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Adult language learners' Extramural English activities

A quantitative study on adult
language learners of English
in Sweden

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Ämneslärarprogrammet



Degree essay: 15 hp
Course: LGEN1A
Level: Undergraduate/Advanced level
Term/year: VT/2017
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Code: VT17-1160-004-LGEN1A

Keywords: L2, Language acquisition, Extramural English, out-of-school, adult learners, activities

Abstract

The increasing usage of English and Information and Communication Technology (ICT) in the Swedish society gives students increased opportunities to use English outside of the classroom. This has led to an increased interest in students' usage of English outside of school, although the focus of research in this area has been on younger students. This study's purpose is to investigate to what extent adult English language learners are engaging in Extramural English activities. It also seeks to map what Extramural English activities are most frequently used among this group of students. A quantitative questionnaire was given to 97 adult second language (L2) students at two adult education centers. The results indicate that the amount of time spent on Extramural English activities differed between individuals with an average of five hours per week. Extramural English listening activities were the far most popular type of activity engaged in, followed by reading activities. Much less time was spent on speaking and writing activities. The five most popular specific activities were listening to music, surfing the internet, watching TV, watching movies, and watching video clips. This knowledge is important to teachers because it enables them to adapt the English teaching of the classroom to connect with the Extramural English of the students. Doing this could lead to a more meaningful and motivating classroom. It also enables the teacher to provide types of input which these students do not meet on their own outside of school, which could strengthen their language learning.

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1. Background

The continuous spread of English in the Swedish society has led to an increasing and vast amount of exposure to English for many students outside of the classroom. Today, the possibilities for students to use English outside of the classroom, for various purposes and in different contexts, are greater than ever before. This encounter with English outside of school is sometimes called Extramural English, and is defined by Sundqvist (2009) as “the English learners come in contact with or are involved in outside the walls of the classroom” (p. 1). This definition covers both input and output and is comparable to other terms used, such as out-of-class English, out-of-school learning, and free-time English. These possibilities are further increased because Information and Communication Technology (ICT) is also more present than ever before in the lives of many Swedes. As of 2016, 90 percent of the Swedish population have access to the internet while the time spent on activities on the internet is increasing year-by-year (Internetstiftelsen i Sverige, 2016). The increase of ICT widens the possibilities to communicate with other speakers of English and to get information in today’s global world. The increased opportunities to communicate with other people have also strengthened the position of the English language as a *Lingua Franca*, as individuals with different mother tongues communicate in English. This growth in accessibility has therefore blurred the local/foreign distinction between English as a foreign language (EFL) and as a second language (L2) (Mitchell, Myles, & Marsden, 2013). Sundqvist (2009) argues that EFL indicates that it is not learned outside of school by interacting with native speakers, but rather primary learned in school through instruction. This difference between EFL and L2 is not evident today in Sweden and therefore this paper will make no distinction between EFL and L2 in order to avoid confusion. Instead, Sundqvist and Sylvén’s (2016) definition of L2 as a wider term will be used: “L2 is any language learned later than the early childhood years” (p. 25). This means that there are increasing numbers of possibilities for students to engage in linguistic activities in their free time outside of the classroom. Because of this, there has been a growing interest in Extramural English and its effect on language learning in recent years.

The Swedish curriculum for the subject of English states that the aim of the subject is as follows:

Teaching of English should aim at helping students to develop knowledge of language and the surrounding world so that they have the ability, desire and confidence to use English in different situations and for different purposes (Skolverket, 2011c, p. 1).

It is further stated in the curriculum for English that "[s]tudents should be given the opportunity, through the use of language in functional and meaningful contexts, to develop all-around communicative skills" (Skolverket, 2011a, p. 53).

The importance of incorporating students' Extramural English in the classroom is highlighted in the subject comments to English, where it is stated that "[r]esearch about learning shows that it is important that the teaching is linked to the student's previous knowledge, experiences and needs" (Skolverket, 2011b, p. 9) [my translation]. It further states that "[g]enerally it is meaningful that the students can relate to what is being addressed in the teaching to their own reality" (ibid., p. 12) [my translation]. This importance is further strengthened by the findings of Skolverket (2004) that more than half of the students in elementary school believed that they learned as much as, or more, from Extramural English activities than what they learned in class. Skolverket (2004) also states that English is one of the subjects in elementary school where the learning outside of school is the greatest.

2. Theory, previous work and aim

This chapter will start by examining essential language theories, and then continue to review relevant research literature and finally present the aim of the present project.

2.1 Theory – second language acquisition

A major impact on theories and models regarding second language acquisition comes from Stephen Krashen (2009) and his five hypotheses. The first hypothesis is called *the acquisition-learning distinction*, which argues that adults develop competence in a second language in two ways. The first way is by *acquiring* a language, which is what occurs when an individual is exposed to comprehensible samples of language, similar to when children acquire their first language (Lightbown & Spada, 2013). When a language is acquired, it is usually a subconscious process, as the individual acquiring a language is most often not aware of the acquisition; instead, the language is used for communication (Krashen, 2009). The second way in which a second language can be developed is by *learning*. When a language is learned, it is a considerably more conscious process with attention to the form and rules of the target language (Lightbown & Spada, 2013). Krashen (2009) argues that “adults can access the same natural ‘language acquisition device’ that children use” (p. 10).

The second hypothesis of Krashen (2009) is *the natural order hypothesis*. It is based on findings that “the acquisition of grammatical structures proceeds in a predictable order” (ibid., p. 10). Similar to first-language acquisition, certain grammatical rules and structures are acquired at an early stage while others are acquired later. The rules of a language which are the easiest to state and to learn are not automatically the first to be acquired (Lightbown & Spada, 2013).

Krashen’s (2009) third hypothesis is called *the monitor hypothesis*. This hypothesis states the following:

Second language users draw on what they have acquired when they engage in spontaneous communication. They may use rules and patterns that have been learned as an editor or ‘monitor’, allowing them to make minor changes and polish what the acquired system has produced (Lightbown & Spada, 2013, p. 106).

Three conditions must be met for the monitoring to happen, 1) if a second language performer has enough time, 2) if the performer is thinking about correctness, and finally, 3) only if the performer has learned the specific rule (Krashen, 2009).

The (comprehensible) input hypothesis is the fourth hypothesis of Krashen (2009). It claims that acquisition of languages occurs when a language learner is exposed to comprehensible language which contains $i + 1$ (Lightbown & Spada, 2013). The i represents the level of the already acquired language of the learner and $+ 1$ represents a different aspect of languages which is one step beyond the level of i .

Finally, the last of Krashen's (2009) hypotheses is called *the affective filter hypothesis*. The affective filter is a barrier which can prevent language acquisition from occurring, even though a language learner might be exposed to comprehensible input (Lightbown & Spada, 2009). The affective filter is caused by feelings such as low motivation, low self-confidence, and anxiety (Krashen, 2009).

These theories concerning language acquisition are basic knowledge needed to understand the process of students acquiring languages while engaging in Extramural English activities.

2.2 Literature review

This section will examine previous research and literature regarding English language learners' Extramural English activities and how these activities can benefit language acquisition. The research and literature will be presented in the order of the age of the students examined, starting with younger students and continuing with older students.

2.2.1 Extramural English activities

Sundqvist and Sylvén (2014) examined the Extramural English activities of 76 students aged 10–11 years in the 4th grade in Sweden. They found that young English language learners were extensively engaged in Extramural English activities with a mean value of 7.2 hours per week. Sundqvist and Sylvén (ibid.) additionally found significant gender-related differences in both how much time they spent on and in what ways they engaged in Extramural English activities. The boys spent a total time of 11.5 hours a week on Extramural English activities while the girls spent 5.1 hours a week. The reason for this difference in time proved to be because the boys spent more time watching movies and playing digital games, while the girls spent more time engaging in Extramural Swedish activities with much time spent on using Facebook. The five most popular

Extramural English activities were watching TV (2.3 hours per week), playing digital games (1.4 hours per week), listening to music (1.4 hours per week), watching movies (one hour per week) and the Internet (one hour per week).

The very same Extramural English activities which were the most common in Sundqvist and Sylvén (2014) were also the five most common in an earlier study by Sylvén and Sundqvist (2011). This study was conducted on 5th-grade students, and Sylvén and Sundqvist (2011) found that the students on average spent 9.4 hours per week on Extramural English activities. The five most common Extramural English activities were playing video games (2.6 hours per week), watching TV (2.1 hours per week), listening to music (1.8 hours per week), watching movies (1.3 hours per week) and finally using the internet (1.2 hours per week). This study also found a significant difference between the time spent on playing video games for boys (4.4 hours per week) and girls (1.1 hours per week).

Studies on students with ages similar to the studies of Sylvén and Sundqvist (2011, 2014) have, for example, been conducted in China. Lai, Zhu, and Gong (2015) conducted a study regarding out-of-class English activities on 82 middle-school students talking English as a Foreign Language. The participants' average age was 14, and the study was conducted in China. They found that the students participated in various out-of-class English activities and that the most popular activities were watching English language movies and listening to songs in English.

Going back to Sweden and older students, we find a study conducted by Sundqvist (2009) about the time spent on Extramural English activities on 80 Swedish students in 9th grade using language diaries. The Extramural English mean value for all 80 respondents was 18.4 hours per week. The five Extramural English activities which most time was spent on (mean value) were music (6.58 hours per week), video games (3.95 hours per week), TV (3.71 hours per week), movies (2.85 hours per week) and finally the internet (0.70 hour per week). Similar findings with an almost identical order of popularity had previously been made by Forsman (2004) (referred to in Sundqvist, 2009).

The Extramural English activities of 37 lower-secondary school students were studied by Olsson (2012). Similar to many other studies conducted on younger students' Extramural English activities, Olsson found that there were large differences between individuals concerning frequency, time spent on and the nature of Extramural English activities. The total scores regarding frequency reached a mean value of 35. Olsson used a scale from 0 to 10 to measure the

Extramural English contacts where 0 was never and 10 was every day. The results indicated that the average student had multiple contacts with English outside of school every day. On average, boys spent more time than girls on Extramural English activities.

Several studies show that the Extramural English activities vary a great deal between individuals (e.g. Sundqvist, 2009; Olsson, 2012.) Some studies found some differences regarding gender and how Extramural English activities were used. However, the five most popular Extramural English activities (music, video games, TV, movies, and the internet) were found to be the same in many different studies.

While there is plenty of research conducted in recent years on younger students and their Extramural English activities, as previously stated, there has not been much research conducted on adult students. The seemingly only study focusing on the Extramural English usage of adult students is a thesis by Knight (2009). She studied how adult students taking English as a Second Language at a community college used English out of class. Questionnaire answers from 41 respondents concerning their out-of-class English usage provided the basis for the study. Most of the students who participated were recent immigrants to the United States. The students were asked: “What language do you usually speak outside of the home?” (ibid., p. 32). 65.9 percent of the students answered English while 31.7 percent answered Other (2.4% did not answer). Regarding what activities the students spent the most time on, Knight found that the English used outside of the classroom varied greatly between individuals. The most frequently performed activity was watching TV: on average about six hours per person a week. The second most frequently performed activity was talking to customers: on average about six hours per person a week. This was followed by reading materials for school: on average about 4.4 hours. Finally, listening to radio measured on average about 3.1 hours.

2.2.2 Extramural English effects on learning English

The positive connection between frequent contact with Extramural English and English language learning has been examined in a number of studies (e.g. Sundqvist, 2009; Knight, 2009; Kuppens, 2010; Sylvén & Sundqvist, 2011, 2012; Baker-Smemoe, Cundick, Evans, Henrichsen, & Dewey, 2012; Olsson, 2012; Lai et al., 2015; Sundqvist, & Wikström, 2015; Olsson, 2016). The studies in this section will be presented thematically, starting with studies regarding Extramural English

effects on learning English and continuing with studies concerning connecting the English of the classroom with the Extramural English of the students.

Baker-Smemoe, et al. (2012) examined if learners of English as a second language with a high amount of out-of-class second language usage gained in proficiency. Students in a 31-week intensive English program were given a proficiency pre-test and a post-test, while additionally responding to a questionnaire about their out-of-class English usage. The study found a significant connection between out-of-class language usage and proficiency gains in regard to speaking, listening and reading. Students with a reported high amount of out-of-class English usage performed better in the tests than students with a low usage of out-of-class English. Baker-Smemoe et al. also investigated what specific out-of-class features were connected to the language gain found. Two features were found to be the most important, and more frequently used by the better-performing students: “Deliberately trying to use what was taught in the classroom (grammar, vocabulary, expressions) with native or fluent English speakers outside the classroom” (ibid., p. 32), and how much time they spent speaking in English outside of the classroom.

