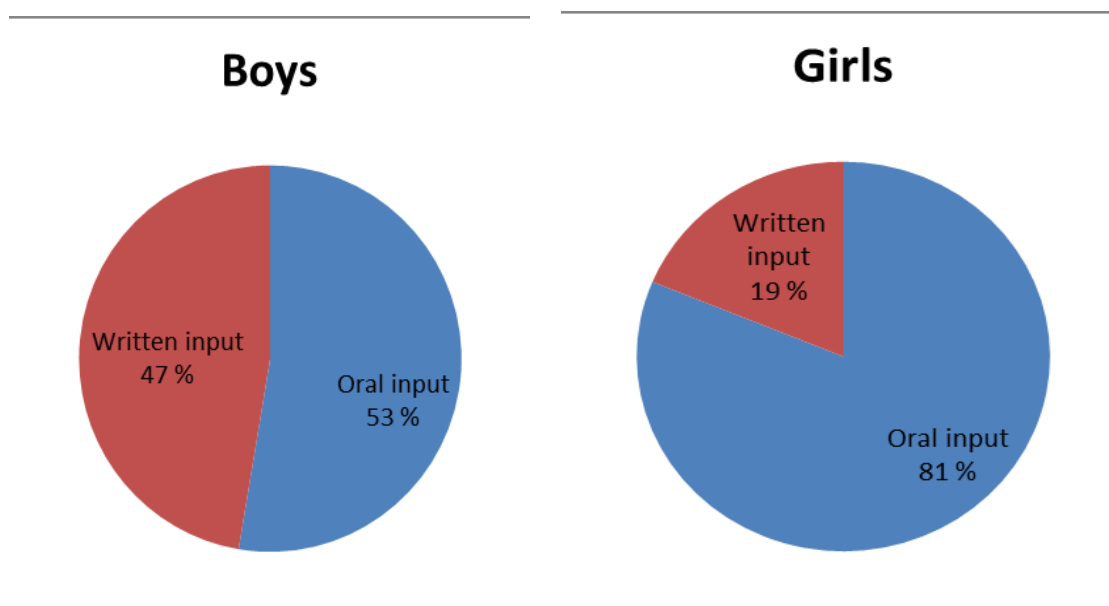
As all English input outside of school in the present study could be categorized as either passive input or active input, it was possible to measure how much of the total input that was passive and how much that was active. As figure 10 shows, 76 per cent of the boys' total input was active input. That implies that 24 per cent was passive. Girls had a different distribution of passive and active input. 50 per cent of the girls' English input outside of school during one week was passive, and 50 per cent active. That implies that they spent on average an equal amount of time on the passive kinds of input "Music" and "TV-programmes, videos, movies" as they did on the active kinds of input; "Gaming", "Reading", "Writing" and "Talking".

Figure 11: Average amount of oral and written input for boys and girls in minutes



In the present study, the input-categories “Music, “TV-programmes, movies and videos” and “Talking” were also grouped together as oral input. Written input comprised the categories “Gaming”, “Reading” and “Writing”. Boys had an average of 1050 minutes or 17 hours and 30 minutes of oral input, and an average of 945 minutes or 15 hours and 45 minutes of written input during one week. The average oral input for girls was 917 minutes, or 15 hours and 17 minutes, and the average written input was 213 minutes, which is 3 hours and 33 minutes. This implies that the boys had a slightly higher average of oral input than the girls, and a considerably higher average of written input compared to the girls.

Figure 12: Percentage of written and oral input for boys and girls:



Since all the categories of input in the present study could be grouped together as either written input or oral input, it was possible to measure how much of the total input that was written input and how much that was oral input. As table 12 shows, 47 per cent of boys' input was written input. 53 per cent of boys' input was oral input. When it comes to the girls, 81 per cent of their total input was oral input, in other words input from the categories "Music", "TV-programmes, movies, videos" and "Talking". Only 19 per cent of their input came from written input; "Gaming", "Reading" and "Writing".

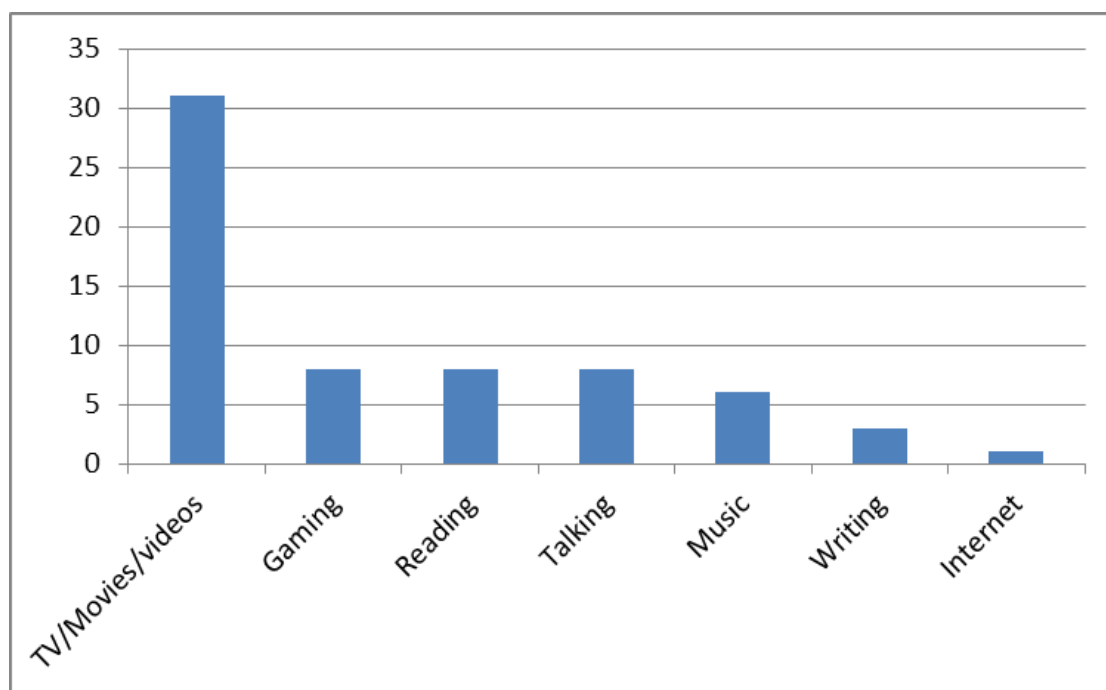
#### 5.4 Input, opinions and marks

The present section will present results regarding input and marks. First, pupils' opinions about language learning as shown in their answers in the language diary will be presented. Second, correlations with input and marks in the subjects Written English and Oral English will be presented. Third, a section about gender differences is included.

