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Abstract

This thesis aimed to explore Norwegian lower secondary school teachers' and students' beliefs and reported experiences concerning extramural English (EE) and language identity. The study placed a significant emphasis on describing and comparing their beliefs to previous theory on these topics. This was done in order to shed light on how EE and language identity are factors to be considered in teachers' classroom practice.

To gather the data, a qualitative research method was employed, which included semi-structured interviews. Four teachers in both the 9th and the 10th grade and six students in the 10th grade in two lower secondary schools in Norway were interviewed. The data was then transcribed, coded and analyzed using content analysis.

The findings revealed that teachers and students are heavily exposed to English outside of school by participating in EE activities such as watching TV, playing video games and using social media. Overall, they seemed to primarily use EE receptively (e.g. listening and reading). The teachers and students believed that EE activities can contribute to language development. However, it seemed that EE can only accommodate students' language development to a certain extent. The students reported a need to practice their productive skills in school, such as written and spoken skills. Therefore, it may be essential to practice a variety of skills in school.

The majority of the teachers and students identified with the English language. Whereas the teachers attempted to avoid code-switching, the students code-switched to a large extent. Their large use of code-switching was seen to be reflected through their extensive familiarity with English. Students' choice of pronunciation was mostly influenced by native speakers and EE activities.

As for students' motivation and investment in L2 English, it was important for them to understand and to be understood. The students reported that both internal and external factors motivated them to develop their L2 skills. This was in line with the teachers' beliefs about their students' motivation. The activities students found most motivating were communicative tasks. The teachers reported that they taught more content, which may be seen as a shift from a focus on teaching language skills, to teaching content, in Norwegian classrooms.

This study contributes to previous research of L2 English by studying both teachers' and students' beliefs concerning EE and language identity. It provides knowledge of teachers' and students' beliefs, which can be valuable for teachers in continuing to engage and motivate their students in the L2 English classroom, in the context of EE and language identity.

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List of abbreviations

CBI	Content-Based Instruction
CLT	Communicative Language Teaching
EE	Extramural English
L1	First Language
L2	Second Language
LK06/13	Norwegian Curriculum for Knowledge Promotion 2006/2013
LK20	Norwegian Curriculum for Knowledge Promotion 2020
NSD	Norwegian Centre for Data Research
ZPD	Zone of Proximal Development

1.0   Introduction

1.1.   Topic, aims and research questions

This thesis is a qualitative study of Norwegian lower secondary school teachers' and students' beliefs and reported experiences concerning extramural English (EE) and language identity in the teaching and learning of English as a second language (L2). The aim of this thesis is to describe and compare teachers' and students' beliefs in relation to current theory about EE and language identity. EE is a fairly new term that was first introduced by Sundqvist (2009), and it refers to the English language that learners are exposed to outside of school. It involves exposure to and use of English in non-educational situations. In other words, EE includes activities students choose to participate in without the intent of learning (Sundqvist & Sylvén, 2016). Benson's (2011b) term, out-of-class learning, is similar to EE. Although it is similar, Sundqvist and Sylvén (2016) have criticized it for insinuating that it involves conscious learning from the students' perspective.

Language identity is a complex concept and has been described by different scholars. Norton (1995) has explained that language and identity are related because speakers of a second language do not only converse in that language, but they also recognize a sense of who they are when doing so. In that manner, they are investing in an identity as a speaker of that language (Norton, 1995). Ushioda (2011) has also pointed out that there are links between L2 motivation and identity in language learning, as students' identities are engaged through the social interactions they take part in with other speakers of English. Identity goals and hopes for the future are also factors that can contribute to L2 motivation (Ushioda, 2011).

Furthermore, the study seeks to explore what teachers do in practice. It therefore aims to investigate their beliefs about their reported practice in order to gain insight into teachers' practice in the classroom in a time with EE. In order to achieve this, a qualitative research method was employed, which included semi-structured interviews with four teachers. Two teachers were teachers in the 10th grade and the two others were in the 9th grade. In addition, six students in the 10th grade from two different schools were interviewed. The participants were from two different schools in Norway. The following research questions are addressed in this study:

- What are lower secondary school English teachers' beliefs and reported experiences concerning extramural English?

- What are lower secondary school English learners' beliefs and reported experiences concerning extramural English?
- What are lower secondary school English teachers' beliefs about language identity in L2 English?
- What are lower secondary school English learners' beliefs about language identity in L2 English?
- What are teachers' beliefs and reported practices concerning their role as an English teacher in the context of extramural English?

1.2.   Relevance, contribution and limitation of the study

Different factors such as economic, technological and societal changes have influenced the international and national status of English (Graddol, 2006). As it is clear that technological tools such as phones, laptops and tablets have become common household items, it makes sense that people also use them at a higher rate in today's society. As a result, one may suggest that students are more likely to participate in EE activities because they now have the tools to do so. Kirkpatrick (2010) has also emphasized the nature of global English, where there are many more people who speak English as their L2 than there are native speakers of it. Since English in Norway is in transition, Rindal and Brevik (2019) use L2 English, which refers to English as a second language or a language learned later than a first language (L1). English is not viewed as a foreign language by most Norwegian students, and it has been suggested that the reason for that is due to their extensive use of it outside of school (Rindal & Brevik, 2019).

Additionally, English is viewed as an important subject in Norwegian schools. Students are taught English from the 1st grade, and it is a mandatory subject until the 11th grade. The importance of English in the Norwegian curriculum is highlighted in the previous as well as in the current curriculum (Utdanningsdirektoratet, 2006/2013, 2019). In this thesis, both versions of the English curriculums are relevant, as The Knowledge Promotion (2019) is only party implemented. Two of the teacher participants followed the new one, while the other two, including the students, followed the previous one. The relevance and purpose of learning English is stated in both curriculums, where English should be the foundation for international communication and is important in order to gain insight into cultural and social contexts in the English-speaking world (Utdanningsdirektoratet, 2006/2013, 2019).

Globalization and the importance placed on English in both of the curriculums allow students to not only learn about the English language itself, but also to participate in EE activities to a larger degree as a result of learning English. The curriculum also emphasizes that the English subject should contribute to their identity development by acquiring the language (Utdanningsdirektoratet, 2019). Consequently, one may argue that the subject curriculum in English reflects and contributes to students' language identity and increased exposure to English outside of school. Although the participation of EE activities may not be conscious, many students listen or read English almost every day whether it is through music or by using social media and watching TV.

Since the concept of EE is relatively new, there is a need for research on the topic in the Norwegian context. Previous research has focused on types of EE and the perceived benefits of it as well as EE in relation to oral skills (Dahl, 2019; Jakobsson, 2018; Sundqvist & Sylvén, 2012). Additionally, many of the studies have used a mixed method, consisting of qualitative data, such as interviews, in addition to a quantitative method, such as questionnaires, which have collected a larger amount of data (Brevik, 2019; Dahl, 2019; Jakobsson, 2018). There are no studies that have investigated both EE and language identity in the Norwegian context. This study therefore seeks to contribute within the field of applied linguistics with a purely qualitative study concerning EE and language identity. Although it is not possible to generalize the findings by using a qualitative research method, it allows in-depth insight into teachers' and students' beliefs and experiences. The research is expected to shed light on these topics. By studying teachers' and students' beliefs and experiences, this study aims to contribute with knowledge of how teachers and students view EE activities and language identity in English. Furthermore, their beliefs and reported experiences can contribute with suggestions for ways to better teach and engage students in a digital world.

1.3.   Outline of the thesis

Chapter one attempted to explain the topic, aim and research questions of the thesis. It also aimed at explaining the relevance of the thesis as well as its possible contribution and limitations. Chapter two describes the theoretical background of EE and language identity to understand and explain the findings. It further describes theories related to those topics as well as the framework for teacher and learner beliefs. Chapter three seeks to explain the method used for the data collection. It describes what qualitative research and semi-structured interviews are. The sampling, coding and analysis are also explained. The chapter additionally

discusses the validity and reliability and ethical considerations that had to be reflected on when carrying out the project. Chapter 4 contains the findings, which are presented in categories explained in chapter 3. The categories are largely based upon the research questions. A discussion of the findings is presented in chapter five. The discussion is divided into the five research questions presented in chapter 1.1. Chapter 6 draws the final conclusions that can be made based upon the findings and theory. It summarizes the main findings of the study in addition to suggesting areas for future research.

2.0 Theoretical overview

This chapter consists of a theoretical background focusing on the context of teacher and learner beliefs in addition to EE and language identity. Section 2.1 and 2.2 focus on the role of English in Norway and defining the concept of EE. Section 2.3 considers theories related to how EE may be beneficial to students' language development. In section 2.4, teaching implications of EE are described. Theories relating to language identity, language ownership and motivation are discussed in section 2.5, 2.6 and 2.7. Section 2.8 and 2.9 explain the theoretical framework of teacher and learner beliefs. Lastly, section 2.10 describes previous studies about EE and language identity in addition to the contribution of the present study.

2.1. English in Norway

EE is reflected indirectly in the Knowledge Promotion (2019) (LK20), as digital skills have been emphasized. LK20 was implemented in 2020, supporting new ways of learning through the introduction of interdisciplinary topics. The importance of the basic skills of speaking, writing, reading and digital competence is emphasized also in this version. LK20 explains how students should draw on other resources in order to improve their skills and acquire the English language (Utdanningsdirektoratet, 2019). The English subject curriculum states that: "the development of digital skills in English progresses from exploring the language to interacting with others, creating texts and acquiring knowledge by obtaining, exploring and critically assessing information from different English-language sources." (Utdanningsdirektoratet, 2019, p. 4). As students are exposed to information through EE activities outside of school, EE activities may reflect the curriculum. Digital skills are especially important when it comes to using media and other technological resources in language learning as it allows students to meet authentic texts and language models (Utdanningsdirektoratet, 2019).

Interdisciplinary topics create room for learning through multiple perspectives from different disciplines. In other words, EE activities might expose students to different perspectives on different topics. When students participate in EE activities, they are exposed to English outside of the classroom, which includes both the language and content. This relates EE activities to the idea of interdisciplinary topics in LK20. Media gives students opportunities to meet authentic texts in a way their textbooks may not. Digital skills are not only pointed out in the current curriculum, but also in the previous (Utdanningsdirektoratet, 2006/2013, 2019). Additionally, English is considered a global language in the previous

curriculum (Utdanningsdirektoratet, 2006/2013). Students primarily meet the language through the digital world. This way, the previous curriculum also indirectly reflects EE. Sundqvist and Sylvén (2016) argue that English is part of most students' lives today, whether they take part in social media platforms or other forms of digital activities. It can therefore be argued that the presence of EE is far greater today than what it was before. Today, students have the tools required to enter into EE activities to a greater extent, and the proposed thesis aims to look at teachers' and students' beliefs and reported experiences concerning EE and language identity in the teaching and learning of L2 English.

2.2.   Extramural English

According to Sundqvist and Sylvén (2016), English as a foreign language is not necessarily so foreign anymore. There is a significant change taking place in teaching and learning English. In many countries, learners of English are involved with the English language daily through technology and the use of the internet (Sundqvist & Sylvén, 2016). According to Rindal (2019), English has been viewed as a foreign language for a long time. However, English no longer feels foreign to Norwegians. Despite this, Rindal (2019) argues that Norwegians do not qualify as speakers of English as a second language because English is not considered an official language in Norway. In other words, English is neither a first, second or foreign language for many Norwegian language learners. Since English in Norway is neither a first or a second language in the traditional sense, Sundqvist and Sylvén (2016) use the alternative term, *L2 learning*, as they argue "it is no longer meaningful to separate the teaching/learning of ESL from the teaching/learning of EFL." (Sundqvist & Sylvén, 2016, p. 26).

Although English can be viewed as a second language in some countries, Sundqvist and Sylvén (2016) argue that such claims can only be held at individual levels. The degree to which students interact with the English language through daily activities differs, and it is not possible to make such a claim count for all learners. Sundqvist and Sylvén (2016) define the concept of L2 learning as "the learning of any language, to any level, provided only that the language of the 'second' language takes place sometime later than the acquisition of the first language" (Sundqvist & Sylvén, 2016, p. 25). L2 learning and L2 learners will be used in this thesis as it includes all learners despite their individual differences.

EE is a concept that was first introduced in second language acquisition by Sundqvist (2009). Sundqvist and Sylvén (2016) define it as:

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

For this thesis, the definition includes all activities where the main language is English, that students participate in outside of school without parental or teacher initiative. Examples of EE activities are watching movies, tv shows, reading books, surfing English websites, reading/listening/writing English in real life or online and playing videogames (Sundqvist & Sylvén, 2016). The activities are chosen by the learners' individual interests.

Out-of-class learning, on the other hand, is a term used by Benson (2011b) that is closely related to EE. Because of the fact that the word 'learning' is used in this term, Sundqvist and Sylvén (2016) argue that this term is somewhat inappropriate in relation to EE. The reason for this is because by using that word, it can be implied that the learner participates in certain activities with a broader intention of learning. EE, according to Sundqvist and Sylvén (2016), is a term that should be put aside from its educational context, since the learner is exposed to the language without the intent of consciously learning.

Duff (2015) argues that being a speaker of a global language such as English can potentially connect people to a wider linguistic community (Duff, 2015). For this very reason, and the fact that society is becoming more digitalized, students might take part in EE activities through social media to a greater extent than before. This development has in many cases proved beneficial, although research on EE activities can further develop our knowledge of it.

Sundqvist and Sylvén (2016) stress the importance of the difference between learning English as a second language in school and learning it outside of school. A large part of the difference has to do with student motivation. They mention that many students, as well as adults, regard digitalized activities as very central to their language development in English (Sundqvist & Sylvén, 2016). Sundqvist and Sylvén (2016) use Benson's (2011a) framework for second language acquisition to explain the differences between learning English in school and learning English extramurally.

According to Benson (2011a), this framework for second language acquisition outside of the classroom consists of four factors: location, formality, pedagogy and locus of control. Location has to do with not only the physical location, but also the relationships between the

learner and others. Formality is concerned with which environment the learning happens within. With pedagogy, there is a distinction between self-instruction and 'normal' instruction, also known as teacher-centered instruction. Lastly, locus of control regards whether the students believe that they are the ones in control of their own learning and the materials used (Benson, 2011a). According to Sundqvist and Sylvén (2016), this model is useful for understanding the complexity of language learning outside the boundaries of the classroom. EE is found in the upper-right corner of the model. The learner is "far away from the desk in his or her home country and it is a 100% learner-initiated English activity" (Sundqvist & Sylvén, 2016, p. 10). In other words, the learner takes part in activities outside of school, where they may come to see English as a resource for communicating and for understanding the world to a greater extent.
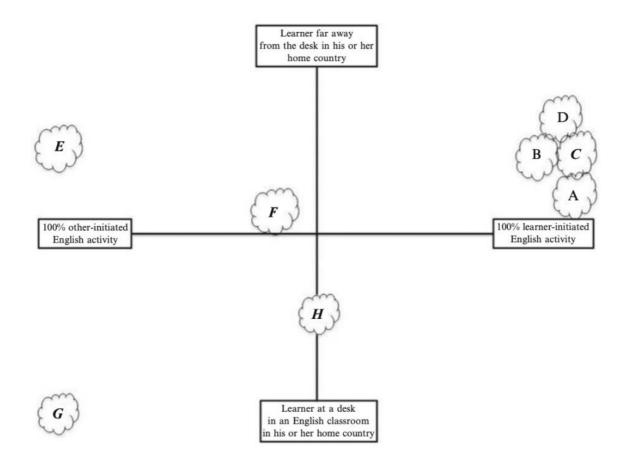

Figure 1: "Model of L2 English learning; EE activities in the upper right-hand corner" (Sundqvist & Sylvén, 2016, p. 10)

2.3.   Theories related to EE

2.3.1.   Vygotsky's Zone of Proximal Development

Vygotsky's (1978) *Zone of Proximal Development* (ZPD) can be related to EE. Vygotsky (1978) argues that children learn at different speeds and that children should engage in learning that match their developmental level. In educational research, Vygotsky is well-known for his theory about ZPD, which he defines as: "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (Vygotsky, 1978, p. 86). This suggests that children are able to carry out some tasks by themselves and others with assistance.