Further international research regarding what specific out-of-class activities enhance English language learning has been conducted by Lai, Zhu, and Gong (2015) (see also section 2.2.1). They examined what qualities of out-of-class English experiences were advantageous for English language learning. They identified two major qualities of the most beneficial out-of-class activities connected to good grades in English: language learning efficiency and enjoyment. The first quality of out-of-class experiences was that it should involve various elements of language abilities which correspond to the diverse requirements of language learning. The second quality was out-of-class learning which complemented the in-class learning by involving a balance between focus on form and focus on meaning.

Extramural English and its potential effects on vocabulary and oral proficiency in Sweden were examined by Sundqvist (2009). The collected data covered 80 Swedish students in the 9th grade over a one-year period. The students’ Extramural English activities were measured in two language diaries and a questionnaire. Five interactional speaking tests determined the students’ oral proficiency levels, while two written vocabulary tests measured their vocabulary levels. The results showed a significant positive correlation between the total amount of time spent on Extramural English and the students’ level of oral proficiency (including vocabulary). The

correlation between Extramural English and vocabulary was stronger than that between Extramural English and oral proficiency. Results also showed that Extramural English activities where the students needed to be more productive, more active and/or rely on their language skills (such as playing video games, using the internet and reading) had a larger impact on the vocabulary and oral proficiency than more passive activities (such as listening to music, watching movies and TV-shows). Another finding was that boys spent significantly more time on these productive Extramural English activities than girls. Sundqvist (ibid.) drew the conclusion that Extramural English "is an independent variable and a possible path to progress in English for any learner, regardless of his or her socioeconomic background" (p. i).

Sylvén and Sundqvist (2011) (see also section 2.2.1) found that male students in the 5th grade who spent several hours a week playing video games had a larger vocabulary than female students, who spent less time on this Extramural English activity. Sylvén and Sundqvist argue that the reason for this difference is the nature of the games played, where boys often played massive online role playing games (which require active oral and written involvement), whereas girls played less interactive offline single-player games. In another study, Sylvén and Sundqvist (2012) further investigated the correlation between gaming as an extramural activity and proficiency in English among 86 11–12-year-old Swedish students. They found that there is a positive correlation between playing video games and second-language proficiency as frequent gamers outperformed moderate gamers, who, in turn, outperformed non-gamers. These findings are further strengthened by Sundqvist and Wikström (2015), whose study found a positive correlation between male gaming students and L2 English performance. In this study, performance was measured by vocabulary and grading outcomes.

Additional findings regarding the correlation between gaming as an extramural activity and proficiency in English was made by Kuppens (2010). Her study was conducted on Belgian students in their 6th year of primary education and found that gaming had a positive influence on language skills. In the same study, Kuppens also found "strong effects of watching subtitled television and movies on language acquisition" (2010, p. 79).

Further research was conducted by Olsson (2012), who examined what influence free-time exposure to English had on the writing skills of 37 secondary-school students in Sweden. The results showed that students with many Extramural English encounters more frequently wrote longer sentences than those students with fewer Extramural English encounters. The

students who had had many Extramural English encounters used a larger number of infrequent words and also had a richer vocabulary than the students with fewer Extramural English encounters. Finally, the study found an indication that students with more Extramural English encounters had a greater register variation. Further findings from Olsson showed a significant correlation between Extramural English activities and higher grades in English. A significant correlation between results on the written National Test in English and Extramural English activities was also found.

The finding of Olsson (2012) regarding Extramural English and greater register variation was further strengthened by a subsequent study also conducted by Olsson (2016), indicating that the register variation was larger among 9th-grade students who frequently used English in their free time. Olsson (2016) states that “EE [Extramural English] seems to have a positive impact on students’ writing proficiency, not least with regard to register variation.” (p. 70).

Although there are several studies which have found correlations between a high exposure of Extramural English and an increased performance in certain language skills, it is somewhat difficult to determine whether or not this is only due to the high exposure to Extramural English. It is difficult to exclude aspects such as socioeconomic background or the students’ interest in learning and how this might affect the connection between high exposure to Extramural English and English performance.

The growing interest in Extramural English has resulted in a recently started project funded by the Swedish Research Council called “*Bridging the gap between in- and out-of-school English – Learning from good practice*” (Henry, Sundqvist & Korp, 2014, p. 24). The aim of this study is to “identify and theoretically analyze examples of good practice where students’ experiences of English outside of the school are cherished in the teaching in the classroom” (ibid., p. 24) [my translation].

Extramural English could also affect language learning depending on how it is incorporated in the English language classroom. Henry (2013) argues that there is a growing authenticity gap between English in school and English outside of school. This gap has been confirmed by previous findings in the national evaluation of the 9th grade conducted by Oscarson and Apelgren (2005). These findings point to the fact that the students’ Extramural English activities seem not to have been successfully incorporated in many English classrooms. Henry

(2013) further argues that the motivation of learners may be negatively affected if the English in the classroom is not connected to the learners' Extramural English usage.

Other studies, such as Sundqvist and Olin-Scheller (2013), have found that this reported gap between the English of the classroom and the Extramural English of the learners may lead to demotivated and discouraged students. Sundqvist and Olin-Scheller further argue that empowerment of L2 teachers and development of teaching practices are required to face this growing problem. Possible teaching practices and ways to empower L2 teachers were examined in Sundqvist and Olin-Scheller (2015). Teachers who had undergone a language didactics course answered a questionnaire and the results showed that the teachers felt empowered after they had learned how to incorporate ICT and the students' own experiences in their teaching.

There has been a growing interest in Extramural English in recent years with an increasing number of important studies being published. No research with a conclusion in disagreement to those presented above has been found. However, studies so far have been heavily focused on younger learners, and there is obvious value in extending these studies to cover more groups of learners, such as adult learners.

2.3 Aim

The primary aim of the present project is to investigate to what extent adult English language learners are engaging in Extramural English activities. A second aim is to map what Extramural English activities this group of students is most frequently engaged in. A third aim is to help teachers gain a better knowledge of how adult English language learners are using Extramural English activities. It is vital to gain a better knowledge of adult English language learners' usage of Extramural English activities to be able to connect the English of the classroom to the English which the students are facing outside of the classroom. The benefits for younger students with a high usage of and exposure to Extramural English activities have been studied to some extent. However, there are very few studies regarding the usage of Extramural English and adult language learners. That is the reason behind this study. The research questions to answer the above aims are therefore the following:

- To what extent is a sample of adult students of L2 English exposed to and engaged in Extramural English activities?
- What kinds of Extramural English activities do these students most frequently engage in?

3. Method

To answer the research questions, a quantitative questionnaire was considered to be the most appropriate method to use. The target group was very heterogeneous; hence, it was important to have a large amount of data. Therefore, a questionnaire was used as the research method because it might gather much information in a time- and effort-efficient way (Dörnyei, 2003). Additionally, this method was deemed suitable because it can provide factual, behavioral, and attitudinal information, which suit the research questions well since this paper focuses on the subjects' backgrounds and habits (McKay, 2006). The questionnaire was constructed and adjusted following suggestions and guidelines from, among others, McKay (2006), Dörnyei (2003) and Sundqvist (2009). Initially, alternative methods, such as interviews, were considered. However, because of an anticipated very heterogeneous group of students, interviewing a few number of people would give a more restricted picture of the overall Extramural English activities of this particular group of students than what a larger sample of respondents would. Using language diaries were also considered to retrieve more accurate data from the respondents. However, due to time limitations, this method was not chosen.

3.1 Educational setting

The study was carried out in two adult education schools during the author's practical work experience. The schools are located on the west coast of Sweden, one school is in a major city and the other in a smaller municipality. Because of organizational and time limitations, the two educational settings were chosen by convenience selection, as the author was undergoing practical work experience at one of the schools and the author had contact with teachers working in the other. One school provided a large majority of the responses, but the questionnaire was also carried out at the other school to provide an even larger collection of data and to increase the possibility to generalize the results.

In total, eight classes of four different English courses were given the option to answer the questionnaire. Two of the classes were evening classes while the others were regular daytime classes. The courses were Basic English (module 2, 3, and 4), English 5, English 6, and English 7.

3.2 Respondents

Out of the 97 students who were given the questionnaire, 54 were female, 38 were male. One selected other/both male and female, and four did not answer.

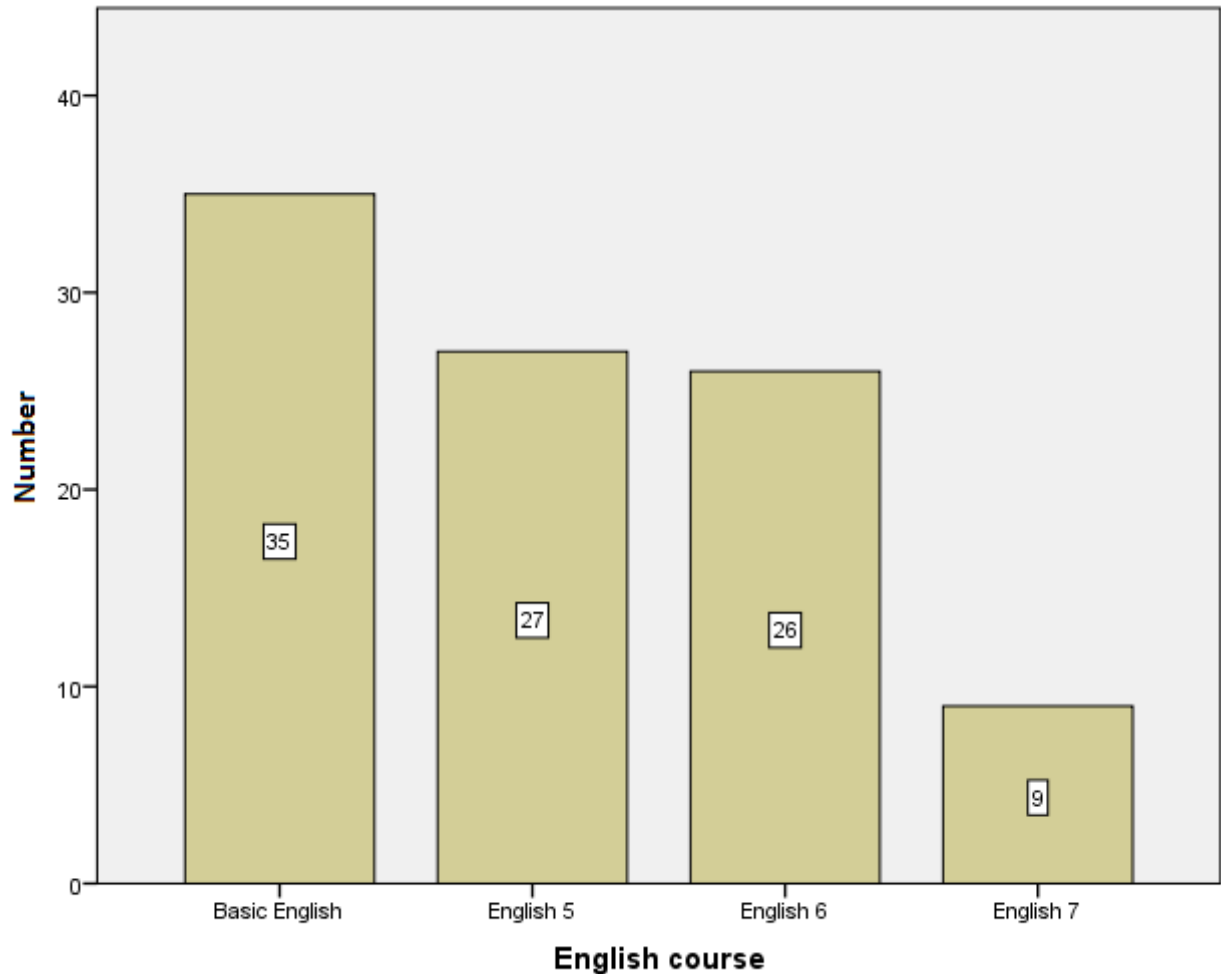


Figure 1: Number of students per course

A total number of 97 students answered the questionnaire. The number of students for each course was 35 in Basic English, 27 in English 5, 26 in English 6, and nine in English 7 (see Figure 1).

