

Multilingual students and their extramural English

*A mapping study of multilingual students
from minority backgrounds' extramural
English use*

Ahmed Reda



Mastergradsavhandling ved Institutt for Lærerutdanning
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Abstract

Extramural English is a fast growing field of research, and this thesis is a mapping study of multilingual students from minority backgrounds' extramural English use. This will be connected with the terms investment in second language acquisition.

The research question for this thesis is: *How do multilingual students from minority backgrounds use extramural English?* This study answers two further questions:

- I. Do the students invest in the target language?
- II. Do the students use extramural English to enhance their competence in the English subject at school?

The thesis implemented a qualitative research design in order to explore the students' extramural English. The study includes 5 participants, whom the data was collected from in the form student logs for 14 days, supplemented and triangulated by five semi-structured one-to-one interviews.

The findings indicate that the students in this study was actively engaging in extramural English activities. There was a significant variation between the students in terms of time spent on the many different extramural English activities. Some of the students' answers from the interviews indicates that they are invested in the target language.

For the last question, regarding extramural English use and the English school subject, the students agreed on the benefits of extramural English for their language acquisition. However, they differed in the reasons behind their engagement in extramural English activities. Some argue it is in fact to enhance their grade in the English subject, while others argued for enhancing their competence in the English language, as they valued English as an international language more than the school subject.

Sammendrag

utenomfaglig engelsk er et raskt voksende forskningsområde, og denne oppgaven er en kartlegging av flerspråklige studenter fra minoritetsbakgrunns ekstramural engelsk bruk. Dette vil være knyttet til teori om investering i andre et andrespråklæringsperspektiv.

Forskningsspørsmålet for denne avhandlingen er: Hvordan bruker flerspråklige elever med minoritetsbakgrunn utenomfaglig engelsk? Denne studien svarer på ytterligere to spørsmål:

I. Investerer studentene i målspråket?

II. Bruker elevene utenomfaglig engelsk for å forbedre sin kompetanse i engelskfaget på skolen?

Avhandlingen implementerte et kvalitativt forskningsdesign for å utforske elevenes utenomfaglige engelsk. Studien inkluderer 5 deltakere, og dataene var i form av studentlogger i 14 dager, supplert og triangulert av fem halvstrukturert en-til-en-intervjuer.

Resultatene viser at elevene i denne studien var aktive utenomfaglig engelsk-brukere . Det var en vesentlig variasjon mellom studentene når det gjaldt tidsbruk på de mange ulike utenomfaglig engelsk-aktivitetene. Noen av elevenes svar fra intervjuene indikerer at de er investert i målspråket.

I det siste spørsmålet, om ekstramural engelsk bruk og engelsk skolefag, ble elevene enige om fordelene med utenomfaglig engelsk for deres språkinnlæring. Likevel varierte svarene når det kom til årsakene til deres engasjement med utenomfaglig engelskbruk. Noen av elevene hevder at det faktisk er for å forbedre deres karakter i engelskfaget, mens andre hevdet det var for å styrke sin kompetanse i engelsk, da de verdsatte engelsk som et internasjonalt språk mer enn skolefaget.

Acknowledgements

A melting pot of emotions burst through me as I write the last words of this thesis. It has been a long way from the beginning of this thesis until today.

I would like to start by thanking the teachers that helped me find participants for this study. This part was the first of many struggles along the way, which would have not been possible to solve without you. To the students, thank you for your participation, your contribution is invaluable for this thesis and field of research.

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1 Introduction

My interest in multilingual students with multicultural backgrounds stems from my own background as an immigrant coming to this country as a six-year-old Arab, Persian and “soon-to-be” Norwegian child. This interest also comes from my experiences as a multilingual and multicultural student in the Norwegian school system. In my experience from upper secondary school, being motivated was not enough. I had to do more to enhance my competence in a language which is not my mother tongue nor an official language in the country I reside in – I had to invest in this language. At lower secondary school, I was performing averagely in both Norwegian and English, but above average in Spanish.

Looking back, I realised what I did to learn Spanish, and tried to emulate that into my English learning tools. What I did, was that I immersed myself in the English language, but with my interests as the tool for reading, writing and listening. This meant that most of my out-of-school activities were in English. I read books, news articles, played video games and watched a lot of English movies and TV-shows with English subtitles. The results from this personal experiment was a jump from a “3” to a “6” in one year. This increased my interest for the English language and forged my way to the teaching programme at the University of Oslo, with English as my main subject.

After completing the pedagogical courses, I had no particular idea of what my master’s thesis would be about. I knew one thing for sure, I wanted to become a teacher. Thus, I chose to write my thesis in the field of English didactics. In one of the obligatory courses I was introduced to Pia Sundqvist and her work on extramural English. It suddenly made sense, as this field is an exciting field of research, because of the results of the prior research. Not only is this field interesting, but it is also a growing field of research. This is due to globalisation making us connect more frequently with other cultures and languages. I find it highly important to contribute to this field, and that is why I chose this topic

This master’s thesis mapped 5 multilingual and multicultural students’ extramural English use. This is a narrowed view in terms of this relatively large field of research. By having a this narrow view, I chose to collect my own data. This meant everything from the schools and participants, to the methods used to collect the data. I believe this is beneficial, as it gave me the freedom and independence needed to research a topic which is highly important to me.

1.1 Multilingual students in upper secondary education

The figure below from Statistics Norway (SSB, 2019) illustrates the number of students in upper secondary education in Norway. This figure includes the students, apprentices and trainees, and also gives the number of immigrants and Norwegian-born students from minority backgrounds.

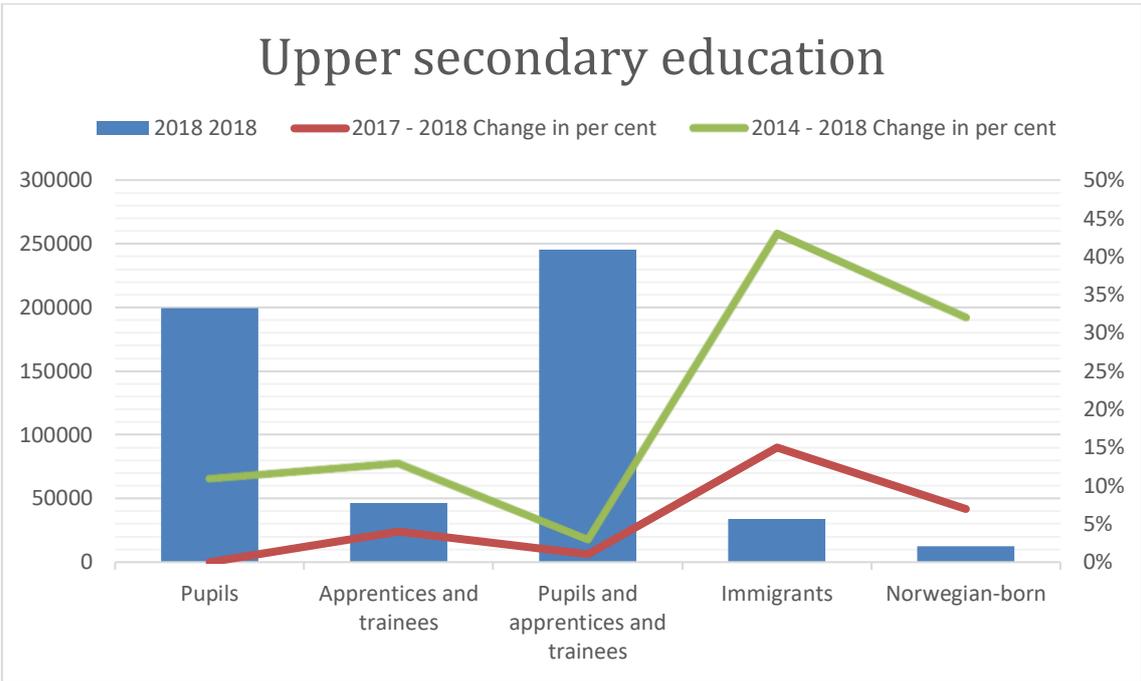


Figure 1A – Students in Upper secondary education

Immigrant and Norwegian-born students from minority backgrounds accumulate to approximately 19% of all students in upper secondary education in Norway, which translates to 1/5 students. This is a not an insignificant number, which further validates the need for more research in this field. From the figure, we see an increase in immigrants from 2014 to 2018 by 43%. This demonstrates the increasing importance of diversity, multilingual- and multiculturalism in Norwegian upper secondary education.

Dahl & Krulatz (2016) researched the topic of teaching English as a third language, and if the English teachers had the competence to support multilingualism. And the results were that teachers with students who are multilingual have little formal competence to teach these students. Dahl & Krulatz (2016) also showed that the majority of teachers were willing to be

educated in this topic. This researched illustrates again the need for research on multilingual students and their experience with English at upper secondary level in Norway.

1.2 English as an international language

In the globalised world we live in today, English has taken the leading position as the global language of communication, and functions as the lingua franca. This is explained by the fact that there are a higher number of interactions of English between non-native speakers than native speakers of English (Crystal, 2012). English as a lingua franca is used to both establish and maintain international connections between nations. It provides the possibility of a more interconnected world, with more accessible cultural-, economical- and political relations (Rindal, 2013).

English in Norway

Due to massive exposure to English through the media and the increased use of the language in Norwegian higher education and business domains, English has become a well-known language for Norwegians (Rindal, 2013). Adolescents are targeted by American popular culture through movies, TV-shows, music and sports, to mention a few. Additionally, English is used in trade, science and technology (Rindal, 2013). Considering the influence of the English language globally, English is a very important subject in school. It is not comparable with other foreign languages taught at school, such as; German, French or Spanish. Compared to other foreign languages such as those mentioned above, English is a mandatory subject from the first year of primary school, until the first year of upper secondary school. It seems to hold a different status than other foreign languages, with the English subject curriculum not being a part of the curriculum for other foreign languages (Rindal, 2015).

1.3 Research question

What I was interested in researching, was first and foremost multilingual and multicultural students from minority backgrounds. The emergence of extramural English and its benefits for second language acquisition (SLA) making it a relatively fast-growing field of research with increasingly important findings. My main aim was to benefit this field of research, and this thesis aims to illuminate this topic in from the multilingual and multicultural students' perspective. Prior research has been mostly on extramural English and its benefits in general, or specifically aimed towards an extramural English activity. There have been few or no research to my knowledge, on multilingual and multicultural students' extramural English use. Hence my choice for this thesis was to fill that gap with a mapping study, exploring the multilingual and multicultural students' extramural English use in Norwegian upper secondary school. My research question is as follows: *How do multilingual students from minority backgrounds use extramural English?*

To be able to answer main research question, I formulated two further questions:

1. Do the students invest in the target language?
2. Do the students use extramural English to enhance their competence in the English subject at school?

The first question is about concept of investment, and since I am interested in investigating more than just the students' extramural English use, I included the questions above. There are some key concepts that needs to be explained first. The first concept is extramural English, abbreviated as EE. Extramural English is a term used to describe English use outside the walls of the classroom, without the school being involved in the activities.

Another key concept is the description of the students. By explicitly describing the students as multilingual and multicultural from a minority background, I am aiming towards the immigrant (or Norwegian-born with immigrant parents) population in Norway. This field of research is growing in interest, not only in English didactics, but also in other fields of educational research. Thus, the focus on these students specifically, in addition to my personal interest in the field.

1.4 Structure

In this master's thesis contains 5 chapters, beside this introductory chapter. The first chapter (2) is where I present the theory and prior research on the topic I wrote about. The next chapter (3) is where I explain the methodology behind the research done and includes sections on the data collected and the data analysis. I present my findings in chapter (4) before discussing these findings in the next (5). Lastly, the conclusion (6) includes the suggestions for further research and possible implications and contributions to the field.

2 Theory and prior research

The theoretical framework I have used in this master's thesis will be presented in this chapter. In addition to the theory, this chapter also includes prior research and relevant master's studies. In this master's thesis, I explore multicultural students' extramural English, and with that I am looking their investment, identity and views on the English subject. Since my research is about extramural English (2.1), I start by investigating the term extramural English. Further I explore the terms investment, identity and the sociocultural theory (2.2), before ending the chapter with the prior research on this topic (2.3)

2.1 Extramural English

I have opted to use the term *extramural English* (abbreviated as EE) rather than terms like *Language learning and teaching beyond the classroom (LBC)* or out-of-school English. Extramural English is the only term that correlates with the data I was looking for. LBC and out-of-school English are both suitable terms for describing extramural English activities respectively, but they do bear connotations to the school being involved in a way. The part about the school involvement breaks with my research perspective, as I was looking for the students' "extracurricular" use of English ("outside the subject English"). Hence the choice of Sundqvist & Sylvén's (2016) term, extramural English. Sundqvist and Sylvén (2016) explains their choice in using the term extramural English by highlighting its etymology. The word stems from the Latin, *extra* means "outside" while *mural* means "wall", which translates to "outside the walls of the classroom" (Sundqvist & Sylvén, p. 6). My decision for using the term extramural English coincides with Sundqvist & Sylvén's (2016) intentions for using it. The term extramural English encompasses a broader selection of sources than the other terms, and is more in lines with the term I initially started the research with. The term I was looking to translate into English was "utenomfaglig", which translates to extracurricular. Extracurricular English is not an accurate translation, nor a description of the term I was looking for. It bears the same meaning as the two aforementioned terms (LBC and out-of-school English), in that the school is somehow involved in the students' activities. Thus, the term extramural English emerged as the broader term which can include a large spectrum of

English activities the students can relate to, and to make "...the opportunities for extramural English seem endless" (Sundqvist & Sylvén, 2016, p. 7). By that I mean the definition will be clear to the participants of this study, and that they will not feel restricted by a possibly limited term. This is especially important, because it leaves minimal room for misinterpretations and misunderstandings between the researcher and the participants.

When talking about English activities outside the walls of the classroom, there is distinctive difference between extramural English and the other terms. It was mentioned earlier that the school must not be involved for it to be an extramural activity. To find this difference, we would look the one which initiated the activity – was it teacher (or other educational institutions) initiated or self-initiated? The activities cannot be initiated by a teacher or an educational institution. The initiative must come from the student, or together with someone which is not from an educational institution, such as a friend or a parent (Sundqvist, 2009). Although the activity must be initiated by the learner (or with someone not connected to an educational institution), Sundqvist (2009, p. 25) argues that "no degree of deliberate intention to acquire English is necessary". However, this does not mean that deliberate intention is excluded from EE. Further she (Sundqvist, 2009) explains that learner may come in contact with English extramurally without their deliberate intention. This could be a sudden conversation with a foreigner asking for directions. The learner will engage in an unforeseen extramural English activity without necessarily initiating it. This example highlights the extensive reach of extramural English for a learner, that without even knowing beforehand, the learner came in contact with EE. However, there are also learners who are active users of extramural English with the intention of strengthening their second language. These learners are "taking charge of their own L2 learning" (Sundqvist, 2009, p. 26). Sundqvist (2009) explains in her dissertation that some learners might even take up new hobbies and develop interest in learning English by using these extramural English activities.

Extramural English activities according to Sundqvist and Sylvén (2016) is as mentioned, a broad term with almost unlimited opportunities. The activities they mention stretches from watching movies, reading books, and listening to music, to surfing English websites on the internet, using social media, interacting in real life, and playing video games. Sundqvist and

Sylvén (2016) do not mention all the activities specifically, but leave room for any activity which is within their interpretation of the term. The way I use the term extramural English is: “the use of English which is not initiated by an educational system to enhance a learner’s English competence”. This makes the term even broader, and includes activities at school or other educational institutions, and even in the classroom. This is because a learner might listen to music, watch a YouTube-video or read an article in their lunchbreak, or even listen to music while doing an assignment. These activities should not be ruled out simply on the basis that they are within the borders of an educational institution. These activities are still not related to the English subject.

With that in mind, and since this study is on multilingual and multicultural students and their extramural English, there needed to be a term with a vast selection of activities so that I do not miss out on an activity a student might engage in. Ergo, extramural English in this MA thesis is an even broader term than Sundqvist and Sylvén’s (2016) term.

2.1.1 Input, output and the extramural English house

Sundqvist and Sylvén (2016) have coined a term for the different types of extramural English activities, which they crammed inside an imagined house, and they call it – *The extramural English house*. This house has specific rooms to suit house different types of EE activities, and consists of three floors. For the first floor consists of rooms which represent easily accessible EE activities like listening to music, watching a movie or a series, watching television. These rooms are on the first floor for the reason that everyone has can easily access and take part in these EE activities. On the second floor there are only two rooms, and they consist of a library and an office. The library is for the EE activity of reading, while the office is described as being for “computer use” (Sundqvist & Sylvén, 2016, p. 139). The second floor is not as easily accessible as the first floor, and it has to do with the effort put in to engage in the activities at the library and the office. The second floor is accessible through the stairs, and is Sundqvist & Sylvén (2016) argues that it can play an important part for a learner’s SLA. The last floor in the extramural English house is the attic. Sundqvist & Sylvén (2016) chose to place anything which does not fit with the conditions of the first or second

floor in the attic. An example of an EE activity which is placed in the attic, is an unplanned conversation in English or a to see a play which is performed in English. Sundqvist & Sylvén (2016) argues that the attic is a place where the visitors of the EE house do not spend much time in, and is a big mess. However, with new technology and ideas for interacting with English extramurally, the attic may become a densely packed room.