##### 5.4.1 Pupils' opinions about language learning

There were three questions in the language diary that asked the pupils to state their opinions about language learning. Question 13 asked the pupils to report which category of sources they believe that they learn the most English from. Question 14 asked them to give reasons for their choice in question 13. In question 15 the pupils were asked if they believe that they learn the most English *at school* or *outside of school*.

Figure 13: Pupils' opinions about which sources they learn the most English from:



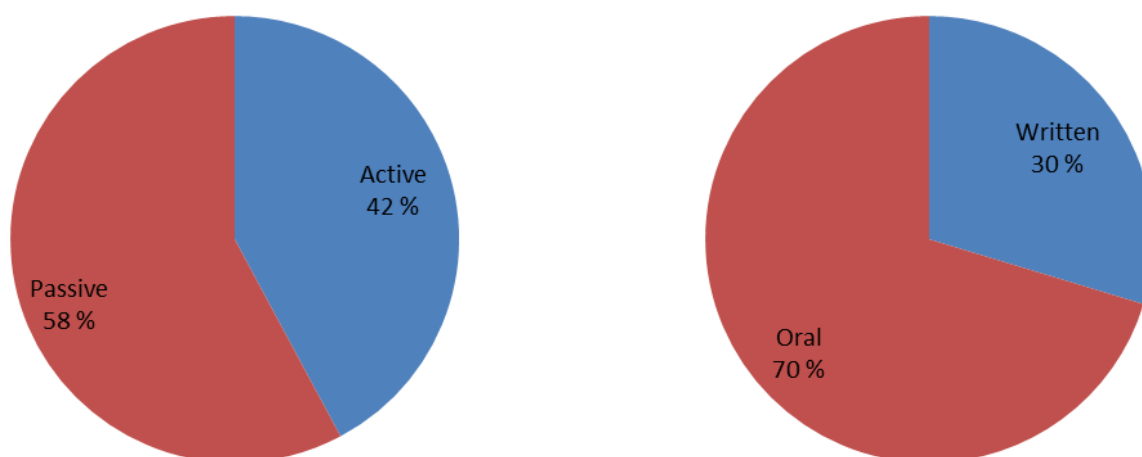
31 pupils meant that “TV/movies/videos” is the category of sources from which they learn the most English. “Gaming”, “Reading” and “Talking” were chosen by 8 respondents each. 6 pupils meant that they learned the most from “Music”, 3 from “Writing” and one from “The Internet”. 12 respondents had made several choices even though the question asked them to choose only one category. These answers are not included in figure 13, but indicate that pupils mean that they learn English from a variety of sources and not just one.

Question 14 asked the pupils to give reasons for why they believe they learn the most from the different sources. Not all respondents wrote an answer to this question. Those who believed that they learn the most English from the input category “TV/movies/videos” gave these reasons (my translations): “I don’ t read the Norwegian subtitles, but rather listen to the English”. “I learn new words”. “I listen to English and get the Norwegian translation in the subtitles”. “Images help me understand better”. “When they say words I don’ t know, I ask



someone what they mean”. “I have to focus, and then I learn more”. “Because that is what I do the most”. “I need to understand the plot and then I learn more English”. “I learn which words to use in different situations, and I learn the pronunciation”. “I watch movies with English subtitles or without subtitles”. The pupils who meant that they learn the most from “Gaming” gave these reasons: “I communicate with other people”. “I have to communicate in English, that is the only language used”. “I speak with other gamers in English as we play”. “I learn how to pronounce words”. “I have to understand English in order to get to the next level in the game”. “I learn new words and new varieties of English”. The reasons given for learning from “Reading” were these: “I learn new words when I read”. “You see how words are written and how sentences are built”. “That is what I spend most of my time on doing”. Those who chose the category “Talking” mentioned these reasons for their choice: “I learn new words when I talk”. “I have to pay attention to understand what people say”. “That is what I do the most”. “When you talk, you listen to the pronunciation”. “You have to think, to formulate sentences in your head with the right words and correct grammar”. “I get to use what I have learnt”. These are some reasons for the choice “Music”: “I like to know what the lyrics are about”. “I learn new words”. “This is what I do every day”. “I look up the lyrics in order to learn what they are about”. “I sing along, so I have to learn the lyrics”. “Because I like music”.

Figure 14: Pupils’ opinions about which kinds of sources they learn the most from:

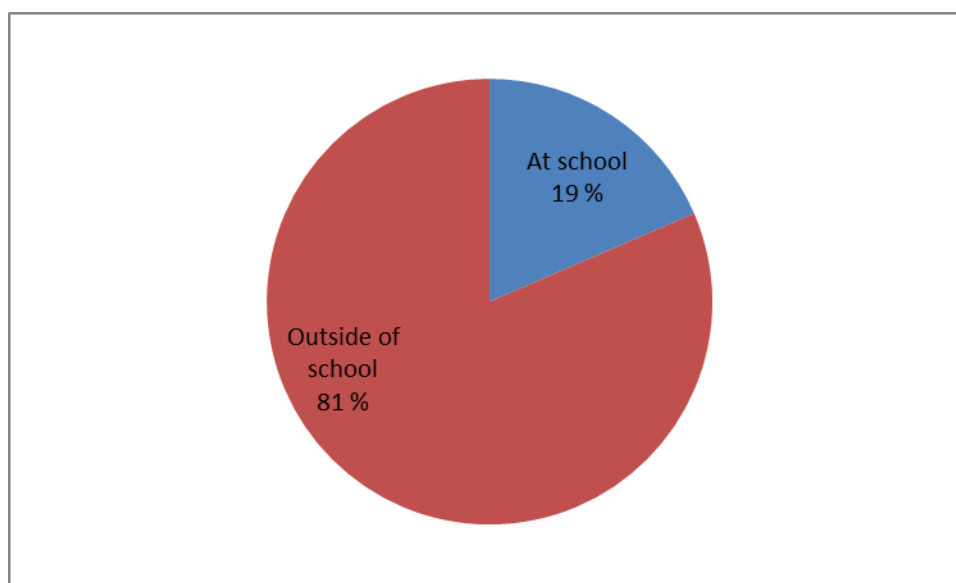


In the present study, the different sources of English input outside of school were categorized as “Active” or “Passive”. The categories “Gaming”, “Reading”, “Talking” and “Writing”

were categorized as “Active” input. The categories “TV/movies/videos” and “Music” were categorized as “Passive” input. If we look at pupils’ answers to question 13 in the language diary regarding which sources they believe they learn the most from, 58 per cent of them believe that they learn the most from passive sources of input and 42 per cent from active sources.