Vygotski's ZPD is similar to *scaffolding*. Pol, Volman, and Beishuizen (2010) explain that scaffolding is a term that is often associated with the ZPD. Scaffolding is a metaphor that refers to the role adults or more competent peers can play in joint problem-solving activities with children (Pol et al., 2010, p. 271). In other words, it is a type of support that can help children achieve a task that they are doing. Ku (2018) argues that similar to education, video games attempt to adjust the experience of playing video games to the level of the player. In almost all video games, scaffolds are present, and they seek to help the player overcome the given challenge. Usually, the scaffolds take place when the player tries to complete the challenge, and it is often through guiding or hinting that they become present. It can be argued that when learners of English play video games collaboratively, they function as scaffolds to each other by helping, guiding and cooperating in the video game.

2.3.2.   Krashen's Monitor Theory

Another theory relevant to EE is Krashen's (1982) proposed Monitor Theory. In second language acquisition, Krashen (1982) presents five hypotheses which aim to answer how people acquire language. Three of the hypotheses are especially noteworthy in connection to EE. Sundqvist and Sylvén (2016) mentioned that Krashen's (1982) hypotheses, and his ideas of exposure to and production of an L2 are highly relevant in L2 learning.

The Acquisition-Learning Distinction illustrates how learning a second language often happens naturally, in the same way that people learn their first language. It states that language acquisition is a subconscious process and that "language acquirers are not usually aware of the fact that they are acquiring a language, but are only aware of the fact that they

are using the language for communication." (Krashen, 1982, p. 10). When students participate in EE activities, they are likely using the English language for a communicative purpose, which according to this hypothesis, can promote their acquisition of the English language as it happens subconsciously and naturally.

The Input Hypothesis demonstrates that learners acquire language by being exposed to language that is somewhat more difficult than what they already know. Krashen (1982) explains that "we acquire, in other words, only when we understand language that contains structure that is a little beyond where we are now." (p. 21). Previously, the assumption was that learners needed to learn the structure of a language before they could access the meaning. In contrast to this, The Input Hypothesis express the opposite. If EE activities give learners comprehensible input to which they may not understand everything, they may still acquire language according to this hypothesis (Krashen, 1982). Krashen has received criticism for too much emphasis on comprehensible input. Swain and Lapkin (1995) have argued that the role of comprehensible output has been ignored for a long time. Comprehensible output suggests that when learners produce or use an L2, they may become aware of their errors and thus modify it, which may also teach them something new about the language (Swain & Lapkin, 1995).

The Affective Filter Hypothesis states that there are affective variables that influence the process of language acquisition. Three of those affective filters are motivation, self-confidence and anxiety. Learners' acquisition of a second language will vary according to the level, or degree, of the variables, or affective filters. A learner who is motivated, has a good self-image, and low anxiety will likely do better when acquiring a second language. A learner who has a low level of motivation, a poor self-image and high anxiety will generally seek less input, and may struggle to acquire the language (Krashen, 1982). Learners who participate in EE activities may have an attitude more conducive to second language acquisition. In addition, learners who generally tend to have high motivation, self-confidence and low anxiety may seek out EE activities to a greater degree.

In relation to the affective filter hypothesis, Nunan (1999) explains that an issue for many teachers is dealing with reluctant learners, who do not wish to actively speak in the classroom. It is suggested that factors such as culture and prior learning experiences influence whether students are reluctant to speak (Nunan, 1999). Another factor that may affect learners of an L2 is lack of motivation, shyness or anxiety due to negative previous experiences (Nunan, 1999).

2.4.   Teaching implications

2.4.1.   EE

According to Sundqvist and Sylvén (2016), it is important that teachers understand that EE should be seen as an extremely important source of English input among students. Furthermore, they address the importance of mapping the students' interests in order to gain insightful information about which classroom activities students find most interesting in relation to EE (Sundqvist & Sylvén, 2016). In relation to this, Murphey and Falout (2010) suggest that CPL, or *critical participatory looping,* may be beneficial when planning classroom activities. It consists of several layers of student feedback. By using CPL, teachers return students' responses in a class with the class, in order to strengthen the interpretation of the responses (Murphey & Falout, 2010). Murphey and Falout (2010) argue that this can increase students' engagement in their L2 as well as their motivation, as the students can provide feedback of which classroom activities they favor.

Lai, Li, and Wang (2017) found that teachers should become aware of their role in engaging students in their out of class activities through their in-class activities. They suggest that teachers should be made aware of the support they give students that can enhance their development in an L2 in out of class activities (Lai et al., 2017). Similarly, Sundqvist and Sylvén (2016) notes that "teachers can scaffold feedback to optimize learning conditions for each student." (p. 194). This may imply that teachers should support students in a way where they can achieve tasks they otherwise would not be able to. Teachers could, for instance, use different technological resources in class, which then could strengthen the possibility for the students' use of them outside of school.

Sundqvist and Sylvén (2016) suggest several ways teachers can utilize EE activities by carefully choosing their classroom activities. Teachers can suggest books to read based on their students' interests to make them read more outside of school. Additionally, TV shows and movies can be implemented in classroom activities. Video games have also proved beneficial in acquisition of L2 vocabulary, according to Sundqvist and Sylvén (2016), which can be employed as a classroom activity that students can find motivating and exciting. All of these activities contain both "receptive (listening and reading comprehension)" and "productive (writing and speaking) skills." (Sundqvist & Sylvén, 2016, p. 103). Sundqvist and Sylvén (2016) argue that students tend to develop their receptive skills faster than their productive skills. Additionally, students' receptive skills tend to be better than their productive skills.

2.4.2. CLT

In relation to receptive and productive skills, *communicative language teaching* (CLT) may be of significance. Richards and Rodgers (2014) explain that communicative language teaching focuses on "language as a means of communication." (p. 87). Although there are many versions of CLT, it generally centers around learning an L2 for a communicative purpose as opposed to focusing primarily on grammar instruction (Richards & Rodgers, 2014). As Sundqvist and Sylvén (2016) argue that students' receptive skills tend to be better than their productive skills, it may imply that focusing on productive skills such as writing and speaking can be beneficial for many students. It can thus imply that students benefit more from practicing their communicative competence in classrooms.

Approaches such as CLT open for new ways of viewing second language acquisition. The perception of what constitutes being proficient in an L2 has changed over the years (Housen, Kuiken, & Vedder, 2012). It is now a common belief that language acquisition is multifaceted and that it constitutes complexity, accuracy and fluency, which is explained as:

> "Complexity is commonly characterized as the ability to use a wide and varied range of sophisticated structures and vocabulary in the L2, accuracy as the ability to produce target-like and error-free language, and fluency as the ability to produce the L2 with native-like rapidity, pausing and hesitation, or reformulation." (Housen et al., 2012, p. 2).

LK06/13 and LK20 reflect both accuracy and fluency. After year 10, students should be able to express themselves with fluency and coherence in addition to following rules for correct spelling and using key patterns of pronunciation (Utdanningsdirektoratet, 2006/2013, 2019).

2.4.3. CBI

Content-based instruction (CBI) is an approach which, similar to CLT, does not place its focus on teaching grammar. It is centered around the content or subject that students will acquire, and it is built around several principles. One of the principles states that language learning is more successful when students use "language as a means of understanding content, rather than as an end in itself" (Richards & Rodgers, 2014, p. 118). Additionally, CBI reflects a balanced "focus on fluency and accuracy", meaning that language learners of CBI should

acquire correctness as well as the ability to use the language to communicate meaning in a way similar to native speakers (Richards & Rodgers, 2014, p. 119).

CBI places a particular focus on learning by prior knowledge, scaffolded learning and interaction. The idea of learning through interaction is also reflected in Vygotsky's (1978) ZPD. Prior knowledge is important as learners bring different prior knowledge into the classrooms, which can facilitate for more successful L2 teaching (Richards & Rodgers, 2014). Scaffolded learning and interaction are closely related, as scaffolded learning requires learners to interact and cooperate in a given task in order to complete it. Prior knowledge is especially significant in relation to EE, as EE activities enables students to meet the language outside of school. EE and prior knowledge may have implications for the way L2 English is taught as teachers have the possibility to build on this prior knowledge in school.

2.5. Language identity and language learning

According to Rivers and Houghton (2013), research on identity has known both psychological and sociological approaches. However, many aspects of identity in intercultural interactions of an L2 language such as English remain unexplored (Rivers & Houghton, 2013, p. 13). Bonny Norton has published research on language identity, investment and imagined communities. According to Potowski (2001), Norton (1995) has emphasized that learning a second language is not just a set of skills acquired through practice, but that it involves much more. Namely, it includes complex social interactions that engage the identities of language learners, which have not received much attention in second language research (Potowski, 2001).

Norton (2010) explains that in order to understand how language and identity are related, one must first grasp the poststructuralist theory of language. This theory of language gained its prominence in the late 20th century and is built on the structuralist theory of language. However, Norton (2010) notes that poststructuralist theory of language is different from structuralist theories where the "social meaning that can be attributed to signs in a given language" (p. 349) is emphasized. Norton (2010) explains the difference between the structuralist and poststructuralist theory of language:

> "While structuralists conceive of signs as having idealized meanings, and linguistics communities as being relatively homogeneous and consensual, poststructuralists take the position that the signifying practices of a society are sites of struggle, and that linguistics

communities are heterogeneous arenas characterized by conflicting claims to truth and power." (Norton, 2010, p. 350).

In other words, poststructuralist theory of language view language as a communication tool that must be understood in relation to its social meaning.

As poststructuralist theory of language suggests linguistics communities are heterogeneous and conflicted, the relationship between language and identity may become clearer. For some people, language may be a conscious way of self-expression. By expressing themselves, they take on an identity in a social group. The poststructuralist theory of language suggests that certain expressions and words in a social group can have a distinct meaning, differing from the broader society's understanding. Bourdieu (1977) argues that the value, or significance, ascribed to a person is related to who is speaking, and that people have to be understood in relation to larger networks and social relationships. Characteristics such as gender, race, ethnicity and sexual orientation can be recognized in this negotiation of identity (Norton, 2010).

Furthermore, Norton (2010) explains how subjectivity is a term stemming from feminist poststructuralists, and how this term might be viewed as important in identity theory. Norton (2010) argues that "the term 'subject' is compelling because it serves as a constant reminder that a person's identity must always be understood in relational terms: one is either a subject *of* a set of relationships (i.e. in a position of power) or subject *to* a set of relationships (i.e. in a position of reduced power)" (p. 350). Subjectivity as multifaceted and changing can be especially noteworthy in teaching, as pedagogical practices continuously change over time. If a person's identity has to be understood in relation to its surroundings, it can possibly influence the role of the teacher and the students since the curriculum and way teachers teach and the materials they use change as well.

Additionally, certain identity positions can limit or constrain opportunities for learners to communicate, while other identity positions can offer opportunities for social interactions (Norton, 2010). Norton (1995) has conducted studies where she has investigated people who are learning a second language. Through these studies, she demonstrated that learners are not always free to interact with whom they want, since many of them are constrained by power imbalances and shifting notions of identity (Norton, 1995). Norton (1995) explains the actions and reactions of these people through the concept of *investment*, which explores the social relationships that these learners have through their second language. When people speak, they are not only conversing, they are recognizing a sense of who they are and how they relate to

the social world around them (Norton, 1995). Norton's concept of investment recognizes that L2 learners have complex, multiple identities that change over space and time. By highlighting the social and historical constructed relationship between learners and their target language, investment provides a lens that allows researchers to examine the relations of power in different learning contexts and to what extent these conditions shape how committed learners are to the target language (Darvin & Norton, 2016, p. 20).

As Norton (2016) emphasizes, when people speak a language, they are investing in an identity as a speaker of that language. Furthermore, when learning a second language, many speakers do so because they want access to resources or opportunities in education, friendship and employment. Investment has to do with the learners' commitment to learn the target language in hopes to increase their cultural and social capital. The investment in language learning can, however, be contradictory, as the investment can change over time depending on the conditions of identity and power (Norton, 2016, p. 476).

Norton (2016) also refers to *imagined community* as a concept related to investment: "my use of this expression signals any community of the imagination that is desirable to the language learner." (Norton, 2016, p. 477). Imagined communities can vary, as some learners are invested in certain imagined communities and some are not. Norton (2001) gives an example of a woman named Katherina. She was a teacher in her home country, and she was a highly respected professional. When she moved to Canada, she could not find employment as a teacher. She did not enjoy nor receive the respect she wanted in a service job. She sought recognition from people who were similar to herself and she wanted to have a profession where she could meet like-minded people. Her imagined community was a community of professionals (p. 164). These imagined communities can offer different identity options in the future and therefore spark an interest or more investment in the learning process for different learners. In other words, imagined communities and identities, as well as hopes for the future, can influence a learners' investment in a second language and therefore also the development of it (Norton, 2016).

2.6. Code-switching

Auer (1998) states that the first mention of *code-switching* was by Vogt (1954). Languages are viewed as system or codes, and it is therefore interesting to see what happens when they come into contact with each other (Vogt, 1954). Bilingualism is a universal phenomenon because no languages are spoken in isolation, according to Vogt (1954). Bilingualism is when a person belongs to two linguistic communities and is able to speak in language A or

Language B (Vogt, 1954). Auer (2010) explains that despite previous research on code-switching, the terminology is still unclear. Auer (2010) defines code-switching, or mixing, as "the use of elements from more than one language in the formulation process…" (p. 460). Graddol (2006) clarifies that code-switching is a common characteristic of speakers in countries who use English as a second language.

Similar to code-switching is *borrowing*. Auer (2010) describes established borrowing as hard to distinguish from code-switching as borrowing words, often called loanwords, are often found in dictionaries and used by monolingual speakers as well. Because established borrowing words are used by monolingual speakers in addition to bilingual speakers, they do not constitute code-switching according to Auer (2010).

Auer (1998) argues that when people converse, they are engaging in a social identity during that time. Bilinguals, by comparison to monolinguals, draw on a larger and more varied range of linguistic attributes in the creation of those identities. Le Page and Tabouret-Keller (1985) talk about shifts of identity in terms of communication between individuals. Social groups are shaped by individuals who choose to identify with the group. Shifting identities in talking, then, means that individuals choose to affiliate or disaffiliate with particular groups that have a certain linguistic behavior. Consequently, language identity and code-switching may illustrate how EE activities and the use of code-switching in conversation can be related. Social groups are formed in EE activities, and by identifying with those social groups, students may also code-switch to a greater extent.

2.7.   Language ownership and motivation

Ushioda (2011) explains that there has been a shift from being externally motivated to becoming internally motivated to develop English skills as a non-native speaker. One reason for that is because English is viewed as a global language and much of the communication across borders is conveyed through English (Ushioda, 2011). As a result, many people use their *integrative* motivation to participate in the global community of English. Ushioda (2011) defines integrative motivation as "strong form as identification with and a desire to integrate into the target language community." (p. 199). This reflects a positive frame of mind towards the target language and its community and culture. The integrative motivation used to participate in the global community can be explained through the desired self-representation as members of that community (Ushioda, 2011, p. 201).

Based on previous research, Dörnyei (2009) proposed a framework called the *L2 Motivational Self System* which is related to a psychological framework called the *Theory of Possible Selves*. Markus and Nurius (1986) explain how the Theory of Possible Selves represent individuals' ideas of what they might become at a later stage in life, what they want to become and what they are afraid to become. These ideas influence people's present selves and function as a future self-guide. In other words, they give direction to individuals' current motivation and motivational behaviors. Despite this, Ushioda (2011) emphasizes that not all types of future possible selves will increase motivation, as those who represent someone's future ideal self are more likely to do so than those who are not. Possible future selves may not necessarily be what someone else would view as an ideal self. In addition, selves who represent someone's ideal self are more likely to increase motivation in order to decrease the discrepancy between one's current self and future self, given that one's current self has potential for improvement (Ushioda, 2011).

Dörnyei (2009) points out two key concepts from Higgins' (1987) self-theory, the *ideal self* and the *ought self*. The ideal self represents an individual's wish to attain certain qualities, which can be an individual's hopes, aspirations or wishes. This means that the ideal self might be more internally motivated and the motivation derives from a desirable self-image in social, cultural and professional contexts of L2 use (Ushioda, 2011). The ought self, on the other hand, refers to qualities an individual ought to attain or possess, which can be someone else's sense of duties and other obligations such as moral responsibilities. An individual ought to possess these qualities because of social expectations or a fear of negative consequences. One example can be avoiding a poor grade in order to not disappoint a parent (Ushioda, 2011). Because of this, the ought self might not resemble the idea of an individual's ideal self. Higgins (1987) emphasizes that the ideal self and ought self can derive from an individual's own views or someone else's (Dörnyei, 2009). This is similar to *intrinsic* and *extrinsic* motivation, where intrinsic motivation refers to behavior that is performed for its own sake, whilst extrinsic motivation refers to behavior that is dependent on external rewards, according to Dörnyei, Muir, and Ibrahim (2014).