Figure 2A – The extramural English house (Sundqvist & Sylvén, 2016, p. 139)

Each of the rooms have different extramural English activities, and Sundqvist & Sylvén (2016) talks about the journey of an extramural English user on a regular basis. This journey describes the types of EE users, but also time spent in each room respectively. Sundqvist & Sylvén (2016) and Sundqvist (2009) states that most EE users spend the most time on the first floor, but the amount of time spent on the different activities changed from Sundqvist’s dissertation in 2009 to Sundqvist & Sylvén’s research in 2014. In the study from 2009, music was the most used EE activity with 36% (19% in 2014), while TV was the most used with its 32% (20% in 2009) in 2014 (Sundqvist & Sylvén, 2016, p. 140-141).

Brevik (2019) talks about the three types of EE consumers which she coined: The Gamer, the Surfer, and the Social-Media User. The Gamer, as the name states, engages in online EE gaming, up to eight hours a day. While playing, they immerse themselves in extramural English. The Surfer is a broad term that covers many online platforms, varying their use in their search for “authentic language situations” (Brevik, 2019, p. 5). The Social Media User communicates online with friends, and their main source of EE other than social media is TV-shows, music and films.

2.2 Investment, code-switching and Sociocultural theory

In this section, I will introduce theory on the topics of investment (2.2.1), code-switching (2.2.2) and the sociocultural theory of Vygotsky (2.2.3).

2.2.1 Investment

The well-known researcher in the field of identity and language learning, Bonny Norton, is famous for using the term investment actively in her research on identity and language learning. In her research (Norton, 2010), Norton felt a lack of theories about motivation regarding second language acquisition (SLA). Further, she states that at the time of her research, these theories of motivation were wrongly accusing unsuccessful learners of a target language to be unmotivated. In her article (Norton, 2010) on language and identity, she constructs the concept of *investment* to complement the field of motivation in SLA. To understand what she means by the term investment in the field of SLA, we need to look at the term semantically, for what does it mean in this context? According to the Oxford dictionary, to invest is to put money into, provide capital for, buy into something. Usually it is used in an economical context, that we invest in something which will give us a significant reward. This can be translated to the field in question, in that second language learners, or in my case, multilingual students “investing” in the target language – with the reward being in the form of “a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital” (Norton, 2010, p. 4).

Investment is according to Norton, to be seen within a sociological framework. This is because the construct of investment perceives that the learner has a complex identity, and this changing identity is reproduced in social interaction. It is important to separate between investment and motivation, as they differ in terms of their construct.

Furthermore, the concepts of investment and motivation differ in terms of how they perceive a learner. Norton (2010, p. 4) mentions that in instrumental motivation, the learner is regarded “as having a unitary, fixed, and ahistorical “personality” – which is the opposite of what a learner in the construct of investment is regarded as. This also affects the questions associated with learners and their commitment to learning the target language. Norton (2010, p. 4) highlights this with two questions:

Instead of asking, for example, “To what extent is the learner motivated to learn the target language?” the researcher asks, “What is the learner’s investment in the target language practices of this classroom or community?”

These examples show different ways of thinking regarding investment contra motivation, and how investment is ought to be understood in the context of language learning. A learner’s motivation may be at a high level, but their investment in learning the practices of a classroom or a community. These learning practices could exclude learners, because they are racist, sexist, classist or other type of excluding features a classroom, or a community could have (Norton, 2010). This feeling of exclusion could lead a highly motivated learner to be viewed or labelled as an unmotivated language learner. Norton (2010) makes it clear that there is a difference between being not “motivated” and being not “invested”.

Duff (2002) did a study on an English teacher at a multilingual school, where she tried to teach respect for cultural diversity. The results were mixed, as the multilingual learners of English were usually criticised or even laughed at for their imperfect English competence. This affected the multilingual learners, in that they turned to silence. Duff (2002, p. 312) states that “Silence protected them from humiliation”. As mentioned above, a learner may feel out of place in a setting, which could result in the learner turning to silence. This silent reaction is viewed by the native speakers of English as “a lack of initiative, agency, or desire to improve one’s English or to offer interesting material for the sake of the class” (Duff, 2002, p. 312). From the same study, it was clear that these multilingual students were not, as

perceived, “unmotivated”. However, this is where investment is relevant, because one could argue that these students were in fact not investing in the practices of their English language classroom. In this case, it is a situation of inadequate relationship between the multilingual learners and the native speakers of the target language. It will aid the learner, if they invested in the target language, as it will help them “attain a wider range of symbolic and material resources” (Darvin & Norton, 2016, p. 20). In return, it yields a potential rise in their cultural capital and possibly their social power (Darvin & Norton, 2016).

2.2.2 Code-switching

There are numerous types of code-switching, which is when a bilingual (or multilingual) speaker alternates between the languages they speak. It is described as when “speaker changes from one variety of language in accordance with situational or purely personal factors” (Ellis, 1994, p. 696). What Ellis means, is that a change like that can occur in different places of a conversation, it could be at the beginning, mid-sentence or at the end of a sentence. A speaker has the ability to utilise their entire language repertoire (Brevik, Rindal, & Beiler, 2018).

2.2.3 The sociocultural theory

In the general section of the Norwegian curriculum under “Det samarbeidande mennesket” it states that “Personal abilities and identity develop in interaction with others” (Udir, 2015). The well-known theorist Lev Vygotsky (1978) believes that man learns in interaction with others, and thus social interaction plays a crucial role for learning. The socio-cultural theory that divides the development process into three zones; the student's master zone, the student's closest development zone and the student's future potential development zone (Vygotsky, 1978). The former is about what the student can master without help from others. The student's proximal development zone is the closest development zone where the student is able to solve a task, but with the help of a fellow student or teacher, or a more competent person (Vygotsky, 1978). The latter is the zone where the student fails to reach the goal himself with the help of the teacher, but it is desirable that the student achieves this during the course of learning (Vygotsky 1978). The principles for the training state that all students

should have something they can reach out to and which they can master on their own or with others. Then there is talk of the student's master zone, that is, the zone of closest development. In the classroom, the students have access to each other and the teacher, therefore it is appropriate to set the teaching to the student's closest development zone for the student to learn as much as possible and experience mastering in cooperation with fellow students.

2.3 Prior research and master's theses

This section includes prior research on extramural English (2.3.1), Learning English through the use of subtitles (2.3.2), prior master's theses (2.3.3)

2.3.1 Prior research on extramural English

Sundqvist (2009) stated in her dissertation that there are some empirical studies on the relationship between adolescent students' extramural English and their learning outcomes in school. However, these studies were rare. That was in 2009, and the field of extramural English has had an increasing interest.

Pia Sundqvist has researched the topic of extramural English for a relatively long time. *Extramural English matters* is Sundqvist's (2009) dissertation, where she examined if extramural English had a possible effect on learners of English in Sweden. Her focus was on oral proficiency and vocabulary. The study was conducted on 80 9th graders (aged 15-16) in Sweden. Her choice of data was a questionnaire and language diaries over two weeks respectively. In these diaries, the learner recorded their extramural English use, but only in seven EE activities. These activities were "reading books, reading newspapers/magazines, watching TV, watching films, surfing the Internet, playing video games, listening to music" (Sundqvist, 2009) The results show that there was a correlation between extramural English and oral proficiency in the English subject at school, and the results were even stronger for the learners' vocabulary. Furthermore, the results also showed that some activities were of more importance than others, for both oral proficiency and vocabulary respectively. The activities that had more impact on oral proficiency and vocabulary were the more active extramural English activities like playing video games, reading a book or being on the internet. The aforementioned EE activities are activities that call the learner's productive

language skills. The rather passive activities like listening to music or watching a movie or a tv show, had less impact on oral proficiency and vocabulary, according to Sundqvist (2009).

On the topic of EE gaming, Sylvén & Sundqvist (2012) examined whether online gaming could affect a learners' vocabulary and comprehension. The study was done in Sweden, and the participants were 11-12 years old. The results were that online EE gaming correlates positively with comprehension and vocabulary, especially reading and listening comprehension. Further results showed that the amount of time invested in online EE gaming yields positive results, if the learner invested over four hours of game-time per week. Positive correlations between L2-competence and online EE gaming is present in Sundqvist and Wikström (2015) also. What differs those two, is the topic, which is advanced vocabulary in writing and the learner's grades in the English subject at school. Both these studies divide the learners into three parts in terms of hours spent on EE gaming: frequent gamer (over five hours a week), moderate gamer (under five hours a week), and the non-gamers. For both studies, the frequent gamer received the highest results.

2.3.2 Learning English through the use of subtitles

Prior research on the use of subtitles has been done by Kvitnes (2013), where she investigated the use of subtitles at upper secondary school (VG1 Level). The research was done on a two control groups watching the same video, one with and the other without subtitles. This was done to see if subtitles could aid a learner's plot comprehension, which the initial tests proved. The students then had to answer a comprehension questionnaire, and were also tested for long term effects. The results of this experimental study were that the learner's proficiency level was the most important factor, and not the subtitles alone. Kvitnes (2013, p. 51) states that "subtitles do not affect long term language learning, and that the learner's proficiency level is a more significant factor for further learning". An older study from d'Ydewalle & Poel (1999) talks about subtitles as well. Their results indicate that having subtitles in the learner's first language could benefit the vocabulary in the target language. This study was done on 12-year old children in the Netherlands, but the results are still interesting.

2.3.3 Prior master's theses

Of the prior master's theses published, I have chosen to focus on the ones including extramural English and Multilingual and multicultural students in their research.

Ahmadian (2018), investigates the field of vocational education in Norway. Her focus was on comparing the vocational girls' use of English in school and extramurally. She used a qualitative research design, by observing the girls' in class to select her participants, then she interviewed ten of them about their English use in and outside of school. After that, she wanted them to fill in logs about their English use (both EE and in class), before another round of observation. The second observation was for validating her first observation of the girls in the classroom. She investigates their English use in and out of school, and then compared the data. Her main findings were as her title states, that girls were the academic voices, while the boys were the dominant voices.

Warsame (2018), writes about translanguaging in her master's thesis. With a qualitative approach, she investigated the experiences of the teachers and students in relation to translanguaging practices. What inspired me was the choice of participants and field of research, and that her results were positive for the multilingual student.

These theses combined have inspired me to write about extramural English from the perspective of the multilingual and multicultural students. Ahmadian inspired me to explore the field of extramural English. Her log and choice of application inspired me to pilot it for my use and ended up being the method I used for collecting information about the students' extramural English.

3 Methodology

In chapter 3, I will present the methodology behind this thesis, and the methods used to investigate the students' extramural English. The chapter begins with the research design (3.1), where I will argue for the research approach I have chosen. Subsequently, the participants will be introduced and described (3.2). After that comes the methods used for collecting the data (3.3), and then how the data was analysed (3.4). The final part addresses the research credibility (3.5).

3.1 Research design

For this master's thesis, the aim is to explore multilingual students' extramural English. Consequently, the most suitable research method would be qualitative. Therefore, be able to answer the research question *How do multilingual students from minority backgrounds use extramural English?* I need to investigate the multilingual students' views and perspectives on extramural English. A qualitative research design gives me the opportunity to inquire into the meaning these multilingual and multicultural students ascribe to extramural English (Creswell, 2017). As mentioned in the theory and prior research chapter, there have been some research on extramural English in Scandinavia, but not specifically on multilingual and multicultural students. Further, since my aim is to get an insight into the participants' extramural use of English, a qualitative research approach is the most useful design (Kvale & Brinkmann, 2009).

My data collection is in a natural setting, as the participants are writing in their logs wherever feels natural to them, and at a time of their liking – the data is collected in the students' setting (Creswell, 2017). Not only is a qualitative research design beneficial for this study, in that I attain data directly from the source (the student logs), but it is also necessary. It is necessary, because of this rather unexplored field of research. This field of research (multilingual and multicultural students' extramural English) is to be approached exploratorily with a qualitative research design. Also, this is a moderately sized thesis with a limited amount of time and space – thus, my aim is to use the data collected to get an insight into this field, and not to build or develop new theory.

3.2 Participants

A qualitative researcher will have to pick the individuals best suited to aid the research with relevant information according to the research question. A purposeful selection is an inevitability for this study because of the rather rare and narrow field of research. The criteria for the participants of this study was firstly that they were to be students at upper secondary school, preferably at VG1-level. Secondly, that they were multilingual and multicultural students with a minority background. The participants were carefully and purposefully chosen to meet these criteria. This type of sampling is often referred to as *purposeful selection* (Creswell, 2014, p. 189). This means that one must be selective of what kind of individuals is needed for the research.

The criteria further were that they were to be as equally represented as possible; Equal in terms of the quantity of boys and girls, that they are from the general studies programme as well as vocational studies, and that they do come from different backgrounds and cultures. I also intended the participants to be of maximum variety, to get an insight into differences and different perspectives, which is ideal for a qualitative study (Creswell, 2017).

I approached more than 10 schools, but only three of them were willing to help. Two of the participants from the same school withdrew at the last moment, leaving me with 5 participants in total. I will later comment on this topic under limitations in 3.4.5. The participants I ended up with was a total of five, three girls and two boys. I was not able to handpick the students, but their teachers picked the ones that fit the criteria and were eager to participate. Since my approach to numerous schools was unsuccessful, due to various reasons – I ended up with a limited list of participants to choose from, and the ones willing ended up as the participants for this study.

3.2.1 The students

The figure below highlights the students (pseudonyms), their study programme, their cultural background and their gender. This is to get an overview of the participants of this study. Two of the students are in Health, childhood and youth development class (Arta and Sarah), While Julia, Danish and Brahim are in a general studies class.

Study program	Participants	Cultural background	Gender
Health, childhood and youth development	Arta	Southeastern European	Female
	Sarah	Middle-Eastern	Female
General studies	Julia	South-Asian	Female
	Brahim	North-African	Male
	Danish	South-Asian	Male

Table 3A: Overview of the participants

The participants in this study are students at upper secondary schools in Norway at VG1-level. They live in the south-east of Norway, where they also go to school. These students are all multilingual and multicultural of minority backgrounds. They are purposefully selected under the criteria mentioned in 3.1, and are all from different backgrounds. The students are given pseudonyms; Arta, Sarah, Julia, Danish and Brahim.

Arta is of Southern European descent. She is born in Norway and has lived here her entire life. Her home language is Albanian, she uses it at home and with relatives and some of her friends.

The second participant is **Sarah**, and she is of Middle-Eastern descent. She was not born in Norway and has lived here for almost 3 years. Her mother tongue is Assyrian, but she speaks Arabic and French in addition to learning Norwegian and English at school. Her Norwegian is very good, considering the duration of her residence in Norway, but during the interview she felt the need to code-switch to Arabic sometimes.

The third and final female participant is **Julia**. She was born and raised in Norway but is of South-Asian descent. Her home language is Tamil, and she speaks it at home and with relatives. She feels that Tamil is harder to write than to speak, and thus she uses it mostly orally.

The first male student is **Danish**, and he is of South-Asian descent. Danish was born and raised in Norway. He speaks both Urdu and Punjabi, but he prefers to speak Urdu with his relatives, especially with those in his parents' home country.

Brahim is the second male participant, and the last participant. He was born in Norway, but his father is of North-African descent. He speaks Norwegian with his mother and Arabic with his father. He also prefers speaking the language of his relatives when visiting or when on the phone.

3.3 Data Collection

In this chapter, I will present how I collected the data for this study. Firstly, an overview of the procedure (3.3.1), then the pilot study (3.3.2), and lastly the logs (3.3.3) and interviews (3.3.4).

3.3.1 Procedure

The procedure used for this study is comprised of four steps which is illustrated below.

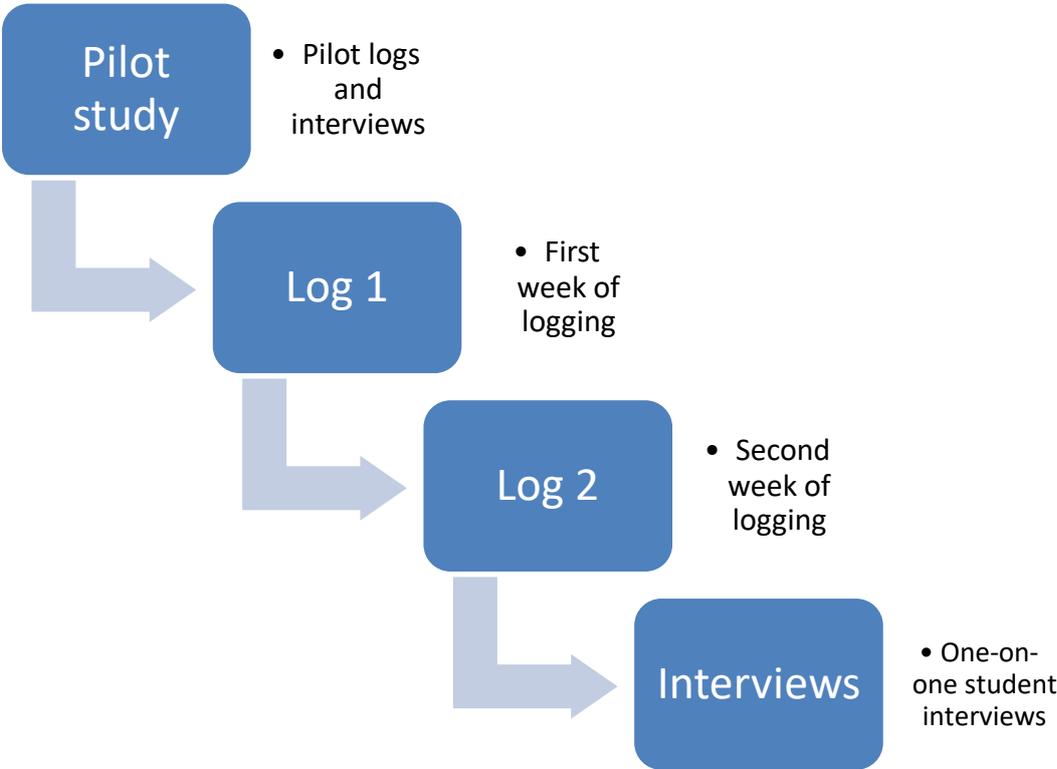


Figure 3A – Data collection procedure

The procedure started with piloting writing logs in two applications, with the piloting of the interviews after that. After finding the most suitable solution for writing logs, I met with the students and explained the process of writing EE logs, and they began filling in the log 1 that week. After a break of approximately one month, the second round of logs began (log 2). After that, the interviews were conducted in a couple of days after the last logs were filled in.