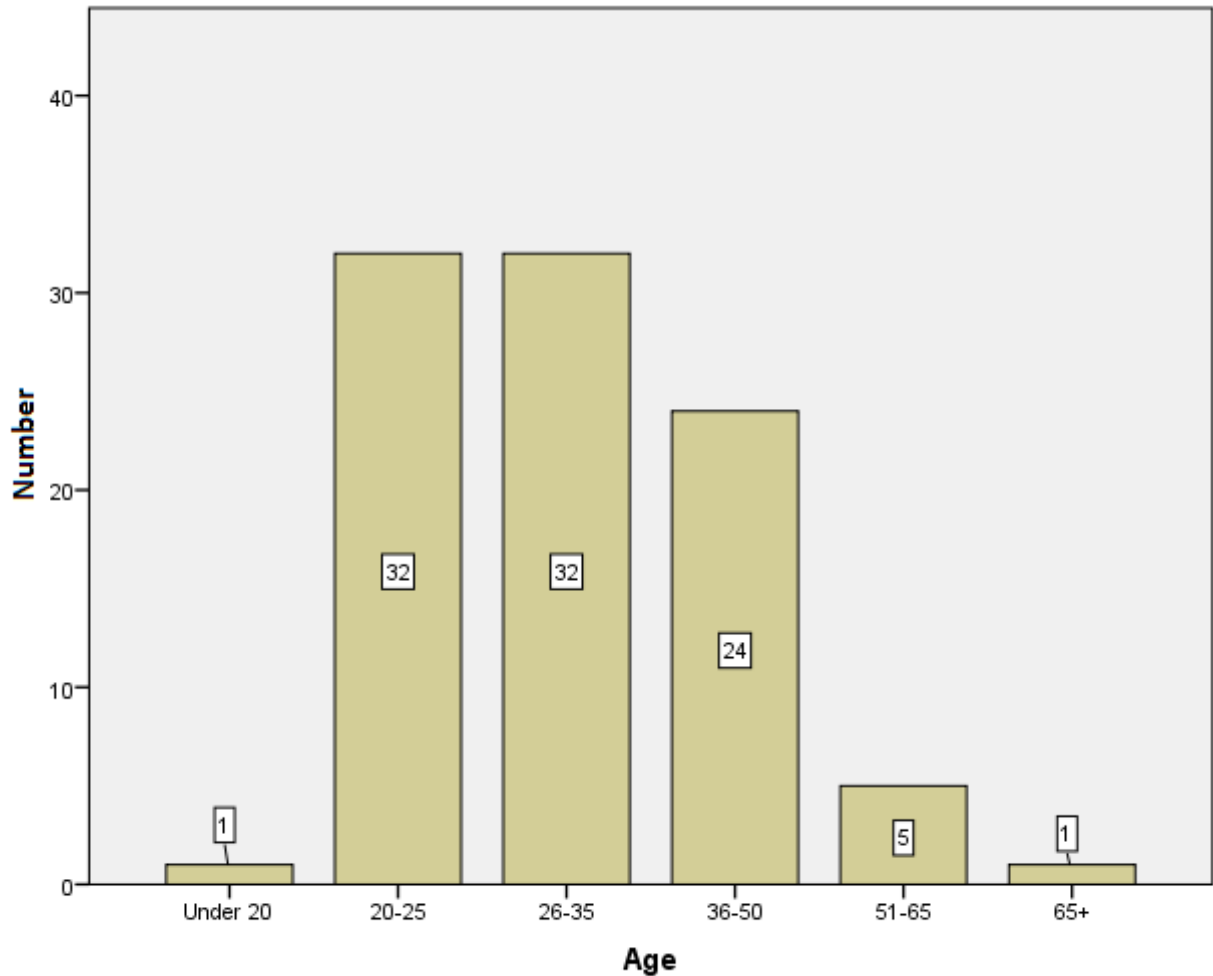


Figure 2: Age of the respondents

As illustrated in Figure 2, out of the 97 participating students, 32 were 20–25 years old, 32 were 26–35 years old, and 24 were 36–50. Only one was under 20, five were 51–65 years old, and finally, one was over 65.

82 respondents lived in a big city while two lived in a medium-sized city. Seven respondents lived in a smaller city. Only two respondents lived in another kind of town. Finally, two respondents lived in a rural area. In summary, a large majority of the respondents lived in a large city.

The students self-assessed their general language proficiency in English (Figure 3) by the CEFR-scale (Council of Europe, 2001) (Appendix 2).

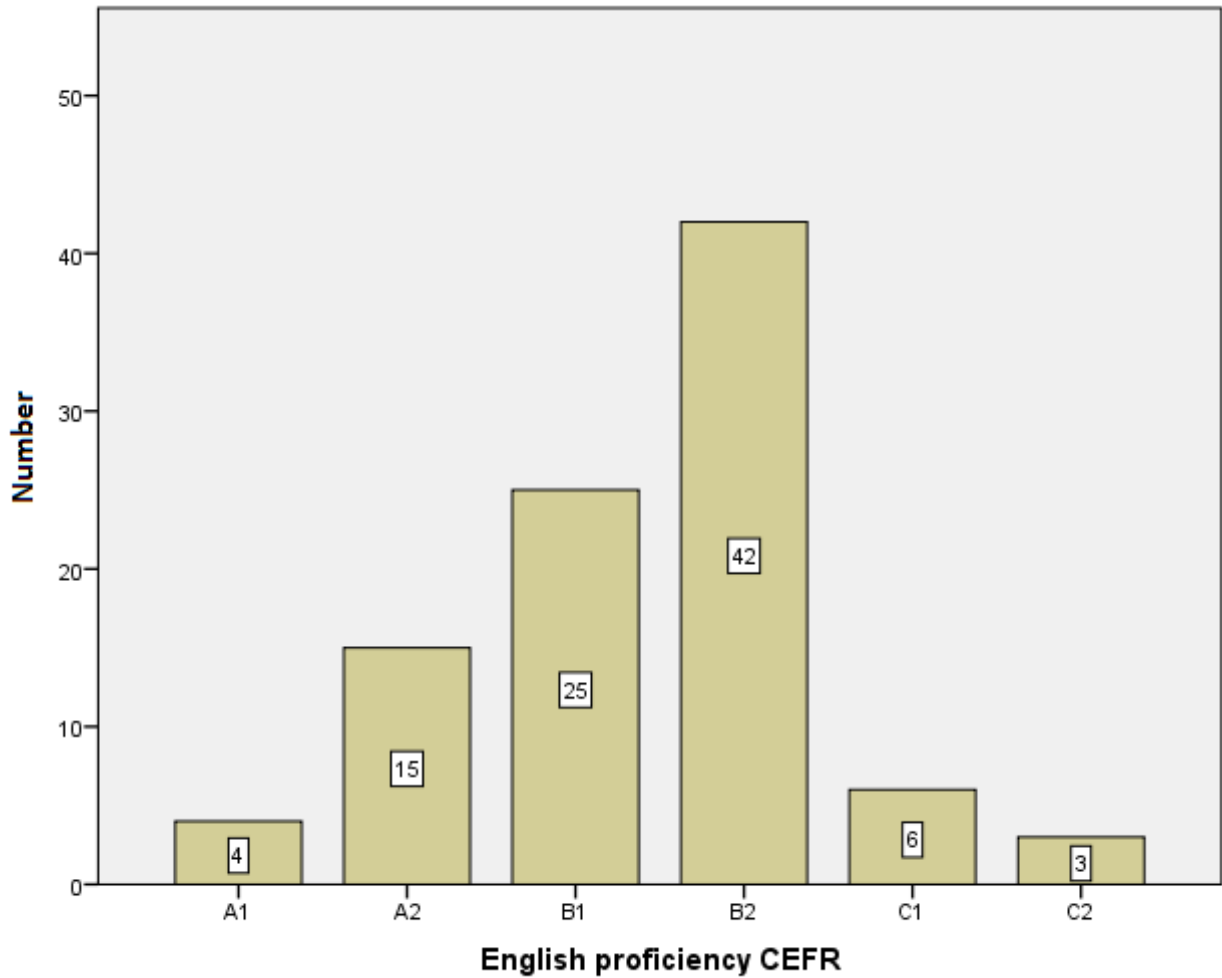


Figure 3: Self-assessed language proficiency (CEFR-scale)

Four respondents considered themselves to be at A1 level and 15 at A2 level. B1 level consisted of 25 respondents. The largest group was B2 with 42 individuals. The advanced levels C1 consisted of six respondents, and finally, three individuals assessed themselves to be at the highest level, C2.

The mother tongues of the participants are shown below (Figure 4).

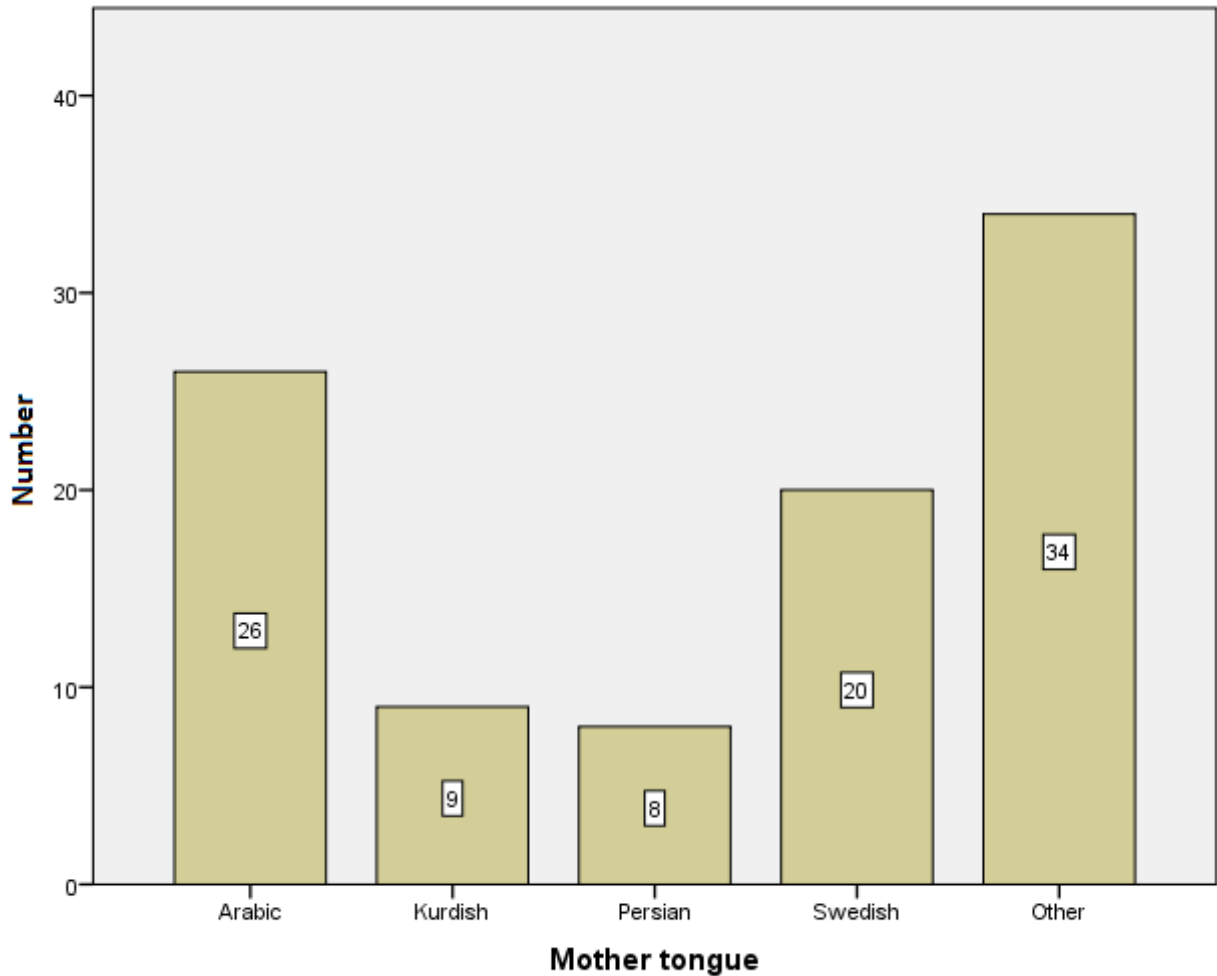


Figure 4: Mother tongue

The largest group was Arabic speakers with 26 individuals. The second largest group was Swedish speakers with 20 individuals. The third and fourth largest groups were Kurdish speakers with nine individuals and Persian speakers with eight individuals. Then there was a wide range of mother tongues reported; however, no other language reached five or more individuals¹. Many of the respondents were immigrants and the amount of time which they have been in Sweden varied. This means that the immigrant respondents were at different levels of their proficiency in Swedish.

¹ The other languages (number of speakers) were Croatian (1), Pashto (1), Polish (2), Romanian (1), Russian (1), Sahonian (1), Serbian (1), Somalian (4), Azerbaijani (1), Spanish (2), Syrian (1), Thai (2), Chechen (1), Turkish (3), Hungarian (1), Urdu (1), Bosnian (1), Bulgarian (1), Dari (1), Filipino (2), Greek (3), Italian (1) and Chinese (1).

3.3 Material

A questionnaire (see Appendix 1) was created in Google Forms. It consisted of three parts: 1) information about the student, 2) general information about language usage, and finally, 3) specific Extramural English activities. The questionnaire was written in Swedish after much deliberation because some of the respondents were studying English at a basic level. This meant that some students had a very low proficiency level in English, which would be problematic when taking the questionnaire. It was predicted that the Swedish proficiency level would be higher among the students. Therefore Swedish was the language used in the questionnaire to obtain as accurate responses as possible.