In the same way, the sources of English input outside of school were grouped together as either “Written” or “Oral” input. Written sources of input were “Gaming”, “Reading” and “Writing”, whereas “Oral” input were “TV/movies/videos”, “Music” and “Talking”. 70 per cent of the pupils meant that they learn the most English from “Oral” sources of input, and the remaining 30 per cent meant that they learn the most from “Written” sources of input. As we can see from their reasons given for their choices above, they often believe that they learn the most from the sources that they spend the most time on.

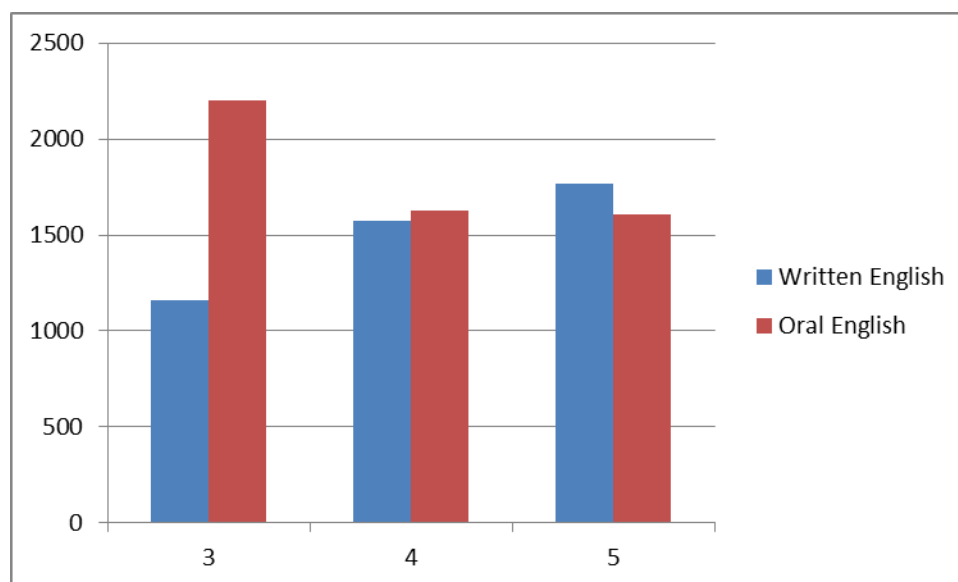
Figure 15: Where pupils believe that they learn the most English:



Question 15 in the language diary asked the pupils where they believe that they learn the most English. The alternatives were at school or outside of school. 66 pupils answered that they learn the most outside of school. That makes 81 per cent of the total number of answers to this question. 15 persons believed that they learn the most at school. That is 19 per cent of the answers.

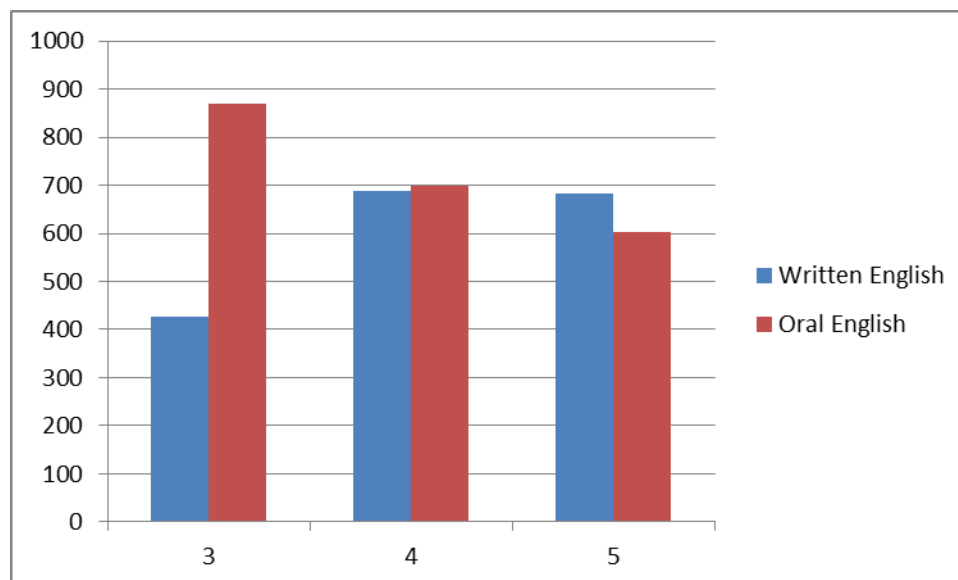
### 5.4.2 Input and marks

Figure 16: Minutes spent on input during one week for pupils with different marks in the subjects Written English and Oral English



If we look at the pupils with the marks 3, 4 or 5 in the subject Written English, the pupils who received the mark 3 had an average of 1162 minutes, or 19 hours and 22 minutes of English input outside of school during the week that the survey took place. The pupils with the mark 4 had an average of 1576 minutes, or 26 hours and 16 minutes, and the pupils with the mark 5 in Written English had an average of 1765 minutes, or 29 hours and 25 minutes of input. In other words, the better marks the pupils had in this subject, the more minutes of input they had. On the other hand, I found no such correlation between amount of input and marks in the subject Oral English. Pupils with the mark 3 in Oral English had an average input of 2199 minutes, or 36 hours and 39 minutes during one week. The respondents with the mark 4 in Oral English on average had an input of 1624 minutes, which is 27 hours and 4 minutes, while the respondents with the mark 5 had an average of 1609 minutes, or 26 hours and 49 minutes of input. In other words, the better marks in the subject Oral English the pupils had, the less input they had received.