3.3.2 Pilot study

To find the most suitable option for using student logs, I had to look for applications which would be usable on more than one platform. The students would need to be reminded to log, and to not be limited by the application or a platform. I piloted an application called *Google Keep* for a week on two students at upper secondary school (VG1) to get the point of view of the participants of this study. The pilot-students were asked to log their extramural English for a week straight, and taking notes on anything they may encounter on the way (either positive or negative). At the end of the week I had a skype-session with them, where they explained their experiences with Google Keep and their final take on using it as a log for tracking their EE activities. The positive sides of Google keep, is that it has a smart reminder (location-based as well as time-based). This could aid the participant if they forget to log, or if they wish to log at a specific time or place. In that regard, it is a practical and useful tool for writing a log. Especially useful for the target group of this study, multilingual adolescents.

The negative sides of Google Keep, was that it was a bit disorganised. All of the answers are not received in bulks per day, but are scattered around the home screen of the app. This meant that I would have had to gather their logs, organise and rewrite them before I could work on the analysis. Also, this application is as secure in terms of privacy, as it is done through Google who lets me access it through a Gmail-account.

To sum up about the piloting of Google Keep, the responses I received were almost unanimous. The application worked relatively well for recording one's extramural English, it was also easy to use and had a good reminder-system. They were all positive to the use of this application for this particular purpose. However, I was not convinced, and started looking for other applications or tools which are more organised and more secure.

I ended up with the University of Oslo's digital tool for surveys called *Nettskjema*. This is, firstly, a safer choice ethically, and secondly, a more organised application. Thirdly, it is

accessible through any web browser, which gives the participants the flexibility to log wherever they are.

Nettskjema was piloted with the same two students as before with Google Keep, to ensure that they had used both, to compare the two applications afterwards. This was done similarly to the first time, where they used it for a week, and then we had a conversation after it. Only this time, it was an interview and not just a conversation about Nettskjema. The pilot participants agreed between them that Nettskjema was a superior choice (over Google Keep) for logging their extramural English. Their arguments were that it is more organised, and they had less work to do than before, because they could just use the checkboxes instead of writing what they did. However, they did miss the reminder-functionality of Google Keep. The reminder for Nettskjema was in the form of an Email from Nettskjema

The participants did not have to make a new log every day, and they did not have to physically write what they used English for. Instead, they got a link in an email every day, and it redirected them to a survey-like page which was pre-organised for them. All they had to do was check some boxes and write a couple of words and numbers (see Appendix, EE log). This saved the participants around 10-15 minutes every day, which could have been an important factor in terms of them considering using their time on it.

3.3.3 Log 1 and Log 2

The main purpose of the logs was to gather as much information as possible about the multicultural students' extramural English. I wanted them to write what they used English for outside of school (extramurally), and for how long – every day for a week. Before they began filling in their logs, I met with them at their schools, respectively, where I showed them how to fill in the logs both on the computer and on a smartphone to avoid any misunderstandings. I met with Artar and Sarah first, then with Julia, Danish and Brahim another day. The week of choice for Log 1 was a week without midterm tests or evaluations, week 48 in November 2018. This was a deliberate choice, because I wanted it to be a normal week, not influenced by anything out of the ordinary. Also, I wanted them to start in the middle of the week (Wednesday) as a precautionary approach to the matter. If they had started the logs on a Monday, they may have grown tired of it by the weekend. Likewise, if they started on a Thursday or Friday, they would maybe be preoccupied with the weekend and forget the logs. By beginning on a Wednesday, I expected them to be well into the process of logging, which

could minimise the risk of losing their attention. Also, because they were unavailable for interviews straight after filling in Log 1, I had to have two rounds of logs (Log 2), which meant that I not had double the amount of data.

The logs were, as mentioned in the pilot study, in the digital tool Nettskjema (UiO). The participants received an email every day for a week, reminding them to fill in the log provided for them. If they forgot, they would be reminded again until they had logged for seven days. The form consisted of eight questions (Appendix, EE logs) with two of those being general questions, and two of the questions where follow-up from the previous questions. The questions were chosen in advance based on Sundqvist & Sylvén's (2016) *Extramural English in Teaching and Learning*. I consequently asked the students when meeting them, if I needed to add a question or a suggestion in order to cover their extramural English. All participants reported that the questions already chosen would suffice to cover their usage. The entire process of the daily log took roughly 2-4 minutes per participant, depending on how varied the extramural English usage was. I checked every day if they had received and filled in, in case someone forgot or in case they had not received an invitation/reminder.

The second logs (Log 2) were filled in the second week of 2019, and was identical to Log 1. The reason for having another week of logging, was that the students did not have time to be interviewed the week after Log 1. This meant that I had to move the interviews until after their Christmas-break, and there would be a risk that the logs were not fresh in mind for the interviews. I subsequently contacted the students and asked for another week of logging. This was possible, because I had maintained contact with the students throughout the data collection period. Some of them had to be reminded by text message, because they did not check their email often or they tended to forget to log. Therefore, I suggested messaging them at a specific time every day of that week, replacing the reminder which was missing from the Nettskjema – and they agreed. Log 1 and Log 2 left me with an average of 13 logs per participant, as some logged more than 14 days, while others forgot to log a couple of times.

The second round of EE logs where beneficial for me, in terms of the amount of data I received and the quality of the data. The amount increased from one week to two weeks, and this meant that they were now used to writing this log. Also, by making them write a log at two different weeks with roughly a month in between, makes data cover a larger part of their

extramural English activities. This was also due to the requirement of having the interviews as close to the log-period as possible, to keep their memory as fresh as possible. The second round of logs (log 2) gave me the opportunity to do that, as the students were unavailable for interviews straight after log 1. This made Log 2 not only beneficial, but necessary.

3.3.4 Interviews

The interviews were semi-structured, and influenced by Hannah Haavind's *livsformsintervjuet* (Dalen, 2011). They were conducted right after the second week of logging and were about their extramural English. The influence from *livsformsintervjuet* are visible in the choice of time and topic of the interviews. They were not about every step of the participant's life in that time period, but they were about a specific part of that period – the daily use of extramural English. The semi-structured interview was crucial for this study, as I would not have been able to include the follow-up questions, nor would the participant feel like it was a conversation, rather than an interview (Dalen, 2011). I intended to make the interviewee feel as comfortable as possible, by asking simple questions about their Christmas break, and then gradually closing in on the main topic of their multicultural background and extramural English. The interviews were held in a familiar place to participants, a study-room at their respective schools. It was important to keep in mind, that interviews are more than just a data collection tool, but also a social encounter (Cohen, Manion & Morrison, 2011). The participants all speak three or more languages, and it would have been possible to do the interviews in English as well as Arabic (with two participants), but they were all more comfortable speaking Norwegian. I was advised by a fellow master's student to bring a snack for the interviewees, as it may lower the interviewee's nerves and make it as aforementioned, as social encounter, rather than making them feel like it is an a job application. The interviews were held at the schools of the students, respectively. This is to ensure that it is done in the natural setting of the participant (Kvale, Brinkmann, Anderssen & Rygge, 2015).

A unique interview guide was developed for each student (See Appendix, Interview guide). This was due to their differentiated answers in the logs and their diverse multicultural backgrounds. The introductory and main questions were practically the same, but the follow-up questions differed depending on the participants' logs and answers. The interview guides were made to ensure that the students were asked specific question based on their logs, but

they also prepared me for the interviews, in case I was not able to improvise or ask follow-up questions related to the topic. During the piloting of the interviews, I realised that I had a tendency to overrun the interviewee, and consequently had to change some of the questions to allow for more fluid dialog rather than a monotonous conversation (Dalen, 20).

All the interviews were recorded using an application on my phone called Nettskjema-diktafon, and is made by the University of Oslo. It was used because of its invaluable security. They were also recorded on a Zoom F1-LP field-recorder, which is a simple audio-recorder without any internet-connection. This recorder was used as a backup only, and the students were informed about devices. It was fortunately the right choice to record with a backup, as the Nettskjema-diktafon failed on two of the recordings, and the field-recorder saved me.

The table below (3B) highlights the method, type of data, the number of participants, and the quantity of the data. This is to illustrate the amount of data collected for this master's thesis.

Method	Data	Participants	Quantity
Logs	EE Log (digital)	Students ($n = 5$)	14 days/logs
Interview	Audio recordings	Students ($n = 5$)	90 mins.
	Transcription	Students ($n = 5$)	12 128 words

Table 3B – Data collected and data analysed

3.4 Data analysis

In this part, I will explain how I analysed the data used in this thesis. On my computer, the data analysis folder separated the logs and interviews into two folders. The logs included all the data from Nettskjema, and each student had an Excel-file inside of this folder. For the interviews, I made a folder for the audio recordings, the interview guide and the transcriptions. Each participant had a folder inside of each one of these folders too. Inside the transcription-folder, there were more folder, one for the Norwegian (original) transcription, and the other one for the translated version. Before I began analysing the logs, I used the initial log in Nettskjema (see appendix B) to create the interview guide so that they

correspond with each other. Based on the extramural English questions in the log, I wrote the interview guide with both open-ended questions and close-ended questions.

3.4.1 The logs

The logs were the first data material collected for this study, and it formed the basis for the interviews. Therefore, each log had to be dissected and analysed individually. There were two stages of analysis for the logs. Firstly, the time before the interviews, which was a time-sensitive period. Secondly, after the interviews, with a renewed view and a better understanding. Because of the information gathered from the interviews, I was able to view the logs in a different light, as some of the unclear answers were clarified during the interview. The logs consisted of both open-ended and close-ended questions, and were divided into three categories: 1. Personal information, 2. Extramural English, 3. Time spent on EE activities. The first category was only there to identify the participant and the day of their log. For the second category, I used Microsoft Excel to gather the extramural English activities checked. This was done for each log, in a table which separates between each log by the day it was logged. By that, I get cover the activities for each individual day, while also having an overview over the entire period. I used a separate Excel-file for each participant, and each one had two books, one for activities checked, and another for time spent on these activities. The reason to separate these two, was so that I had more control over the data without the possibility to mix-up the data.

Another argument for using two separate books, is that I can compare and contrast the activities checked with time spent on these activities separately. This gave me the opportunity to have a large overview over each log and participant respectively. I ran into an issue when analysing the logs in terms of the quantity of logs per participant. Some had logged for 17 days, while others for only 8. This meant that I had to get the average for each participant for the planned 14 days of logs. For example, if a participant only logged for 7 days, I would divide their sum in 7, and then multiply that number by 14. This is how I got the average for 14 days for each student – both in terms of EE activities checked and hours spent on them. With those numbers, I made 7 charts; one for each of the five participants, one for the EE activities and one for hours spent on these activities.

3.4.2 Interviews

The interviews were audio recorded with *Nettskjema-diktafon* and a field-recorder (as a backup). They were later transcribed in an application called *InqScribe*, which gave me the opportunity to play the audio tracks while recording. I used *InqScribe*, because it has shortcuts for timestamps and other useful tools for transcription. Although it is useful for transcription, it is limited when it comes to editing the text of the transcription. For that I used Microsoft Word. Not only am I more familiar with this software, but it was also much easier to colour-code and search for keywords.

When analysing the interviews, I made four codes which were all given a colour; 1. Communication in English (Green), 2. Preference for English (blue), 3. Youth culture (Pink), 4. The English subject (Red). While reading the analysing each interview, I coloured over the parts with the relevant colour (topic). After doing that, I chose which was most suitable and interesting, and copied them into the thesis. I chose to not include the time-stamps, as they are not relevant and could be a distraction for the reader. After pasting an excerpt from the interviews, I immediately copied and pasted the original transcription in the appendix (See appendix C: Excerpts).

3.5 Research credibility

In the following section, I will discuss the research credibility of this master's thesis. The sections are divided into four parts: Reliability (3.5.1), if the logs are representative (3.5.2), research validity and ethical considerations (3.5.3), limitations (3.5.4).

3.5.1 Reliability – is it repeatable?

Log reliability: I started with Google Keep, but for various reasons chose to apt with *Nettskjema* by UiO (see 3.3.2 Pilot study). After the piloting, I turned to Ahmadian's (2018) log as a guide, which she used Garvoll's (2017) log as a guide for her own. The changes I made were to make the logs with fewer questions to fill, and I included more activities to chose from. These choices were made to ensure the students could log during hectic times, as the process of filling the log took on average 4-5 minutes per participant. All the participants were given the same log for the entire period. By having them log for two separate weeks, I got to test the logs reliability. According to

(Cohen, Manion & Morrison, 2011), using the close-ended questions enhanced the reliability, as it opened for the possibility of identifying the participants' diversity. On the same note, I used the questions further in the interviews to ensure I was getting the most reliable data possible.

Interview reliability: I developed an interview guide based on the answers from the student logs. This was to minimise the possibility for different wording, which could lead to misunderstandings (Kvale & Brinkmann, 2009). Not all of the interview guides were identical, as they were based on each individual's logs. The major questions were the same for all, only questions about something that specific student wrote in their logs that needed clarifying. These clarifying questions were added to ensure the logs as reliable as possible.

Reliability in transcription: the interviews were recorded with two devices to make sure I had a backup in case something happens with one of them. If I had only one recorder, I would have had to do two out of five interviews again, because two of the interview recordings were corrupted during the interviews, and the second recorder saved the situation. The transcription of these interviews was done within a short time-period after. This was to ensure that they were still fresh in my mind, so that I do not misinterpret something (Kvale & Brinkmann, 2009). The transcription software InqScribe was highly beneficial, as it helped me with the audio-levels and being able to rewind and pause for maximum accuracy.

3.5.2 Are these logs representative?

To ensure that the students' logs were as representative as possible, I asked all the students about these weeks of logging their EE activities. In the log, there were a question they had to answer for every log respectively, and the question was, "Do you feel you spent more or less time on extramural English today than usual?". This question had a follow-up question which asked to explain their answers. During the interviews, I asked the students about their logs and if these weeks were representative of their EE use. In the excerpts under, the students' answers from the interviews will be illustrated.

Excerpt 3A – Julia

Interviewer: I asked you if this was a normal day for you or not, but now I was thinking – if these two weeks were representative? So, could I have asked about the same things, next week or in three weeks, and received the same answers from you?

Julia: Yes!

Interviewer: Apart from having Christmas carols... But are there choir anyways?

Julia: *nods *. Every Friday. Yes, almost.

Julia believes the weeks were regular weeks for her, and that the logs are representative of a normal week for her. Julia is active in a choir, and since one of the weeks were around Christmas, I had to ask her if this EE activity is something she engages in on a regular basis, which she does.

Excerpt 3B – Arta

Interviewer: So I just wondered, are they really representative? Is there any difference from whether if I had chosen a week in May or September? Would there have been any difference?

Arta: No. It wouldn't have.

Interviewer: So, I can count on them being the same if I had asked you anytime, then?

Arta: Yes

For Arta, these weeks are representative of her EE activities. She confirms this twice, and believes that these weeks are no different to others for her.

Excerpt 3C – Brahim

Interviewer: I asked you if it was a normal day for you or not, now I wonder if the two weeks were representative of a regular week for you? Had I asked you next week, would it have been the same as the other weeks?

Brahim: Yes, that could actually be.

Interviewer: What would have been different?

Brahim: Maybe if it had been a test that day, I wouldn't watch so much in English, for example. As I did this Wednesday, but not that Wednesday.

Brahim does say that it was two normal weeks for him, but he adds the fact that some weeks are different to others because of their importance and his priorities.

Excerpt 3D – Sarah

Interviewer: You remember I asked if it was a normal day for you or not, but were the two weeks ... were they normal weeks for you?

Sarah: Yeah, really. Or, sometimes I have, watched two .. watch movies, spoken some English, or watched some YouTube or Insta-video, like 2 hours. It's not a normal day for me, it's more than a normal day. Usually it comes annually, 45 to 60 minutes.

Interviewer: Yes, okay! So, if we had chosen this week instead of last week – would it have been exactly the same?

Sarah: Yes, I think so.

Sarah states she thinks this is a normal week for her, but also that some days are filled with longer EE activities, which then translates to an abnormal day. However, she still believes that the logs would have looked the same, which is the main point of this excerpt.

Excerpt 3E - Danish

Interviewer: On the days when you didn't use so much English, you did write that it is because you revised for a test. So, do you feel that when you don't have a test, then you use a lot of English? Do you feel like it is like that?

English: No, I feel that the days I answered are what I do every single day. Whether it's a test or not. So, I always watch 2-3-4 episodes in one day. I am also always on social media as well, so I feel that I speak as much, regardless of how stressful it is and stuff.