When designing the question regarding information about the gender of the respondents, RFSL's (2016) recommended phrasing and alternatives were used. This was a conscious choice to make sure that the questionnaire prevented participants from not wanting to complete the questionnaire if they felt excluded.

One question required the participants to self-assess their English proficiency based on the scale of the Common European Framework of Reference for Languages: (CEFR) (Council of Europe, 2001) (see Appendix 2). The CEFR-scale "defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis" (ibid., p. 1). Although self-assessment is difficult, it did at least provide some indication of the participants' opinion of their levels of English. Question number 9 (How many hours per week do you engage in the following activities outside of school?) required the participants to give a short answer on how many hours per week they spent on the four language skills: speaking, listening, reading, and writing. This was followed by some open-ended questions about what language-skill-related activity they engaged in the most. Here they could elaborate and write freely without being limited to certain options concerning their Extramural English activities.

Then followed a list of different Extramural English activities where the respondents were asked to give an account on how many hours per week they spent on these activities. The focus was on two groups of Extramural English activities, the first one being different general activities such as reading books, watching TV, listening to music and playing computer/video games. The second group was more specific regarding different activities used with a computer, a smartphone, or a tablet, e.g. surfing the web, using social media, and writing texts. These more specific activities were included due to a belief that it would be too broad just to have one

category concerning using the internet, and that having specific different activities would give a more detailed view of the students' Extramural English activities. Inspiration was taken from Sundqvist (2009), who suggested that a wider range of Extramural English activities should be used in future questionnaires.

Finally, two open-ended questions were added, where the respondents could add any Extramural English activities which they engaged in and which were not listed in the questionnaire. This was added because it is difficult to include all possible Extramural English activities in a questionnaire. The development of different ways to engage in Extramural English activities is quickly developing, and it is difficult to include all possible ways in which the individuals participating in this study encounter English outside of school. Therefore, the final questions were added to ensure that the information regarding what Extramural English activities they engaged in corresponded with reality as much as possible.

The questionnaire was estimated to take ten minutes to complete. The length of the questionnaire was kept to four pages in order not to cause a fatigue effect. If a questionnaire is too long, respondents get exhausted or uninterested, which might result in inaccurate answers (Dörnyei, 2003). Due to time limitations, a pilot of the questionnaire was not conducted.

3.4 Procedure

The questionnaires were handed out towards the end of one of the classes' ordinary lessons. It was handed out by the author, except in three classes where this was done by colleagues of the author. The students were given a short introduction to the aim of the project and the structure of the questionnaire. Specific attention was given to explaining the CEFR-scale used in one of the questions. It was clarified that the questionnaires would be anonymous and that it would not be possible to identify specific respondents from the results. It was also explained that participating in the questionnaire was completely voluntary. In all classes, a small number of students decided not to participate with many explaining that they had other classes to attend. The students were asked to read the instructions carefully before answering. They were also told that there would always be teachers available to ask for help and further explanations. A small number of students in each class asked for help.

Most of the respondents were given access to computers with the questionnaire already prepared and open in the web browser. However, due to the limited number of available

computers in both of the schools where the questionnaire was used, a few of the classes were given a physical copy of the questionnaire. This resulted in a very few number of responses being deemed invalid as some responses simply were left out, or there were two languages given in responses to a question which specifically asked for only one language. The invalid responses were categorized as missing.

3.5 Limitations

A quantitative survey research was chosen as the method of the present study because it seemed to be the best way to collect data to answer the research questions. Even so, the method does give rise to possible issues regarding the validity and reliability of the results. One disadvantage with surveys is that respondents may provide unreliable information, giving responses which they believe that they should report (McKay, 2006). Surveys may also provide superficial responses, e.g. if a respondent reports that he or she mainly speaks English out-of-class with members of the family, little is learned about under what circumstances or with which specific member of the family this occurs.

Due to the sample of convenience, two of the classes which participated in the questionnaire were classes which the author had taught for several weeks. This might have been a cause for subjective influence as the students who knew the author might have been more eager to answer positively.

The perhaps largest issue concerning the validity of the questionnaire was the respondents' literacy limitations (Dörnyei, 2003). Because of a large number of immigrants, some of whom had been in Sweden for a short time, the Swedish proficiency levels of some of the respondents were very low in some cases. The language used in the questionnaire was modified to be as basic and easily comprehensible as possible. In a few cases, the language level in Swedish of the respondents seemed to be too low for them to fully understand some of the questions. This became evident in question number 16, "Is there any way in which you use English out-of-school which was not included in the questionnaire?", where a few number of respondents answered no to this question, yet they responded that they performed that activity for a certain amount of hours in question 17, "If any activity is missing, how many hours per week do you engage in that activity?".

The limited Swedish proficiency of some of the respondents also gives cause for concern regarding their comprehension of question number 8 “I assess my general English proficiency to be (according to CEFR appendix 1)”. Two issues may be at hand here. First, if the Swedish proficiency of some respondents was low, it might be difficult to fully understand the different descriptions of the various CEFR-levels (Appendix 2). Secondly, self-assessing one’s language level proficiency is a tough task to perform. There is a risk that the students’ responses are affected by what they want their language proficiency level to be, or that they respond according to how they believe that they should respond (Dörnyei, 2003). Two actions were performed to counter these possible limitations: the CEFR level scheme with the most basic language level was chosen, and the anonymity of the respondents was emphasized. There was also no time to go through collected questionnaires to identify mistakes or missing answers, resulting in a few questionnaires having to be considered invalid.

Due to time limitations, there was no pilot study, which might have made it possible to further improve the questionnaire. However, the questionnaire was carefully thought out before it was carried out, and it turned out to work well in all but a few cases. The collected data is still a relatively large dataset of how adult English language students engage in Extramural English activities, and it seems to be the first of its kind.

3.6 Data analysis

The collected data was exported from Google forms to an Excel sheet, which was then imported to the statistics tool SPSS. First, the informative part of the questionnaire was organized, and different figures and charts were made. A mean value was set for the different options to analyze the collected data regarding how much time the respondents spend on various Extramural English activities, e.g. 0–1 hour (M = 0.5), 2–5 hours (M = 3.5), 6–10 hours (M = 8), 11–15 hours (M = 13), 16–21 hours (M = 18.5) and finally 22+ hours (M = 22). Using these mean values, the average hours spent on different activities could be calculated. It should be noted that the numbers, therefore, will not be exact, but rather provide a general picture of how much time these students spend on various Extramural English activities, especially in regards to the category 22+ hours which could be plenty more than the 22 hours used for the mean value.

3.7 Ethical considerations

During this project, ethical considerations have continuously been made to ensure the best possible outcome for the participants. The respondents were given thorough information during the process of the conducted questionnaire, highlighting that participation was completely optional. The names of the schools and students in this study will not be disclosed due to ethical and privacy reasons.

Precautions have been taken to ensure the confidentiality of the collected data, meaning that no unauthorized individuals will gain access to the information (Vetenskapsrådet, 2011). The compilation and presentation of the respondents' answers will not be performed in a fashion which enables connections to be drawn between individuals and given answers. This de-identification process is performed to ensure the anonymity of the respondents. The balance between risk and benefit for the respondents was carefully considered in accordance with the Swedish Research Council [Vetenskapsrådet] (ibid.). Actions were taken to ensure that the questionnaire would not take much of the students' time and to make sure that the respondents were exposed to minimal risks. As the collected data was supposed to answer the research question of this study, the benefits of the respondents were strengthened.

The respondents' teachers were also interested in taking part of the finished degree paper, and to further increase the benefits for the respondents, the results will be shared with everyone involved.

4. Results

The results are organized and presented thematically following the research questions. This section starts by examining how this group of students was exposed to and engaged in Extramural English activities. It then continues by examining more specific Extramural English activities.

4.1 Primary language usage

The study examined what language the respondents primarily used outside of school (see Figure 5).

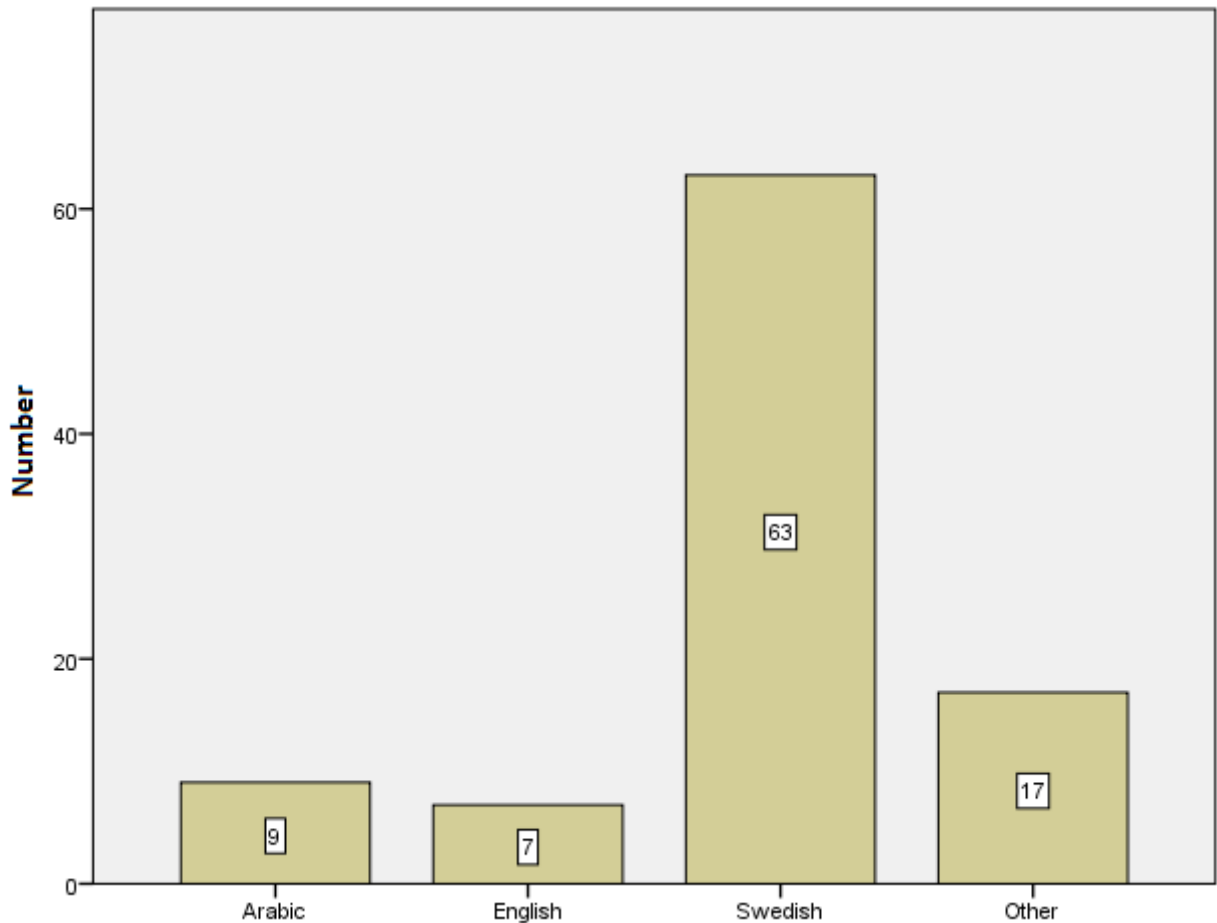


Figure 5: Primary language used outside of school

The results showed that the most frequently used language outside of school was Swedish, with 63 individuals who reported it to be the language which they primary used outside of school. Out of these 63 individuals, 19 had Swedish as their mother tongue, i.e. 44 respondents with a mother tongue other than Swedish still primarily used Swedish outside of the school. 17 students speak

primarily other languages². The second most used language outside of school was Arabic with nine respondents. Seven respondents reported that they used English primarily outside of school, making English the third most reported language. The fact that English was only used as the primary language outside of school by seven individuals might seem underwhelming compared to the large extent in which Swedish was being used as the primary language. However, one should take into account that 26 of the respondents had Arabic as their mother tongue, while the equivalent for Swedish was 20. None of the respondents had English as their mother tongue, yet English was the third most frequently used language outside of school.