In relation to the self theory, Ushioda (2011) explains that there has been a shift in focus of motivation and identity. Rather than viewing identification in relation to external reference groups, it may be viewed in connection to desired self-representations. This implies that identity is not viewed as part of the social world, but rather, as what individuals would like to represent. This way, L2 motivation may be influenced by individual identity goals. These are often personally valued and reflect how someone relates the self to the social world

around them. When students learn a new language, their lives change significantly, and they have to link the self to new worlds and words. Because of this, L2 learners have to develop a relationship with new people and try to find out who they are and what they want to become. As identities are ways of relating the self to the social world, the identities of learners are negotiated through interactions with other people (Ushioda, 2011).

2.8.   Teacher beliefs

Borg (2018) has pointed out that teacher beliefs are expected to influence and shape what teachers do in practice. In social psychology, however, research has concluded that beliefs are not very good predictors of behavior (Borg, 2018). One of the reasons for this is that beliefs constitute only one of many factors that contribute to how someone behaves or acts. Beliefs are also a complex phenomenon, as they may vary in importance and weight (Borg, 2018). Beliefs are often shaped by previous language learning experience. In past years there has been a growth in research about *teacher cognition* (Borg, 2009). Borg (2003) uses teacher cognition to refer to "what teachers know, believe and think." (p. 1). Teachers' cognitions are reflected through what they have previously experienced. Barnard and Burns (2012) note that the most influential factor to teacher cognitions are their own experiences of language learning in school. Other factors that affect teachers' knowledge and beliefs are professional training, reading books and articles, attending seminars and interactions in the classroom (Barnard & Burns, 2012, p. 2). Research about teacher cognition can ensure a greater understanding of teachers' thoughts, knowledge and beliefs that shape what teachers do in practice (Borg, 2009).

Li (2017) argues that studying teacher cognition is crucial in order to understand the dynamics in the classroom. Teacher cognitions affect perceptions and judgements in the classroom, which may result in different behaviors in teachers (Li, 2017, p. 13). Although teacher cognitions can result in different practices in teachers, Borg (2003) emphasizes that factors such as principal's requirements, the school society, the curriculum, classroom layout and the resources available can be factors that can inhibit teachers' ability to practice their teaching in a way that reflects their views (Borg, 2003, p. 94). Teachers' practices are often shaped by the social and environmental circumstances in which they work.

It is essential to study teacher cognition in order to understand how teachers believe English should be taught (Barnard & Burns, 2012). Teaching has changed over the years, from teaching grammar and linguistics to teaching communicative competence to a larger

degree. Teacher cognition is a complicated matter, and Barnard and Burns (2012) note that it is a difficult, but important task, to study what teachers believe is the appropriate way to teach English in the L2 classroom. Li (2017) explains that studying teacher cognitions can give insight into what teaching is about. Research on teacher cognition can demonstrate what teaching is and should be about from the teachers' perspective, in addition to how they use various elements that make up their specific way of teaching. Li (2017) also argues that teachers can gain knowledge about their identity as a teacher by becoming aware of their thoughts, beliefs and practices in the L2 classroom.

2.9.   Learner beliefs

Learner beliefs are defined by Kalaja, Barcelos, and Aro (2018) as "the conceptions, ideas and opinions learners have about L2 learning and teaching and language itself" (p. 222). Kalaja et al. (2018) explains that more attention was given to learner beliefs when researchers began researching what kind of characteristics promoted success in second language acquisition in the 1970's (Kalaja et al., 2018, p. 223). They found that learner beliefs could be linked to the decisions they make as learners and how this can explain their relationship to learning a second language. By studying teacher and learners' beliefs, researchers can make it possible for both teachers and learners to reflect upon them, as well as becoming more aware of their own beliefs and consider them and thus reconsider them in order to become more successful language teachers and students (Kalaja et al., 2018).

The traditional approach of studying learner beliefs grew from the idea that learner beliefs can be a good indicator of the decisions that language learners make and how they approach learning a second language (Kalaja et al., 2018). Horwitz (1988) conducted a study where she launched a model that many researchers have used when researching learner beliefs: BALLI, or *Beliefs about Language Learning Inventory*. BALLI is a type of questionnaire given to learners. Here, beliefs were defined as "preconceived notions of what students have about L2 learning." (Kalaja et al., 2018, p. 223). This method of studying learner beliefs has received criticism for its perspective on L2 learning and that students may interpret questions in the questionnaire differently. In other words, there are issues in the methodology that may threaten the validity and reliability of the research (Kalaja et al., 2018).

Contextual approaches to studying learner beliefs view learner beliefs as something that is embedded in the context of the learner. These methods sprung out from the criticisms that the traditional approach received. The sociocultural approaches, based on the ideas of Vygotsky (1978), are the most widely used contextual approach (Kalaja et al., 2018). The

focus of sociocultural approaches is how beliefs are socially constructed, and it investigates what influences a belief rather than what the belief is about itself. Research about learner beliefs have since the traditional approach developed from finding out *what* the beliefs are, from what an individual learner beliefs are, to *how* the beliefs are being constructed by the social environment and interactions the learner takes part in (Kalaja et al., 2018).

Bandura's (1997) self-efficacy theory in psychology has also drawn the attention of researchers of learner beliefs. Bandura has argued that learners' behavior is influenced by their perceived capabilities. Although learners may know that certain achievements result in desirable outcomes, that information becomes useless if the learner lacks the belief that they have the abilities for such actions (Zee & M. Y. Koomen, 2016). In relation to this, Bandura (2006) expresses how human agency is an important aspect when it comes to human development and change. He goes on to explain that to be an agent means to intentionally influence one's life circumstances (Bandura, 2006, p. 164). There are different properties of human agency. However, Bandura (2006) argues that "none is more central or persuasive than belief of personal efficacy." (p. 170). In other words, if learners do not believe they can change or develop by the effects of their actions, there is no incentive to do so. Bandura (2006) explains that personal efficacy influences whether learners are optimistic or pessimistic about their language development. It can also serve as motivation and is rooted in the belief that learners are able to make a change by their actions.

2.10. Previous research

As English is no longer viewed as a foreign language, but in many countries also a global language, according to Sundqvist and Sylvén (2016), several researchers have conducted studies on EE and the impacts of it in language learning. Jakobsson (2018) studied the types and perceived benefits of EE on English as a second language among 10th graders in his MA thesis. It was a mixed-method study, using a questionnaire and focus group interviews. He found that students in general tend to spend much of their spare time participating in EE activities. The activity that had the greatest perceived impact on students' development of English was videogames (Jakobsson, 2018).

Dahl (2019) conducted a study on teachers' and students' beliefs about promoting oral skills in and outside of school in his MA thesis. The study used a mixed-method approach, and the data was collected through a questionnaire and four interviews with teachers. The results showed that students found EE activities to be vital for their development of their oral

skills, and that teachers should consider the effect of group conversations rather than oral presentations as it may be more efficient in students learning development. Group conversations can possibly provide more real-life situations, which seemed to positively affect the students' intrinsic motivation (Dahl, 2019).

Sundqvist and Sylvén (2012) also conducted a study on the impact that playing videogames has on language development. They found that students who participate in an EE activity such as playing video games outperform students who do not. Therefore, they argued that playing video games can be important in the acquisition of learning L2 English (Sundqvist & Sylvén, 2012).

Brevik (2019) did a study on outliers, students who did remarkably well on national test scores in L2 reading and poorly in L1 reading. The study investigated the characteristics that may have influenced them to become good L2 readers and poor L1 readers. The study combined qualitative and quantitative data, with the qualitative data consisting of focus groups and interviews and the quantitative data containing language logs, surveys and test results. The findings showed that their extensive interest and time spent on EE activities could explain their well-developed English proficiency. The study also found that boys spend more time playing video games than girls do, aligning with previous research on the topic (Sundqvist, 2015).

In a study conducted by Nunan (1991), it was found that students with a high proficiency in L2 English took advantage of EE activities in order to develop their L2 skills. By handing out questionnaires and interviewing students, he found that those who had a high proficiency in English had been exposed to English outside of school to a large degree. Some of the activities the students reported to have participated in included reading the newspapers, listening to the radio and watching TV.

Lam (2000) examined how a teenager constructed his L2 English identity by written correspondence with Americans on the internet. By spending a lot of time communicating with online friends from all over the world, he was able to improve his written skills significantly. As a result, the teenager's use of communicating through the internet enabled him to feel connected to a global English-speaking community and a sense of belonging to native speakers of English (Lam, 2000).

As for further studies on language identity, Rindal (2010) investigated Norwegian students' L2 identity by focusing on their pronunciation and choice of accent when speaking English. The findings showed that the preferred accent among the Norwegian students who

participated was Received Pronunciation. However, General American was the dominant pronunciation, which she suggested was due to influence from the media (Rindal, 2010).

The current study on EE and language identity contributes to the field by describing and comparing teachers' and students' beliefs and reported experiences concerning EE and language identity. Previous studies have not focused on the combination of EE and language identity. Including both teachers and students in the sample enables the researcher to contribute with a comparison of the responses. Having similar sets of questions for all of the participants and having a framework for teacher and student beliefs allows the researcher to compare the responses to a larger degree (see section 3.2). Such comparison can be useful for more successful and research-based L2 learning and teaching as it allows teachers to get insight into their students' beliefs about learning English. Additionally, this thesis employs a qualitative research design as there seems to be limited in-depth studies on the current topic.

3.0   Methodology

This thesis about teachers' and learners' beliefs and reported experiences concerning EE and language identity employs a qualitative research design. It makes use of semi-structured interviews with four teachers of the 9th and 10th grade and six students in the 10th grade. In section 3.1, the choice of research design used in the thesis is considered. Section 3.2 describes the research method used, namely semi-structured interviews. Examples from the interview guides are also given. Section 3.3 describes how the participants were contacted and selected. Furthermore, section 3.4 and 3.5 consider the data collection and analysis. Lastly, section 3.6 and 3.7 elaborates on the validity, reliability and ethics of the thesis.

3.1.   Qualitative research

This thesis makes use of a qualitative research method by using semi-structured interviews to interview teachers and students about their beliefs and reported experiences regarding EE and language identity. One characteristic that defines qualitative research is the view that people construct their reality in interactions with their social worlds (Merriam & Tisdell, 2016). It tries to answer participants' understandings of their own experiences. In basic qualitative research, the data is often collected through interviews which allow for in-depth explorations of topics (Merriam & Tisdell, 2016). Interviews are a common data collection method in teacher cognition research. Borg (2012) reviewed 25 studies on teacher cognition and semi-structured interviews were by far the most common data collection method.

Basic qualitative studies are usually found in research within the educational field, and the goal is to understand how people make sense of their experiences. Dörnyei (2007) notes that qualitative research "focuses on describing, understanding, and clarifying a human experience and therefore qualitative studies are directed at describing the aspects that make up an idiosyncratic experience rather than determining the most likely, or mean experience, within a group." (p. 126). This means that the sampling size is smaller, and it does not necessarily represent a large part of the population the way that quantitative data may do. Contrary to qualitative research designs, the single most important feature of quantitative research is that it is centered around numbers (Dörnyei, 2007). For that reason, it makes sense that quantitative data often present statistics and focus on common features of larger groups of people than what qualitative data does (Dörnyei, 2007).

Winter (2000) has argued that qualitative researchers involve themselves in the study, whereas quantitative researchers disassociate themselves from it. In qualitative research, the

aim is to engage in the study. In addition, Dörnyei (2007) emphasizes that in applied linguistics, interviews are most often used. Interviews allow the researcher to ask follow-up questions, whereas questionnaires do not. Melles (2005) also states that "qualitative interviewing places emphasis on obtaining authentic data about respondent's subjective world through establishing rapport and empathy using strategies of researcher sensitivity with participants." (p. 21). Subsequently, a qualitative research method was considered appropriate for this study as it could make room for follow-up questions the researcher deemed important. It also allowed for more authentic responses in contrast to a quantitative research method, where the researcher would not necessarily be able to build trust and empathy with the participants (Melles, 2005). By interviewing the participants in person, the researcher could ensure that the participants knew their responses were in line with the questions being asked. Another way the researcher could build trust was by showing understanding and nodding.

3.2. Interviews

The thesis focused on teacher and learner beliefs and experiences regarding EE activities and language identity in teaching and learning L2 English. One of the aims of this study was to see to which degree teachers and learners participate in EE activities and to what extent they identify with the English language. Four teachers and six students from two different schools were interviewed. By interviewing participants from two different schools, the researcher was able to see if the responses corresponded. It could also provide the study with different viewpoints and responses. To get a better understanding of the participants' viewpoints and to let them elaborate on important topics, the interview method used in this study was semi-structured interviews (Dörnyei, 2007). Although all of the participants were informed about the topic of this study and its aims, they were not given any questions from the interview guide, to prevent them from giving rehearsed answers and threatening the validity and reliability of the study (Dörnyei, 2007).

Cohen, Manion, and Morrison (2007) argue that interviews are a flexible tool for data collection as it enables the researcher to gain information through verbal and non-verbal language. The interview is controlled by the researcher, which allows the interviewer to guide the participants in the direction of the topic of interest. The interview as a research method has been defined by Cannell and Kahn (1968), cited in Cohen et al. (2007), as "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-

relevant information, and focused on content specified by research objectives of systematic description, prediction or explanation." (p. 351).

Interviews are frequently used in qualitative studies, and they differ to which degree they are structured or non-structured. Borg (2015) explains that the non-structured interviews must also have some kind of structure. However, it unfolds more similar to that of a conversation. Interviews can also be semi-structured, which Borg (2015) describes as having general themes rather than specific questions. This means that researchers have more flexibility as they can encourage the interviewee to speak about the theme of interest. Semi-structured interviews have been the most used type of interviewing in applied linguistics, and Dörnyei (2007) explains that semi-structured interviews offer "a compromise between the two extremes" (p. 136). Although semi-structured interviews have some guidelines, they allow for interesting topics to be elaborated upon.

According to Brinkmann (2014), "the human world is depicted as a conversational reality in which interviewing takes a central position as a research method." (Brinkmann, 2014, p. 277). Interviews allow us to engage with the participants that are studied in different fields and this can teach us something about how other people think, feel, speak and act. It has been argued that all human research is conversational because we are linguistic creatures and language is to be understood through communication (Brinkmann, 2014).

Semi-structured interviews provide the researcher the opportunity to ask additional questions. Brinkmann (2014) notes that "utterances that spill beyond the structure are often important and even sometimes the key to understanding the interviewee's answers to the structured questions" (Brinkmann, 2014, p. 285). Compared to other types of interviews, semi-structured interviews offer more room for potential dialogues by allowing leeway for following up on questions the interviewee view as important. As the researcher is not bound by a specific interview guide, this can shed light on important matters and allow for knowledge-producing answers (Brinkmann, 2014). Galletta (2013) emphasizes that the researcher may make changes according to the situation, while conducting interviews in the semi-structured format. Another important aspect of interviews in qualitative research is to view the "researcher as an instrument." (Galletta, 2013, p. 75). This can involve the researcher having the ability to make changes before and during the interviews. Such changes may be rephrasing questions depending on the situation (Galletta, 2013).

Since semi-structured interviews are not bound by a specific set of questions, Baumbusch (2010) argues that the key to obtaining data that addresses the research questions is to develop an interview guide. Interview guides serve as a tool for the researcher where a

range of questions are prepared, but used flexibly (Borg, 2015). Dörnyei (2007) notes that interview guides "serve as the main research instrument" (p. 137) when collecting the data. Themes and open-ended questions are often used in an interview guide for semi-structured interviews. However, the exact wording may vary as well as the questions not having to be asked in a specific order (Cohen et al., 2007). In other words, the interview guide directs the conversation toward the research topics.

The interview guide in the proposed thesis was divided into three main parts for the student interviews and four main parts for the teacher interviews. The first part of the interview guide was the introduction. In the introduction, the participants were asked a couple of questions that the researcher viewed as important to be able to continue the interview, with key background information. Dörnyei (2007) emphasizes that the first few questions of an interview are important to set the tone. It can make the participants open up, feel more comfortable and give more authentic responses. The introductory questions were the following for the teachers:

- How many years have you taught English?
- What are your general teaching qualifications?
- What are your qualifications in English?

The introductory questions for the students, however, were as following:

- How motivated are you to learn English?
- Is your English competence below average, average or above average?