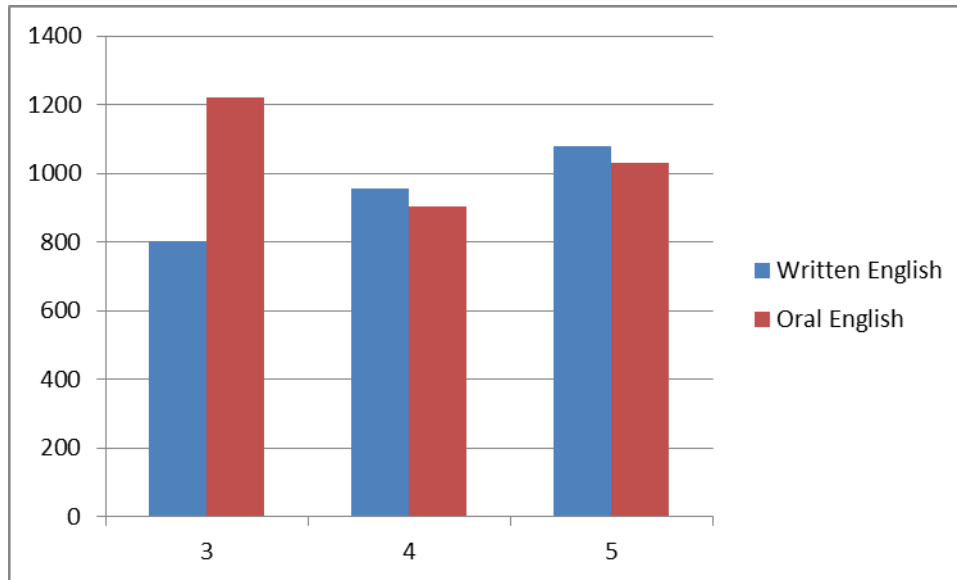
Figure 17: Written input (Gaming, reading, writing) and correlations with marks in the subjects Written English and Oral English:



In my sample, input that involves writing was categorized as “Written input”. Thus, the input categories “Gaming”, “Reading” and “Writing” were grouped together as “Written input”. The aim was to see if pupils with a high amount of “written input” received better marks in the subject “Written English”. Pupils with the mark 3 in the subject Written English on average received 427 minutes or 7 hours and 7 minutes of “Written input”. Pupils with the mark 4 on average received 688 minutes or 11 hours and 28 minutes of “Written input”. Respondents with the mark 5 on average received 683 minutes, or 11 hours and 23 minutes. In other words, pupils with the marks 4 or 5 received a considerable higher amount of input than those with the mark 3. On the other hand, the difference in input between the pupils with the marks 4 or 5 was small.

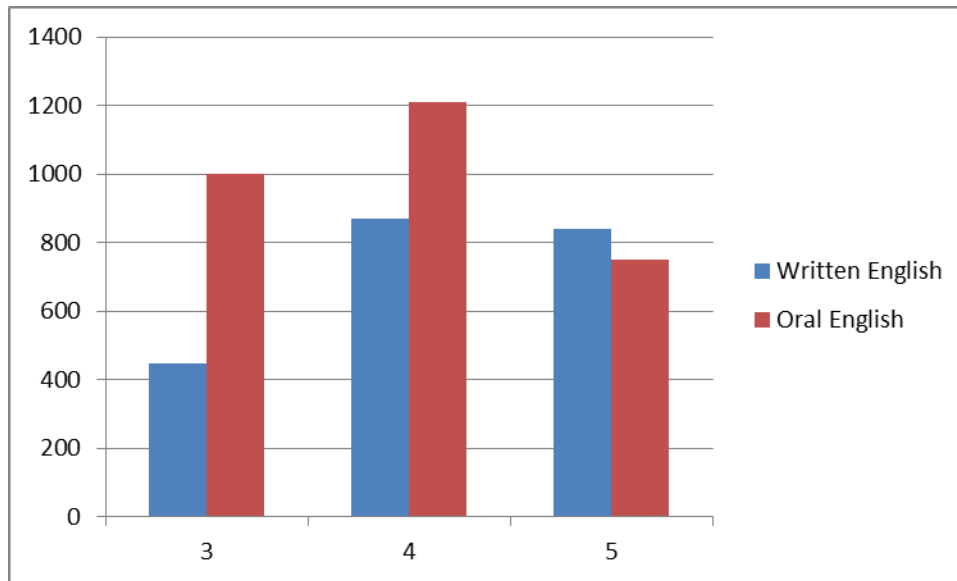
When it comes to the subject Oral English and correlations with “Written input”, pupils with the mark 3 on average had 870 minutes or 14 hours and 30 minutes of this kind of input. Pupils with the mark 4 on average had 700 minutes or 11 hours and 40 minutes of input, while pupils with the mark 5 had on average an amount of 604 minutes or 10 hours and 4 minutes of input. In other words, a high amount of “Written input” does not give better marks in the subject Oral English. However, a high amount of “Written input” seems to give better marks in the subject Written English.

Figure 18: Oral input and correlations with marks in the subjects Written English and Oral English:



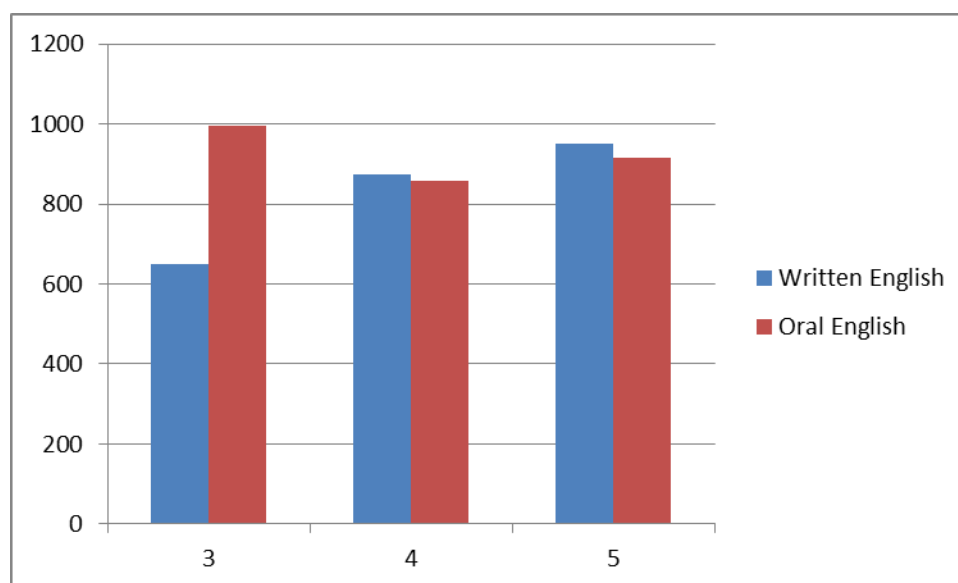
As regards oral input and marks in the subjects Written English and Oral English, there was a correlation between “Oral input” and marks in the subject Written English. Pupils with the mark 3 in the mentioned subject on average had 801 minutes or 13 hours and 21 minutes of “Oral input”. Pupils with the mark 4 on average had 956 minutes or 15 hours and 56 minutes of input, and respondents with the mark 5 on average had 1080 minutes or 18 hours of input. The higher amount of “Oral input” the pupils had on average, the higher marks in the subject Written English they received. On the other hand, there was no correlation between “Oral Input” and marks in the subject Oral English. Pupils with the mark 3 in Oral English on average had 1222 minutes or 20 hours and 22 minutes of “Oral input”, whereas those with the mark 4 on average had 905 minutes or 15 hours and 5 minutes of “Oral input. The pupils with the mark 5 had an average of 1031 minutes or 17 hours and 11 minutes of “Oral input”.

Figure 19: Active input and correlations with marks in the subjects Written English and Oral English:



When it comes to “Active input” (“Reading”, “Writing”, “Gaming” and “Talking”), pupils with the mark 3 in Written English had on average 449 minutes or 7 hours and 29 minutes of that kind of input. Pupils with the mark 4 had on average 870 minutes or 14 hours and 30 minutes, and pupils with the mark 5 had on average 841 minutes or 14 hours and 1 minute of “Active input” during the week that the survey took place. In other words, there was a sharp increase in “Active input” from mark 3 to mark 4, but a small decrease from mark 4 to mark 5. In the subject Oral English, pupils with the mark 3 on average had 999 minutes or 16 hours and 39 minutes of “Active input” during one week. Pupils with the mark 4 in the subject Oral English on average had 1209 minutes or 20 hours and 9 minutes of “Active input”, and pupils with the mark 5 had on average 749 minutes or 12 hours and 29 minutes. This implies that pupils with the highest marks in Oral English are the ones with the least amount of “Active input”.

Figure 20: Passive input and correlations with marks in the subjects Written English and Oral English:



When it comes to “Passive input” and correlations with marks, the persons with the best marks in Written English on average had a higher number of minutes of input of this kind. “Passive input” was the categories “Music” and “TV/video/movies”. Pupils with the mark 3 on average had 651 minutes or 10 hours and 51 minutes of “Passive input”. Pupils with the mark 4 on average had 875 minutes or 14 hours and 35 minutes, whereas pupils with the mark 5 on average had 952 minutes or 15 hours and 52 minutes of “Passive input” during one week. On the other hand, there was no correlation between “Passive input” and marks in the subject Oral English. The numbers for that subject were as follows: mark 3: 997 minutes or 16 hours and 37 minutes, mark 4: 857 minutes or 14 hours and 17 minutes, and mark 5: 914 minutes or 15 hours and 14 minutes.

## 6 Discussion

Now that I have *presented* the results of the survey, it is time to *discuss* the results. In the following chapter I will discuss the results in the light of the research questions (see sections 1.1), chapter 2 (Learning a Second Language) and chapter 3 (Extramural English). First, a section discussing the sources of English input outside of school is included. Second, a section about time spent on the different sources is included. Third, a section which deals with

gender differences follows. Finally, I have included a section in which I discuss correlations with input and marks.

### **6.1 Discussion of sources of English outside of school**

My first research question was: “Which sources of extra-curricular English input do Norwegian 8<sup>th</sup> graders have?” When it comes to extra-curricular English input from music, I found that 74 per cent of the respondents used cell phones and 63 per cent used a PC when they listened to music. This is in line with Vaage’s study from 2011. According to Vaage, the use of MP3-files and computer files as sources of music is increasing (Vaage, 2001, p. 32). MP3-files can be used on both computers and cell phones. However, the present study also found that 70 per cent used YouTube as a source of English input from music, and 75 per cent used Spotify, Beat or other streaming-services in order to listen to music. These streaming-services are available on both PCs, Ipads, Ipods, cell phones and a number of other electronic devices. This indicates that the sources of music are changing. Streaming music is becoming more and more popular.

When it comes to extra-curricular English input from movies, TV and videos, the present study indicates that Norwegian 8<sup>th</sup>-graders watch many different TV-series and many different movies. This is in line with the findings in the study conducted by Vaage. He found that 89 per cent of youth between the ages of 9-15 watched TV every day (Vaage, 2001, p. 47), and most TV-channels show series and movies. Vaage also claimed that people between the ages of 9-15 used DVDs, VHS and hard-disc recorders less in 2011 than in 1991. The present study did not include any questions regarding DVDs, VHS and hard-disc recorders, but it showed that YouTube is a popular source of video clips. 93 per cent of the respondents who answered the question regarding YouTube claimed that they used YouTube as a source of videos. In addition, 93 per cent answered that they watched videos, series or movies without subtitles at YouTube. One of my research aims was to examine if the pupils learn any English from these sources. I will return to that question in section 6.4, which looks at correlations between input and marks.



As regards gaming, my study showed that 72 per cent of the respondents played video games during the week that the survey took place. The most popular game was “Call of Duty”, which is a war game or strategy game. The second most popular game was “FIFA”, which is a football game. Gaming was a major source of extra-curricular English input for boys, but not a big source for girls. I will return to gender differences in section 6.3. Earlier studies have also shown that gaming is a popular activity amongst youth, especially amongst boys (Vaage, 2001, p. 66).