Danish wrote as a comment in the logs that he felt he spent less time on EE one day, because he did revise for a test that day. He clarifies this by ensuring that he is an active EE-user, regardless of having to revise a day or two, he will still engage a lot in EE-activities. He specifies that he is an avid social media user, but that watching TV is his main EE source.

3.5.3 Research validity and ethical considerations

In terms of reflexivity and researcher bias, I am aware that my own multilingual and multicultural background could have influenced my interpretations of the data. However, I tried avoiding this bias by not locking myself to the research question and its following two questions – leaving the door open for unexpected findings.

The excerpts from the interviews were translated to be included in the findings chapter, but all the original transcription is included in the appendix. This is to highlight the transparency of this study. To increase the validity of the data, I triangulated the findings from the log with the students during the interviews (Creswell, 2014).

Since this study includes a purposefully selected group of the population, I had to take many precautionary choices to ensure the research was ethical. Of these choices is the use of pseudonyms, to respect the participants' privacy. Further I chose to not specify where in Norway the schools are located, nor the names of the schools. The choice of application for the logs were also taken with ethical considerations, as I chose the safest application

(Nettskjema through UiO). I sent all the information needed, and then some, to ensure I was granted permission by the NSD (Norwegian Centre for Research Data), which I was.

3.5.4 Limitations

For different reasons, I was not able to choose my participants, and the teachers I came in contact with chose them for me. This made it difficult to ask about the students beforehand, as the teachers explained to me that the participants I received were the only ones willing to take part in this study. Other limitations occurred when contacting schools in search for participants. 3 out of the 10 I emailed answered, and only two were interested. Both of them because they knew me from University. A limitation when it comes to the ethical considerations, is that the students can, whenever they wish, quit and leave the research. This happened to me at one of the schools, where two participants chose to drop out in the middle of the first week of data collection. Another limitation is that some of the answers in the logs were vague, and during the interviews, the student hesitated before a couple of questions, making the findings from that student rather uneventful compared to the other students.

4 Findings

In this chapter, I will present my findings from the students' logs and interviews. 4.1 will consist mainly of findings from the students' logs, while 4.2 and 4.3 will consist of excerpts from the interviews. These excerpts are numerated and translated, and the original transcriptions are included in the appendix. The last section is about one of the students' gaming habits (4.4). The most important findings are as follows:

- (1) The students are active users of extramural English
- (2) They use English to communicate with families or friends in other countries, but it varies between oral and written communication
- (3) The majority believes extramural English is beneficial, but they are divided on the purpose of their extramural English activities.

4.1 Logs

Here are my findings regarding the multicultural students' extramural English. The participants were asked to fill in a log about their extramural English for 14 days, in which I received 63 of 70 possible answers. With a precautionary mindset, the extramural activities to choose from were already written and the participants only had to check the boxes for the ones they used. The activities wide-ranging, and were most notably divided into input and output respectively. For example, watching a TV show or a movie, versus speaking or chatting in English. It was presumed that they all used English extramurally, but the reported amount of time spent varied from participant to participant, and varied from day to day for each participant.

In 4.1, several figures will be introduced. Firstly, a handful of excerpts from the interviews, followed by figures that highlight the findings from the logs. As mentioned in 3.3.3, not all the students filled in a log for exactly 14 days (some more, others less), thus, I measured the average of 14 days for each student individually. Each figure will be presented, and the most notable findings will be described.

4.1.1 The student logs

In figure 4A, the time spent on extramural English activities are counted in hours over the period of 14 days. This chart highlights the variety between the students in time spent on EE activities. Most notably, the difference between Brahim, Danish and Julia, to Arta and Sarah. The least active EE-users was Sarah and Arta, engaging in EE activities 5 times less than Brahim (the most active). 4A does also illustrate the average use after two weeks, and it is 35,6 hours over the period of two weeks, making it almost 18 hours a week. This translates then to 2,5 hours in average every day per student.

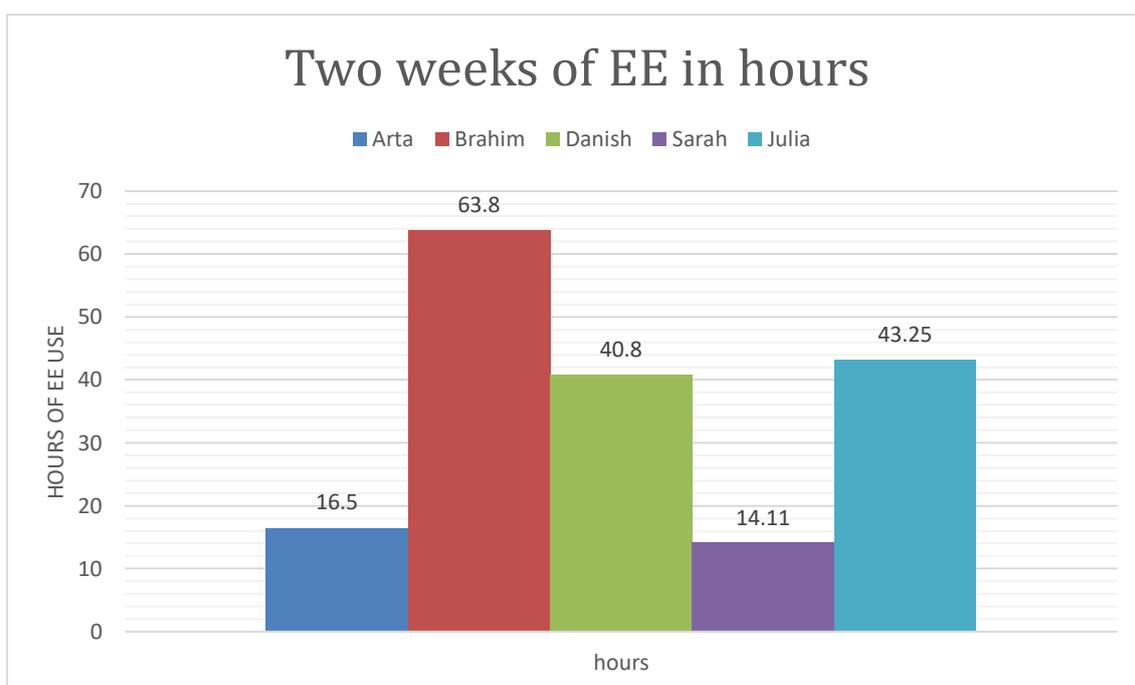


Figure 4A – Hours spent on EE activities.

This figure (4B) shows which activities the students logged the most. This is sum of all the student logs, and it highlights the most popular extramural English activity. Listening to music, watching TV-shows and Snapchat is the most used EE activities in that order.

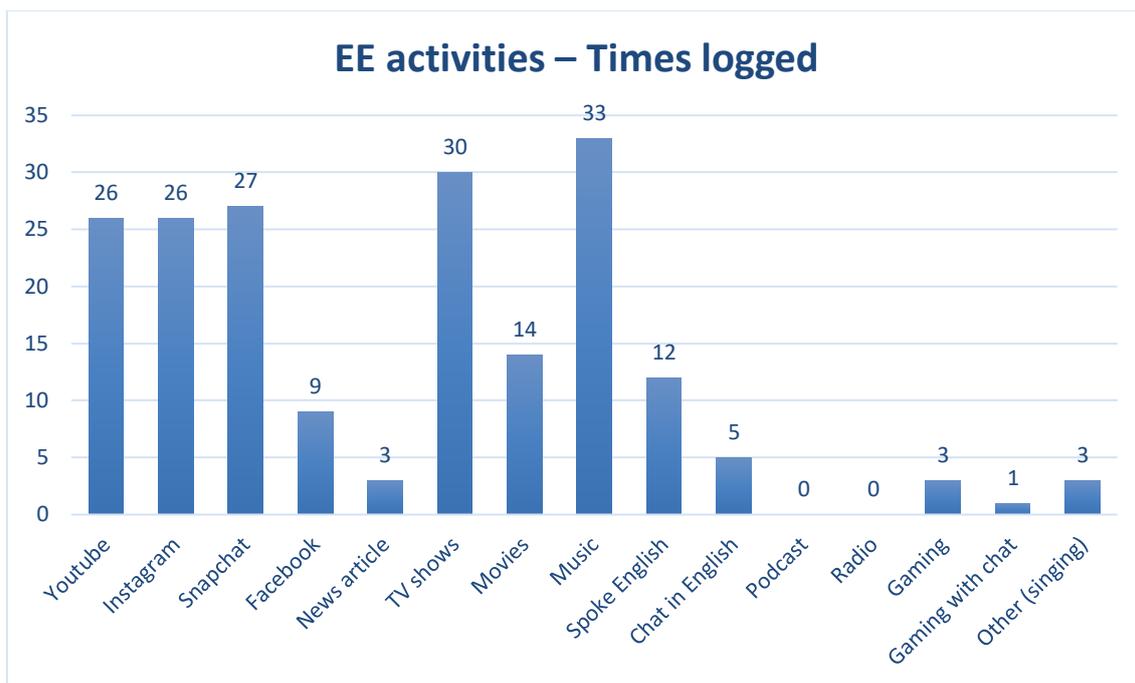


Figure 4B – The sum of EE activities

In the next figure (4C), we find the amount of time (in hours) the students spent on each activity. The activity is written under each bar, and the number of hours is the average after 14 days for each student altogether. This chart illustrates the key EE activities in general for these students, and the amount of time invested in them. The most time-consuming EE activity is watching TV-shows, listening to music and YouTube (which can be both a source for listening or watching). This chart highlights that a strong correlation between the most popular and the most time-consuming EE activities is not necessarily true. If we look back at figure 4B, music topples TV-shows in times logged, but the students spent more time watching TV-shows than listening to music. The most notable difference between figure 4B and 4C, is the social media applications (Instagram, Snapchat, Facebook). They stand for 32,3% of the activities logged, but only 13.8% of the total time spent on EE activities. None of the students listened to the radio or to a podcast in English. Gaming with and without chat results in 3,2 hours of use when counted together.

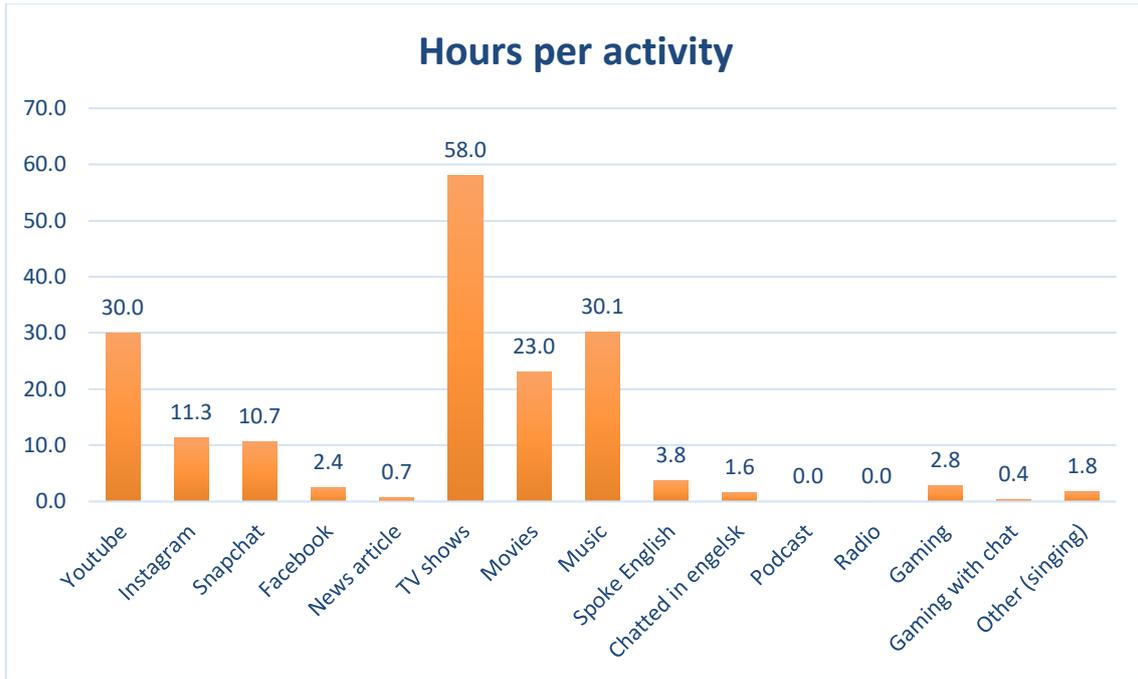


Figure 4C – Hours per activity.

4.1.2 Time spent on EE activities by each student

This section includes a chart for each student and how many hours they spent on EE activities over the period of 14 days.

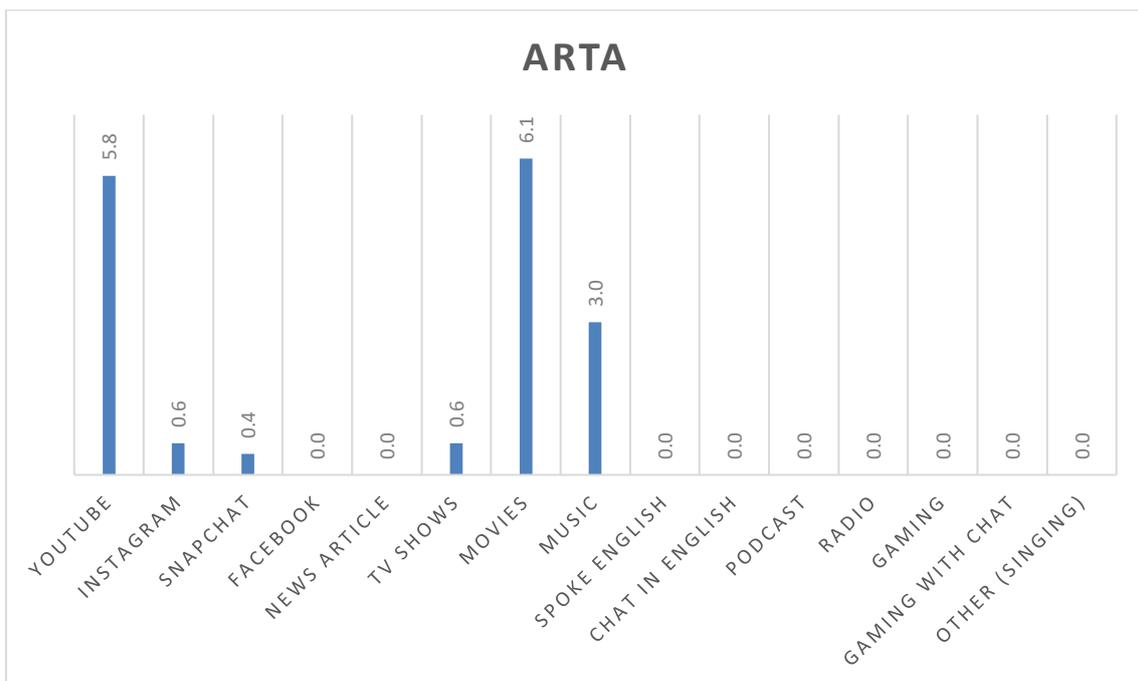


Figure 4D – Arta (Time spent on EE activities in hours)

The main findings from Arta’s chart, is that she engages in mostly passive EE activities, most notably watching movies and listening to music. She spends almost 6 hours browsing and watching videos on YouTube, while only 1 hour on social media in English.

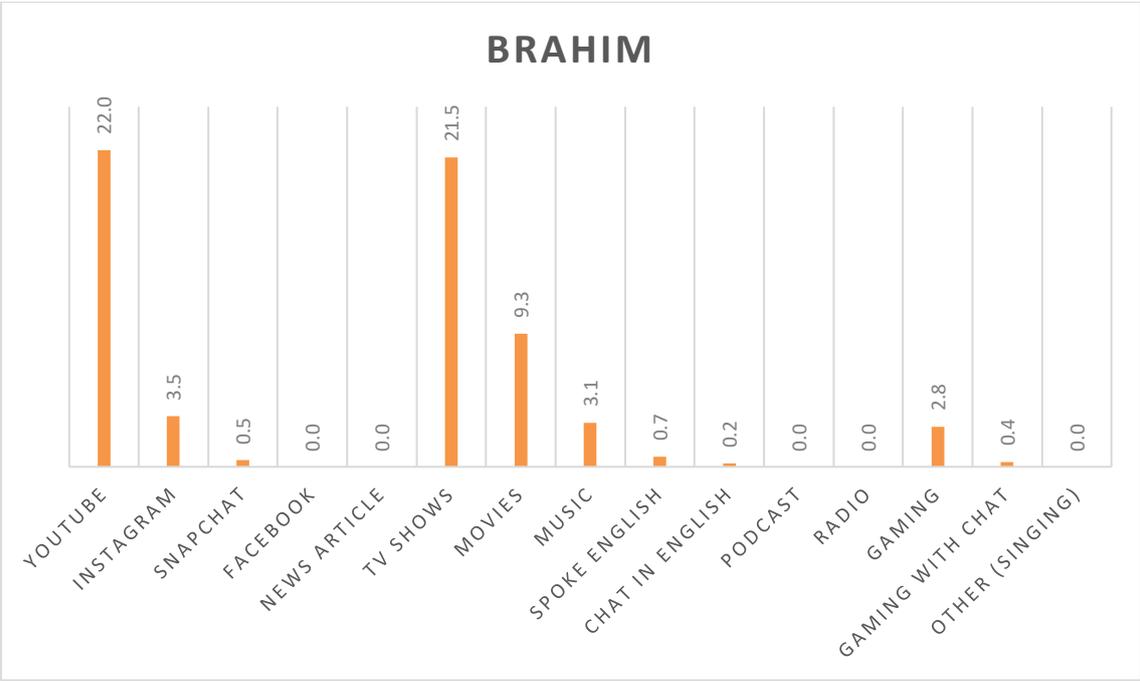


Figure 4E – Brahim (Time spent on EE activities in hours)

Brahim is the only gamer, and he is also the most active EE user in general. He spends 22 hours on YouTube and TV-shows respectively. He spent around 3 hours on gaming, and some of it was with chat (with other gamers online). For the 3 hours of music he listened to, he spends some of that time making music also, which makes the activity flow between an active and a passive EE activity.