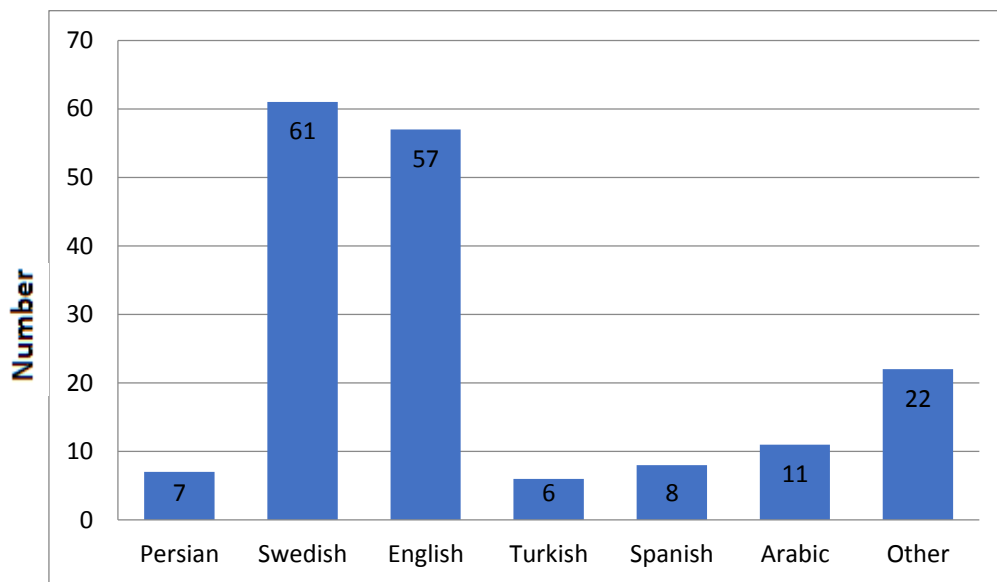


Figure 6: Additional languages

Looking at what language the respondents primarily used outside of school, the usage of English was not predominant. However, even if English was not frequently used as the primary language outside of school, it ranked in second place among the number of respondents who claimed to know the language (see Figure 6). 57 of the respondents reported that they knew English. This was close to the number of respondents (61) claiming that they knew Swedish in addition to their mother tongue. Swedish and English were by far the most reported additional languages, and the third largest language was Arabic with 11 reported speakers. No other language reached five or

² The other languages (number of speakers) were Serbian (1), Somali (1), Syrian (1), Chechen (1), Turkish (1), Hungarian (1), Bosnian (1), Greek (1), Italian (1), Chinese (1), Kurdish (3), Persian (3) and Russian (1).

more reported speakers³. It should be noted that there were no requirements regarding the level of proficiency in the language, the question was simply “What more languages do you know?”.

4.2 Extramural English activities – the four skills

The respondents were asked to write down how many hours per week they spent on different Extramural English activities, categorized by the four skills: speaking, listening, reading and writing (see Figure 7).

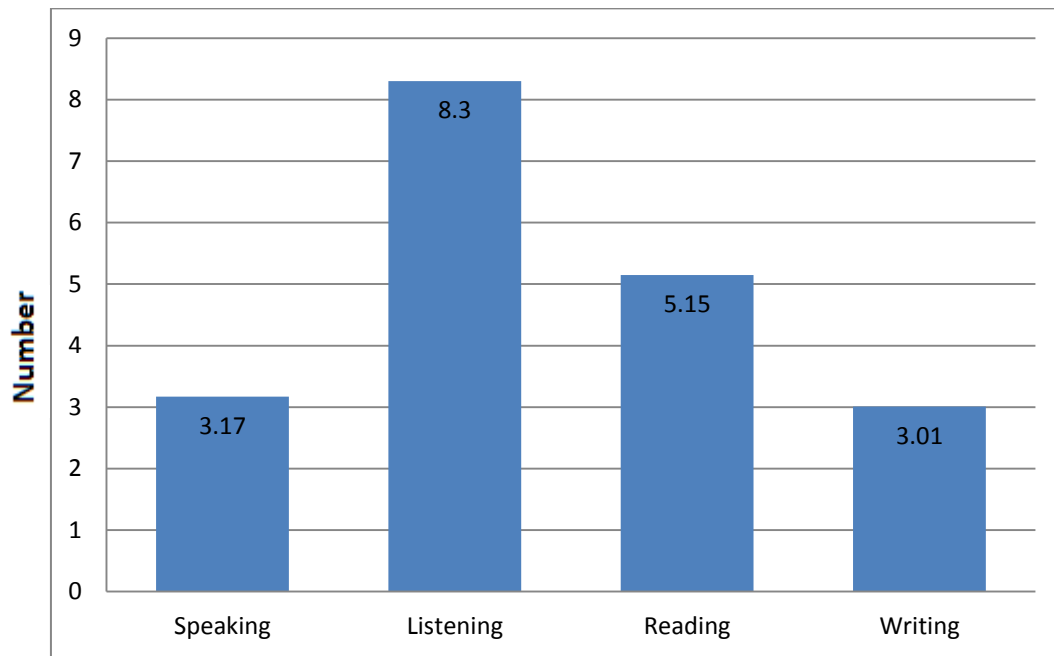


Figure 7: Extramural English activities – the four skills (average hours per week)

In general, the respondents of this questionnaire engaged to various extents in Extramural English activities with great variation among the individuals. The average hours per week spent on Extramural English activities regarding the four skills were calculated and show that there was a large difference in the amount of time spent on certain skills.

The Extramural English activity category which the respondents in average spent most time on per week was listening. The average hours per week spent on Extramural English listening activities measured eight hours per week. This made listening activities by far the most

³ The other languages (number of speakers) were Chechen (1), Russian (3), French (4), German (2), Azerian (1), Japanese (1), Swahili (1), Dari (1), Urdu (1), Tigrinya (1), Norwegian (1), Swedish Sign language (1), Romanian (1), Filipino (1), Italian (1) and Czech (1).

common type of activity outside of school. The type of activity with the second highest average hours per week was reading. Extramural English reading activities measured an average of five hours per week. Extramural English speaking activities were used by the respondents on average three hours per week, making it the third most used type of activity. Finally, the type of Extramural English activities with the lowest average hours per week reported by the respondents was writing. The respondents were engaged in Extramural English writing activities on average three hours per week. Again, it is important to acknowledge the factors regarding how these average numbers were calculated (see 3.6 Data analysis). When these categories are added together, we get an average of five hours spent on Extramural English activities per week.

4.2.1 Speaking

A more detailed presentation of the results for each skill will now be presented, starting with speaking (see Figure 8).

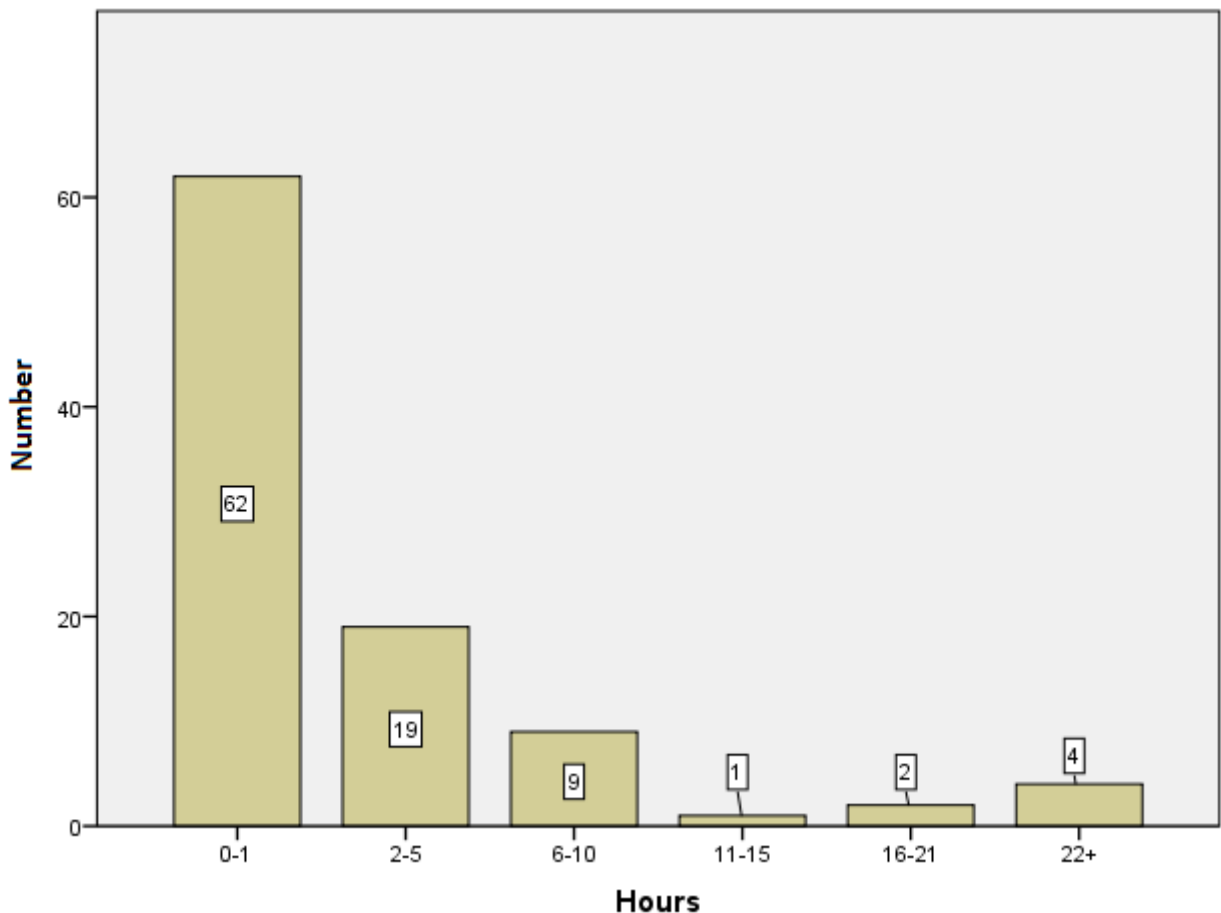


Figure 8: Spoken English (hours per week)

Most respondents engaged in the speaking activities for 0–1 hours a week: 62 individuals. A fairly large group of 19 individuals spoke for approximately 2–5 hours per week while a smaller group of nine individuals engaged in speaking activities for 6–10 hours per week. Only seven individuals engaged in spoken activities more than eleven hours.

In summary, many of the respondents did not at all, or at least to a very small extent, engage in speaking activities outside of school. The respondents were also asked to whom or in what context they most frequently spoke English, and the three most frequent ways were friends, family, and work.

4.2.2 Listening

The amount of time spent on listening Extramural English activities was far larger than on speaking ones (see Figure 9).

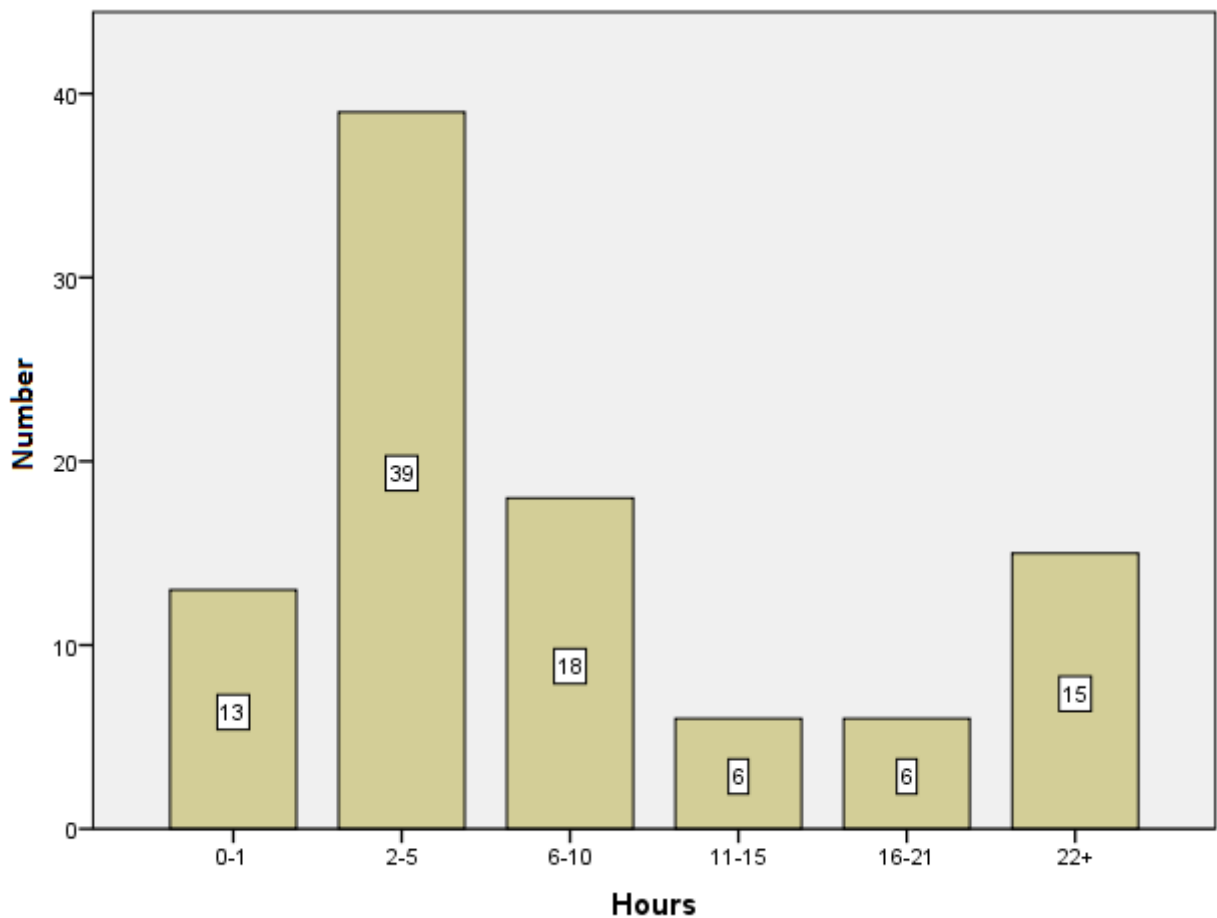


Figure 9: Listening to English (hours per week)

A fairly minor portion of the respondents spent one hour or less per week listening to English, 13 individuals. A large number of the respondents, 39 individuals, spent 2–5 hours per week listening to English. Another large group of 18 individuals spent 6–10 hours per week on listening to English. 27 respondents listened to English more than 11 hours a week, with a large group of respondents (15 individuals) spending 22 hours or more a week on listening to English. The three most frequently provided answers as to in what way they engage in Extramural English listening activities were music, movies, and TV.