Krashen claims that pupils who engage in self-selected reading for a period of time learn more English than pupils who are subject to “regular” instruction (Krashen, 2009, p. 20). Vaage found that 30 per cent of people between the ages of 9-15 read books on an average day (Vaage, 2011, p. 21). Only 6 per cent read magazines. However, since this was a Norwegian study, one may assume that most of the books and magazines were written in Norwegian. Web pages were not a part of his study. So what do Norwegian pupils choose to read in *English* in their spare time? My study showed that 84 per cent of the respondents had read web pages in English during the week that the survey took place. 20 per cent had read books, and 20 per cent had read magazines. In other words, if pupils are to engage in self-selected reading, they choose web pages over books, at least when it comes to reading English. However, how much English they *learn* from these sources (see section 6.4) is closely related to how much *time* they spend on them (see section 6.2).

When it comes to writing and talking, Vaage’s study showed that 52 per cent of Norwegian youth between the ages of 9-15 used internet to connect to Facebook or other internet communities, while 50 per cent played online games (Vaage, 2011, p. 58). This is in line with the findings in the present study. The present study showed that when it comes to writing English, pupils write the most in gaming-situations, when they wrote messages or used Skype. As regards talking, the study showed that 31 per cent of the respondents talked to friends in English. In those situations they mostly played online games with friends from other parts of the world. Let us now turn to how much time they spent on each source, since the amount of time spent will influence how much English the pupils learn from these sources of extra-curricular English input.

## 6.2 Discussion of time spent on sources of English input outside of school

My second research question dealt with how much *time* pupils spend on the different sources of extra-curricular English input. The present study showed that the average amount of English input outside of school during one week was 1600 minutes or 26 hours and 40 minutes. The median score was 1210 minutes or 20 hours and 10 minutes. This implies that some pupils had a much higher input than the average score. These were mostly gamers, who spent several hours gaming every day. In her study amongst 9<sup>th</sup> graders in Sweden in 2009, Sundquist found that the respondents spent 1104 minutes or 18 hours and 24 minutes on average on English input (Sundquist, 2009, p. 191). This means that the present study showed a considerably higher number of minutes. A possible reason for this is that gaming has become increasingly more popular since 2009. In her study, Sundquist found that boys on average spent between 6 and 8 hours gaming every week (Sundquist, 2009, p. 253). Girls spent well below an hour on average. In the present study, boys spent an average of 12.5 hours gaming, and girls spent an hour. This implies that increased number of minutes spent on gaming has increased the average English input amongst youth.

When it comes to types of input, the pupils in the present study reported that their biggest sources of extra-curricular English input were “TV, movies and videos”, followed by “gaming”, “music”, “talking”, “reading” and “writing”. This is not in line with the results which Sundquist found. In her study, the biggest source of input was “music”, followed by “gaming”, “TV”, “movies”, “surfing the internet”, “other activities”, “reading books”, and finally, “reading newspapers/magazines” (Sundquist, 2009, p. 192). This discrepancy can be explained by the fact that Sundquist had two separate categories called “TV” and “movies”, whereas the present study put these two together into one category called “TV, movies and videos”. If Sundquist’s two categories are merged into one, the results are similar to this study. However, “music” would still have been the second largest source of English input outside of school in her study, whereas the present study found “gaming” to be the second largest source. This indicates that gaming is becoming increasingly more popular, and is a major source of extra-curricular English input. As regards listening to music, Vaage found that people between the ages of 9-15 spent less time listening to music in 2011 than in 1991 (Vaage, 2011, p. 33). If listening to music is declining in popularity, this is another factor which may explain that Sundquist found “music” to be the largest source of extra-curricular

English input in 2009, whereas the present study conducted in 2013 found “music” to be the third largest source.

Now that we have had a look at time spent on the different sources of extra-curricular English input, it is time to turn to gender differences regarding sources of input and time spent on these sources.

### **6.3 Discussion of gender differences regarding extra-curricular English input**

My third research question dealt with gender differences regarding English input. The study showed that boys received more extra-curricular English input than girls. Boys reported an average of 31 hours of input, whereas girls reported an average of 21 hours. Sundquist came to similar results. As mentioned in section 6.2, she found a lower average input than the present study. However, the boy/girl-ratio was similar. She found that girls had about 2 thirds of the amount of input that the boys had (Sundquist, 2009, p. 192).

When it comes to different sources of input, boys reported a higher number of minutes on all categories except “music”. Girls reported on average 398 minutes of input from music, whereas boys reported on average 241 minutes. The girls were also more preoccupied with the lyrics of the songs; 44 per cent of the girls meant that the lyrics are important, whereas only 9 per cent of the boys agreed. While girls spent more time listening to music than boys, boys spent a considerably higher amount of time on playing games. Boys spent on average 760 minutes or 12 hours and 40 minutes playing games, whereas girls only reported an average of 58 minutes. The results regarding gaming are in line with earlier research. Vaage found that 75 per cent of the boys played video games every day, while only 33 per cent of the girls did the same (Vaage, 2011, p. 66). Moreover, Sundquist too found that boys spent much more time gaming than girls (Sundquist, 2009, p. 192). The results regarding music were also similar to the results from Sundquist’s study. She found that girls had more input from music than boys in 3 of 4 classes (Sundquist, 2009, p. 253).

As regards active input and passive input, the results showed that boys had more active input than girls, 1146 minutes or 19 hours and 6 minutes as opposed to 890 minutes or 14 hours and

50 minutes. As much as 76 per cent of boys' input was active input. On the other hand, girls had much more passive input than boys, more than twice as much. Girls reported an average of 888 minutes or 14 hours and 48 minutes of passive input, whereas boys only reported an average of 366 minutes, which is 6 hours and 6 minutes. While only 24 per cent of boys' input was passive, 50 per cent of girls' input was passive. A possible explanation for the high percentage of active input for boys as opposed to for girls is that "gaming" was categorized as active input, and boys spent much more of their time gaming than girls. In addition, "music" was categorized as passive input, and girls spent more time listening to music than boys.

The results regarding oral input and written input showed that boys had more oral input than girls, 1050 minutes or 17 hours and 30 minutes on average, as opposed to 917 minutes or 15 hours and 17 minutes for girls. 53 per cent of boys' total input was oral input, and 81 per cent of the girls' input was oral. Boys had a considerably higher number of input from sources regarded as written compared with girls; boys' average of written input was 945 minutes or 15 hours and 45 minutes, whereas girls' average of written input was 213 minutes or 3 hours and 33 minutes. This implied that written input constituted 47 per cent of boys' total input and only 19 per cent of girls' total input. A possible explanation for these differences between the genders is that boys spent much more time gaming than girls, and gaming was categorized as written input. In addition, girls spent more time than boys listening to music, which was categorized as oral input.