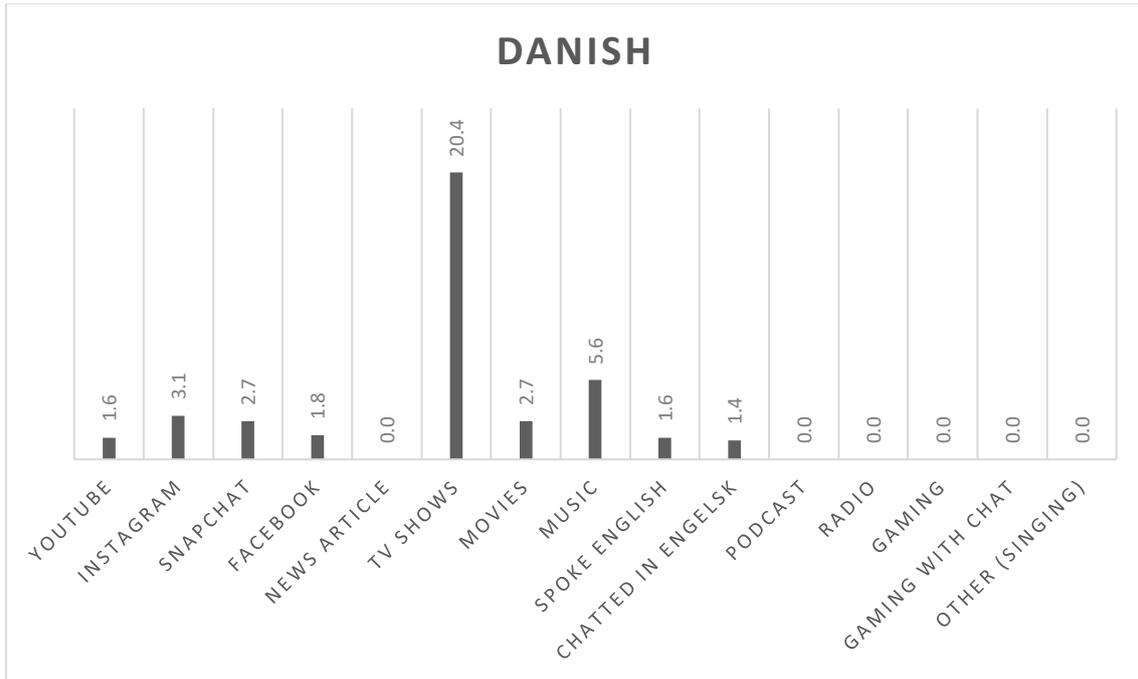


Figure 4F – Danish (Time spent on EE activities in hours)

Danish is a heavy consumer of the passive EE activity of watching TV-shows. He is one of the few participants which not only spoke English but also chatted in English for a significant amount of time (2 hours put together). Danish is not too shy on the social media use either, as he is only one of two which uses all the social media frequently.

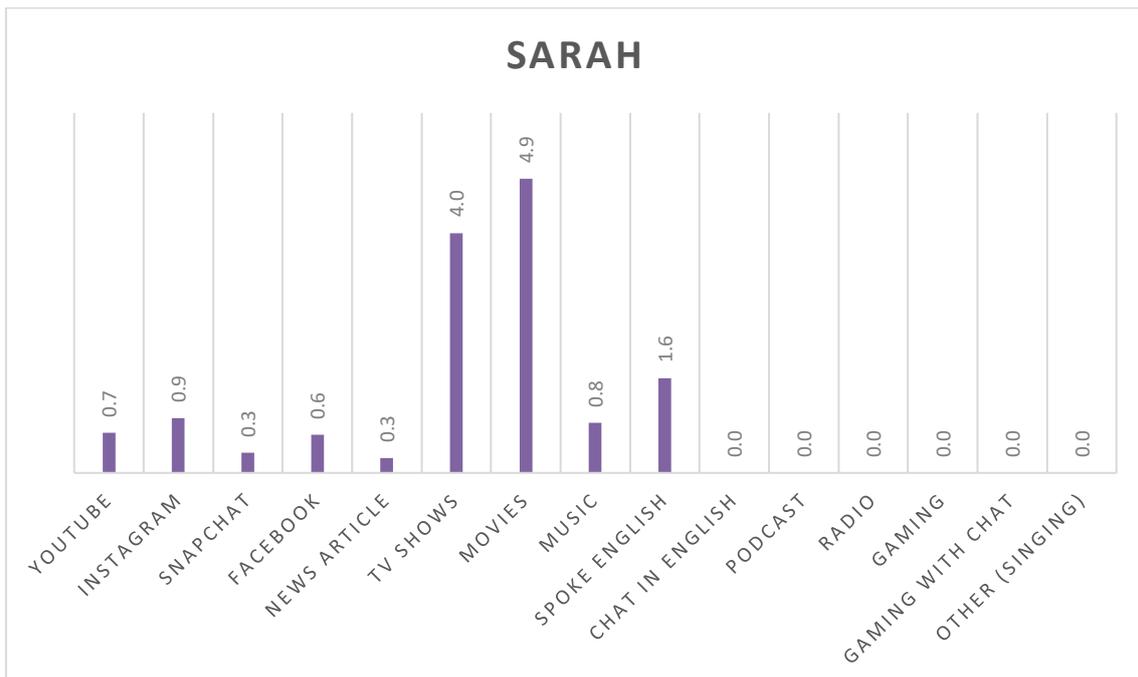


Figure 4G – Sarah (Time spent on EE activities in hours)

Sarah is an interesting case, as she spent a most of her EE time on watching movies and TV-shows, while also speaking a fair amount of English. She was (along with Julia) the only one who read a news article. And for her passive activities of watching things in English, she is the only one who spent more time on movies than TV-shows. The reason is clarified later in excerpt (2C).

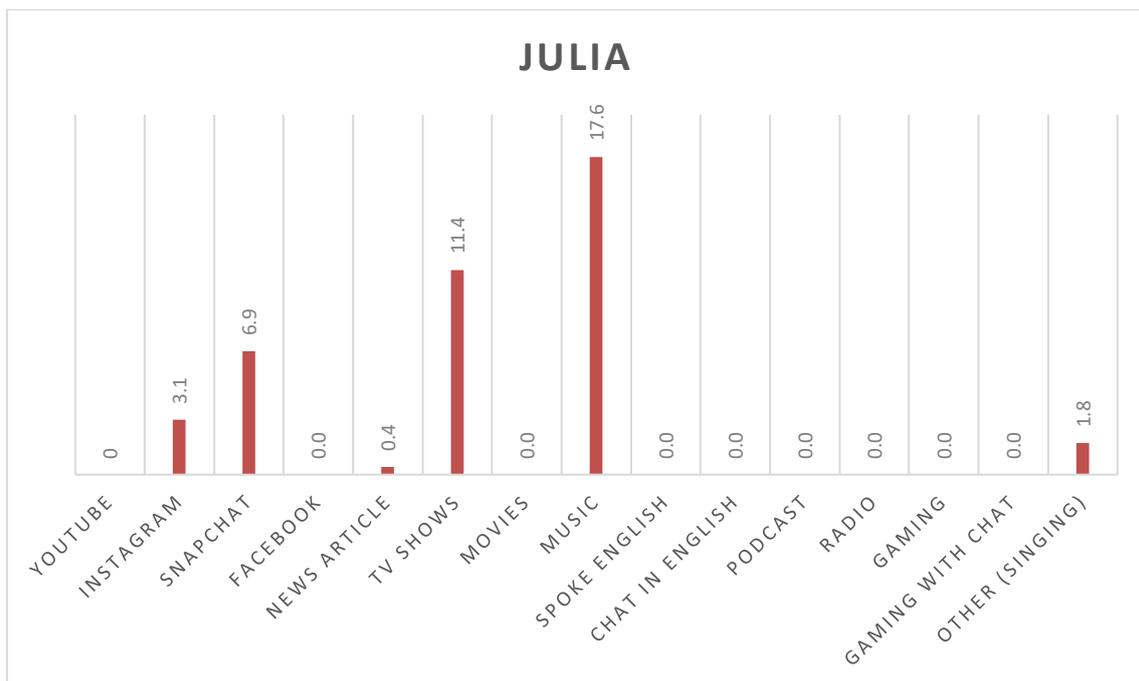


Figure 4H – Julia (Time spent on EE activities in hours)

Julia is the only one that did an extramural English activity which was not one of the choices. She is a part of a choir, and spends an hour almost every Friday singing in English. Not only did she output English, as her most time-consuming EE activity was listening to music and watching TV-shows. She was also an active social media user, until she deleted her Instagram account, which led to a downgrade in its numbers per day for the rest of that week.

4.2 Extramural English and identity

This part will focus on identity and investment, and why the students chose these specific extramural English activities. More specifically, 4.2.1 will look at the students' preference for English for entertainment purposes. 4.2.2 is about the students' extramural English use with friends and family outside of Norway. Part 4.2.3 will illustrate the students' view on English as a part of their culture and identity as youths.

4.2.1 Preference for English entertainment

The participants were purposefully selected, and one of the criteria was that they were to be multilingual. Although they speak more than two languages (Norwegian and their home language) at a daily basis, they seem to have a special connection to the English language. English is neither their home language nor the language of the country they reside in, but they still prefer it for parts of their daily lives. One of the activities they were regularly engaged with was watching a movie or a TV-show in English. There is a distinct preference towards English when it comes to extramural activities. I asked them if there were a reason behind their choice. In these excerpts we can see the students' arguments for preferring English entertainment over entertainment in other languages. Lastly, Brahim explains his gaming habits.

Excerpt 4A – Arta:

Interviewer: So, you've written that you've watched a series or a movie, but I don't know what movie it is. Is there any particular reason why you have chosen these movies or series?

Arta: Uhm, no. There is no particular reason really. I had just chosen ... what I wanted to watch. No special reason for that. I don't know why.

Interviewer: Mhm. Are there any special types of movies or series you like, or is it just...

Arta: ... No, not really. I just like to watch movies really. There is nothing that special.

Interviewer: But what is it that makes you choose an English-speaking movie or series instead of something else?

Arta: I don't really know, maybe I feel it's more interesting? Watching those English shows rather than watching something in Norwegian or Albanian. I just think it's more interesting!

Arta states first that she is not entirely sure, and that there is no particular reason behind her choice. After asking specifically about movies and TV-shows in English, she argues that it is more interesting for her to watch something in English, rather than in Norwegian or Albanian (her home language).

Excerpt 4B – Brahim:

Interviewer: What makes you choose English-speaking series over other series?

Brahim: Because many of the most exciting series that are out now, for example on Netflix, they are in English.

Interviewer: Do you have subtitles on?

Brahim: I usually use Norwegian subtitles, sometimes, but also English, if I am watching something else.

Interviewer: So, have you changed the language yourself? Or just chosen what is standard?

Brahim: I just chose what is there. Sometimes I change it to English, because Norwegian can be a bit strange, so I chose English.

Brahim is explaining why he uses Norwegian and English subtitles. He does not have a clear preference, and just chooses what is on by default. He also argues that he watches English-speaking TV-shows, because they are the ones that interests him, and that they are usually in English, due to the source he uses (Netflix)

Danish argues the same, and adds that they intend to learn from watching English-speaking tv series.

Excerpt 4C – Danish:

Interviewer: Is there a reason why you choose to watch English-speaking series over other series, such as Norwegian series or series in other languages?

Danish: Uhm, they are better. And because you learn a lot of English, I feel that I've improved my vocabulary, and that I am improving my pronunciation of words and such.

Interviewer: Do you only watch American series, because you were talking about pronunciation, for example, does it help you to watch a something in an accent you like, or want to imitate?

Danish: Yes, but really if Suits had been in Norwegian, then it would not have been a problem for me to watch it. But it is mostly because, the series are much better. And also, if I can choose between a translated version of Suits or English, then I will choose English.

Danish believes in immersing himself in the English language by watching English-speaking TV-shows, and that he want to enhance his vocabulary by doing so. Also, he does not have an issue with watching TV-shows in Norwegian, if the production is of high quality, that is why he mentions his favourite show, Suits. He argues that he would have watched it if it was in Norwegian, but he would prefer the original audio track and not a dubbed version of the show.

Julia talks about her choice of entertainment, and why she prefers English audio and subtitles in Norwegian.

Excerpt 4D – Julia:

Interviewer: The movies or series you've watched, is there something special about them - why did you chose those series or movies?

Julia: It's on Netflix, and I don't think there are any exciting Norwegian series. There is a quite good selection in English

Interviewer: What makes you choose to look at English speakers rather than NRK series, for example? Is it because of what you mentioned now?

Julia: I think I'm kind of ... I just think it's better?

Interviewer: The production somehow?

Julia: Yes, the production is better, and then I began watching it, and then I started turning off, what is it called - subtitles in Norwegian. Because you often focus on the Norwegian subtitle, so I thought it was a better way to learn English. And from then I was only interested in English series, so it's just fine.

Julia is also arguing for English TV-shows being of higher quality, thus she prefers to watch English-speaking shows. Also, she adds that she started turning off subtitles in Norwegian, because she believes the focus should be in English. At the end Julia says she is only interested in English series/TV-shows.

The three excerpts below include answers from Arta, Danish and Sarah, which all say that they watch TV-shows in other languages. However, there is an interesting case with Danish's answer. I have combined the comments on this topic, but each excerpt have a separate name to distinguish one from the other.

Excerpt 4E – Arta about watching TV-shows in other languages

Interviewer: Do you watch TV-shows that are not in English?

Arta: Hmm. Sometimes, not always

Interviewer: Is it in Albanian?

Arta: Yes

Interviewer: Do you watch it online or on TV

Arta: *Answers quickly * on TV!

Excerpt 4F – Danish about watching TV-shows in other languages

Interviewer: Looking at series with languages other than English?

Danish: A little back, there was a TV-show called "La casa de papel", it was in Spanish.

Excerpt 4G – Sarah about watching TV in other languages

Interviewer: Do you watch things in other languages?

Sarah: In Arabic, all the time!

Arta, Danish and Sarah highlights their multilingualism when asked about their habits of watching TV in other languages. Danish is an interesting case, in that he mentions a Spanish TV-show, unlike the other two students, who watch TV in their home language.

4.2.2 With family outside of Norway

Some of the participants use English to communicate with friends or relatives in other countries. Whereas others strongly opposed the use of English, and would rather use their mother tongue. There were differences in preference between oral and written communication for some of the participants. They preferred to write English even though they would communicate in other languages orally. The excerpts 4H-4K highlights the participants' thoughts on this topic.

Sarah has two sisters in Australia, and they have become accustomed to speaking in English between them. In the excerpt below, she explains what she uses English for orally, and for how much time she spends on it.

Excerpt 4H – Sarah explains how she uses English orally

Interviewer: [...] You watch a lot of series, movies, you listen to English music ...

Sarah: ... I speak English. *smiles*

Interviewer: Yes, you also speak English!

Sarah: But I'm just talking to my family, my sisters live in Australia, and they speak fluent English. And so I speak to them in English, when we're just kidding with each other, but it's like 1 hour with only English. Because we are laughing, or when I speak English, I do not have perfect English, and they teach me how to say that word, and blablabla.

Sarah speaks English with her sisters, and they try to help her with her pronunciation. This is because her sisters try to make her not feel left out of their humour, so they want to help her enhance her oral English competence by forcing her to speak English.

Excerpt 4I – Julia explains why using English is an easier choice for her

Interviewer: Have you ever used languages other than Tamil to communicate (with relatives)?

Julia: I've also used English. I have some Tamil cousins and cousins who are married to French men or ... like that, yes.

Interviewer: So it's easier to do it in English?

Julia: Mhm

Interviewer: [...] if you were talking to someone in your family, would you have written in Tamil or would you have used English?

Julia: I would use English.

Interviewer: Why would you do that?

Julia: Because in Tamil it takes a long time to write with a regular keyboard. There are 250 letters, so it takes a bit of time...

Julia (2B) and Danish (2C) both argue that even though they may speak in their home language, they clearly prefer to write in English. They both state that it is easier, as typing with Latin letters is easier than in their respective home languages.

Excerpt 4J – Danish on why he writes English to family and friends

Interviewer: Do you have family or friends in countries other than your home country? For example, elsewhere in Europe or something like that, in what language did you talk to them then?

Danish: The others also speak Urdu and Punjabi. But actually, when I speak to relatives from other countries over text, then we speak English. Because it is not as easy to write, so it will be English.

Excerpt 4K – Here he explains his choice of English on vacation

Interviewer: I saw that you wrote down that you spoke English sometimes, can you say tell me more about that? You've written that you've been talking for 30 minutes.

Danish: I've spoken a lot of English, when I was in vacation and stuff, then it was mostly English, so I think that was what I referred to there.