These questions were asked first because the researcher viewed them as simple to answer. If the students were nervous, these questions could be simple to respond to before moving on to questions that required more thinking. In addition, it could be useful to have some background information when continuing the interview. The second part of the interview guide included questions about EE. In the interview guide for the teachers, a particular emphasis was placed on their role as an English teacher in a society with great access to EE. It also included questions about their own participation in EE activities, and how they think EE activities can be beneficial or challenging for their students' language development. Some of the questions in this section included:

- What do you think is your role as an English teacher now that the learners learn a lot of English outside of school?
- To what extent do you think extramural English is beneficial for your students' language development?
- What do you think your students can learn at school that they cannot learn outside of school in the English subject?

The interview guide for the students included similar questions. In addition, the questions tried to capture to which extent they participate in EE activities as well as how beneficial they believed they were to their English development:

- What extramural activities do you participate in, if any? For example, video games or social media platforms where the main language is English?
- How do you think extramural activities affect your motivation in class to further develop your English in English class?
- What do you think you can learn in English class at school that you cannot learn outside of school?

In the third section of the interview guide, the participants were asked questions about language identity. This section attempted to open a discussion about their beliefs on language identity in relation to the increase of EE activities. The questions for the teachers were related to their identity as an English teacher and their beliefs about their students' language identity, while the questions for the students were directed towards their own language identity and use of English words while speaking Norwegian. The questions aimed to reflect current theory on language identity (Norton, 2010) and code-switching (Auer, 2010):

- How do you think your students develop their language identity in English?
- What do you think is your student's motivation to develop their skills in the English language?
- To what extent do you use English words or code-switch to English when speaking Norwegian?
- How invested are you in learning English? (Do you spend a lot of time practicing for instance?)

While the interview guide for the students was divided into three parts, the interview guide for the teachers had a fourth section. The fourth section considered teachers' practice. This section placed a particular focus on how teachers teach English due to the increased competence in English among Scandinavian teenagers (Sundqvist & Sylvén, 2016). It aimed to capture how teachers believe English should be taught to further develop students' knowledge of English and which activities they view as most beneficial for their students' English language development:

- How do you teach your students English when they potentially learn so much outside of school?
- Which types of activities do you believe are the most beneficial to contribute to your student's English language development?
- Has your teaching changed over the years due to increasing extramural English?
  - How?

At the end of the interviews, the participants were offered a chance to bring up any questions or comments they would like to. Dörnyei (2007) points out that one way of signaling that the interview is coming to an end is by allowing the interviewee to comment or ask any questions that may be relevant but has not been covered. The following question was asked in the end of the interview:

- Do you have any thoughts or ideas that you want to mention in light of what we have talked about?

3.3. Sampling

Dörnyei (2007) explains that the goal in qualitative research is to find participants who can provide rich and varied insights into the research. The ideal sampling size, according to Dörnyei (2007), is six to ten informants. For this thesis, non-probability purposive sampling has been used. Cohen et al. (2007) explain that there are two different sampling strategies, probability and non-probability sampling. A probability sample is a random selection of participants, thus the wider population has an equal chance to participate in the study. A non-probability sample, also known as purposive sampling, however, selects a specific portion of the population that will be able to give responses in connection to the study at hand. In a non-probability sample, the wider population does not have an equal chance of being selected in

the sample (Cohen et al., 2007). As a non-probability sample was used for this thesis, the wider population did not have an equal chance of being selected. The participants had to be teachers or learners of English to be selected in the sample for the present thesis.

Purposive sampling is well known in qualitative research designs, and the sample consists of individuals who have particular characteristics relevant to the study (Cohen et al., 2007). This way, the researchers can seek out those who can give thoughtful and knowledgeable responses in the study. A specific sampling strategy within purposive sampling is *homogeneous sampling*. Dörnyei (2007) describes homogeneous sampling as a group of participants who share an experience relevant to the specific study. In the proposed thesis, the participants were selected through homogeneous sampling. The experience the participants had in common was being a student of L2 English in the 10th grade and being a teacher of L2 English.

The participants were contacted via social media and e-mail, specifically G-mail and Facebook. Five of the participants were from school 1 and five participants were from school 2. In other words, three students and two teachers were from two different schools. Teacher A was contacted through Facebook. Teacher A conveyed the message to teacher B, who was working at the same school. Teacher A also provided the researcher with three student participants from school 1. Teacher C and teacher D received an e-mail, while the three student participants from school 2 were contacted through their teacher, and they were willing to take part in the study as L2 learners of English. The students' teacher at school 2 did not take part in the study. The student participants were all over the age of 15, which meant that they could consent to take part in the study considering it did not collect sensitive information. It was not necessary to ask the students' parents for permission as this was in line with NSD guidelines. An attempt was made to find participants of both genders, which was successful. Two of the teacher informants were male, and two were female. The student informants, on the other hand, consisted of four male and two female participants. In addition, an effort was made to include teachers who had different amounts of experience and qualifications.

The informants were given information about the aims of the study before they consented to participate in an audio-recorded interview. All of the participants were given the choice of whether to carry out the interview in Norwegian or English. Dörnyei and Taguchi (2010) notes that the language of the data collection method is of importance. The quality of the obtained data may increase if the language used are the respondents' mother tongue (Dörnyei & Taguchi, 2010). As the researcher did not know who all of the participants were

before the interviews took place, the interview guides were written in both Norwegian and English. In the event that any of the students had English as their mother tongue, they would be able to participate in the interview in their native language. Before the interviews started, the participants were given the choice of whether they wanted to speak English or Norwegian during the interview. Three students (student D, student E and student F) from school 2 chose to speak English in the interview. They explained that they would be able to convey their responses more easily by speaking English despite their native language being Norwegian. The other participants' responses have been translated to English by the researcher in chapter 4.0.

3.4.   Audio-recordings and transcription

The interviews were carried out in person and audio-recorded, and the recorder was placed on the table between the researcher and the participant during the interviews. In order to fully analyze the data, the recordings were listened to and transcribed by the researcher. According to Halcomb and Davidson (2006), transcription refers to "the process of reproducing words, such as those from an audiotaped interview, into written text." (p. 38). The transcription method that was used for this thesis was *intelligent verbatim transcription*. When using this transcription method, the researcher excluded discourse fillers such as 'uhm', pauses and discourse markers such as 'like', while still preserving the participants' meaning (Eppich, Gormley, & Teunissen, 2019). This type of transcription method differs from true verbatim transcription, where every utterance is written into a textual form (Eppich et al., 2019). The researcher focused on what the participants said rather than how they said it. Consequently, this transcription method was chosen for the proposed thesis in order to convey the participants responses in a reader-friendly manner, while still keeping their responses accurate.

3.5.   Coding and analyzing the data

After the data material was transcribed, it was coded and analyzed. Content analysis was used to analyze the data material. Cohen et al. (2007), describe content analysis as "coding, categorizing (creating meaningful categories into which the units of analysis – words, phrases, sentences etc. – can be placed), comparing (categories and making links between them), and concluding – drawing theoretical conclusions from the text." (p. 476). There are different ways to construct the categories. One can select a piece of the transcription and then establish

a category, or formulate questions for separate categories. The categories can also be pre-existing (Cohen et al., 2007). In this thesis, the categories were pre-existing as the categories from the interview guide were used as the main categories, since the categories included questions relevant to those categories. After conducting the interviews, it was necessary to include a subcategory within language identity called motivation, as many of the students' responses involved their motivation and investment in the English language. Each main category has subcategories to differentiate between the responses within each category. The categories and subcategories are as follows:

Teachers	
Main Category	**Subcategory**
1. **Introduction**	**1.1** Experience
2. **Beliefs about EE**	**2.1** The role of the English teacher **2.2** Teachers' exposure to EE **2.3** Teachers' beliefs about the effects of EE **2.3** Teachers' beliefs about EE and in-school learning **2.4** Teachers' beliefs about their students' English language development
3. **Beliefs about language identity in L2 English**	**3.1** English teachers' language identity **3.2** Teachers' beliefs about code-switching **3.3** Teachers' beliefs about English as a global language **3.4** Teachers' beliefs about their students' relationship to the English language **3.5** Teachers' beliefs about their students' motivation
4. **Practice**	**5.1** Teachers' teaching methods **5.2** Teachers' use of materials **5.3** Change of teaching methods because of EE **5.4** Teachers' beliefs about how English should be taught **5.5** Teachers' beliefs about The Knowledge Promotion 2020

Table 1: Categories for the teachers' responses

Students	
Main Category	**Subcategory**
1. **Introduction**	**1.1** Introduction
2. **Beliefs about EE**	**2.1** Students' exposure to EE
	2.2 Aids used in EE activities
	2.3 Age when exposed to EE and average time spent
	2.4 Students' beliefs about the effects of EE
	2.5 Students' beliefs about EE and in-school learning
3. **Beliefs about language identity in L2 English**	**3.1** Students' English language identity
	3.2 Students' beliefs about code-switching
	3.3 Students' beliefs about English as a global language
	3.4 Students' beliefs about their relationship to the English language
	3.5 Students' beliefs about their motivation
	3.6 Students' motivation to developing their English skills
	3.7 Motivational tasks

Table 2: Categories for the students' responses

3.6.   Validity and reliability

3.6.1. Validity

Validity is an important aspect in all research, and Cohen et al. (2007) argues that invalid research is useless. Gibbs (2018) notes that validity concerns the extent to which the study represents 'what is actually happening', while reliability concerns consistency, meaning that if one were to replicate the same research twice, the findings would be consistent. However, Dörnyei (2007) explains that although validity and reliability refers to empirical research in general, they have been associated with quantitative methods for a long time. That is because qualitative data is subjective to some extent. It is up to the researcher to interpret the findings gained throughout the study, and 'truth' is relative, meaning that what is true for one researcher may not be true for another (Dörnyei, 2007). When obtaining qualitative data, the researcher is subject to researcher bias. According to Dörnyei (2007), it is important to

identify researcher bias, as unintended errors in the research process or the interpretation of the data material can threaten the validity of the project. Such biases in this thesis may be asking questions leaning towards specific responses.

According to Cohen et al. (2007), validity in qualitative research can be achieved through receiving sincere, extensive and well-formulated responses from the informants. There are a number of ways to strengthen the validity in qualitative research, which includes identifying researcher bias, using multiple research methods and receiving feedback of the findings from the informants (Dörnyei, 2007). As the method used in this thesis was semi-structured interviews, including open-ended questions, the responses may be interpreted differently by the researcher than the participants' intended meaning.

Dörnyei (2007) explains Maxwell's taxonomy of validity in qualitative research. It includes several components that can strengthen or minimize the validity of a study. Descriptive validity is concerned with the experiences or 'realities' of what actually happened when conducting the study (Winter, 2000). By using a second researcher, one could strengthen the validity of the research. In this study, it is a limitation that only one researcher was involved with the project.

Interpretive validity can be strengthened by participant feedback. What certain events and behaviors mean to different informants and ensuring that this is conveyed from the informants' perspective can strengthen the validity of the findings (Dörnyei, 2007). During the interviews, the researcher asked additional questions such as 'how?' in order to fully understand what the informant meant. The researcher also repeated what they said if it was unclear in order to make sure that the informants were not misunderstood by the researcher.

Generalizability refers to which amount the findings in the research can be generalized to those other than who were studied (Dörnyei, 2007). One way to strengthen the validity of generalization might be to use the informants' own judgements about the generalizability of the research topic (Dörnyei, 2007). When interviewing the teachers, they were asked questions about their beliefs concerning their students' thoughts on EE and language identity, which could add to, or strengthen, the validity of the students' responses. In contrast, the validity of the research might be affected negatively because the informants only participated in one interview. They were not given an option to comment on the findings as it would be too time consuming for the scope of the project.

3.6.2. Reliability

Reliability has been defined by Silverman (2005) as the "degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions." (p. 224). This might be difficult in qualitative research as it is subjective and takes a narrative form. Therefore, it is better to determine if the results are dependable and consistent based on the data collection (Zohrabi, 2013). Consequently, it is very important to produce, measure and collect data in a trustworthy way in order to make the thesis appear accurate. Zohrabi (2013) emphasizes that which research instruments one chooses in qualitative research is important, and it can help strengthen the reliability of the study. To carry out a reliable study, interviews with students and teachers were chosen for the purpose of receiving authentic responses. By carrying out in-person interviews, the researcher deemed the answers to become more authentic as it would be easier to resolve unclear responses.

An important factor to contribute to the reliability of the thesis was to ask understandable questions. Interviews should contain appropriate questions to the topic at hand in order to obtain more relevant responses from the informants (Zohrabi, 2013). To strengthen the reliability of the data, the questions in the interview guide were written in a language the informants found familiar as the interviews should be carried out using 'an everyday language' (Zohrabi, 2013, p. 256). For the interview to be easily accessible for any student and teacher informant, the questions in the interview guide were written in Norwegian and English so that the informants could choose to participate in the interview speaking the language they felt most comfortable with.

The participants were given a rich description about the aims of the study (see appendix B and C). Borg (2015) notes that disclosure is an important aspect of any research. Disclosure involves the information that should be revealed to the participants prior to taking part in the study (Borg, 2015). In this thesis, the participants were not deceived in any way, and they were informed about the topic and aims of the study. However, they were not given the questions in the interview guide prior to the interviews to minimize thought-out responses.

3.7. Ethical considerations

Since qualitative research includes individuals who are willing to participate, it involves ethical issues. More often than not, ethical issues are more prevalent in qualitative research than in quantitative research because qualitative research intrudes into the informants' lives to a larger degree (Dörnyei, 2007). The researcher needed to apply to The Norwegian Centre for

Data Research (NSD), in order to ensure that the interactions between the researcher and participants were done in a correct and ethical way. When doing so, several ethical considerations were made. The project was approved by NSD in January, and the researcher was able to start collecting the data (see appendix A).

Prior to collecting the data, the researcher informed the participants about the aims of the project and research questions. The information templates from NSD were used so that the participants received all the information they should, in line with NSD guidelines (see appendix B and C). Dörnyei (2007) explains that the amount of shared information with the participants prior to the participation should be considered. *Informed consent* is an important aspect of respecting the participants' integrity when participating in research. Gibbs (2018) notes that informed consent should make the participants aware of "what they are letting themselves in for, what will happen to them during the research and what will happen to the data they are providing after the research has been completed." (p. 13). Although the participants were not given any questions in advance of the interviews, they were given information about the topic. The researcher informed them that the information they provided would be deleted once the project ended. They were informed that the researcher would be the only person who would listen to the audio-recordings, and that they would be anonymized in the transcriptions and the thesis. As a result, the participants are labelled with letters and the schools are labelled with numbers in the thesis in order to differentiate between them. The students were able to give informed consent by themselves, as all of them were over the age of 15. The researcher contacted NSD to receive written confirmation that the student participants could give informed consent on their own behalf.

4.0   Results

The study at hand employed a qualitative research method. Four teachers and six students in the 9th and the 10th grade were interviewed about their beliefs and reported experiences regarding EE and language identity. It also aimed to investigate teachers' reported practice. This chapter presents the data collected from the interviews. The findings are presented in categories, and the categories correspond to those in the interview guide: 1) Introduction, 2) Beliefs about EE, and 3) Beliefs about language identity in L2 English. The teacher interviews had a separate category: 4) Reported practice. Since the participants were asked about motivation, additional subcategories about motivation were added within the language identity category. Subcategories are presented within each category to distinguish the participants' different responses more easily (see chapter 3.5).

4.1.   Introduction

While the teachers were asked questions about their teaching experience and education, the students were asked whether their competence in English was below or above average in the introduction. Teacher A, at school 1, had been teaching English for 16 years and did not have formal qualifications in English. She had completed a general teaching education and had previously lived in an English-speaking country. Teacher B, also at school 1, on the other hand, had only been teaching for a year. His education consisted of a bachelor's degree in history, one year of English and teacher training. At school 2, teacher C was currently finishing her 60 study point education in English. She had been teaching English for a long time without the formal education. Teacher C also had teaching training, focusing on religion. Similarly to teacher A, teacher C had experience from living outside of Norway. Teacher D, at school 2, had been teaching for nine years. He had mostly been teaching English for those years. The education that teacher D had completed included one bachelor's degree in history, one in Norwegian and one in English. He additionally had a master's degree in sociology. It is also important to note that his L1 was English. All the teachers had completed the teacher training necessary for teaching.