Does active input result in more learning as reflected in marks as opposed to passive input? And do pupils with a high amount of written input receive better marks in the subject Written English? Do pupils with much oral input receive better marks in the subject Oral English? It is time to discuss the results regarding correlations between input and marks.

#### **6.4 Discussion of correlations between input and marks**

My fourth research question dealt with possible correlations between extra-curricular input and learning as reflected in marks in the subjects Oral English and Written English. I wanted to examine if pupils with much input receive better marks. Additional aims were to look for correlations between written and oral input and marks, as well as correlations between active and passive input and marks.

The results showed that the pupils *believed* that they learned the most English from the input-category called “TV, movies, videos”. 31 pupils answered that they believed they learned the most from that category, whereas “Gaming”, “Reading” and “Talking” were chosen by 8 respondents each. Only 6 respondents answered “Music”. When asked to give reasons for their choices, the most common answer was “because that is what I spend the most time on”. Although “TV, movies, videos” *was* the input category which they spent the most time on with 528 minutes per week on average, they spent 434 minutes or 7 hours and 14 minutes on gaming, and 309 minutes or 5 hours and 9 minutes on music. In other words, the pupils did not believe that they learned the most English from the sources of input which they spent the most time on. If that were the case, they would have believed that they learned the most from “TV, movies, videos”, followed by “Gaming”, “Music”, “Talking”, “Reading” and “Writing”. In addition, 58 per cent of the pupils believed that they learned the most from passive sources of input as opposed to active, and 70 per cent believed that they learned more from oral sources of input as opposed to written sources. They also believed that they learned the most English outside of school (81 per cent of the respondents) as opposed to at school (19 per cent of the respondents). This is not surprising, as they spend only 135 minutes at school every week learning English, and an average of 1600 minutes on extra-curricular English input. Now let us turn to the correlations found between kinds of input and marks.

The results of the study showed that the better marks the pupils had in the subject Written English, the more minutes of input they had. The pupils who received the mark 3 had an average of 1162 minutes or 19 hours and 22 minutes of English input outside of school. The pupils with the mark 4 had an average of 1576 minutes or 26 hours and 16 minutes, and the pupils with the mark 5 in Written English had an average of 1765 minutes or 29 hours and 25 minutes of input. The results regarding correlations between amount of input and marks in the subject Written English were expected, and are also supported by earlier research. Krashen claims that comprehensible input results in learning (Krashen, 1984, p. 21), and Lundahl claims that youth have good English skills because they receive a lot of English input outside of school (Lundahl, 2009, p. 37). On the other hand, I found no such correlation between *amount* of input and marks in the subject Oral English. This was a somewhat surprising result, and more research is needed in order to find the causes why there was no correlation between the amount of input and marks in the subject Oral English.

As regards amount of *written* input, I found similar results as regards amount of input in general. Pupils with much written input received better marks in the subject Written English. Pupils with the mark 3 in the subject on average received 427 minutes or 7 hours and 7 minutes of written input. Pupils with the mark 4 on average received 688 minutes or 11 hours and 28 minutes, while respondents with the mark 5 on average received 683 minutes or 11 hours and 23 minutes. In other words, pupils with the marks 4 or 5 received a considerable higher amount of input than those with the mark 3. However, I found no such correlation between written input and marks in the subject Oral English. These results were expected. I had expected that reading text and producing text would improve pupils' skills in the subject Written English, and I expected no such correlation between written input and marks in the subject Oral English. That written input should result in better marks in the subject Written English is in line with Krashen's research. Krashen claims that pupils who read much become better writers (Krashen, 2004).

When it comes to *oral* input, I had expected that pupils with much oral input would receive better marks in the subject Oral English. However, the results showed no such correlation. Pupils with mark 3 in the subject received more oral input than pupils with mark 4 or 5. Pupils with mark 5 received more oral input than those with mark 4. On the other hand, the more oral input the pupils had, the better marks they received in the subject Written English. That pupils may learn language from oral input is supported by earlier research, which indicates that they may learn language from music (Murray, 2008; Legg, 2009; Lems, 2005), TV, movies and videos (Van Lommel, Laenen and d' Ydewalle 2006; Bahrani and Tam, 2012; Csomay and Petrovic, 2012) and talking (Swain, 2011, p. 105). However, I had expected that this learning would be reflected in better marks in the subject Oral English and not necessarily in the subject Written English.

As regards active and passive input, I had expected the results to show that pupils with much active input received better marks in both the subject Written English and the subject Oral English. The results, however, showed that pupils with much active input received better marks in the subject Written English, but they did *not* receive better marks in the subject Oral English. In addition, similar results were found regarding passive input. Pupils with much passive input too received better marks in Written English, but they did not get better marks in Oral English. Earlier research (Lundahl, 2009, p. 37; Sundquist, 2009, p. 203; Swain, 2011, p. 105) indicate that learners who are active learn more than learners who are passive. The

results of the present study are in other words not in line with earlier research in this field. A possible explanation could be that there are different evaluation criteria for giving marks in the two subjects Oral English and Written English, but further research is needed in order to examine why both active and passive input results in better marks in Written English and not in Oral English.

## **7 Concluding remarks and suggestions for further research**

The present study has revealed that Norwegian youth have a variety of sources of extra-curricular English input. These sources change rapidly, and are often influenced by changes within technology. In addition, which sources they spend most *time* on is also under constant change. Gaming is for instance becoming increasingly popular, and is now the biggest source of English input outside of school for boys. Girls still get most input from TV, movies and videos.

The results of this study indicate that Norwegian 8<sup>th</sup> graders spend about 12 times as much time on English input *outside* of school compared to *at* school. Pupils learn language from many different sources, and it is not possible to isolate these sources and find the exact learning outcome from each source. However, earlier research on learning outcome from extra-curricular English input as well as the present study indicate that pupils can learn English from a variety of sources outside of school. Pupils in the present study with much English input received better marks in the subject Written English, regardless if the input was active input, passive input, oral input or written input. However, the study indicates no such correlations between input and marks in the subject Oral English.

I hypothesized that oral input would have an impact on marks in Oral English, and earlier research indicates that active input promotes more learning than passive learning. However, I found no correlation between those kinds of input and marks in the subject Oral English. Further research could include examining why extra-curricular English input seemingly has no impact on the marks in the subject Oral English. That research could include examining evaluation in the subjects Oral English and Written English.