Interviewer: Do you remember what you used it for? Was it just normal use, or was it that you spoke to someone who had no other language to ...

Danish: ... Because they had no other language to use, it was the only way to communicate

Danish (4K) not only understands why he uses English, but also references future use, by saying that English is the common language between them. He acknowledges that English is indeed used as a Lingua Franca.

4.2.3 As a part of their culture as youths

Some of the students mention that English is a part of their every day. Some of them value their extramural English as a major part of their extramural activities in general, while others view their extramural English use as something inconsiderable. The students say that English may come more naturally to them sometimes, depending on the setting.

Excerpt 4L – Danish talks about his use of English quotes and words when talking or chatting with friends.

Interviewer: Is that what you use English for orally outside school, to communicate?

Danish: Yes, mhm. Or sometimes quotes and such, things that are not as relevant in Norwegian. To explain some words that somehow, we don't have in Norwegian or are not the same way, can't do the job just as well. So then I use English words. I wouldn't call it speaking English, but it's a lot, though.

Interviewer: Do you feel it's more original to say the way it is?

Danish: Yes ..

Interviewer: Instead of translating it?

Danish: Yes, and then there will often be a few words throughout the day, in English with friends and such.

Excerpt 4M – Danish explains why he reads the lyrics to songs he likes:

Interviewer: Have you ever thought about reading the lyrics? Or do you actually do that?

Danish: Yeah, of course.

Interviewer: On which type of music? Everything?

Danish: Almost all good songs I like. Then I look at the lyrics and stuff.

Interviewer: Have you thought about why you do that?

Danish: To understand many words. Too often, one may think something and say something else, because they speak in a dull way. So, you think they say something else, when they don't. And then I have heard many of the guys embarrass themselves out like that, when they are singing something and then they don't really say that. So I try not to make the same mistake, then. But also to understand a little more of what they say and be ready to sing to it.

In this excerpt, Danish explains why he tends to read the lyrics to some of the songs he likes. He talks about when he is hanging out with his friends, they tend to listen to music and sing to the lyrics. When they do that, they sometimes sing the wrong words. This is due to the type of music they listen to. The most notable is a subgenre of rap called mumble-rap. Danish values reading the lyrics to avoid being the embarrassment of being wrong in front of your friends, but also to understand the song better.

In the excerpt below, Brahim was explaining what he uses English for orally and on social media. This led to the question about his use of jokes and quotes.

Excerpt 4N – Brahim on using English with friends

Interviewer: You still have Norwegian as you speak between you. Have you thought about why you use these English lines?

Brahim: It has just become a habit, really. I usually only speak English, just to "joke" and say an English "joke" or ..

Interviewer: Yes, I understand. Or quotes and such things?

Brahim: Yes

Brahim explains that it has become a habit for him to joke with his friends in English, and that English is commonly used for these types of things in his group of friends. I then ask him if it also included quotes (usually from TV-shows, movies and music), and he confirms it.

4.3 EE and English as a school subject

All the participants had strong opinions on the topic of extramural English in relations to the English subject. The students in this research all agree that extramural English could be beneficial for their competence in English as a school subject. However, they differ in the reasons behind their use of extramural English, but there is still an overall agreement on its benefits. Part 4.3.1 includes excerpts on how they relate extramural English use with English as a school subject, while 4.3.2 will look at the students' opinion on the question "would you want your teacher to know about your extramural English".

4.3.1 Why do they use English extramurally?

In the 4.3.1, the students explain why they use extramural English, and if they enhance their competence by engaging in EE activities. The excerpts are from the interview and contains answers from Brahim, Arta and Sarah.

Excerpt 40 – Brahim:

Interviewer: Do you think you learn a lot from using English extramurally?

Brahim: Yes.

Interviewer: Why do you think so?

Brahim: Because, then I get more used to the language. Then I become a little more like that, conscious of the language.

Interviewer: Mhm. How?

Brahim: That way, if I watch a lot of English series or listen to a lot English music and then it will be like, a language for me, then. It's like, I manage to do it orally when I hear it, like, it will be easier to process in your brain, and say it next time. If I'm going to have it class or something, to say an English word, then I'll come up with it like *snaps fingers *. "I've heard it from somewhere, music, series or read a book."

Excerpt 4P – Brahim on what his English use in class and extramurally

Interviewer: Is there something you used outside school that you learned outside of school?

Brahim: Yeah, it can be like, swear words and stuff like that. Which one doesn't usually use at school. At school, I use a little more formal language.

Interviewer: So, you use English to enhance your professional knowledge, but are there other reasons for that?

Brahim: Because I think it's an interesting language. I like English in itself, and the music and how the language is built.

Interviewer: Have you heard somewhere that extra-curricular English strengthens your professional knowledge? From friends, a teacher who has told you or ...?

Brahim: It really has just been a habit, I have somehow thought that if I use a little more English I will be better in English. And it has been since I was a kid, and it has just been a habit. And then I've just forgotten that I'm going to practice in English, because I can do it just as well as that. I can somehow talk and elaborate on it, then.

Excerpt 4Q – Arta about the English subject and EE

Interviewer: [...] do you think you learn a lot from using English extramurally?

- Arta: Yes, I learn quite a lot!
- Interviewer: Why do you think so?
- Arta: No, that *laughs* I do not know. But, like, hearing a lot at home, when I'm home, like, from reading - then you learn quite a bit.

Excerpt 4R – Sarah about the English subject and EE

- Interviewer: Do you use English to enhance your competence? So, do you use English extramurally, to do better in the English subject?
- Sarah: No, no. To become better in English, maybe. For travelling, because it is an international language. Not to get good grades at school, no.

Sarah does not agree with the other students when it comes to her extramural English use. She uses English extramurally to enhance her competence in English as an international language, rather than to do better in the school subject. This is interesting, partly because it goes against the other students, but most importantly because she knows what she wants from her EE use.

4.3.2 Would the students want their teacher to know about their EE?

In the excerpts below, the students give their answers to questions about their teacher knowing about their EE activities, and if they believe it could be beneficial for their competence in the English subject at school.

Excerpt 4S – Brahim on the teacher knowing about his extramural English activities

- Interviewer: Would you like your English teacher to know about your extramural English?
- Brahim: Yes, actually!
- Interviewer: What are your thoughts about it?

Brahim: Yeah, it would have been exciting, because then they'd seen how I am outside of school. Because school can be like this and that, you have to do it and this and that, but if I'm home, then I can somehow do it freely. Then I somehow get things done in English which is a bit more freely

Interviewer: So, could you imagine it being a help for you and the teacher?

Brahim: Yes

Excerpt 4T – Julia on the teacher knowing about his extramural English activities

Interviewer: Do you think it helped your teacher know what you are using English for? So you can use it in English-class for example?

Julia: eh, maybe. Yes, it could have helped ...

Interviewer: How do you think it could have helped?

Julia: Because I know that almost everyone in the class watches TV-shows, and if we had watched a TV-show together and analyzed it, it might have been a little easier for someone than to take a completely random book or text.

Brahim and Julia sees the potential of having the teacher knowing about the students' extramural English activities. Julia gives an example, by arguing that teachers may use the students' EE interests and bring them in the classroom, instead of choosing something which they are not familiar with.

4.4 Gaming habits

For this section, I asked the only student who wrote that they played games in their EE log. The questions is about his gaming habits, if he plays online, what kind of games he plays and which language he spoke when playing with chat.

Excerpt 4U – Brahim talks about his gaming habits

Interviewer: Did you play online or did you just play story-mode?

Brahim: I played story and online.

Interviewer: Did you speak English then?

Brahim: I learned more .. that's the way I learned a little more English. From gaming, I think. Because I sat and played, and sat and listened to people talking online, and then I just said it myself, and it came out automatically.

Interviewer: Do you use chat still?

Brahim: Yes, but like if I should say call-outs, then I say, for example "go B", for example. Then they go B and then ..

Interviewer: Yes, because you play with people who speak Norwegian, or you play...

Brahim: I play with people who speak English, most of the time. Because I usually play alone sometimes. But if I PLAY then I usually say something in Norwegian.

Interviewer: You don't have a "clan" you play with who are the same people who speak English?

Brahim: hmmm, I had it before. When I played more like, competitive. Then we spoke English, but we were Norwegian. We spoke English, because we had such call-outs in English.

Brahim explains that he used to be an avid gamer, and that

he enjoys playing different types of games, from first-person-shooters, to adventure games and car-simulators. He explains that even though he plays with his Norwegian friends, he still will use the English “call-outs”. Since these call-outs are in English, they spoke English when playing.

5 Discussion

In this chapter, I will discuss the findings of this master's thesis, in light of theory and prior research (see chapter 2). This discussion is based on the research question: *How do multilingual students from minority backgrounds use extramural English?*

The most important findings from the data collected was; 1. The students are active users of extramural English, 2. They use English to communicate with families or friends in other countries, but it varies between oral and written communication, 3. The majority believes extramural English is beneficial, but they are divided on the purpose of their extramural English activities.

Since this is a study mapping the multilingual students' extramural English, their EE use must be dissected and discussed first. Therefore, I will begin by discussing the students' logs, what is the most interesting findings, and what they could possibly mean. This will be done with the help of the theory and prior research mentioned in earlier chapters. The most important findings from this study is divided into three parts, the EE activities and time spent on them, the use of EE output, EE and the English subject. In the first section, I will discuss the findings from the logs in 5.1. Secondly, I will discuss the students' investment in English in 5.2. Thirdly, in 5.3 I will discuss the students' thoughts on their use of extramural English.

5.1 Extramural English use

In the following section, I will discuss the findings from the students' logs. This is not done solely because of my interest for finding out what they used extramural English for, but also because their EE use could provide some interesting results. For this section, I want to discuss the findings in terms of where they spend their time in Sundqvist & Sylvén's (2016) extramural English house. Each student's use will be discussed in terms of the extramural English house.

The multilingual and multicultural students in this study have now spent some time in the extramural English house (see Figure 2A). The most frequently visited room in the EE house was the music-room with 33 visits (17,2%), followed by TV-shows with 30 (15,6%), and in third place came the social media known as Snapchat with 27 visits (14%). The students visited one room marginally more than the other, but the frequency of the visits is not enough by itself to conclude which room (activity) is more popular. The time spent in the respective room is as, if not more interesting. Take Snapchat as an example here, it was visited 27 times by the students, but they only spent 10,7 hours inside the Snapchat-room. It may seem a lot, however, when compared to another EE activity with similar rate of visits like YouTube, Snapchat is surpassed by almost 20 hours (10,7 hours vs. 30 hours). That is almost a 300% increase in time spent, while retaining the same frequency of visits. This argument is validated by the theory from Sundqvist & Sylvén (2016) on active and passive extramural English activities. Snapchat's room is located at the second floor of the EE house, because it is an active EE activity, as it demands the learner to engage with the activity. This could be done by reading stories, engaging in quizzes and even some mystery games. All these activities which were usually done on a computer are now available to us through social media applications on our mobile devices. The learner can partake on multiple levels of engagement in an activity like that. YouTube on the other hand is more limited. It is a website (or an application on our smartphones) which is mainly for engaging in the passive activity of listening and watching content. Passive activities dominate the charts with 79% of the time spent on EE activities. This illustrates further why I had to compare the frequency of the visits and the time spent in each room individually.

The watching- and listening-rooms were as aforementioned, where the students spent most of their time in the extramural English house. The numbers from this research is also validated by the findings in Sundqvist & Sylvén (2016), as they saw a change from the research in 2009 to 2014. That change was that music dominated the other rooms in time spent in 2009, but in 2014, TV was the most popular room. This correlates with my findings, in that TV is the most popular EE activity, followed by music and films. Although there are rooms for watching TV, reading, listening to music, surfing the web, this does not fully apply in the era of multitasking smartphones. What I mean by this, is that a learner may interact with many rooms in the EE house simultaneously. A learner may sit and watch a TV-show or a film

while being on social media, browsing through numerous applications. The same can be said about listening to music or when reading a book. Sundqvist & Sylvén (2016) puts anything which does not fit with the descriptions of the two rooms in the attic, but I believe there should be another set of stairs, which translates to the multitasking-activities of a learner in the EE house. This is due to the multilingual students' code-switching when speaking with relatives or with friends.

The total amount of time spent in the EE house was approximately 177 hours in the 14 days of data collection, for all the students together. Figure 5A is the sum of the Figures 4D-4H and represents the total amount of hours spent on extramural English activities by each individual student. This highlights the most popular activity the students spent their time on.

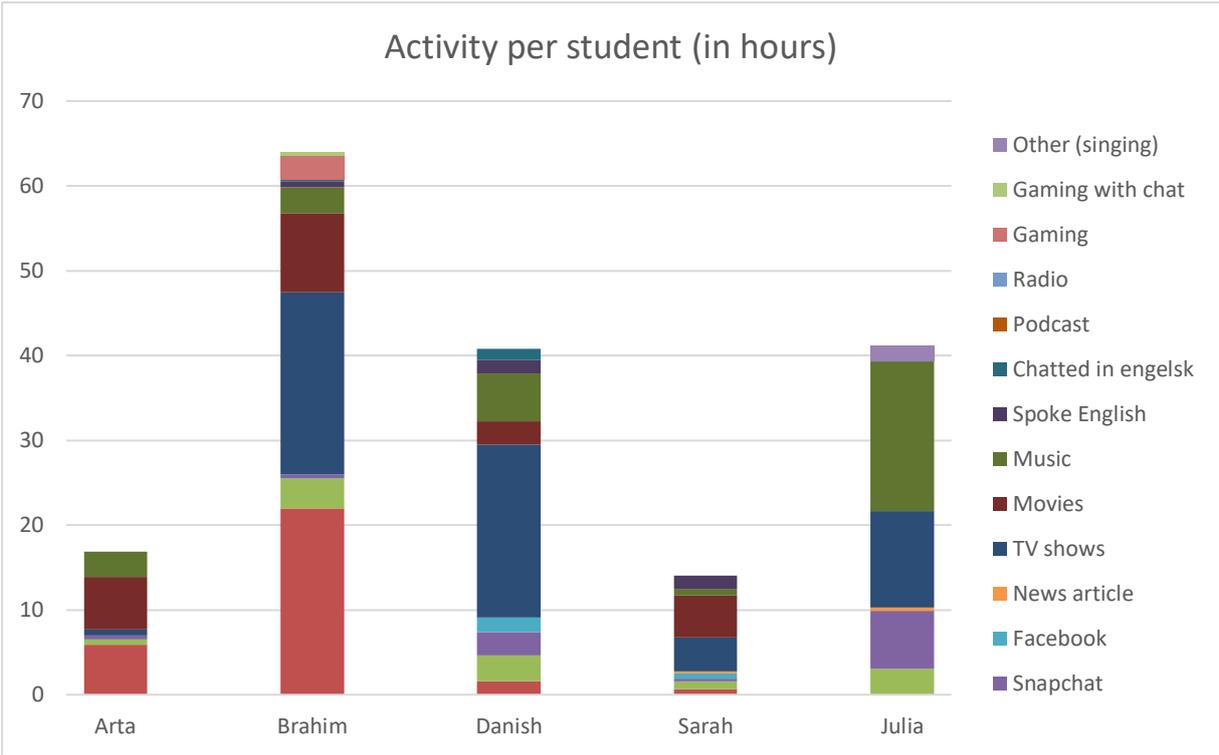


Figure 5A – Hours spent on EE activities

I will discuss each student and their extramural English use after their level of activity, which means it will be as followed; Brahim, Julia, Danish, Arta, Sarah. Since most of the students

have different preferences, the discussion will involve the most interesting finds from each student in the section below. It will be divided like this; Brahim's gaming, Julia's EE music, Danish's TV-shows, Arta's movies and Sarah's EE output.

Brahim is the student with the highest number of hours spent on extramural English activities in this group. He averages 4,5 hours of EE a day, which is more than half his free time on extramural English activities. He spends most of his time in the TV-room, and Brevik (2019) would describe Brahim as "a surfer", because of his varied EE use. His EE use mainly includes listening to music, watching TV and films, being on social media and gaming. Brahim engages in many EE activities and his EE use varies significantly.

There have been numerous studies on extramural English and gaming¹, and Brahim is the only gamer in this study. Still, he would not be profiled as a "gamer" in Brevik (2019), due to the data collected from his logs. Brevik's research span over the period of 6 months, while this thesis only collected 14 days of EE use. However, one could argue that Brahim is a "gamer", because he identifies as a gamer (see excerpt 4U), and does play a lot of games, but then again, his numbers from the logs do not add up to him being a gamer in that sense. 2,8 hours of gaming in 14 days is not enough to describe him as a gamer. If I had extended my data collection period, Brahim could have been a "frequent-gamer", as he clearly does play a lot of games (excerpt 4U). He is also conscious of the benefits of EE gaming, because he talks about the benefits of EE gaming through his experience with it. The gaming room is on the second floor, and exposes the learner for different types of input, but also types of output. Prior research has linked extramural English gaming with improved L2 vocabulary through gaming (Brevik, 2019). This highlights the experience of Brahim when he was explaining his gaming habits. He is conscious of the theory that EE gaming could lead to increased competence in English.