All in all, there is just a small group of students who did not engage in Extramural English listening activities on a fairly regular basis. Almost half of the respondents seem to be more than frequently engaged in listening activities outside of school, with a large group spending an extensive amount of time on listening activities.

4.2.3 Reading

The respondents' weekly engagement in Extramural English reading activities can be generalized and split into six groups (see Figure 10).

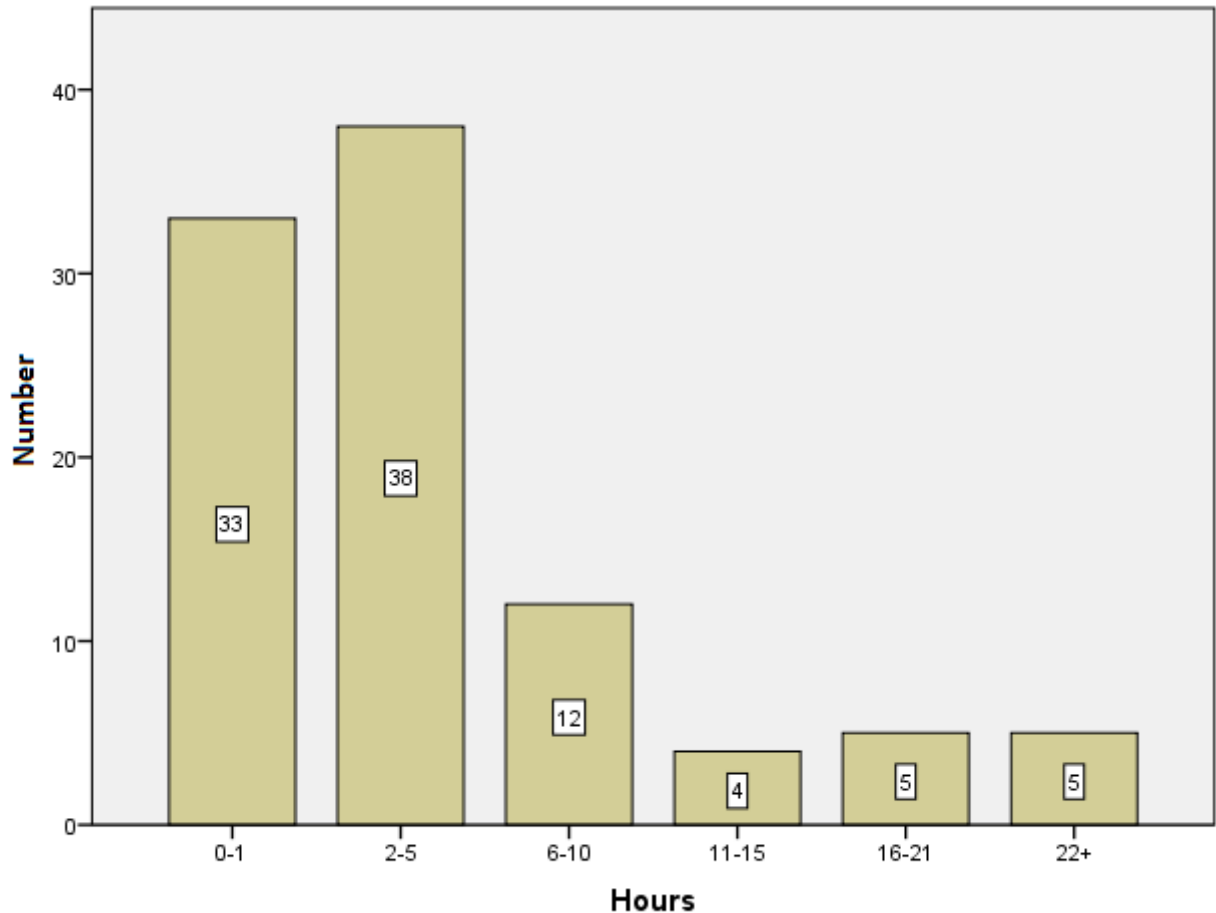


Figure 10: Reading English (hours per week)

The first group of 33 individuals spent little or no time (0–1 hours a week) on these activities. A slightly larger group of 38 readers spent 2–5 hours a week reading in English outside of school. Then we have the final group of frequent readers, which further can be split into two groups of 12 frequent readers (6–10 hours per week) and 14 very frequent readers. The very frequent readers consisted of four individuals reading for 11–15 hours per week, and two groups of five individuals who read for 16–21 and 22+ hours per week respectively. The three most common ways to read English outside of schools were books, news, and articles (in various forms). In summary, the extent of the respondents’ reading activities can be generalized into three fairly similar-sized groups; low-frequency readers, intermediate-frequency readers, and high-frequency readers.

4.2.4 Writing

Looking at the results of the respondents' Extramural English writing activities, the findings are somewhat similar to those regarding the speaking activities (see Figure 11 and 8).

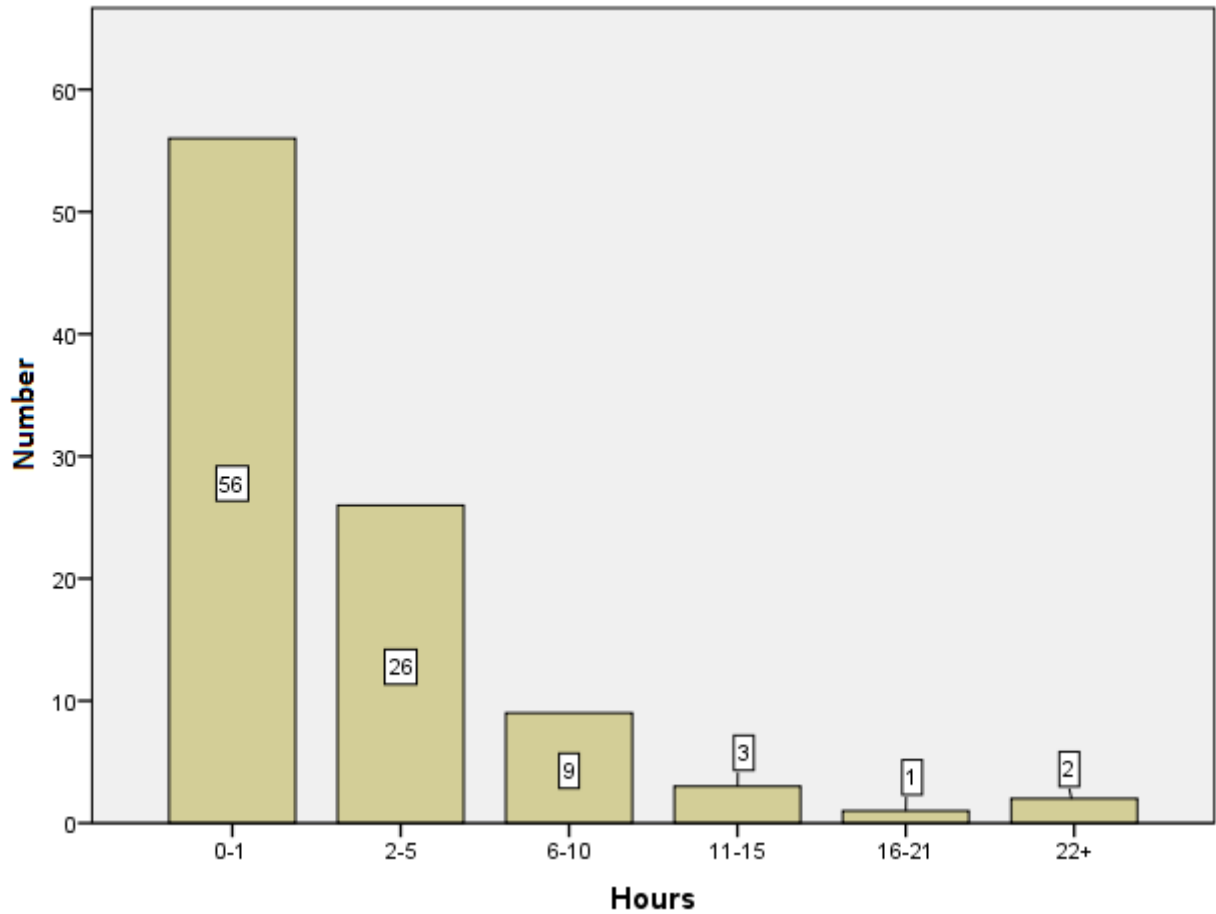


Figure 11: Writing English (hours per week)

A large group of 56 individuals spent 0–1 hours on writing in English outside of school. The second largest group (26 individuals) was the one which spent 2–5 hours per week on these activities. Nine individuals spent 6–10 hours per week on writing in English. The high-frequency writers were small groups of three individuals writing 11–15 hours per week, one individual writing 16–21 hours per week and finally, two individuals who spent more than 22 hours on writing in English. The three most frequently reported ways of writing were texts, homework, and chat (on social media).

4.3 Extramural English activities

In the questionnaire given to the respondents, 15 different Extramural English activities were listed (Table 1). The respondents were asked to estimate how many hours per week they spent on these activities. The results show that there were some Extramural English activities which the respondents engaged in to a great extent. However, there were also some activities which the respondents spent very little time on. Additionally, the results show a great variation between individuals.

Table 1: Extramural English activities

Extramural English activities	Hours per week (average)
1. Listening to music	8.4
2. Surfing the internet	7.6
3. Watching TV (TV shows/series)	7.2
4. Watching movies	6.7
5. Watching video clips (Youtube)	6.3
6. Looking at pictures with English text	6.1
7. Using social media (Facebook, Twitter, Instagram)	6.0
8. Reading text (news, blogs, forums)	4.1
9. Chatting in writing (texts, e-mail)	3.5
10. Listening to podcasts/radio	3.4
11. Playing computer/video games	3.1
12. Reading books	2.6
13. Chatting orally (Skype)	2.2
14. Writing text (blogs, forums)	1.8
15. Reading newspapers (in paper form)	1.6

Some noticeable findings from the results are that some Extramural English activities hardly were engaged in at all. The activity with the largest number of people who did not or hardly did not (0–1 hour) engage in that activity was reading papers/magazines (physical) in English: 79 individuals spent 0–1 hours per week on this activity. This was followed by writing texts (e.g. blogs, forums) in English where 74 individuals reported that they spent 0–1 hours engaging in this activity. The amount of time spent on voice chat (e.g. Skype) was also reported to be 0–1

hours per week by 71 individuals. Another Extramural English activity which a large number of respondents spent very little time on was playing video/computer games in English with 69 individuals reporting that they spent 0–1 hours per week engaging in this activity.

On the other end of the spectrum, the Extramural English activity with the highest percentage of respondents who engaged in that activity, i.e. for 22 or more hours per week, was listening to music. 17 individuals reported that they listened to music for 22 or more hours per week, making it the activity which by far had the highest share of the high-frequency responses. The activity with the second highest share of high-frequency users (22+ hours per week) was surfing the internet with 12 individuals. In third and fourth place were watching TV and using social media, which both had 11 of the respondents engaging in the activities for 22+ hours per week.

4.3.1 Top 5 extramural English activities

The data regarding the usage of Extramural English activities was calculated into how many hours per week on average the respondent engaged in each activity (see Figure 12).