Teacher A	Teacher B	Teacher C	Teacher D
School 1 Teacher for 16 years.	School 1 Teacher for 1 year.	School 2 Teacher for 9 years.	School 2 Teacher for 9 years.

General teaching education (4 years).	BA in history and 1 year of English.	Teacher training focusing on religion, currently finishing 1 year of English education.	BA in history BA in Norwegian BA in English MA in sociology
Teacher of the 10th grade – followed LK06/13.	Teacher of the 10th grade – followed LK06/13.	Teacher of the 9th grade – followed LK20.	Teacher of the 9th grade – followed LK20.
L1: Norwegian	L1: Norwegian	L1: Norwegian	L1: English
Interviewed in Norwegian.	Interviewed in Norwegian.	Interviewed in Norwegian.	Interviewed in Norwegian

Table 3: Teachers' introduction

Student A, at school 1, said that his English competence was "slightly above average". He explained that he was comfortable speaking and using the English language. Student B, at school 1, expressed that his competence in English was average. He said that he had previously travelled outside of Norway. Since he became older, he has had to speak English if he wanted to communicate with other people. Student B expressed that sometimes when he was thinking about what he wanted to say, it did "not come out" the way he wanted it to. Regardless, he said that English-speaking people understand him. Student C, at school 1, said that she viewed her written English competence as above average and her oral competence as "average for a Norwegian student." At school 2, student D explained that he was not sure "what average means", but he viewed it as advanced since he knew quite a bit of English. Student E, at school 2, said her English competence was "in the middle of average and above average." Similarly to the previous two students at school 2, student F also viewed his English competence as above average.

4.2. Beliefs about extramural English

4.2.1. The role of the English teacher

Teacher A expressed that it was difficult to know what her role as an English teacher was, as students meet the language in their everyday lives to a larger degree today. However, the students did not want to speak English inside the classroom. She described that her role as a teacher was to teach students about English-speaking countries and their history. Additionally, her goal was to "teach students about English-speaking authors and literature that may feel meaningless to some students." Teacher A explained that "English class in Norway is more about content today, and there is an expectation that students already know the English language."

Teacher B believed his role as an English teacher was to "guide the students in the right direction." He emphasized that he wanted to fill his students' knowledge gaps in English. In order to do this, he needed to find out what they know and what they do not know. Additionally, he identified with his students in regard to their exposure to the English language as he had the same access to technology as his students. Teacher B explained that many students have a solid understanding of the language, and that his role as a teacher was to offer more real-life interactions and experience in using the language.

For teacher C, in her role as an English teacher, it was important to make sure her students speak English inside the classroom. Her role as a teacher involved establishing a system for the students and making sure that her students know how to use correct grammar. Although it was important for her that her students can communicate in English, it was also important that they know the grammar in order to convey their intended meaning:

> Teacher C: I think it is important that we speak English inside the classroom and that it's not just slang words from video games and movies. But I think placing different parts of the language into a system in English class… make sure that the students have their grammar in place in order to communicate.

Teacher D explained that his role as an English teacher was to secure a "minimum level" of English competence. Since many students already have a high English competence, his role was teaching them about "literature, and securing… a formal language education which includes formal language and different kinds of texts in English."

4.2.2. Teachers' exposure to EE

The teachers were asked about their use of the English language outside of their job in addition to their exposure to EE activities. Teacher A reported that she rarely spoke English outside of school when asked about her use of the English language outside of her job. When she was preparing for her lessons, she was thinking in English. Although she was a frequent user of social media and watched TV shows, it was through books she was mostly exposed to English. Teacher B did not speak much English outside of his job, which corresponds with teacher A. He said that he often read different English texts on the Internet through different channels such as Reddit. In addition, he expressed that he consumed a lot of English-speaking culture and media. Teacher B emphasized he did not purposely absorb English outside of his job, but if he was given the choice to read something in English or Norwegian, he normally chose English. He explained that it was "important to read a considerable amount of English" since he was an English teacher.

Similar to teacher A and teacher B, teacher C did not speak English outside of her job unless she met English-speaking people. She did not read a lot of books. However, she reported that she wanted to start reading more when she finished her studies. Most of the EE that teacher C was exposed to came from playing video games with her children and watching English-speaking TV shows. Teacher D spoke English at home. He read a significant amount of news in English, as well as listening to podcasts and watching TV shows.

4.2.3. Students' exposure to EE

The students were asked about their use of the English language outside of school and their exposure to EE activities in this section. All of the students reported that they were exposed to EE through English-speaking TV shows and series. Student A did not speak much English outside of school, but stated that he was exposed to EE frequently through video games. He said that everything he read on the Internet was in English. Student B said that he was currently reading an English book. Additionally, he played video games in which he spoke English from time to time. Student C explained that she was the one who normally spoke English when she was travelling with her family, as she was the one who knew it best. She expressed that she read a lot of articles on the Internet in addition to watching TV shows and YouTube videos.

Student F mainly spoke English when he was playing video games, which he did quite often. When he was playing collaboratively with other Norwegians, they spoke English so

that everyone could understand them. He also explained that he read faster in English, so when given the choice, he normally chose English. Student E had online friends that she spoke English with. Because she often spoke with her friends, that was also where she primarily listened to English as well. At times, they played video games together, with English instructions. Student E furthermore said that she read English books:

> Student E: I read only English books. I feel like every time when I read Norwegian books it's kind of like the same person writing every book. But in English it's like there are so many authors. And whenever I read, it's always different.

Student E also emphasized that she spent a large amount of time on chatting with her English-speaking friends. Student F was mostly exposed to EE through TV shows by listening to English-speaking actors and reading the subtitles. Sometimes when he did not want to speak English into the microphone while playing video games, he would write. He explained that he did not normally read books.

All of the students used similar aids when participating in EE activities. The students who mentioned that they played video games used a computer to do so. Additionally, every student mentioned that they used their phone to take part in social media, whereas student C and student E also used their phone to read articles and news. The students also reported that they used a TV to watch TV shows. When the students were asked about 'at what age did you start participating in EE activities?', the students responded that they had been participating in EE activities since they were quite young.

Student A	Student B	Student C	Student D	Student E	Student F
"It was when I started playing (video games). It was in 1st grade probably. I played a lot of Minecraft and I had the settings on in English."	"I have always played (video games) a lot, so maybe 6th grade, 11 years old maybe."	"I think I started watching English YouTube videos when I was in 6th grade. Probably like 11-12,	"That was probably in… at the end of 3rd grade."	"I am not quite sure, probably when I was 10 because that's when I got like… well, actually, no, I was like much younger."	"Maybe when I was 6, that's when I started to learn English."

		something like that."			

Table 4: Students' age when starting EE activities

4.2.4. Teachers' beliefs about the effects of EE

The teachers were asked questions about what they believe are the effects of the increase in EE activities among their students. They were also asked about whether they could see any advantages and disadvantages of EE activities in relation to their students' English language development. Teacher A stated that in her opinion, students have become better at speaking English now than they were before. Teacher A and teacher B agreed that students had a solid understanding of the English language despite a few grammatical errors at times. Teacher A emphasized that although students participated in EE activities, "they are not actively speaking English in class." Students had also increased their vocabulary, which teacher A and teacher B mentioned was an advantage in their students' development of English:

> Teacher A: They improve their vocabulary (by participating in EE activities). However, that vocabulary may not be entirely grammatically correct, and I usually see that in their written English – that they often put in slang words and a 'chatting language'. But there is a flow in the language, which they would not acquire if they only remembered all the grammatical rules.

> Teacher B: They have a reasonable understanding of English, and I think they have… When I ask them about difficult words, I can hear… even if they cannot define the words or even translate them to Norwegian, they still have a good understanding of them in relation to the rest of the language.

Teacher B mentioned that the advantages of being exposed to the English language to a larger degree affects the students' motivation as they understand more of what is said inside the classroom. EE activities and their increasing understanding of English can motivate students to use the language more, as "they do not show it in class." He explained that it was difficult to encourage the students to show their English competence in the classroom.

Similar to what teacher A and teacher B responded, teacher C noted that it was "difficult to make the students speak in class." Teacher D, however, explained that when students were exposed to such a large amount of English outside of school, it increased their willingness to speak English because of the skills they acquire through such activities. In addition, he explained that EE activities affected students' oral skills:

Teacher D: I think it affects them very much orally, and the fact that they are so used to the grammar and sentence structure because they listen quite a bit to English. But I still think they have a need to practice their English spelling. Especially understanding the difference between formal and informal language.

Resembling teacher D's response, teacher C explained that a possible disadvantage of EE activities was that "they are exposed to an English language that is very informal." However, teacher C stressed that she believed that EE activities have more advantages than disadvantages. One of the advantages mentioned were:

Teacher C: I think they become more comfortable. Just being comfortable and not caring if they say something incorrect. They learn new words, and talk with people from other countries. So all in all, just becoming more comfortable using the language and throwing themselves out there. That it's not embarrassing to speak English.

Teacher D did not see any disadvantages of participating in EE activities as long as the students were able to see the difference in what context they should use formal and informal language. He continued to argue that he did not think students who played video games had a higher competence in English than those who did not:

Teacher D: I think it's a myth that students who play video games have a high competence in English. They may become better at speaking informal English, and they may be able to discuss 'this and that' about a few topics. But their vocabulary is quite narrow, and they have a tendency to have a lot of challenges with correct spelling. So you may think: what was the alternative? The alternative may be that they would have been very weak. So all together, it may be a positive thing. But I do not think they become extremely good at English. I know many people have pointed it out before, that the video game generation has become very good at English. I actually think the same students who were good at English before that are still the ones who are good.

Additionally, teacher D believed that students' changed, or increased competence in English may not be as a result of video games. Students who normally use the English language more often tend to receive better marks in the subject. Students' marks were often affected by

whether the students showed their competence in school, which teacher D mentioned could be difficult at times.

4.2.5. Students' beliefs about the effects of EE

In this section, the students were asked about how they believe EE affects their language development. All of the students reported that EE activities had made them understand the English language to a greater extent. Student A expressed that EE activities had improved his English skills because "when you listen to English and you write English, you become better, that's just how it is." By reading subtitles, he improved his spelling in the same way as when he listened to English, he improved his pronunciation. Aligning with student A's response, student B also reported that "I increase my written English by participating in EE activities" because when he had heard a word and seen how it was written several times, he remembered. Student C explained that EE activities improved her English competence and that it was quite noticeable for her:

> Student C: I know it affects it (English competence) because I noticed it once I started
> watching TV shows when I was younger. I understood things more easily after a
> while. Maybe not how I pronounced words or talked, just because I understood the
> words and they became a part of my vocabulary. But it has made things easier because
> if I have heard a word before, and then learn it in school it kind of sticks in my brain.

Although student D expressed that EE activities "definitely help", he explained that they were more beneficial for his language development when he was younger. Because he viewed his English language skills above average, he explained:

> Student D: At this point, it's just small key words to improve my language for
> example when I'm writing an essay for a test or something, it would help to learn
> some extra key words that have a bit more meaning to them. Just increasing my vocabulary.

Student D conveyed that EE activities mostly just increased his vocabulary at this point in time, which he viewed as an advantage of EE activities. In contrast to student C, student E expressed that EE activities made her pronounce things better noting that "I became fluent very fast." Student F explained that since the EE activities that he participated in included

video games, they required him to speak English. He explained that this made him more comfortable speaking the language:

> Student F: For example, when I am gaming, then I'm talking a lot. It makes it more comfortable to talk English in class, and that makes me answer more correctly and people can understand me and I'm comfortable talking in class.

4.2.6. Teachers' beliefs about the difference between EE and in-school learning

This section includes what teachers believe are the differences between learning English through EE activities compared to at school. When the teachers were asked about what the role of the school is, now that many students participate in EE activities outside of school, all of them said that students most likely increased their English language competence. Teacher A and teacher B emphasized that EE activities made students more prone to encountering the language in their everyday activities than if they learned it explicitly in school. The students' extensive encounter with the English language outside of school was an advantage in a school setting. However, teacher B argued that students can take part in and experience more realistic conversations in natural settings in school, rather than "just chatting with their friends." In school, the students can also practice their written English, whereas the written part of the language may not be practiced much outside of school. In addition, teacher A noted that the English subject was very content based which she explained by the extended focus on themes such as literature, climate and environmental issues.

Teacher C and teacher D explicitly emphasized that they thought students particularly increased their vocabulary when they were exposed to such an extensive amount of English outside of school. Teacher D suggested that the EE activities students participated in can encourage discussions they otherwise would not have had. Similar to teacher A, he also argued that students can learn about the content of the English-speaking world. He expressed that it may be especially important to learn about the content with correct spelling and a formal language in mind. Teacher C explained that in her English classes, she was able to place the different parts of the English competence aims into a system. Although EE activities can increase their understanding of the English language, "the students should learn how to write correctly" in school. In addition, "they can gain knowledge about different accents which can make them more equipped when meeting English-speaking people from the real world."

4.2.7. Students' beliefs about the difference between EE and in-school learning

Student A and student B explained that there was a larger focus on written English in school than outside of school. Student B noted that in school, he learned "how to properly write a text." Similarly, student A said that he did not write longer texts at home, which was "an expectation at school." While student A and student B expressed that they learn more English at school, student C explained that she most likely learned more outside of school at this point in time. That was because she spent much more time on participating in EE activities than in English class. In EE activities, the main goal was to understand something in a given context, "rather than explaining it in your own words", she said. However, student C pointed out that the reason she was able to learn English outside of school through EE activities was because she had first learned the basics in school. Student A noted that one of the reasons he learned more English in school was because he can "receive feedback and become aware of errors."

Corresponding to student C's response, student E explained that her English language development started in school. After she had learned some English there, she was able to learn more by participating in EE activities. Nevertheless, student D clarified that EE activities alone, would not be sufficient to teach someone the English language:

> Student D: Obviously you are not going to learn the logistics behind the language by just watching a movie, like that's not going to work. You're not going to learn how to build a sentence by just talking to someone, that's just not how it is. Sure you'll learn what they're saying and the way they are talking, but you won't learn how to speak properly. You learn more grammar in school, basically. And it would probably be hard to learn how to read if you just watch a movie.

He continued to explain that because of this, in-school learning taught him to read and write better in English. In EE activities, however, he learned new words and ways of speaking and expressing himself in the English language. Outside of school, "it is about understanding and being able to speak properly." Student F pointed out that he learned more grammar in school compared to outside of school. He expressed that he generally increased his vocabulary by taking part in EE activities, while in school he learned how to build up a story in addition to correct grammar use. What he learned in school, he explained, was more beneficial for his future development. He said that "if I want to get a job, the endings have to be perfect and like periods and commas and stuff, so that is more important." Student E's responses were

similar to those of student F. She also pointed out that in school, she learned more "how you write kind of, because when you are outside of school, you just read and watch but you don't really write down words and spell them." By participating in EE activities, she learned many new words, she explained.

4.3. Beliefs about language identity in L2 English

4.3.1. Teachers' beliefs about their English language identity

When the teachers were asked if they felt like English was a part of their identity, all of them said that English was a part of who they were. Teacher A noted that English was a particularly large part of her identity as she had lived in an English-speaking country. She explained that she viewed her English teacher identity as divided. The knowledge students have of the English language was very varied and she explained this by saying: "I feel a bit divided in my role as an English teacher because the language level is so different within one class." Teacher B noted that "the entertainment and the culture I endorse at home is in English." He explained that because of that, he was a part of a global English-speaking community, and his English language identity came through in his role as an English teacher. One way his English language identity was visible when he was teaching, he explained, was by speaking with an American accent.

Teacher C stated that she had always identified with the English language since she had become an English teacher: "I have never been a teacher without being an English teacher." However, she explained that the English language had become a larger part of her identity as she was currently studying it. Teacher D explained that he had always identified with the English language because that was his first language. He emphasized that he did not "feel English", but that the English language was a big part of his private identity as well as his identity as an English teacher. Nevertheless, the way he used the English language privately was different from how he used it as an English teacher: "It is a role I enter as an English teacher that does not correspond with how I would use the language in my spare time."

4.3.2. Students' beliefs about their English language identity

When the students were asked if English was a part of their identity, the responses varied. However, several of them noted that English was a part of their identity as they explained it

has become very normal to know the English language. Student A explained that he did not view English as a part of his identity: "No I do not feel like it is a special part of my identity, it's just so normal now. It's so normalized to speak English. Everyone speaks like that now." Student B did not view English as a big part of his identity, and he explained that he would rather use Norwegian words if possible: "No, it is not a big part of my identity. I would preferably use Norwegian words. But it's a small part of my identity because I play a lot of video games in English." Unlike student A and B, student C viewed English as a part of her identity: "It is a part of my identity because I know it (English) and I use the language."