¹ Brevik (2019); Sundqvist & Wikström (2015); Garvoll (2017)

Julia is the student with the most hours logged in the music-room with her 17,6 hours. Music is what Sundqvist (2009) calls a passive activity. It is a receptive activity which does not require the learner to exercise their language skills and rely on them. In Sundqvist (2009), she concluded that girls are less engaged in active EE activities than boys. For Julia, music is more than just a passive activity – she sings in a choir. When listening to music, she is engaged in an input (listening), but while singing in the choir, she is producing English extramurally. Thus, I would consider Julia's engagement with this EE activity to be a hybrid one. She is neither passive, nor active all the time, and is therefore moving around in the extramural English house, occupying the stairs while at choir-practice.

For Danish, watching TV-shows is the EE activity he spent the most time on with 20,4 hours. 50% of the time spent on EE activities was on TV-shows. As mentioned earlier, watching TV-shows is like listening to music, a passive EE activity which does not require much effort from the learner. Danish explained in the interviews, that he spends this much on time on EE TV-shows every week regardless. Sundqvist (2009) does characterise TV-shows as a passive activity, which is a legitimate claim, but this has recently started to change. The preferred network for TV-shows for these students is Netflix. They do now provide interactive movies which makes watcher actively engage in decision-making, and transform the massively popular passive EE activity into an active EE activity.

5.2 Investing in extramural English

Some of the students mentioned using English when speaking with friends or relatives in other countries. These findings are interesting in light of Bonny Norton's (2010) concept of investment. In the following section I will discuss the findings from the interviews of Sarah, Danish and Julia. Sarah's unique EE activity will be discussed first, followed by Danish and Julia's arguments on written communication in English.

Sarah spent the least time of the participants on extramural English, yet she had one of the most interesting comments regarding extramural English output. She has two sisters in an English-speaking country, and they communicate a lot through social media. Brevik (2019)

would describe Sarah as a Social Media User. Her use of English with her sisters is fascinating, see excerpt 2A. She explains how she sometimes speaks English with her sisters, but she also says "... but it's like, 1 hour with only English". The conversations with her sisters consist of one hours of extramural English output, but the conversation is not only in English. Her sisters laugh with her for her English competence, as they are fluent speakers living in an English-speaking country, yet she uses them to enhance her competence in the target language. One could argue that Sarah *invests* in the target language, by forcing herself into English-speaking situations. She could speak two other languages, including her and her sisters' home language, yet she chooses to speak English with them.

Julia and Danish also mentioned using English for communicative purposes with families or friends which they do not share Norwegian as a common language with. The reason behind their choice, was that their home language has a different alphabet than the Latin alphabet, which makes it difficult to type in that language. Therefore, they turn to English as resource whenever they can. This can be seen as a form of investment in the target language, because it involves using English for something authentic. Duff (2002) argues for investment in terms of the practices in the English classroom, but the Vygotsky's sociocultural theory argues that a learner has different development zones, and that language-learning can be developed in several social settings – in this case it could be argued that using English for texting with family and friends in other countries could a form of spontaneous and authentic situation.

5.3 Extramural English and the English subject

In 4.3.1, the excerpts from the interview highlighted the students' views on their extramural English use, and for what purpose it serves. This was a topic with varied opinions and arguments from the students, which is only natural, considering the question being a particularly personal one. The students agreed that extramural English could be beneficial for their competence in English as a school subject, but some of them argued that this was not the reason for their extramural English use.

Choosing the term extramural English, left the school out of the picture, because as Sundqvist & Sylvén (2016) says, other terms used to describe EE usually connote that the school is somehow involved in these activities. Since the majority argue that they do not use English extramurally solely to do better in the English subject, it validates my choice for using the term.

Brahim (see excerpt 4B) talks about using English extramurally, because he has been doing it for a long time, and it became a habit for him. He believes in immersing himself in EE, and that it will translate into his English language competence. He even mentioned that he does not think of EE as an activity for enhancing one's performance in the English subject nor the English language. EE has become a part of his everyday life, and he considers it on par with his home language. Sarah (see excerpt 4D) was more conscious of her choice, and it was not to do enhance her competence in the English subject at school. She argues that her EE-use is meant to help her with English as an international language, so she could make use of it when travelling. She repeats her argument that her goal is not to get better grades in the English subject. These arguments answer the question on whether the students use EE to enhance their competence in English at school, and the answer is linked to the reasons behind selecting the term extramural English.

6 Conclusion

In the sixth and final chapter of this thesis, I will discuss the possible implications and contribution of the findings (6.1). Suggestion for further research will be given in (6.2), before I end this chapter (and thesis) with my concluding remarks (6.3).

6.1 Implications and contributions of the findings

In this master's thesis on multilingual students from minority backgrounds and their extramural English, I have investigated the research question: *How do multilingual students from minority backgrounds use extramural English?* The findings illustrate that these multilingual students from minority background are active English users outside the walls of the classroom. Further, some of the students showed signs of investment in the English language through their type of engagement with the language and their arguments about these activities. The last questions were whether the students used extramural English to enhance their competence in the English subject at school. After asking about it in the interviews and analysing their answers, I can conclude that their aim is not do better in the English subject at school, but to enhance their language competence as they see the value of English as an international language. I believe the findings from the interviews, when asked about their preferred language of communication is an interesting contribution to the field. This is due to its diverse answers, looking at oral and written communication, the students differed in their arguments for their preferred language.

6.2 Suggestion for further research

From this thesis, the way forward I believe, is to see if there is more to the extramural English activity of watching TV-shows and films. It is categorised as a passive activity with limited contribution to SLA. With the times moving forward, and technology moving in a faster pace than what schools can keep up with, I believe one should research methods for exploiting the benefits of passive EE activities for SLA. The reason I am mentioning TV-shows specifically,

is because it is the most popular EE activity in terms of time spent on it, in the majority of the research on extramural English (Sundqvist & Sylvén, 2016). With this activity, there is a golden opportunity to inquire about this topic.

6.3 Concluding remarks

This past year has taught me a lot about extramural English use of the multilingual students from minority backgrounds. I have grown as a person first, and a teacher second, by learning about these students' extramural English. As a teacher I have become more aware of the students' English practices outside the classroom, and that I can and possibly should encourage extramural English use to my students in the future.

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Appendix

A: Interview guide

Intervjotype: Semistrukturert. Det er ikke ønskelig at intervjuet skal føles som en serie med spørsmål, men heller at spørsmålene er et utgangspunkt for samtalen. Derav valgte jeg et semistrukturert intervju, hvor spørsmålene kan utvikle seg iløpet av samtalen. Intervjuet kan ligne livsformsintervjuet, da deltagerne vil bli spurt om hendelser i deres liv rett etter deres innlevering av loggen.

Intervjuene vil bli tatt opp med lydopptaker, og deretter transkribert.

Formål:

- Finne ut av flerkulturelle elevers tanker rundt deres utenfomfaglige engelskbruk.
- Finne ut mer om den flerkulturelle eleven

Introduksjon:

Før jeg kan utføre intervjuet må jeg gi god nok informasjon til deltagerne, slik at de kan forstå hva de gir samtykke til. I tillegg vil de få vite hvordan intervjuet skal foregå.

Intervjuer starter med å:

- Presentere seg selv
- Forklare samtykkeskjemaet – her vil informasjon om anonymitet komme, i tillegg til informasjon om mulighetene for å trekke seg fra studien
- Presentere studien og dens hensikt, hvor det blir forklart hva studien er interessert i. Her er det viktig at intervjuer understreker at det ikke finnes noen gale svar, da studien ønsker å se på elevenes tanker om deres utenfaglige engelskbruk.

Spørsmål:

Spørsmålene er svært avhengige av elevenes logg, og derfor vil de i realiteten variere fra spørsmålene under. Hovedspørsmålene forblir de samme. Mer spesifikke spørsmål om deres engelskbruk vil stilles etter at de er ferdig med loggen.

Introspørsmål:

1. Kan du fortelle litt om deg selv?

- a. Hvilken linje du går på?
- b. Favorittfag?
- c. (OM NØDVENDIG) – Er du interessert i engelskfaget?

2. Som du vet, så forsker jeg på flerkulturelle elever, og med det ønsker jeg å spørre om din bakgrunn.

- a. Er du født i Norge?
- b. Hvis nei – Hvor er du født?
 - i. Har du bodd i Norge hele livet?
- c. Snakker du andre språk enn norsk? (Hvilke språk)
- d. Snakker du *språk* hjemme?
- e. Snakker du *språk* med venner/familie?
- f. Har du venner/familie i andre land?
 - i. Hvilket språk bruker dere for å kommunisere?
 - ii. Hvor viktig er *-kultur* for deg?

Hovedspørsmål:

Eks. Elev 1s logg, spørsmål

- Om elevens logg:

- Du har vært flink til å loggføre, og ut ifra loggen din ser jeg at du ser en del på engelske filmer, og at du hører en del på engelsk musikk.
- I tillegg kan jeg se at du også ser på youtube, sosiale medier og serier i blandt.
- Du nevner at du bruker mer engelsk hjemme enn på skolen, kan du sitt litt mer om det?
- På de dagene du ikke rakk å bruke engelsk så mye, nevner du at det er fordi du ikke hadde tid – føler du da at engelsk oftest blir brukt til fritidsaktiviteter?
 - I hvilken grad vil du si at utenomfaglig engelsk er en del av fritiden din?

- Om dette er en vanlig dag for deg eller ikke:

- Var disse to ukene representative for din utenomfaglige engelskbruk?
 - På hvilken måte er de det?
 - Hvis ikke – hva er en typisk uke med engelsk for deg?
- Er det noe du gjør som du tror andre ikke gjør, eller kun et fåtall gjør?
 - Hvis ja – Hvorfor?
 - Hvis nei – Hvorfor?

- **Om Film/serier:**

- Du har loggført en del timer på film og serier – Hvorfor akkurat disse seriene/filmene?
 - (still oppfølgingsspørsmål, men vær forsiktig)
- Hva er det som gjør at du velger å se på engelsktalende serier fremfor andre?
- Har du på tekst? I så fall, hvilket språk er det på?
 - Har du endret til *språk* selv?
- Ser du på serier på andre språk enn engelsk?
 - Hvis ja – kan du si noe mer om det? Bruker du engelsk tekst der?

- **Om musikk:**

- Du nevnte at du hørte på denne typen musikk – er artistene fra engelsktalende land, eller bare synger de på engelsk?
- Hva kjennetegner den engelske musikkbruken din?
 - Hører du på musikk på andre språk enn engelsk og norsk?
- Leser du noen gang sangtekstene på engelsk?
- Den ene dagen skrev du at du sang i rundt en halvtime, mente du at du hørte på musikk eller sang du på engelsk?

- **Om sosiale medier:**

- På youtube, hva slags videoer er det du ser på på engelsk?
 - Ser du ting på andre språk?
- På snap, insta og/eller facebook – Kan du si noe om hvorfor du bruker engelsk her?
 - Hvis til kommunikasjon
 - Bruker du det som et felles språk? Siden motparten ikke snakker norsk/*språk*?
 - Hvis du chatter med familiemedlemmer i utlandet, bruker du *språk* eller er det enklere med engelsk?
 - Bruker du andre språk enn engelsk og norsk på sosiale medier?

- **Om Extramural English:**

Syns du at du lærer mye av å bruke engelsk utenomfaglig?

- a. Hvorfor tror du det?
- b. Er det noe du har hatt bruk for i engelsktimen?
- c. Er det noe du har brukt utenfor skolen?
- d. Bruker du engelsk for å styrke dine faglige kunnskaper, eller er det andre grunner til det?
 - a. Hvis ja – Hvor har du det fra (lærer, internett, venner, familie)?
 - b. Ville du ønsket at engelsklæreren din visste om din utenomfaglige engelskbruk? Jeg skal ikke si noe til *lærer*, men om du tror det kan være til hjelp for deg og lærer? Har du noen tanker rundt det?

Avsluttende spørsmål

- Er det noe viktig jeg har glemt å spørre deg om?
- Vil det være mulig å kontakte dere ved en senere anledning om det er noe mer jeg lurer på?

B: EE log

- Dato *
Skriv ned hvilken dag dette gjelder for.
- Hva heter du (fornavn og etternavn)? *
- Utenom skolearbeid, hva har du brukt engelsk til i dag? *
Har du snakket, hørt, lest engelsk – kanskje alle tre samtidig?

Youtube

Instagram

Snapchat

Facebook

Nettavis/artikkel

TV-serie

Film

Hørte på musikk

Snakket engelsk

Chattet på engelsk (skriftlig)

Podcast

Radio

Gaming

Gaming med chat

Annet

Dette elementet vises dersom et av følgende alternativer er valgt på spørsmål «Utenom skolearbeid, hva har du brukt engelsk til i dag?»: Annet

- Hvis annet, hva gjorde du?
- Hvor lang tid brukte du på utenomfaglig engelsk i dag? *
Skriv cirka timer og minutter.
- Hvordan er tiden fordelt på de ulike aktivitetene? *
F.eks.: TV-serie, 2 t og 30 min. Youtube, 30 min. Leste artikkel, 10 min. Insta, 20 min.

- Føler du at du brukte mer eller mindre utenomfaglig engelsk i dag enn vanlig? *

Mer enn vanlig

Mindre enn vanlig

Hverken eller

Dette elementet vises dersom et av følgende alternativer er valgt på spørsmål «Føler du at du brukte mer eller mindre utenomfaglig engelsk i dag enn vanlig?»: Mer enn vanlig

- Hvorfor? *

Hvorfor brukte du engelsk mer enn vanlig?

Dette elementet vises dersom et av følgende alternativer er valgt på spørsmål «Føler du at du brukte mer eller mindre utenomfaglig engelsk i dag enn vanlig?»: Mindre enn vanlig

- Hvorfor? *

Hvorfor brukte du engelsk mindre enn vanlig?

Dette elementet vises dersom et av følgende alternativer er valgt på spørsmål «Føler du at du brukte mer eller mindre utenomfaglig engelsk i dag enn vanlig?»: Hverken eller

- Hvorfor? *

Hvorfor var dette en vanlig dag for deg?

C: Excerpts

Excerpt 3A – Julia

Interviewer: Jeg spurte dere om det her var en vanlig dag for deg eller ikke, men nå tenker jeg - var disse to ukene representative. Altså, kunne jeg tatt og spurt om de samme tingene, neste uke eller om tre uker, og fått de samme svarene cirka?

Julia: Ja!

Interviewer: Utenom det at du hadde julesanger, da. Men er det kor uansett?

Julia: *nikker*. Hver fredag. Ja, nesten.

Excerpt 3B – Arta

Interviewer: Var egentlig disse ukene, fordi det var en uke før jul, ja. En uke rundt november/desember, og en uke nå. Så jeg bare lurte, er de egentlig representative? Er det noe forskjell fra om jeg, om vi hadde tatt denne uka i mai eller september? Hadde det vært noe forskjell?

Arta: Nei. det hadde ikke det.

Interviewer: Så det er, jeg kan regne med at de er de samme om jeg hadde stilt deg når som helst, da?

Arta: Ja

Excerpt 3C – Brahim

Interviewer: Jeg spurte deg om det var en vanlig dag for deg eller ikke, nå lurer jeg på om de to ukene var representative for en vanlig uke for deg? Hadde jeg spurte deg neste uke, hadde det vært likt som de andre ukene?

Brahim: Ja, det kunne faktisk vært det.

Interviewer: Hva hadde vært annerledes i tilfelle?

Brahim: Kanskje hvis det hadde vært en prøve den dagen, hadde jeg ikke sett så mye på engelsk, for eksempel. Som jeg gjorde på den onsdagen, men ikke den onsdagen.

Excerpt 3D – Sarah

Interviewer: Du husker at jeg spurte om det var en vanlig dag for deg eller ikke? Men var de to ukene..., altså var de vanlige uker for deg?

Sarah: Ja, egentlig. Eller, noen ganger jeg har sånn, sett på to.. sett på film, snakket litt engelsk, eller sett på litt youtube eller insta-video, sånn 2 timer. Det er ikke en vanlig dag for meg, det er mer enn en vanlig dag. Vanlig det kommer ann på, 45 til 60 minutter.

Interviewer: Ja, okei! Så hvis vi hadde tatt den uka, istedenfor forrige uke, tatt det nå - hadde det vært helt likt?

Sarah: Ja, jeg tror det.

Excerpt 3E – Danish

Interviewer: På de dagene du ikke rakk å bruke så mye engelsk, så skriver du at det er fordi du øvde til en prøve? Er det sånn da at når du har mye fri, så bruker du mye engelsk? Føler du at det er sånn?

Danish: Nei, jeg føler at de de dagene jeg svarte på er det jeg gjør hver eneste dag. Uavhengig av om det er prøve eller ikke. Så jeg får alltid sett 2-3-4 episoder i løpet av en dag. Jeg er også alltid innom sosiale medier også, så jeg føler at jeg snakker like mye, uavhengig om hvor stress det er og sånn

Excerpt 4A – Arta:

Interviewer: så, du har jo skrevet at du har sett på en serie eller en film, men jeg vet jo ikke hvilken film det er. Er det noen spesiell grunn til at du har valgt akkurat disse filmene eller disse seriene du har sett på?

Arta: Uhm, nei. Det er ikke noen spesielt grunn egentlig. Jeg bare hadde valgt..., at jeg hadde lyst til å se på det liksom. ikke noe spesielt grunn til det. Jeg vet ikke hvorfor.

Interviewer: Mhm. Er det noen spesiell type filmer eller serier du liker, som er.. eller er det bare...

Arta: Nei... egentlig ikke. Jeg bare liker å se på sånn film egentlig. Det er ikke noe sånn spesielt.

Interviewer: Men hva er det som gjør at du velger en engelsktalende film eller serie, istedenfor noe annet?