To conclude, my study has shown that Norwegian 8<sup>th</sup> graders have a large variety of sources of extra-curricular English input. In addition, it has shown that this input results in learning reflected in the marks in the subject Written English.

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## Appendices

### Appendix 1, Letter to the school board

Anmodning om å få gjennomføre undersøkelse på 8. trinn

Hei!

Som en del av mitt masterstudium i engelsk ønsker jeg å gjennomføre en undersøkelse blant elevene på 8. trinn.

Formålene med undersøkelsen er å undersøke:

- Hvor mye input får elever på engelsk utenfor skolen?
- Hvilke typer input? (Filmer på engelsk, musikk, data, lese bøker, etc)
- Påvirker mengden input generelt eller visse typer input karakteren i engelskfaget?

Jeg vil også se om det er forskjeller mellom skjønnene.

For å se om input er en uavhengig faktor, må jeg også undersøke noen andre faktorer som ofte sies å påvirke karakterer: foreldrenes utdanningsnivå (grunnskole, videregående skole, høyskole/universitet), antall bøker i hjemmet, antall utenlandsreiser.

I praksis vil elevene bli bedt om å føre en *språkdagbok* i en uke der de noterer ned hvor mange minutter de hver dag bruker på engelske filmer/TV, data, lesing etc.

I tillegg vil de svare på et *spørreskjema* med spørsmål om foreldrenes utdanningsnivå, antall bøker i hjemmet, utenlandsreiser, kjønn og karakter i engelskfaget. Begge deler besvares anonymt, og materialet vil bli makulert etter bruk.

Jeg ser for meg gjennomføring en av ukene mellom vinterferien og påske.

Mvh. Lars Holmen.

## Appendix 2

## Language Diary

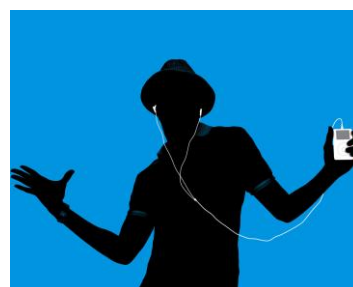
Hvor tror *du* at du lærer mest engelsk? På skolen eller i fritiden? Ungdom i dag lærer engelsk ikke bare på skolen, men også i fritiden. Du lærer engelsk av å lytte til engelsk musikk, se engelske filmer og TV-programmer osv. Denne undersøkelsen gjennomføres for å undersøke hvor mye tid du bruker på å se engelske filmer og tv-programmer, på å lytte til engelsk musikk, på å spille dataspill på engelsk osv.

Tror du gutter og jenter leser like mye på engelsk? Spiller like mye dataspill på engelsk? Tror du elever som leser mye engelske bøker får bedre karakterer enn elever som spiller mye dataspill på engelsk? Denne undersøkelsen gjennomføres også for å se om det er forskjeller mellom gutter og jenter og om det er en sammenheng mellom karakterene og hva man gjør i fritiden.

Undersøkelsen er anonym.

I tillegg til å bidra i en undersøkelse, vil du også bli bevisst på hvordan du selv kan lære mer engelsk. Her er to av kompetansemålene i engelsk som vi jobber med denne uken:

- Utnytte ulike situasjoner, arbeidsmåter og strategier for å lære seg engelsk
- Beskrive og vurdere eget arbeid med å lære engelsk





Spille								
Lese								
Skrive								
Snakke								
Annet (Skriv hva)								
<b>Total tidsbruk på aktiviteter på engelsk utenom skolearbeid på en uke i minutter:</b>								

1) Hvis du har snakket engelsk utenfor skolen denne uken, hvem har du snakket med?

---

2) Hvis du har lest engelske tekster denne uken, hva har du lest? (Flere kryss er mulig)

Bok	Blader	Internettsider	Annet (Skriv hva)



3) Hvis du har skrevet noe på engelsk denne uken, hva har du skrevet?

---

4) Hvis du har spilt spill på engelsk denne uken, hva har du spilt?

---

5) Når du lytter til musikk, hva lytter du til? (Flere kryss er mulig)

Radio	Mp3-spiller / ipod	Mobiltelefon	Cd	PC	Annet (Skriv hva)

6) Bruker du Youtube til å lytte til musikk?

Ja	Nei

7) Bruker du Spotify, Beat eller annet program til å lytte til musikk?

Ja	Nei

8) Tekstene i musikken betyr mye for meg

Helt enig	Litt enig	Uenig

9) Har du noen favoritt-serier på engelsk?

---

10) Kan du nevne en film du liker veldig godt?

---

11) Ser du på videoer på engelsk på YouTube?

Ja	Nei

12) Ser du noen ganger på serier, filmer eller videoer som ikke er tekstet?

Ja	Nei

13) Hva tror du at du lærer **mest** engelsk av i fritiden?(Sett kun **ett** kryss)

Musikk	Tv/film/videoer	Spille	Lese	Skrive	Snakke	Annet (Skriv hva)

14) Hvorfor?

---

---

15) Når tror du at du lærer mest engelsk?

I skoletiden	På fritiden

**Leveres fredag uke 11.**

Appendix 3, Questionnaire

## Spørreundersøkelse engelsk

Ungdom i dag lærer engelsk ikke bare på skolen, men også i fritiden. Denne undersøkelsen gjennomføres for å undersøke hvor mye tid dere bruker på å se engelske filmer på kino, på å se engelske serier, filmer og annet på tv, på å spille dataspill på engelsk osv. Jeg ønsker også å se på om det er forskjeller mellom gutter og jenter og om det er en sammenheng mellom karakterene og hva man gjør i fritiden.

**Undersøkelsen er anonym.**

**Kjønn:**

Gutt	
------	--

Jente	

**Tidsbruk på engelsk i minutter:**

Hva gjorde du?	Fredag	Lørdag	Søndag	Mandag	Tirsdag	Onsdag	Torsdag	Sum i minutter
							<b>Total sum:</b>	

Karakter i engelsk skriftlig:							Karakter i engelsk muntlig:					
1	2	3	4	5	6		1	2	3	4	5	6

**Tusen takk for at du tok deg tid til å være med på undersøkelsen!**