Student D, E and F, all from school 2, stated that they considered English to be a big part of their identity. Student D explained: "I feel like it's quite a big part of my identity, considering how much I speak it day to day and how much I thrive on it." Additionally, student E noted that English was a part of who she was:

> Student E: It's kind of like.. who I am. I really like learning languages as I have mentioned like a million times. So having English is kind of like, another, a new dimension. So it's my way to communicate with others and it makes me who I am. And it's kind of like my identity.

Similarly, student F noted that English is part of him. One reason for that, he explained, was because he had lived in an English-speaking country. He associated the video games he played with the English language:

> Student F: So I kind of feel like my English is part of how I lived in another country, so I feel like it's that part of me. And I often think it is a part of my identity from gaming and stuff, because English is most used in gaming so I often connect English with the gaming instead of Norwegian.

4.3.3. Teachers' beliefs about code-switching

When the teachers were asked whether they code-switch and to what extent they do so, teacher A noted that:

> Teacher A: I probably have some words that I don't remember in Norwegian, that I've just acquired and adopted as my own. I have quite a bit of English words that I have previously used and now they're just permanently in my vocabulary.

Teacher A continued to explain that she started using certain English words when speaking Norwegian because of her job as a teacher. Teacher B had previously tried to avoid using English words when speaking Norwegian as a reaction against those who, in his opinion, used them too much. However, he explained that he sometimes resorted to English words if he could not find a similar word in Norwegian.

Teacher C expressed that she unconsciously used English words when she was speaking Norwegian. She implied that she did it as a joke at times, when she was with her friends and colleagues. In contrast, she did not recall using many English words when she was with her children and family. Some of the examples she used were "nice, chill." She explained that she primarily used them in text messages. Teacher D pointed out that he did not like when people use English words while speaking Norwegian, which was why he tried to avoid it. Although, he explained that he sometimes did, since "you become trapped in a language community when you are with other people, using the same expressions." He noted that when he did mix the languages, it was normally when there was not an equivalent expression in both languages. One example he noted was how "'barnehage' is not quite the same as 'kindergarten' and 'nursery school.'"

4.3.4. Students' beliefs about code-switching

When the students were asked if they code-switch and if so, to which degree they code-switch, the answers were quite similar. Almost all of them reported that they code-switched to a large extent. Student A code-switched all the time, he explained. He used English words when he spoke Norwegian every time he did not remember the Norwegian words. The reason for that was: "there are so many words that I remember first in English because I already use them and hear them more often." When he was asked if he could mention any examples, he noted that he used words such as "nice, wow." Student B, however, responded that he sometimes used English words when he was speaking Norwegian. He said that he thought the reason for that was "because I hear them all the time, so that's why I also use them." One example he mentioned was "bro". Student C noted that she used "yes, sorry" frequently. Additionally, she explained that she occasionally switched completely to the English language in a humorous way to make fun of celebrities or other people she did not know. Student C also stated that she used borrowing words such as "snowboard and caps" instead of their Norwegian equivalents: 'snøbrett' and 'skyggelue.'

Student D claimed that he code-switched "quite a lot." He explained that he code-switched more previously: "There are times where I am speaking and I forget the word in Norwegian but I remember it in English. It's kind of annoying, but I do not do it to the extent that I did before." He continued to give examples of English words or phrases that he used on a regular basis:

> Student D: When I use English words… for example when I say 'kom igjen', I could just say 'come on' just because that's just… yeah, everyone uses that. 'Jeg vet ikke', 'I don't know', like just small phrases like that we just say in English because it's normal. And that's just not me either, that's other people as well, around me. 'Nice', 'random', stuff like that.

Student E also reported that she code-switched: "we say things like 'hey bro, what's up'." She explained that she primarily spoke Norwegian, but she used the English language quite a bit because "it's fun". However, when speaking to an authority, a teacher or "the mayor", she clarified she would be more respectful and only speak Norwegian. Student F explained that he did not use a lot of English words in Norwegian sentences. However, he used phrases and "reaction words" such as "oh my god, damn" since "they fit the situation more often."

4.3.5. Teachers' beliefs about English as a global language

The teachers were asked if they felt that they were part of a global English-speaking community. Teacher A had not thought much about that as "English is such a natural part" of her life. She explained that she felt that she was a part of a larger global English-speaking community. However, she noted that she did not necessarily participate actively as there was not enough English in her every day-life. Teacher B reported that he was taking part in a global English-speaking community, by giving an example of being on Reddit. However, he noted that he did not participate to a large extent as he primarily used it to read:

> Teacher B: I feel, for instance, are you familiar with Reddit? Yes, it's kind of a global community where you have relatively anonymous users who talk about different topics and things that are going on around the world where everyone… where you do not speak based on your national identity. The communication primarily happens in English, and it is not always clear which nationality you have. And English is used, so it's definitely a global English-speaking community.

Teacher C acknowledged that she was a part of a global English-speaking community as knowing English "opens some doors… when you are travelling and when you meet people. It is kind of the international language." She explained that she did not necessarily think about it, as it "feels natural that people know English". Teacher D also considered himself to be a part of a global English-speaking community. He pointed out that "people who speak English well, in other countries, often understand the same cultural references and they are able to communicate about similar topics". In addition, he argued that the English-speaking community was not a unified group: "we are an extremely heterogeneous group, I'd say."

4.3.6. Students' beliefs about English as a global language

When the students, however, were asked about if they felt that they are part of a global English-speaking community, their responses varied. Student A said that he did not take part in a global English-speaking community because "Norwegian is my language, I don't even speak English fluently." Student B responded that he was taking part in a global English-speaking community because many of the people he played video games with had another nationality than his own. He explained that he and his online friends had become better at speaking English throughout the years: "we have developed and become much better at English and we understand each other better now." Similar to student B, student C also reported that she was taking part in a global English-speaking community because she knew English and used it when she was travelling. She clarified that she used a social platform called Tiktok, which she viewed as an English-speaking community in itself:

> Student C: On Tiktok I feel that there kind of is a community of some sort. There are things that everyone knows when they are using that platform. And things such as inside jokes that people understand, but maybe not other places.

Student D explained that he was taking part in a global English-speaking community when he was on the Internet:

> Student D: When I am on the Internet, I feel like I am a part of an American community, or an English community. Even though everyone is not maybe from America or England, I feel like we are all a part of an English community just because how we'll speak. That's the one thing we have in common.

Student E also noted that since she spoke with "so many other people who don't know Norwegian", she was a part of a global English-speaking community. Student F, noted that "…especially in gaming, where English is the most used language", he took part in a global English-speaking community. However, he explained that this was something he had not thought about before he was asked the question.

4.3.7. Teachers' beliefs about their students' relationship with the English language

When the teachers were asked about their beliefs about their students' relationship with the English language, teacher A stated that "it's a natural part of their lives." The increase of social media and TV shows were likely the reasons, she explained. A challenge pointed out by teacher A was that students acquired the language and used it when they were speaking to their friends and while being online. However, they did not use it on a regular basis – in class, for instance. When the teachers were asked about whether they thought their students imitated native speakers of English, Teacher A reported that some students were consciously choosing their accent, while others did not. In addition, she pointed out that students' relationship had changed throughout the years she had been teaching:

> Teacher A: I've been an English teacher for a while, and I have been through many different generations with different views about how important the language is. This new thing where you have groups of people who speak English in the schoolyard – that is relatively new. Before, it was common that students had a goal that they were going to a specific school or going to travel in the future. That is not as prominent now, that they have hopes and goals for the future.

Similar to teacher A, teacher B also pointed out that students' relationship with the English language was natural: "it varies, but generally I'd say that most of them have a very natural relationship with the language that they may not think about very often." He also mentioned that students imitated native speakers of English through the social media they used. Because of this, many of his students' pronunciations were quite good. Teacher B also believed that students to some extent were aware of their pronunciation and accent when they spoke English.

When teacher C was asked about her students' relationship to the English language, she explained that since English was so frequently used in Norway, it became a part of students' identity. The reason for this, she noted, was because they use social media and

watch TV shows and movies. Teacher C also mentioned that in every grade, there was a group of students "who are English-speaking." She emphasized that students were "extremely familiar with the English language", which was why she argued that students may feel that English is a large part of their identity.

Teacher D did not believe that students felt that they were a part of a global English-speaking community. In connection to this, he pointed out that "everyone remembers the students who spoke English during the breaks at school", similar to the other teachers. Despite the presence of such groups, he argued that he did not believe they felt a connection to a global English-speaking community. Teacher D explained how he believed that students' relationship to the English language depended on whether they were able to use English in authentic contexts. In addition, teacher D believed that students imitated the accents of native speakers of English, which he argued was a result of pop culture:

> Teacher D: They imitate American English quite actively. I encourage them to do so as well, because they acquire a much better intonation when they actually go 'all in' and try to imitate those who are native speakers. And I think they are attached to American English because that's what's trendy. That's what's dominating on TV and the movies especially.

4.3.8. Students' beliefs about their relationship with the English language

The students were asked about their relationship with the English language by questions targeting what specifically affected their accent and pronunciation when they were speaking English. Student A noted that his accent was influenced by the EE activities he participated in. He explained that "when you hear people talk, then I think that I become better at speaking English." Student B also noted that his way of speaking English was affected by EE activities: "I probably speak quite 'Norwegian-English'. A bit after I saw that TV show, Peaky Blinders, have you seen it? Then my dialect became a little more 'British.'" Student C explained that her English was affected by the social media platforms that she used. In addition, she thought that if she were to move to an English-speaking country, the native speakers would affect her the same way EE activities did. She noted that she strived to speak American English.

Student D reported that the people he spoke to affected the way in which he was speaking English:

> Student D: Like if I am speaking to someone from England, it will kind of be like I'll try to mimic their accent when I'm speaking to someone from let's say Texas, I'll try to speak kind

of like them. Because that's how I learned English. I mainly feel that my main source of English has come from other people and just EE activities.

For student E, it was important to be able to speak English because it would let her communicate with people. She emphasized that "learning English is very important because you can reach so many more people out there." Similar to the other students, she reported that EE activities affected how she pronounced words. Student F pointed out that his accent often "gets mixed, it's just my own accent kind of, just mixing from British and American and stuff." He explained that when he was gaming, he often acquired new words. Therefore, EE activities influenced his way of speaking English: "I am more consistently exposed to the English language outside of school than in school, because it's only in the English lessons I hear English in school."

4.3.9. Teachers' beliefs about their students' motivation

When the teachers were asked about what they believed their students' motivation was, teacher A explained that "it may be important to understand English, for those who play video games." In addition, she argued that for some students it was important to be viewed as good speakers of English. Their motivation was also based on their grades to a large degree, she explained. Teacher A also pointed out how students did not necessarily think about the importance of learning English to the same extent they did previously:

> Teacher A: Before, everyone did not have everything. A minority had everything they needed. So going to the USA for example, was something people could only dream of. But now it has become something they do with their families from a very young age. So that's why they may not feel that they have to learn the language either, which is kind of strange from a societal point of view. So they are very much governed by grades, and they do not have a goal of becoming good at speaking English the same way students were before.

Teacher B explained that learning English for many students today was a "very passive thing." He explained how many students viewed English as something they learn at school because "they know that they will use the language at a later point." Additionally, his experience was that "when students experience that they master the language pretty well, it may demotivate them to further work on their English skills."

Teacher C also pointed out that students' motivation was based on receiving a good grade in English. Similar to teacher A, she emphasized that students were "very much here and now." She explained that although students may not consciously think about their own motivation, they did not seem motivated to spend much energy on developing their English skills. However, teacher C noted that they did seem interested in becoming better at speaking English and "be able to 'switch' over to English very naturally. So I think their motivation relies on their wish to meet new people." Teacher D argued that students' motivation was "a bit random" as some students had parents who encouraged them to read English books, while others were motivated by wanting to understand the English used in video games. He explained how students were unconsciously invested in the language because they spent much time being exposed to it without making conscious choices. Teacher D pointed out that students were motivated by different things:

> Teacher D: It is playing video games and watching movies. Travelling, speaking to people. I think the reasons are practical, down to earth reasons. I do not think it is because they have a specified fascination for the language. I think it is to experience culture, generally, understanding what the hip hop artists are talking about. Understand the movies they watch. And to do things while they are on vacation. I think those are the reasons they would mention if you asked them why they want to learn English.

4.3.10. Students' beliefs about their motivation

The students were asked about their beliefs about their motivation in learning English as a second language in relation to EE activities. Student A explained that when he felt good at something, everything became more fun. He reported that he felt competent in English, so that made English more fun. Learning English outside of school, through EE activities, however, he argued "feels more natural." He noted that he did not consciously take part in EE activities to learn English, and EE activities were more motivating in learning English as he could choose which ones to participate in. Student B did not think that EE activities affected his motivation, but he reported that he learned something from them. A game called Minecraft particularly taught him many new English words. Student C pointed out that most of her motivation for learning English had to do with wanting good grades. She explained that she did not consciously "go home and read English texts because I'm going to learn English, but it often happens that I do because I want to. So it's not really a motivation to learn."

Student D explained that he was more motivated to use the English language than to learn it. He mentioned that starting in a job that required English language competence could be helpful for his motivation. Student E explained that she "really love languages", which resulted in EE activities motivating her. She explained: "it is just so much fun and then when I am in class, I feel so happy because I am just sitting there and I know everything that they are saying." Student E also noted that everything around her motivated her: "there are so many people around who don't know English and when I see that they don't know and they cannot understand, it kind of motivates me more to learn more so that I can help them." In addition, she had particularly thought about how English can benefit her in the future. She pointed out that she was planning to move to another country, and by knowing English she would be able to interact with people until she knew their language. Student F explained that what motivated him in learning English was "getting a good grade." He noted that EE activities did not affect his motivation. However, they made him develop his English skills. In addition, he pointed out that it was more motivating to use the language rather than to learn it: "it motivates me because I need to use English in all, every day of my life. So that is what motivates me to learn English."

4.3.11. Students' motivation to developing their English skills

The students were asked about what they believed their motivation to learn English was. Student A said he did not think much about it because he was "decent enough in English." He explained that he had to learn English whether he wanted it or not. Some of his motivation for learning English was:

> Student A: I like meeting new people and stuff. Like, Norwegian, it is restricted how many people speak Norwegian, so there is a limit to how many people I can speak with and get to know. So I think it is better to know English and know that I am good at it so that I can have a conversation in English. When I go to other countries, I'll be able to order food by myself and talk with people I meet.

Student A also pointed out that if he was going to apply for a job outside of Norway, being good at English could be very important. When student B was asked about what specifically motivated him about learning English, he responded:

> Student B: You kind of have to. Like, I am not very motivated. But I do want to learn enough

to be able to speak English with English-speaking people and understand them well. It is also important when you grow up and are going to work. So if I'm going to work somewhere I have to speak English. So generally, I'm a little motivated because it's important. And it also lets you reach many more people.

Student B also explained that he did not spend a lot of time practicing his English skills. If he received the choice between speaking Norwegian and English, he would normally choose Norwegian. However, he recognized the importance of English and related it to how it was useful to know the language when he was playing video games or travelling in order to understand other people. For student C, it was important to develop her English skills in order to have a proper conversation later in life without any challenges. She explained that she was not as motivated to learn English in school because "it is almost more about the content than the language." However, learning English was still important to her:

> Student C: So many people know it, and there are so many options if you know it well. And it may be important if I get a job at some point… Opportunities to study abroad maybe, or get a job in an English-speaking company. I want to study abroad, so I'm mostly motivated to develop my English skills for jobs and education and travelling.

Student D felt that learning English was kind of demotivating because some of the things they cover in English class, he already knew, or he was not interested in. Outside of school, however, he explained that "you are learning English to have fun, but in school you learn English just to learn." He noted that it was important for him to be understood, which was why he viewed himself as being invested in in the language. He explained that he practiced English quite a lot since he used it in EE activities. Student E emphasized that it was "very important" to develop her English skills because it could "help me, help others understand". Student E was motivated to learn English because by learning English she could teach others to understand. It was also motivating to learn English because it would help her interact with other people. She spent most of her day practicing as she enjoyed interacting with her friends who were speakers of English. Student F claimed that he was "not really motivated to learn". He explained that although it was not important for him to increase his skills in the English language, it was important to increase his competence in skills that could affect his future life:

> Student F: I don't think I'm that motivated to further increase my skills in the English

language. The thing I want to increase is how it can affect my future life. Because writing and stuff, is more like, for my future life. Writing perfectly for job interviews and stuff, that's what I'm trying to sharpen.