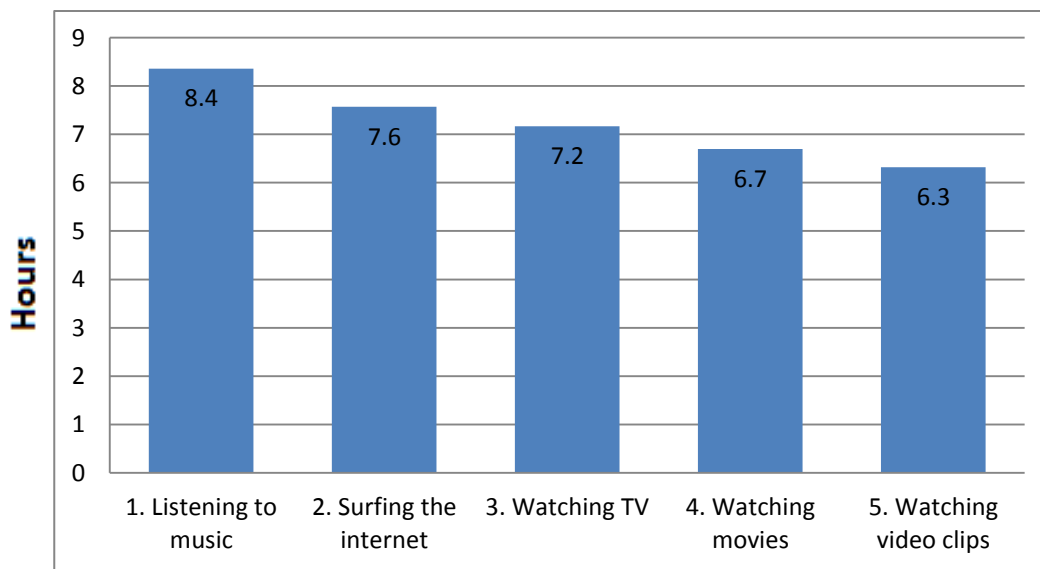


Figure 12: Top 5 Extramural English activities (hours per week)

The most frequently used Extramural English activity was listening to music with an average of 8.4 hours per week. This was followed by surfing the internet with 7.6 hours on average per

week. In third place came watching TV, measuring 7.2 hours on average per week. Watching movies and watching video clips measured a total of 6.7 and 6.3 hours respectively.

4.4 Extramural English activities and gender

The collected data were analyzed to examine if there were any differences depending on gender and how the Extramural English activities were used. 54 women participated while the number of men was 38. Those who had answered “other/both man and woman”, or had not answered at all, were not included in this calculation. All responses regarding the speaking, listening, reading, and writing Extramural English activities were calculated into an average which was then compared between the genders.

The findings are that there was no major difference between how many hours per week the two genders spent on Extramural English activities. The women measured 20 hours per week while the men measured 21 hours per week.

5. Discussion

The discussion will start by summarizing the key results and then continue to comment on the findings. Next, it will make recommendations for pedagogical implementations and, lastly, it will comment on future research.

5.1 The extent of Extramural English activities

The results show that only seven of the respondents used English as their primary language outside of school (see Figure 5). A few respondents were engaged in a large amount of Extramural English activities, while a few respondents hardly engaged in any Extramural English activities at all, i.e. there is a great deal of difference between individuals. The findings that a large majority of the respondents used Swedish as their primary language could partly be explained due to the 19 respondents with Swedish as their mother tongue. However, 44 respondents who mainly used Swedish outside of school had other first languages. These findings are interesting because they seem to show that, for this particular group of students, Swedish is seen as the most important language. This could be explained by the fact that many of the respondents are immigrants and at different levels of their proficiency in Swedish (and of course, Swedish is the majority language in the country where they live), which is generally considered to be the key to integration in the Swedish society and a vital requirement to become employed.

It is still clear that a large number of the respondents knew English to at least some extent (see Figure 6) and further findings show that 62 individuals merely speak English for 0–1 hours per week outside of school (see Figure 8). These findings could indicate that English is primarily used as a *Lingua Franca* when Swedish or the mother tongue is insufficient for communication.

The results show that Extramural English listening activities were the far most popular type of activity which the respondents engaged in, with an average of eight hours per week (see Figure 7). Next was reading activities with an average of five hours per week. It is noticeable how much more frequent the passive extramural English listening activities were than the often more active activities such as reading (five hours per week), speaking (three hours per week), and writing (three hours per week). All in all, the average number of hours spent on Extramural English activities per week was found to be five. Although this number is not exact and therefore could be slightly higher or lower, it is still clearly smaller than the average of many previously conducted studies (e.g. Sundqvist, 2009; Sundqvist & Sylvén, 2011, 2014). It could, therefore, be

argued that this particular group of adult students does not engage in Extramural English activities to the same extent as much younger students (the previously mentioned studies were conducted on 4th-, 5th-, and 9th-grade students).

The findings that this particular group of adults students does engage in Extramural English speaking and writing activities to a much smaller extent than Extramural English listening and reading activities is of great importance to teachers of such students. This is because it gives the teacher an opportunity to adapt the teaching and lessons so that it further enables the students to experience input and to produce output in types of activities in which they do not engage to a great extent outside of the classroom. This could give the students a more varied learning experience:

It is important to help language learners understand the importance of diversifying their learning experiences by selecting and using out-of-class learning activities and venues in ways that compensate for what is lacking in their in-class learning. (Lai et al. 2015, p. 300)

The importance of this is further strengthened by Krashen (2009), who argues that language acquisition happens when individuals are exposed to comprehensible input. A more diversified input should, therefore, be beneficial for the language acquisition outside of school.

It was found that 62 respondents spent 0–1 hours per week on speaking in English outside of the classroom. The number of respondents who spent 0–1 hours per week on writing was 56. These findings suggest that many of the respondents do not have opportunities to speak and write in English outside of the classroom, and therefore it is quite possible that these are skills in which they need more practice. If that is the case, the teaching of English could be altered to provide a classroom where the students get to practice writing and speaking more than before, as they do not seem to practice those skills outside of school.

Looking at the first research question of this study – To what extent is a sample of adult students of L2 English exposed to and engaged in Extramural English activities? – it is clear that this sample of adult students does engage in Extramural English activities to some extent. However, this extent seems to be much smaller than of that of younger students in previous studies. The individual differences between the respondents are very large as well. It is likely that

Swedish is the top priority for many of these students, although Extramural English activities are still present in their everyday lives.

A brief comparison between the genders and Extramural English activities showed that there was a minimal difference regarding how many hours per week they spent on Extramural English. The comparison between genders was included in accordance with previous research and serves as the first indication of comparing Extramural English activities for this group of students and between the genders. Further and closer research needs to be conducted concerning this matter to provide significant data.

5.2 Specific Extramural English activities

The top five most popular Extramural English activities were (see Figure 12) listening to music, surfing the internet, watching TV, watching movies, and finally watching video clips. It is noticeable that the top five most popular activities are foremost passive activities and they are all accessible by using ICT. The influence of music, TV, movies, and the internet had been noticeable in many previous studies regarding Extramural English. In fact, the four most popular Extramural English activities of this particular group of adult students are identical to the findings of Forsman (2004) (referred to in Sundqvist, 2009), Sundqvist (2009), Sylvén and Sundqvist (2011), and Sundqvist and Sylvén (2014). The only exception is that the fifth most popular Extramural English activity was watching video clips, instead of playing video games in the previous studies mentioned above.

The second research question of this study is: What kind of Extramural English activities are most frequently used by adult students? All in all, the most popular specific Extramural English activities seem to be fairly similar between adult and younger students with the most prominent exception being gaming. 71 percent of the respondents spend 0–1 hours per week on playing video/computer games making it the fifth least popular Extramural English activity. The findings on how adult students engage in Extramural English activities are a first indication as to how the very heterogeneous group of adult L2 learners uses English outside of the school. It is vital to gain further knowledge of how this group of students uses English outside of school to further enhance teaching and the language learning of the students.

5.3 Pedagogical implementations

A report from Oscarson and Apelgren (2005) described a situation in Swedish lower-secondary schools where the English of the classroom and the English which the students used outside of the classroom were completely different. This gap has also been examined more recently by Henry (2013), who argues that this authenticity gap is increasing. If there is indeed an authenticity gap between English in school and English outside of school, it may affect the motivation of the learners in a negative way. Demotivation could negatively affect the students' language acquisition as Krashen's (2009) affective filter hypothesis states that demotivation causes the affective filter to block language acquisition. Henry (2013) further highlights the importance of bridging this gap: "Because students are likely to compare in- and out-of-school learning experiences, teachers of English would profit from a better understanding of young people's leisure time activities" (p. 33).

A better understanding of the students' Extramural English activities could help teachers to create crossovers between English in the classroom and English which the students face outside of school. These crossovers could make the learning experience more motivating for some students, especially for demotivated learners (Henry, 2013). The affective filter hypothesis (Krashen, 2009) affects demotivated learners and lowers their language acquisition from Extramural English activities, therefore making these crossovers vital. Sylvén and Sundqvist (2011) argue that bridging the English of the classroom with the Extramural English could help to engage students who do not prioritize school by helping them to transfer their self-acquired knowledge in Extramural English activities into other domains, such as the classroom.

For some students, it is not uncommon that they engage in more hours of English activities outside of school than what they do in school (Sundqvist & Sylvén, 2014). Sundqvist and Sylvén (ibid.) argue that "[t]his dissonance has pedagogical implications, making it necessary for L2 English teachers to bridge between learners' authentic EE [Extramural English] experiences and the classroom" (p. 17). With the increasing amount of English surrounding students in Sweden today, it has become an important factor for language teachers to be aware of and to incorporate the Extramural English activities in the classroom. Doing this could result in a meaningful and motivating English classroom (Henry, 2013).

Further knowledge of how a group of students is engaged in and exposed to Extramural English could also affect the content of the teaching. For instance, with this group of students

who writes and speaks in English to a much smaller extent outside of school, it could be beneficial for them if they were taught certain strategies to further enable them to write and speak outside of school. More teaching and tasks given by the teacher based on writing and speaking might also benefit their English learning. This is further strengthened by Kuppens (2010) who argues as follows:

An important mission for teachers of English as a foreign language lies in providing pupils with skills, strategies and viewing behaviors that optimize their incidental language acquisition from media exposure outside the classroom. (p. 80)

This claim is further strengthened by Krashen's (2009) comprehensible input hypothesis, as teaching students strategies to better understand the English which they are exposed to leads to better comprehension and therefore better acquisition.

Having knowledge of a group of students' Extramural English activities could be vital in creating a motivating and meaningful classroom (Henry, 2013). This knowledge enables teachers to build bridges between the Extramural English of the students and the English in the classroom. Additionally, it enables teachers to adapt their teaching to help students by complementing certain varieties of input which the group of students does not acquire on their own outside of school. It is important that teachers of English are aware of the potential benefits for students with high engagement in Extramural English activities and that Extramural English is recognized as an important source of knowledge (Sylvén & Sundqvist, 2011). As ICT usage and exposure to English is ever expanding, the importance of Extramural English and how it is connected and incorporated into the English classroom is likely to become even greater in the next few years.

Sundqvist and Olin-Scheller (2013, 2015) argue that similar Extramural English environments as we have today in Sweden could become a reality in other parts of the world in the near future. Therefore, further research concerning all aspects of Extramural English is necessary. Research regarding potential benefits for the students, how certain groups of students use Extramural English, and how we can bridge the English of the classroom with the Extramural English of the students are all fields in which further research would be vital. An aspect of this study which requires further investigating is potential correlations between students' self-assessed proficiency level and amount of Extramural English activities. Another suggestion for

future studies is potential correlations between the students' living area and amount of Extramural English. In the questionnaire, the respondents were asked to self-assess their English proficiency level, as well as where they lived. These questions were included because the information could have been used to make comparisons between students of different proficiency levels or living locations. However, due to time limitations and a small number of students living in a smaller city, town, or rural area, comparisons between these groups were not made.

6. Conclusion

In regards to the first research question, this group of students engages in Extramural English activities with great variation between individuals. Listening Extramural English activities are the type of activity which the students are most frequently engaged in, with reading Extramural English activities ranking in second place. Considerable less time is spent on Extramural English speaking and writing activities.

In regards to the second research question, the five most frequently used Extramural English activities are listening to music, surfing the internet, watching TV, watching movies, and watching video clips. The knowledge of how this group of students engages in Extramural English activities is of major importance because of two primary reasons. Firstly, it enables the teachers to bridge the English of the classroom with the Extramural English of the students. This bridging is very important because it is motivating for students (Henry, 2013). Also, motivation prevents the students' affective filter, which is beneficial for language acquisition (Krashen, 2009). Secondly, but equally important, it enables the teacher to provide a greater share of varieties of input. This means that, if a large group of students does not engage in a specific Extramural English activity, they could be given input by the teachers to compensate for the lack of input experienced outside of the classroom. It also enables teachers to teach strategies and skills for the students to optimize their incidental language acquisition when engaging in Extramural English activities (Kuppens, 2010). This could increase the amount of comprehensible input which the students are exposed to, and thus also increase the language acquisition (Krashen, 2009).