Arta: Jeg vet egentlig ikke, jeg føler kanskje det er mer interessant? Å se på sånne engelske serier, enn å se på noe norskt eller albansk. Jeg bare syns det er mer interessant!

Excerpt 4B – Brahim:

Interviewer: Hva er det som gjør at du velger engelsktalende serier framfor andre serier?

Brahim: Fordi mange av de mest spennende seriene som er ute nå, for eksempel på netflix, er de med engelsk tale

Interviewer: Har du på tekst?

Brahim: Jeg pleier å ha på norsk tekst noen ganger, men også engelsk, hvis jeg ser på noe annet.

Interviewer: Altså, har du endret språket selv? Eller bare tar du det som er der?

Brahim: Jeg tar bare det som er der. Noen ganger så endrer jeg det til engelsk, fordi norsk kan være litt sånn rart, så da tar jeg engelsk.

Excerpt 4C – Danish:

Interviewer: Er det en grunn til at du velger å se på engelsktalende serier enn andre serier, f.eks norske serier eller serier på andre språk?

Danish: Uhm, de er jo bedre, da. Og fordi man lærer mye engelsk, jeg føler at jeg har fått mye bedre ordforråd, da. Og klarer å uttale ord bedre og sånt.

Interviewer: Ser du kun på amerikanske serier, fordi du snakker om uttale f.eks, hjelper det deg å se på en uttale du liker, eller vil etterligne?

Danish: Ja, men det er egentlig hvis Suits hadde kommet til norsk, så hadde det ikke vært et problem for meg å se den. Men det er mest fordi, serien er mye bedre, men også en liten rolle.. hvis jeg kan velge mellom en oversatt versjon av Suits eller den engelske, så vil jeg valgt engelske, da.

Excerpt 4D – Julia:

Interviewer: De filmene eller seriene du har sett på, er det noe spesielt med dem - hvorfor akkurat de seriene eller filmene?

Julia: Nei, det er jo på Netflix, og jeg synes ikke det er noen spennende norske serier. Det er ganske godt utvalg på engelsk

Interviewer: Du har ikke sett på noen på andre språk?

Julia: Nei

Interviewer: Hva er det som gjør at du velger å se på engelsktalende framfor NRK-serier f.eks? Er det pga det du nevnte nå?

Julia: Jeg synes, jeg er liksom, jeg synes det bare er bedre?

Interviewer: Produksjonen liksom?

Julia: Ja, produksjonen er bedre, og så begynte jeg å se på det, og så begynte jeg å skru av, hva heter det - subtitles på norsk. For du som oftest fokuserer på det norske underteksten, så jeg tenkte det ar en måte å lære

bedre engelsk på. Og så ble jeg bare interessert i engelske serier, så det er like greit.

Excerpt 4E – Arta about watching TV-shows in other languages

Interviewer: Ser du på serier som ikke er på engelsk?

Arta: Hmmm. Noen ganger, ikke alltid

Interviewer: Er det på Albansk?

Arta: Ja

Interviewer: Ser du det på nettet eller på TV

Arta: *svarer fort* på TV!

Excerpt 4F – Danish about watching TV-shows in other languages

Interviewer: Ser du på serier med andre språk enn engelsk?

Danish: Litt tilbake, så var det en serie som heter "La casa de papel", den var spansk.

Excerpt 4G – Sarah about watching TV in other languages

Interviewer: Ser du på ting på andre språk?

Sarah: På arabisk, hele tida!

Excerpt 4H – Sarah explains how she uses English orally

Interviewer: [...] Du ser jo en del på serier, filmer, du hører på engelsk musikk...

Sarah: ... Jeg snakker engelsk *smiler*.

Interviewer: Ja, du snakker også engelsk!

Sarah: Men jeg snakker bare med familien min, søstrene mine bor i Australia, og de snakker flytende engelsk. Og så jeg snakker med dem engelsk, når vi bare tuller med hverandre, men det kommer sånn 1 time med bare engelsk. Fordi vi ler på, eller når jeg snakker engelsk, jeg har ikke sånn

perfekt engelsk, og de lærer meg hvordan de skal si det ordet, og blablabla.

Excerpt 4I – Julia explains why using English is an easier choice for her

- Interviewer: Har du noen gang brukt andre språk enn tamilsk for å kommunisere?
- Julia: Jeg har også brukt engelsk. Jeg har noen tamilske fetter og kusiner som er gift med franske menn eller... sånn, ja.
- Interviewer: Så da er det enklere å ta det på engelsk?
- Julia: Mhm
- Interviewer: [...] hvis du skulle snakket med noen i familien, hadde du skrevet tamilsk, eller hadde du brukt engelsk?
- Julia: Jeg hadde brukt engelsk
- Interviewer: Hvorfor hadde du gjort det?
- Julia: Fordi tamilsk, det tar lang tid å skrive med vanlig tastatur. Det er sånn 250 bokstaver, så det tar litt tid...

Excerpt 4J – Danish on why he writes English to family and friends

- Interviewer: Har du familie eller venner i andre land enn hjemlandet? for eksempel andre steder i Europa eller noe sånt, hvilket språk hadde du snakket med dem, da?
- Danish: De andre snakker urdu og punjabi de og. Men faktisk, når jeg snakker med slektninger fra andre land over meldinger, så snakker vi engelsk, da. Fordi det ikke er like lett å skrive det, så da blir det engelsk.

Excerpt 4K – Here he explains his choice of English on vacation

- Interviewer: Jeg ser at du har skrevet at du har snakket engelsk noen ganger, kan du si noe mer om det? Du har skrevet at du har snakket i 30 minutter.
- Danish: Jeg har jo snakket mye engelsk, når jeg var i ferie og sånt, da var det for det meste engelsk, så jeg tror det var det jeg refererte til der.

Interviewer: Kan du huske hva du brukte det til? Var det bare vanlig, eller var det at du snakket med noen fordi de ikke hadde noe annet språk å...

Danish: Fordi de ikke hadde noe annet språk å snakke med. eneste måten å kommunisere på

Excerpt 4L – Danish talks about his use of English quotes and words when talking or chatting with friends.

Interviewer: Er det det du bruker engelsk til muntlig, utenfor skolen? Til å kommunisere?

Danish: Ja, mhm. Eller noen ganger quotes og sånn, ting som ikke er like aktuelle på norsk, da. For å forklare noen ord, som på en måte norsk ikke har eller ikke er like måte, ikke kan gjøre jobben like godt. Så da bruker jeg engelske ord. Jeg ville ikke kalt det å snakke engelsk, da. Men det er jo en del, da.

Interviewer: Føler du at det er mer originalt å si det sånn som det er?

Danish: Ja..

Interviewer: Istedenfor å oversette det?

Danish: Ja, og da blir det ofte et par ord iløpet av dagen, på engelsk til venner og sånt

Excerpt 4M – Danish explains why he reads the lyrics to songs he likes:

Interviewer: Har du noen gang tenkt på å lese sangtekstene? Eller gjør du det egentlig?

Danish: Jaja, selvfølgelig

Interviewer: På hvilken type musikk, alt?

Danish: Nesten alle bra sanger jeg liker, da. Så ser jeg på sangteksten og sånt.

Interviewer: Har du tenkt på hvorfor du gjør det?

Danish: for å forstå mange ord. For ofte tror man at de sier noe annet, fordi de snakker veldig sånn sløvete, da. så du tror de sier noe annet, så gjør de ikke det. Og så har jeg hørt mange av gutta drite seg ut liksom, når de skal synge til den og så sier han egentlig ikke det. Så jeg prøver å passe på å ikke gjøre samme feil, da. Men også for å forstå litt mer av hva de sier, og klare å synge til den selv, da.

Excerpt 4N – Brahim on using English with friends

Interviewer: Dere har jo fortsatt norsk som dere snakker mellom dere. Har du tenkt på hvorfor du bruker de engelske linjene?

Brahim: Det har bare blitt en vane, egentlig. Jeg pleier bare å snakke engelsk, bare for å "joke" og si en engelsk "joke" eller..

Interviewer: Ja, jeg skjønner. Eller quotes og sånne ting?

Brahim: Ja

Excerpt 4O – Brahim:

Interviewer: Syns du at du lærer mye av å bruke engelsk utenomfaglig?

Brahim: Ja.

Interviewer: Hvorfor tror du det?

Brahim: Fordi, da blir jeg mer vant til språket. Da blir jeg litt mer sånn, bevisst på språket.

Interviewer: Mhm. Hvordan da?

Brahim: Sånn, hvis jeg driver og ser mye på engelske serier eller ser mye på engelsk musikk og da blir det sånn, et språk for meg, da. Det blir sånn, jeg klarer å gjøre det muntlig når jeg hører det, liksom. Det blir lettere å prosessere det i hjernen, og si det neste gang. Hvis jeg skal ha det i timen eller no, å si et engelsk ord, så kommer jeg på det sånn *snaps fingers*. Jeg har hørt det fra ett eller annet sted, musikk, serier eller lest en bok.

Excerpt 4P – Brahim on what his English use in class and extramurally

Interviewer: Er det noe du har brukt utenfor skolen, som du har lært utenfor skolen?

Brahim: Ja, det kan være sånn, bannespråk og sånt da. Som man ikke pleier å bruke på skolen. På skolen bruker jeg litt mer formelt språk.

Interviewer: Så du bruker engelsk til å styrke dine faglige kunnskaper, men er det andre grunner til det?

- Brahim: Fordi jeg synes det er et interessant språk. Liker selve engelsk, og musikken dems og hvordan språket er bygd opp.
- Interviewer: Det at utenomfaglig engelsk styrker dine faglige kunnskaper, har du hørt et sted? Fra venner, en lærer som har fortalt deg det eller..?
- Brahim: Det har egentlig bare vært en vane, jeg har liksom tenkt at hvis jeg bruker litt mer engelsk blir jeg bedre i engelsk. Og det har det vært siden jeg var liten, og så har det bare vært en vane. Og så har jeg bare glemt at jeg skal liksom, øve på engelsk, for jeg kan det liksom såpass godt, liksom. Jeg kan liksom snakke og utdype meg i det, da.

Excerpt 4Q – Arta about the English subject and EE

- Interviewer: [...] synes du at du lærer mye av å bruke engelsk utenomfaglig?
- Arta: Ja, jeg lærer ganske mye!
- Interviewer: Hvorfor tror du det?
- Arta: Nei, det *ler* vet jeg ikke. men liksom, av å høre mye hjemme, når jeg er hjemme liksom, av å lese - så lærer man ganske mye

Excerpt 4R – Sarah about the English subject and EE

- Interviewer: Bruker du engelsk for å styrke dine faglige kunnskaper? Altså, bruker du engelsk utenfor skolen, for å gjøre det bedre i timen?
- Sarah: Ikke, nei. For å gjøre meg bedre i engelsk, kanskje. For å reise, fordi det er internasjonalt språk. Ikke for å få bra karakter på skole, nei.

Excerpt 4S – Brahim on the teacher knowing about his extramural English activities

- Interviewer: Ville du ha ønsket at engelsklæreren din hadde visst om din utenomfaglige engelsk?
- Brahim: Ja, faktisk!
- Interviewer: Hva tenker du om det?
- Brahim: Ja, det hadde vært spennende, for da hadde de sett hvordan jeg er utenom skolen, da. For skolen kan liksom være sånn, du må gjøre det og det og det, men hvis jeg er hjemme, så kan jeg liksom gjøre det fritt. Da får jeg liksom gjort ting på engelsk som er litt mer sånn fritt.

Interviewer: Så kunne du tenke deg at det er en hjelp for deg og læreren?

Brahim: Ja

Excerpt 4T – Julia on the teacher knowing about his extramural English activities

Interviewer: Tror du det hadde hjulpet læreren din å vite hva du bruker engelsk til? sånn du kan bruke det i engelsk for eksempel?

Julia: Eh, kan godt hende. Ja, det kunne ha hjulpet...

Interviewer: Hvordan tror du det kunne ha hjulpet?

Julia: For jeg vet at nesten alle i klassen ser på serier, og hvis vi hadde sett på en serie sammen og analysert den, så hadde det kanskje vært litt enklere for noen, enn å ta en helt random bok eller tekst, da.

Excerpt 4U – Brahim talks about his gaming habits

Interviewer: Spilte du online, eller spilte du kun story-mode?

Brahim: Jeg spilte story og online.

Interviewer: Snakka du engelsk, da?

Brahim: Jeg lærte mer.. det er sånn på en måte jeg lærte litt mer engelsk, da. Av gaming, tror jeg. For jeg satt og spilte, og satt å hørte liksom på mennesker driver og snakker online, og så bare sa jeg det selv, og det kom liksom automatisk.

Interviewer: Bruker du chat enda?

Brahim: Ja, men liksom hvis jeg skal si call-outs, så sier jeg f. eks "go B", f.eks. Så går de B og så..

Interviewer: Ja, for spiller du med folk som snakker norsk, eller spiller du...

Brahim: Jeg spiller med folk som snakker engelsk, eller mesteparten, da. For Jeg pleier å spille litt alene noen ganger. Men hvis jeg SPILLER, så pleier jeg å si noe som er på norsk.

Interviewer: Du har ikke en "klan" du spiller med som er de samme folka, som snakker engelsk?

Brahim: Hmmm, jeg hadde det før. Da jeg spilte mer sånn, competitive. Da snakka vi engelsk, men vi var norske, da. Vi snakka liksom engelsk, for vi hadde sånn call-outs på engelsk.

D: Samtykkeskjema

Vil du delta i forskningsprosjektet

”Multilingual students’ Extramural English”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å se hva flerspråklige elever bruker engelsk til utenomfaglig. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Dette prosjektet ønsker å se på flerspråklige elever og deres utenfomfaglige engelskbruk. Denne datainnsamlingen er for en masteroppgave i engelsk didaktikk.

Hvem er ansvarlig for forskningsprosjektet?

Det utdanningsvitenskapelige fakultet ved Universitetet i Oslo.

Hvis aktuelt, nevnt navn og beskriv samarbeid med andre institusjoner, ekstern oppdragsgiver etc.

Hvorfor får du spørsmål om å delta?

Studien skal se på flerspråklige elever med minoritetsbakgrunn i Norge, og med det menes elever med et annet morsmål enn norsk.

Hva innebærer det for deg å delta?

- *Du skal føre en logg over din utenomfaglige engelskbruk i et nettskjema.*
- *Du skal bli intervjuet om det du skriver i loggen.*

Nettskjemaet består av avkryssninger og korte spørsmål. Du vil få en e-post hver dag i løpet av loggføringsperioden, som minner deg på å loggføre for dagen. Loggføringen tar ikke mer enn 5 minutter daglig.

Intervjuet vil handle om hva du skrev i loggen, og er der kun for å få oppklare om ting som ikke kommer frem i loggen. Det er et kort intervju, og er ikke tidskrevende. Det er heller ikke behov for noe forberedelse fra deg.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

- *De som har tilgang til dine opplysninger er kun meg og min veileder. Det vil si at ingen her på skolen eller andre på universitet vil ha tilgang.*
- *«Navnet og kontaktopplysningene dine vil jeg erstatte med en kode som lagres på egen navneliste adskilt fra øvrige data*
- *I tillegg vil alt bli kryptert og lagret slik at at uvedkommende ikke kan få tilgang*
- *Du vil heller ikke kunne bli gjenkjent i oppgaven*

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes [Juni 2019].

- *Opplysningene vil ligge på et trygt sted hos universitetet hvor ingen andre enn min veileder og eventuelt sensor har tilgang, og vil bli slettet fra alle andre steder.*

Dine rettigheter

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

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

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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

Hvor kan jeg finne ut mer?

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

- *Ahmed Reda*
 - 41269241
 - Ahmedre@student.uv.uio.no og lektorreda@gmail.com
- Vårt personvernombud: personvernombud@uio.no
- NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig
Ahmed Reda

Eventuelt student

Samtykkeerklæring

Samtykke kan innhentes skriftlig (herunder elektronisk) eller muntlig. NB! Du må kunne dokumentere at du har gitt informasjon og innhentet samtykke fra de du registrerer opplysninger om. Vi anbefaler skriftlig informasjon og skriftlig samtykke som en hovedregel.

- Ved skriftlig samtykke på papir, kan du bruke malen her.
- Ved skriftlig samtykke som innhentes elektronisk, må du velge en fremgangsmåte som gjør at du kan dokumentere at du har fått samtykke fra rett person (se veiledning på NSDs nettsider).
- Hvis konteksten tilsier at du bør gi muntlig informasjon og innhente muntlig samtykke (f.eks. ved forskning i muntlige kulturer eller blant analfabeter), anbefaler vi at du tar lydopptak av informasjon og samtykke.

Hvis foreldre/verge samtykker på vegne av barn eller andre uten samtykkekompetanse, må du tilpasse formuleringene. Husk at deltakerens navn må fremgå.

Tilpass avkryssingsboksene etter hva som er aktuelt i ditt prosjekt. Det er mulig å bruke punkter i stedet for avkryssingsbokser. Men hvis du skal behandle særskilte kategorier personopplysninger og/eller de fire siste punktene er aktuelle, anbefaler vi avkryssingsbokser pga. krav om eksplisitt samtykke.

Jeg har mottatt og forstått informasjon om prosjektet (*sett inn tittel*), og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i *loggføring i nettskjema*
- å delta i *intervju*
- at mine personopplysninger lagres etter prosjektslutt, til videre forskning*

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. (*oppgi tidspunkt*)

(Signert av prosjektdeltaker, dato)