In addition, student F spent much time practicing "if participating in EE activities count". However, he explained that he did "not see it as practice".

4.3.12. Motivational tasks

When the students were asked about what types of tasks they found most motivating when learning English in class, several of them mentioned communicative tasks where they spoke English rather than written tasks. Student A stated that he liked presenting in front of the class about a topic he was interested in. He explained that it was hard to become motivated if he did not like the topic. If he liked the topic, however, he did the work for himself to learn because he found it interesting. Student B gave an example of a recent task they had been working on. The task included reading in a book and answering questions after each chapter. He particularly liked this task because "you control how you work, there is no pressure to finish really soon. You work according to your own skills." He additionally mentioned that he liked Kahoot, which is an online quiz platform. Student C also gave an example of a task they had when she was in primary school. They had been playing "a game called Alias" which made her motivated as it involved a lot of speaking. She explained that it surprised her how much English she could speak under pressure. Student C clarified that she learned more and became more motivated by speaking rather than writing as she knew how to write well already.

Student D expressed that presentations were most motivating: "I really love that because then I feel like I can just baffle on, just keep talking for so long." He also noted that open class discussions were fun because he participated a lot. Communicative tasks were more motivating than writing and reading, according to student D. When student E was asked which activities she found most motivating, she responded: "I'm not quite sure because there is quite a lot. Pretty much… maybe everything. I just want to learn. It's just fun. It's exciting." Student F emphasized that he liked talking and that it was a good way to learn how to speak English. He enjoyed presentations because he was "good under pressure." Additionally, student F found Kahoot to be motivating as he viewed himself as "competitive based."

4.4. Teachers' reported practice

4.4.1. Teachers' teaching methods and materials

When the teachers were asked how they teach, teacher A responded that it was important for her that each student had their own book to read from, and that she instructed them quite often. Her students read texts and then answered questions based on the text. They had group discussions to ensure that they spoke English. In addition, she showed them videos if they had read texts that came from a movie or a play. She also explained that she often combined English with other subjects:

> Teacher A: I often combine, it's called interdisciplinary, so that in social studies I often use English videos so that the students listen to English there as well. Maybe to explain history, and there are a lot of videos about facts, history-based in English. So I use a lot of digital aids.

Teacher B noted that he tried to find gaps in his students' English competence. He worked with "translations and raising their awareness in relation to difficult words and phrases." He used the schools' English textbook as many of the texts in it were "up to date." In addition, he used YouTube to show short videos about things that were going on and other topics they were working with.

Teacher C explained that she worked with texts that her students may not be familiar with. For instance, she tried to place things into a system for the students by "teaching them words in a context." She taught some grammar, although she noted that they were moving away from grammar instruction alone. Teacher C reported that all the material she used was digital. She found articles that she printed and read with her students. In addition, her students listened to recordings of other teenagers who speak about a topic and they answered questions related to the recording. Teacher D explained that he tried to bring up things that have a connection to the English students were exposed to outside of school:

> Teacher D: I try to show them things that I know they aren't necessarily exposed to on their spare time. Things that I feel are important for them to understand why things are the way they are. An example… those students who are very interested in hip-hop… Understanding why there is such a culture, why is there something called gangster rap in the USA, to really understand it and not just think that this is somethings that idealizes crime, they have to understand that this is a rebellion against a system. Why is there a system? So in way, you go back and after a while they understand that it's about civil rights, systematical racism, and yes.

All the way back to colonization, right… I try to give them some threads so that they understand the context.

In addition, teacher D used the library at the school to ensure that each student had their own book to read from. For digital sources, he used BBC and Lonely Planet. Furthermore, he occasionally showed them movies in connection to the texts that they read in class. Teacher D pointed out that he never reused any teaching plans because he liked to do it from "scratch" each time.

4.4.2. Change of teaching methods due to EE

The teachers were asked if they believed that there has been a shift in the way that they teach English due to the increase of EE. Teacher A responded that she did not think it has changed primarily because of EE, as the students have not become more active speakers in class. However, she noted that there has been a change where "it has gone from teaching grammar to teaching more content, and you may spend weeks teaching them about climate, Shakespeare, American and English history." She explained that her teaching has changed because students have a better starting point in 8th grade. Furthermore, changes in the curriculum have also changed throughout the years, where the focus now is "more reading comprehension, content." She pointed out that she taught similar topics in English and in social studies in lower secondary school:

Teacher A: You kind of say the same things in English and in social studies, you just say it in English. We have had interdisciplinary projects, where we have lectured in English, but the content has kind of been from social studies. We have also had presentations where the students have received a grade in both English and social studies.

As teacher B had only been teaching for one year, he had no personal experience with how the English subject may have changed from a teachers' perspective. However, he believed that the English subject has changed where "the focus is less about learning the language and that the English subject now is more about how to use the language and using it in more authentic contexts." He emphasized that he believed that students found it more motivating today as they are able to speak about other things than the language itself in the English subject.

Teacher C explained that her view of the English subject had changed after she started studying English. She described that teaching English has changed because the present goal was to make oneself understood: "the old school, where things had to be memorized and vocabulary tests, that, we have moved away from that." She pointed out that the main goal now was to view topics in the English subject in a larger context. Teacher D believed that teaching English had not changed much due to EE, because the "amount students are exposed to have been pretty similar the entire time I have been teaching." For teacher D, it relied on which digital resources they had access to and which learning books were available. He emphasized that he used more digital resources now than he did previously: "vocabulary tests I primarily do online now, on Quizlet."

4.4.3. Teachers' beliefs about how English should be taught

When the teachers were asked which classroom tasks and activities they thought were most beneficial for their students and how they could improve their lessons, teacher A pointed out that she believed reading was the best way students can learn English. She pointed out that only being exposed to English through social media and TV shows was not enough: "Students have to use the language." Teacher A also explained that although teachers have tried to change their way of teaching by varying the lessons to a larger degree, students still expected the lessons to be as interesting as social media. Students wanted things to go as fast as a TV show, and they wanted to be able to "click it away" if something was boring, she explained. Teacher A would like for her students to read a book for one lesson each week, but argued that they did not have the necessary focus to do so. Teacher B, on the other hand, mentioned it was important to bring up topics that the students found interesting, and to focus on using the language during the lessons. He explained that he thought about what his students would find interesting when he found texts and learning material. A goal he had was to connect the EE activities his students participate in, with what they did in school. In other words, teacher B had his students' interests in mind when planning his lessons.

Teacher C explained that a combination of practicing oral skills, watching movies and writing were most beneficial for students' development in the English language. Similar to teacher B, she noted that it may be a good idea to captivate what students do outside of school and use it in school to show them that what they do outside of school is important. Similar to teacher A, teacher D pointed out that he believed it was important for students to read books. He emphasized that reading a sample of texts could be important to be able to process their

own texts. Students were already quite competent in speaking English, teacher D noted, and "the focus should be on written English as well." When teacher D was asked how he could accommodate his English lessons with EE activities in mind, he suggested: "Giving them lots of tips about what to watch. Good books to read." He pointed out that he tried to appeal to his students' interests and ensure that they know they can develop their English skills by participating in EE activities.

4.4.4. Teachers' beliefs about The Knowledge Promotion 2020

In the end of the interviews, the teachers were asked how the Knowledge Promotion (2019) could contribute to teaching that could develop their students' English skills in the context of EE and language identity. Teacher A noted that the Knowledge Promotion was "in the spirit of society." She explained that there were many good things about the Knowledge Promotion such as more specialization in various topics. However, it may become difficult to "actually teach them." Teacher B stated that the Knowledge Promotion "opens for more… the teachers are able to connect things from outside of school and make the lessons more relevant for the students." Because of this, teacher B was optimistic as the Knowledge Promotion offers ways of teaching more similar to what he wanted to do in the classroom.

Teacher C argued that the Knowledge Promotion may be able to highlight what the students are best at. She particularly liked how students only receive one grade, compared to two, as in the previous one. Additionally, she mentioned that the interdisciplinary topics could be helpful when they wanted to carry out interdisciplinary projects. The teachers also had more freedom to select themes and topics they found more relevant, she explained. Similar to teacher C, teacher D pointed out that he appreciated the focus on in-depth teaching. He explained that since the Knowledge Promotion was broad, it made it "easier to engage the students in various topics." Additionally, teacher D emphasized that students may become more motivated as the Knowledge Promotion allows them to make their own choices to a larger degree.

5.0   Discussion

This chapter aims to discuss the main findings in relation to the chosen theoretical framework (see chapter 2). Chapter five is organized by the research questions, namely:

- What are lower secondary school English teachers' beliefs and reported experiences concerning EE?
- What are lower secondary school English learners' beliefs and reported experiences concerning EE?
- What are lower secondary school English teachers' beliefs about language identity in L2 English?
- What are lower secondary school English learners' beliefs about language identity in L2 English?
- What are teachers' beliefs and reported practices concerning their role as an English teacher in the context of extramural English?

In addition to discussing the research questions based on the main findings, section 5.7 about teaching implications is added to discuss the implications the findings may have for teachers' practice. Section 5.8 includes a discussion of the contribution, limitations and suggestions for further research.

5.1.   Teachers' beliefs and reported experiences concerning EE

EE has changed the role of the English teacher, which is emphasized by Sundqvist and Sylvén (2016). This change may also be seen to be reflected in the beliefs and reported practices of the teachers in the current study. Most importantly, some of the teachers expressed that their role as an English teacher was to focus on teaching students more content-based English. Teacher A believed that there was an expectation that students already have good knowledge of English by the time they start lower secondary school. This may be seen as a shift from language skills to a focus on content. In a similar way, teacher A and teacher D specifically mentioned that one of their goals was to teach students about English literature. However, teacher B and teacher C also emphasized the importance of spoken skills. Literature and spoken skills are emphasized in LK06 as well as LK20 (Utdanningsdirektoratet, 2006/2013, 2019). Consequently, it can be argued that the teachers in this study generally had an understanding of their role as a teacher in line with the national curriculum.

All four of the interviewed teachers reported that they had experience with EE themselves, although all teachers except one rarely spoke English outside of their job. The teachers reported that they participated in EE activities by reading books, watching TV shows or listening to podcasts. Thus, they seemed to primarily use EE receptively. According to Sundqvist and Sylvén (2016), listening and reading in English reflect receptive EE skills. Consequently, EE seemed to be something the teachers were familiar with. Since teacher cognitions include "what teachers know, believe and think" (Borg, 2003, p. 1), their experience with EE can perhaps influence what they do in practice. In light of the findings in this study (see section 5.2) and previous research (Rindal, 2019; Sundqvist & Sylvén, 2016), students also seem to be extremely familiar with EE activities. Teachers' knowledge and familiarity with EE activities can therefore be seen as beneficial in teachers' practice.

The teachers all believed that students have a solid understanding of the English language as a result of EE activities. Teacher A, B and C noted that although EE activities thus can promote their students' motivation to learn English, they at the same time explained that it is a challenge to motivate their students to speak English in class. Although students have this solid understanding of English, they are still reported to be reluctant speakers. Reluctant speakers are often affected by cultural, linguistic, psychological or affective factors, such as anxiety (Nunan, 1999). This is also reflected in Krashen's (1982) affective filter hypothesis, which describes that there are different factors, or filters, that influence a learners' acquisition of a second language. A speaker with high levels of anxiety may not want to speak in class. Awareness of the way teachers should meet challenges such as reluctant speakers can be beneficial to influence the degree to which the students speak the English language in the classroom. As a result, one may suggest that knowledge of such challenges and ways to increase a safe classroom and learning environment should be focused on by teachers. Thus, in spite of participating in EE activities, learners still have to practice spoken interaction in a safe learning environment as oral skills are pointed out as one of the basic skills in the curriculum (Utdanningsdirektoratet, 2006/2013, 2019).

Teacher C and teacher D specifically mentioned that by participating in EE activities, students are exposed to a language that is very informal, which they viewed as a challenge with the increase of EE activities among students. Informal learning is reflected in Benson's (2011a) *Model of L2 English learning* (fig. 1.), where EE is considered informal as the environment the learning happens in is not organized by a teacher. However, previous studies have shown that EE activities increase students' competence in English (Nunan, 1991;

Sundqvist & Sylvén, 2012). Nonetheless, EE may still, overall, be beneficial, although informal use is a challenge to be considered.

The teachers had similar beliefs concerning the differences between students learning English through EE activities as opposed to learning English in school. Generally, the teachers reported that students learn more about the content of the English-speaking world as well as practicing their written skills to a larger degree in school, compared to outside of school. The teachers believed that students primarily used their receptive skills through EE activities. Such skills include listening to TV shows and reading text messages for instance. The curriculum requires teachers to focus on the basic skills, which also include productive skills such as written and spoken skills (Utdanningsdirektoratet, 2006/2013, 2019). This may explain their beliefs about how students learn more content and written skills in school. Thus, a larger focus on students' written skills can improve students' written skills they may not practice through EE activities. Nonetheless, it is important to note that EE activities that include written communication can affect students' development of English in a positive way, which is supported by Lam (2000).

5.2.   Students' beliefs and reported experiences concerning EE

All students in this study reported that they participated in EE activities to a great extent. The majority of the students watched TV shows, while some of them reported to play video games. Additionally, many of the activities they mentioned included digital tools such as a phone or a computer, which they used to participate in social media and communicate with friends. Extensive reading, such as reading a book for pleasure, did not seem to be part of their EE activities except for student E. She mentioned that she read books primarily in English. Sundqvist and Sylvén (2016) support the view that reading is one of the most effective learning strategies. The other students did not explicitly mention that they read during EE activities. Student C noted that she read articles, but she did not mention books. It seemed that reading books was not favored by the students as an activity they participated in outside of school. Sundqvist (2009) found reading as one of the most favorable EE activities for developing English L2 skills, which may imply a need for more reading during English lessons, which teacher A suggested, but found difficult to carry out.

Many of the students seemed to have started participating in EE activities from a young age. Whereas student A and student F started particularly young, when they were six years old, the other students reported that they started later. The students seemed to use a TV and their phone when they were exposed to English outside of school. Graddol (2006) argues

that the world is going through a continuous change with technological advancements that can have implications for people's language patterns. Additionally, different trends in the economy and the social and political world have changed the way people view English. Because of such trends, English is regarded as a basic component in education in many countries, which further increases the importance of English in the global world (Graddol, 2006). English is also considered an essential language for communicative and situational demands in Norway (Rindal, 2019). Norwegian students' extensive exposure to English outside of school by travelling and using social media may also emphasize its use in Norway (Rindal, 2019). The increase of technological advancements and the global and local importance of English may align with the students' responses as they have been prone to meeting the language outside of school since they were very young.

Overall, the students believed that EE activities increased their vocabulary. This corresponds to the teachers' beliefs about the effects of EE activities. However, student A and student B argued that EE activities also increased their written skills. This does not align with what the teachers reported about their students' English development from EE activities. The teachers noted how students may increase their vocabulary, but their written skills should be paid more attention to in school. The students' beliefs are especially important as they can explain the decisions that students make in learning and their relationship to their L2 (Kalaja et al., 2018). Furthermore, if someone believes that they develop their written skills through EE activities, it is important that the teachers become aware of such beliefs in order to support the students' learning (Kalaja et al., 2018).

As the students reported that EE activities increased their knowledge of the English language, either by pronouncing things better or increasing their vocabulary, it may reflect Krashen's (1982) input hypothesis. The input hypothesis states that learners acquire language that is somewhat more difficult than what they already know. As the majority of the students believed they developed their vocabulary and understanding of English through various EE activities, it indicates that those activities give them comprehensible input. Therefore, it seems evident that some of the EE activities students have participated in have contained language that is slightly more difficult than what they previously knew.

It was clear that the students believed that EE activities made them understand the English language to a larger degree. However, the majority mentioned that they either learn more in general, or learn more about written English in school, which correlates with the teachers' responses about the need for more writing instruction in school despite the increase of EE activities. Written skills are one of the basic skills in the present and previous

curriculum, which means that it is viewed as an important skill in students' development of English (Utdanningsdirektoratet, 2006/2013, 2019). With the perceived increase of EE activities among Norwegian students, they seemed to mostly practice their receptive skills through those activities, by listening or reading text online. This may also suggest that the focus for schools should be on developing students' productive skills, such as spoken and written skills.