Further research concerning this particular group of students, adult L2 learners, is also necessary. Studies on a larger scale regarding how this group of students is exposed to and engages in Extramural English activities are required to draw large or general conclusions about this group of students. Additional studies examining the difference between the genders would also be required to draw any general conclusions concerning that matter. Finally, studies about how teachers incorporate their students' Extramural English to bridge the gap between the English in class and out of class are required.

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Appendix 1

Engelska utanför klassrummet

Den här enkäten ska samla in information om hur mycket och på vilket sätt elever använder sig av och möter engelska utanför klassrummet. Resultaten från denna undersökning kan användas för att göra undervisningen i engelska bättre, och hjälpa framtida elever.

Det är helt frivilligt att delta i undersökningen. Du kan när som helst avbryta din medverkan genom att inte skicka in dina svar. Om du skickar in dina svar så godkänner du att svaren används i undersökningen. Materialet som samlas in förvaras elektroniskt och på ett säkert sätt. Man kommer inte att kunna se vem som har svarat vad i uppsatsen.

Undersökningen är en del av ett examensarbete som skrivs vid ämneslärarutbildningen vid Göteborgs Universitet på avancerad nivå. Det insamlade materialet kommer endast att användas i forskningssyfte.

Har du frågor, funderingar eller kommentarer så kan du kontakta mig

på: gusfranzda@student.gu.se

Tack på förhand

David Franzén

Instruktioner

Enkäten består av tre delar. Den första delen handlar om information om dig själv. Den andra delen handlar om din allmänna språkanvändning. Den sista delen handlar mer specifikt om hur du möter och använder engelska utanför klassrummet.

På fråga 8 så ska du bedöma din egen nivå i engelska utefter en mall som det finns en länk till i frågan. När du klickar på länken så öppnas mallen i ett nytt fönster. Välj den nivå som du tycker passar bäst in på dig.

Information om eleven

1. Vilken kurs i engelska läser du nu?

Markera endast en oval.

Grundläggande Engelska

Engelska 5

Engelska 6

Engelska 7

2. Vilket kön har du? (Med kön menas könsidentitet, alltså det kön du själv känner dig som)

Markera endast en oval.

Kvinna

Man

Annat/Både man och kvinna

Vet ej/vill ej svara

3. Hur gammal är du?

Markera endast en oval.

- Under 20
- 20-25
- 26-35
- 36-50
- 51-65
- Över 65

4. Var bor du?

Markera endast en oval.

- I en storstad (Göteborg)
- I en mellanstor stad (40-150 000 personer)
- I en mindre stad (15-40 000 personer)
- I en annan typ av tätort (< 15 000 personer)
- I glesbygd

5. Vilket är ditt modersmål/första språk?

6. Vilka mer språk kan du?

7. Vilket språk använder du mest utanför skolan? (Välj ett språk)

Språkanvändning

8. Jag bedömer min egen allmänna nivå i engelska till (enligt CEFR bilaga 1 Länk: <https://goo.gl/wtZh8H>)

Markera endast en oval.

- A1
- A2
- B1
- B2
- C1
- C2

9. Hur många timmar i veckan gör du följande aktiviteter på engelska utanför skolan? *
 Markera endast en oval per rad.

	0-1 timme	2-5 timmar	6-10 timmar	11-15 timmar	16-21 timmar	Mer än 22 timmar
Talar engelska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lyssnar på engelska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Läser på engelska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skriver på engelska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Om du talar engelska utanför skolan, vem talar du mest med?

11. Om du lyssnar på engelska utanför skolan, vad lyssnar du mest på?

12. Om du läser på engelska utanför skolan, vad läser du mest?

13. Om du skriver på engelska utanför skolan, vad skriver du mest?

Användning av engelska

14. Hur många timmar i veckan gör du följande aktiviteter på engelska? *
 Markera endast en oval per rad.

	0-1 timme	2-5 timmar	6-10 timmar	11-15 timmar	16-21 timmar	Mer än 22 timmar
Läser böcker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Läser tidningar (fysiska)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tittar på bilder med engelsk text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser på TV (tv- program/tv-serier)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser på film	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lyssnar på musik	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelar dator/TV-spel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lyssnar på podcast/radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Hur många timmar per vecka gör du följande aktiviteter på engelska? *

Markera endast en oval per rad.

	0-1 timme	2-5 timmar	6-10 timmar	11-15 timmar	16-21 timmar	Mer än 22 timmar
Surfar på internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chattar skriftligt (sms, e-mail)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chattar muntligt (t.ex. skype)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ser på videoklipp (t.ex. youtube)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skriver texter (t.ex. blogg, forum)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Läser texter (nyhetssidor, bloggar, forum)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Använder sociala medier (facebook, twitter, instagram)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Är det något sätt som du använder engelska på utanför skolan som inte fanns med i enkäten?

17. Om det saknades något, hur många timmar i veckan gör du den aktiviteten?

Appendix 2

Gemensamma europeiska referensramen för språk - Skala för självbedömning

	A1 Baspresterande språkanvändare	A2 Baspresterande språkanvändare	B1 Självständig språkanvändare	B2 Självständig språkanvändare	C1 Avancerad språkanvändare	C2 Avancerad språkanvändare
 Hörförståelse	Jag kan känna igen vanliga ord och mycket enkla fraser som gäller mig själv, min familj och min direkta omgivning, men bara när man talar till mig sakta och tydligt.	Jag kan förstå fraser och mycket vanliga ord som gäller mina personliga förhållanden, t.ex. information om mig själv och min familj, närmiljö och vardagliga sysselsättningar samt underrättelser. Jag kan uppfatta huvudinnehållet i korta, tydliga och enkla budskap och meddelanden.	Jag kan förstå huvudinnehållet i tydligt standardtal om välkända föreläsningar som man regelbundet stöter på i arbete, i skola, på friluft, osv. Om språket talar relativt långsamt och tydligt kan jag i stora drag förstå många radio- och TV-program om dagsaktuella frågor eller om ämnen av personligt intresse.	Jag kan förstå längre framställningar i t.ex. föreläsningar samt följa med i mer komplicerad argumentation, dock under förutsättning att ämnet är något som jag är intresserad av. Jag kan förstå det mesta i nyheter och aktuella program på TV. Jag kan förstå de flesta filmer där det talar standardspråk.	Jag kan förstå mer utvecklat språk även när det inte är klart strukturerat och sammanhanget enbart antyds utan att klart uttryckas. Jag kan förstå TV-program och filmer utan alltför stor ansträngning.	Jag har inga svårigheter att förstå något slags talat språk, vare sig i direktkontakt eller via radio, TV och film. Jag förstår även tal i högt tempo som det talar av en införd under förutsättning att jag humnit vänta mig vid den regionala variationen i språket.
 Förståelse	Jag kan förstå vanliga namn, ord och mycket enkla meningar. T.ex. på anslag och affischer eller i kataloger.	Jag kan läsa mycket korta och enkla texter. Jag kan hitta viss information material som annonser, prospekt, malsedlar och tidtabeller. Jag kan förstå korta och enkla personliga brev.	Jag kan förstå texter som till största delen består av högfrekvent språk som hör till vardag och arbete. Jag kan förstå beskrivningar av händelser, känslor och önskemål i personliga brev.	Jag kan läsa artiklar och rapporter som behandlar aktuella problem och som uttrycker åsikter och önskemål. Jag kan förstå samtida litterär prosa.	Jag kan förstå långa och komplicerade faktatexter liksom litterära texter och jag uppfattar skillnader i stil. Jag kan förstå faktatexter och längre instruktioner även inom områden som ligger utanför mina intressen och erfarenheter.	Jag kan utan ansträngning läsa praktiskt taget allt skrivet språk, även abstrakta texter som är strukturellt och språkligt komplicerade, t.ex. manualer, fackartiklar eller litterära verk.
 Samtal / muntlig interaktion	Jag kan samtala på ett enkelt sätt under förutsättning att den andra personen är beredd att tala långsamt och upprepa eller formulera om vad som sagts eller hjälpa mig att formulera vad jag själv vill säga. Jag kan ställa och besvara enkla frågor av omedelbart intresse eller inom vanliga ämnesområden.	Jag kan delta i samtal och rutinuppgifter som kräver ett enkelt och direkt utbyte av information om välkända ämnen och sysselsättningar. Jag kan fungera i mycket korta sociala samtal, men jag förstår i allmänhet inte tillräckligt för att själv hålla liv i samtalet.	Jag kan fungera i de flesta situationer som kan uppstå vid resor i länder eller områden där språket talar. Jag kan utan förberedelser gå in i ett samtal om ämnen av personligt intresse eller med anknytning till vardagslivet, t.ex. familj, fridstämman, arbete, resor och aktuella händelser.	Jag kan samtala och diskutera så pass flytande och ledigt att jag kan utgå från infödda på ett naturligt sätt. Jag kan ta aktiv del i diskussioner om välkända ämnen och förklara och försvara mina åsikter.	Jag kan uttrycka mig flytande och spontant utan att alltför tydligt söka efter rätt uttryck. Jag kan använda språket flexibelt och effektivt för sociala, intresse- och yrkesanknuta ändamål. Jag kan formulera idéer och åsikter med viss precision samt med personlig jag talar med.	Jag kan utan ansträngning ta del i vilka samtal och diskussioner som helst och därvid effektivt välja vardagliga och idiomatiska uttryck. Jag kan uttrycka mig flytande och överföra nyanser med viss precision. Om jag ändå får svårigheter kan jag med omformuleringar kringgå dessa så smidigt att andra knappast märker det.
 Tala	Jag kan använda enkla fraser och meningar för att beskriva var jag bor och människor jag känner.	Jag kan använda en rad fraser och beskriva min familj och andra människor, människors levnadsvillkor, min utbildning och mina nuvarande och tidigare arbetsuppgifter.	Jag kan binda samman fraser på ett enkelt sätt för att beskriva erfarenheter och händelser, mina drömmar, förhoppningar och framtidsplaner. Jag kan korfatta ge skäl och förklaringar för mina åsikter och planer. Jag kan berätta en historia eller återberätta händelseförloppet i en bok eller film och beskriva mina intryck.	Jag kan klart och detaljerat beskriva förhållanden inom mina intresse- och erfarenhetsområden. Jag kan förklara eller emot en viss ståndpunkt. Jag kan utveckla speciella aspekter samt runda av framställningen med en konsekvent slutsats.	Jag kan klart och detaljerat beskriva komplicerade ämnesområden med sidoleman och anknytningar. Jag kan utveckla speciella aspekter samt runda av framställningen med en konsekvent slutsats.	Jag kan presentera en klar och flytande beskrivning eller argumentation som i stil passar sammanhanget. Jag kan presentera en effektiv logisk struktur som hjälper mottagaren att lägga märke till och minnas viktiga punkter.
 Skriva	Jag kan skriva korta, enkla meddelanden, t.ex. ett vykort med hälsningar. Jag kan fylla i personliga uppgifter som namn, adress och nationalitet i enklare formulär.	Jag kan skriva korta, enkla meddelanden och föra enkla anteckningar. Jag kan skriva ett mycket enkelt personligt brev, t.ex. för att tacka någon för något.	Jag kan skriva klar och detaljerad text inom mina intresseområden. Jag kan skriva en uppsats eller rapport som förmedlar information eller ger skäl för eller emot en viss ståndpunkt. Jag kan skriva brev som framhåver den personliga innebörden av händelser och erfarenheter.	Jag kan uttrycka mig i klar och väl strukturerad text med utförligt angivna synpunkter och förklaringar. Jag kan skriva om komplicerade förhållanden i ett brev, en uppsats eller en rapport och argumentera för vad jag anser är viktigt. Jag kan välja en stil som är anpassad till den tänkte läsaren.	Jag kan skriva klar och flytande text i en stil som passar tillfället. Jag kan skriva komplexa brev, rapporter eller artiklar som presenterar ett ämne på ett logiskt och effektivt sätt som hjälper läsaren att lägga märke till och minnas viktiga punkter. Jag kan skriva sammanfattningar och översikter över facktexter eller litterära verk.	Jag kan skriva klar och flytande text i en stil som passar tillfället. Jag kan skriva komplexa brev, rapporter eller artiklar som presenterar ett ämne på ett logiskt och effektivt sätt som hjälper läsaren att lägga märke till och minnas viktiga punkter. Jag kan skriva sammanfattningar och översikter över facktexter eller litterära verk.