5.3.   Teachers' beliefs about language identity in L2 English

All of the teachers expressed that they identified with the English language. Although teacher A had previously lived in an English-speaking country and teacher D's first language was English, teacher B and teacher C also explained that English was a part of who they were. Teacher B specifically explained that his English language identity came through when he was teaching. As explained by Ushioda (2011), the identities teachers bring into the classroom may engage the identities of their students. The more teachers encourage students to speak and engage in the L2 classroom, the more likely students are to become motivated and invested in the language learning (Ushioda, 2011). Seeing that all of the English teachers interviewed considered English as a part of their identity, it can possibly influence their students to understand the importance English have for them. This way, students can essentially become affected by their teachers' view of and identification with English.

Regarding teachers' identities and how they can engage the identities of students, interaction seems to be a central aspect. This is reflected in Norton's (1995) idea that language learning involves taking part in social interactions that engage the identities of the language learners. By engaging the students' identities, teachers may function as the facilitator of the social interactions inside the classroom. Those interactions may affect how students first meet the language and their future relationship to it. Interaction is also central in Vygotsky's (1978) ZPD, where teachers function as a more competent adult that can assist students in achieving tasks they otherwise would not be able to. The interaction in which teachers assist or guide students can thus contribute to their development of their own language identity as well as their English language development. Additionally, students' past learning experiences with their L2 can affect them negatively and possibly cause them to become reluctant speakers (Nunan, 1999). This further emphasizes the importance of creating a safe L2 learning environment.

All of the teachers in the study acknowledged that they sometimes code-switched. However, teachers B and D did not view it as favorable. Teacher D noted that by socializing with other people, it can be difficult to resist code-switching completely. This belief may be explained by shifts in identity by wanting to affiliate or disaffiliate with particular groups (Le Page & Tabouret-Keller, 1985). By taking part in a social group, an individual chooses to identify with that group. By identifying with a social group, one may have shifts in talk in order to fit in with the linguistic community in that group (Le Page & Tabouret-Keller, 1985). Furthermore, teacher A and C noted that English was a natural part of their lives. Yet, in spite of this, they did not actively take part in an English-speaking community. In contrast, teacher B and D noted that they were aware of the English-speaking community they were taking part in. Teacher D viewed the English-speaking community as a heterogeneous group. Teacher D's response is similar to Norton's explanation of poststructuralists' view of linguistic communities, where the meaning of language needs to be seen in relation to its social meaning (Norton, 2010). In other words, the meaning of a word does not necessarily need to mean the same for two different people and may differ in relation to the social context where it is placed.

When the teachers were asked what they believed their students' relationship with the English language was, teacher A, B and C noted that they believed it was a natural part of their lives and that students feel that they are taking part in an English-speaking community. Their beliefs may strengthen the arguments about how natural English has become due to increased travelling, globalization and use of social media (Graddol, 2006; Rindal, 2019). Additionally, teachers' beliefs and cognitions are often shaped by their own experiences (Barnard & Burns, 2012; Borg, 2009). As a result, it can suggest that the beliefs of the teachers in this study may be seen to be constructed through their own identity and experiences. Since they viewed English as a natural part of their own lives, the beliefs they have about their students may be similar to their own experiences. In contrast, teacher D believed that students did not feel that they were part of a global English-speaking community. The degree to which teacher D believed the students would report taking part in a global English-speaking community depended on the amount they were able to use the language in authentic contexts. Interestingly, all of the teachers mentioned that there are groups of students who primarily speak English, both at school and outside of school. This may emphasize the interest and identification with the English language among Norwegian students.

The teachers reported that their students were motivated by different factors. Teachers A and C pointed out that they believed students' motivation were influenced by wanting a good grade. It can be argued that wanting a good grade is either a part of students' ideal self or their ought self. Wanting a good grade may be influenced by their own wishes, where a good grade would represent their ideal self (Ushioda, 2011). However, if students' wish to receive a good grade is influenced by a parent or a fear of a negative consequence, it may refer to their ought self (Ushioda, 2011). Additionally, teacher A believed that students are given more opportunities than before, such as being able to travel from a younger age. Consequently, she believed that students did not view English as something they have to know because opportunities are not limited only to speakers who are extremely good at English. Seeing as students learn English from a very young age in Norway, their English skills may be decent enough by the time they begin in lower secondary school, which may explain teacher A's belief that students have similar opportunities concerning travelling, for instance.

Teacher B reported that for many students, learning English is passive. He believed that many students view the language as something they learn at school because they will use it in the future. He also noted that since many of them are good at speaking English, they may become demotivated to continue developing their English skills. Additionally, several teachers, A, C and D, believed that students are motivated to learn English in order to understand the English used in video games and to be able to communicate with people. In other words, it seemed to be a common belief among the teachers that their students' motivation was influenced by the wish to understand the language used in EE activities and to talk to English-speaking people. Ushioda (2011) clarifies that learners' identities are not viewed as a part of the social world, rather, what they want to represent. In other words, learner identities are viewed in relation to what they want to achieve and become. This may be influenced by their belief of personal efficacy. Thus, students' self-representation relies on their belief that they can develop their skills to better represent what they want to (Bandura, 2006). As a result, learners have to develop a relationship with new people by using their L2. Since identities are ways of relating 'the self' to the world, students engaging in social interactions with other English-speaking people can make their language identities more clear (Ushioda, 2011).

5.4.   Students' beliefs about language identity in L2 English

Interestingly, there was a substantial difference between the responses from school 1 and school 2 among the students when they were asked about whether they identify with the English language or not. Student A and B, from school 1, did not necessarily view the English language as a large part of their identity. Student C, from school 1, explained that English was a part of her identity as she knew the language and could speak it. Student C, D and F viewed English as a large part of their identity, either from previous experience with the language or from participating in EE activities. By making students aware of their identities in relation to L2 learning and language use in the digital world, it can break down the difference between learning an L2 and their need for the L2 in their personal lives (Ushioda, 2011). A way to break the barrier between L2 learning and L2 use for students' personal lives may be to help students see the connection between their personal use of English through EE activities and using those activities as a drive for developing their L2 skills (Ushioda, 2011). Students' beliefs about their language identity may also influence their relationship with their L2, which can affect to which degree they become successful in it (Kalaja et al., 2018).

All of the students reported to code-switch to a large degree. Graddol (2006) explained that code-switching is a related characteristic of societies that use English as a second language. He noted that it is common to switch between English and other languages within one sentence, and because of this it is essential with communicative competence of code-switching norms in such societies (Graddol, 2006, p. 85). As code-switching is not only a characteristic of societies that use English as an L2, but also requires students to know a reasonable amount of English, it may imply that some Norwegians use English as a second language rather than a foreign language. Using the term L2 English in Norway and the Scandinavian context is also supported by Rindal (2019) and Sundqvist and Sylvén (2016). Additionally, the large degree of code-switching reported may further emphasize that English is a natural part of many Norwegian students' lives and identities.

Several of the students reported that they took part in a global English-speaking community, especially online or by playing video games. Student B explained that the reason for his participation was because many of the people he played video games with spoke English. They had developed their English competence through the interaction in video games, which had resulted in being able to understand each other better. Through interactions with others, student B reported to develop his English skills, which is reflected in Vygotsky's (1978) ZPD, where language learners can assist and function as a more capable peer to one

another. In addition, the role of English in the Norwegian curriculum (2019) is emphasized through the importance placed on the different skills students are supposed to acquire in English. Furthermore, students are expected to use other resources in addition to their textbooks in school to learn English (Utdanningsdirektoratet, 2019). It can be argued that this sets the tone for how English is viewed in the Norwegian society, as several of the students agreed that they took part in a global English-speaking community. The increase in access to digital resources and use of English outside of school among Scandinavian students are also pointed out by Sundqvist and Sylvén (2016).

All of the students reported that the way they pronounce words in English was affected by native speakers or EE activities. This can imply that EE activities may influence students' choice of accent when speaking English. Furthermore, it can indicate that meeting authentic texts and ways of speaking through EE activities may engage the students to want to become fluent in the language. Influence from social media in students' pronunciation is also reflected in Rindal (2010). It was clear that several of the students in this study had a natural relationship with the English language and strived to be able to speak English in a way similar to native speakers. A desire to target into the language community by speaking similar to native speakers of English also reflect students' self-representation as members of that community, which is pointed out by Ushioda (2011). As a result, it can be argued that although a few students hesitated when asked if they took part in a global English-speaking community, they may subconsciously wish to take part in one.

It seemed that the students viewed the EE activities they participated in as separate from their motivation to learn English. However, student A, B, C and F particularly expressed that they did not participate in EE activities with the intent of learning English, although they acknowledged that they learned something from them. In addition, student A and F pointed out that they were motivated to receive a good grade in English. Receiving a good grade is an external factor that can contribute to their motivation (Dörnyei et al., 2014). Such external factors can motivate the students. However, as the motivation is external, it can stem from other people's expectations. This way, the ought self may be what many students strive to become because of such expectations (Ushioda, 2011). Although there has been a shift from being externally motivated to becoming internally motivated, some learners are still using their external motivation to develop their English skills (Ushioda, 2011).

When the students were asked about what motivated them to learn English and the degree to which they were invested in the language, all of them explained that it was important for them to understand and to be understood. Several of them expressed that

knowing English was important because it can open for opportunities they otherwise would not have had. Such opportunities are jobs for instance, where they recognized that they may have to speak English in their future careers. Norton (2016) has emphasized that learners of a second language are investing in an identity as a speaker of the language at hand. Although several of the students did not view themselves as being invested since they did not view EE activities as practicing, they recognized the opportunities they would like to have in the future. Therefore, it can be argued that they were, in fact, invested in learning the language. Student E particularly mentioned that she was motivated to learn English in order to be able to help other people know English. Imagined communities can spark an interest and more investment in learning a second language, Norton (2016) explains. Student E's imagined community was somewhere she was able to communicate and interact with other English-speaking people, which can explain her investment and motivation in developing her English skills.

All of the students, except from student B, found classroom activities that included speaking activities most motivating. This can suggest that CLT is a meaningful way to teach L2 English. CLT places its focus on teaching English for a communicative purpose (Richards & Rodgers, 2014). This aligns with their previous beliefs where the students expressed that the most important reason for learning English was to understand and to be understood. Surprisingly, all of the students at school 2 (D, E and F), in addition to student A, reported that they enjoyed presenting in front of the class. Student E did not particularly mention presentations, however, she explained that she found everything motivating, which thus includes presentations. It is important to note that all of the students at school 2 chose to carry out the interview in English. This may emphasize exactly how comfortable these students were in speaking and using the English language. In presentations, however, students are often more likely to choose the topic they are presenting to a larger degree, which can trigger their internal motivation and thus become more enjoyable.

5.6.   Teachers' reported practice

The teachers explained how they taught their students English by giving examples of classroom activities they carried out. All teachers reported to use digital tools in their lessons and their responses showed that lessons were frequently more content- than language-based. Teacher A and teacher C explained that a regular task was to give the students a text about a topic, either printed out or digitally, and then the students were expected to answer questions

about it afterwards. Teacher C mentioned that they were moving away from teaching grammar instruction alone, although she sometimes taught it. Teacher D discussed bringing up topics that students were exposed to outside of school and explaining the context. As teacher C noted that she was moving away from teaching grammar alone, in addition to the other teachers who mentioned that they taught more content-based English, this implies that grammar instruction is not emphasized in some Norwegian classrooms. This mirrors how CLT and CBI may be approaches that the teachers believed were more relevant for students (Richards & Rodgers, 2014). Consequently, fluency seemed to be more important than accuracy for the teachers. Their emphasis on content may be linked to fluency as it includes students' global language proficiency, while accuracy is traditionally linked to errors or deviations in the language (Housen et al., 2012). Furthermore, CLT, CBI and an emphasis on teaching language as a communication tool seemed to be reflected in the teachers' reported practice.

In relation to moving towards a classroom filled with more content-based English, teacher A pointed out how interdisciplinary tasks had become more common. Interdisciplinary topics are specifically emphasized in the Knowledge Promotion (Utdanningsdirektoratet, 2019). They function as a way of learning from different subjects, as teacher A pointed out by explaining that they had carried out projects where she had lectured in English, but the content was based on the social studies subject. A few of the students noted that they found the English subject more motivating when they were interested in the topic, which can imply that interdisciplinary topics are more motivating as the content is not necessarily based on the English language. Teacher B also suggested that a focus on the content may feel motivating for the students. The idea of content as motivating is reflected in CBI, where it places a particular focus on prior knowledge and interests that students' have outside of school (Richards & Rodgers, 2014), which the students seemed to enjoy.

Teacher A and teacher D highlighted reading as a classroom activity that they believed was especially beneficial for their students' development of English. When students read books, they are exposed to a large amount of words. It can be argued that students may not understand all the words they encounter in books. However, they may understand them in the context they are placed. As a result, they can acquire a larger vocabulary than what they previously had. This can be related to Krashen's (1982) input hypothesis, where learners acquire language by being exposed to input that is a little beyond what they already know (Krashen, 1982). Additionally, teacher A, teacher B and teacher C emphasized that it is important that students use the language. The importance of using the language, or output, is

reflected in Swain and Lapkin (1995), where they argue that it can facilitate learning in ways that are different from input. The teachers seemed to believe that EE can only accommodate students' development of English to a certain extent. In other words, students still had to practice their productive skills, which is supported by Sundqvist and Sylvén (2016). In addition, teacher D mentioned that he gave his students suggestions of which movies to watch as well as book recommendations. Teacher B and teacher C also noted that they tried to connect their students interests and EE activities to what they do in school. Giving students recommendations and taking their interests into consideration is also pointed out by Sundqvist and Sylvén (2016) as a way to utilize EE activities in teachers' classroom practice.

The teachers appeared content with the Knowledge Promotion (2019). Although teacher A expressed that it may be difficult to carry it out as intended, it still offered the possibility for more specialization in various topics. Teacher B and teacher D also noted that it could be easier to connect in-class learning with what they do outside of school, which could be more motivating for students. In-depth topics, which is emphasized in LK20, may also connect EE activities and in-school learning to a larger degree because the topics are not specified to the same degree (Utdanningsdirektoratet, 2019). Teacher C, on the other hand, was satisfied with the practicalities of the Knowledge Promotion. She particularly mentioned how the English subject only requires one grade, as opposed to two, previously. Only setting one grade, instead of two, can potentially put less pressure on the teachers' workload. This may give them more room to plan lessons and give student feedback. However, this would have to be researched further.

5.7.   Implications for teaching

The reported findings have various implications for the teaching of English in Norwegian classrooms. The findings showed that students and teachers participate in EE activities to a large degree, causing them to possibly become extremely familiar with the English language. In line with what previous studies have concluded (Brevik, 2019; Nunan, 1991; Sundqvist & Sylvén, 2012), and the participants own responses in this thesis, one may suggest that students develop their English skills by participating in EE activities. Although not all students speak the language during EE activities, they are continuously exposed to it. This places a significant demand on teachers and what they do in practice, where they have to accommodate students with different needs in the classroom. Whereas some students are extremely familiar with the language, others may not be. This is a difficult task, where

teachers are wedged between making lesson plans that should fit all students in one class. It seems important to have a dialogue with students about their prior knowledge and interests in order to carry out the English L2 learning more successfully, as suggested by Murphey and Falout (2010) and Sundqvist and Sylvén (2016).

Written skills are important to focus on, especially since the findings showed that the students rarely wrote English during the EE activities. Although it is difficult to generalize from the findings in this thesis alone, there seems to be a general agreement that written skills should be paid attention to in the English subject. In addition, written skills are one of the skills that are emphasized in the curriculum (Utdanningsdirektoratet, 2006/2013, 2019). However, teachers should not suppose that all students participate actively in EE activities. This is also pointed out by Sundqvist and Sylvén (2016), since the levels of L2 learners of English differ. The reason for that is explained through their different exposure to and use of EE activities. Although written skills should be focused on, it is essential to practice students' oral skills as well. The degree to which students actively use the language in EE activities was not studied as it was beyond the scope of this thesis. It is therefore difficult to determine which activities should be paid most attention to in school. Nonetheless, it may be important to practice a variety of the basic skills pointed out in the curriculum, where students, regardless of EE activities, are able to practice and develop their English skills.

It is difficult to draw a strong conclusion on the implication of language identity in classroom practice. The students agreed that English is an important language to know. When they were asked about language identity, some of them explained that they identified with the language, and some noted that they had not thought about their English language identity before. Making students aware of their beliefs, or non-existing beliefs, about language identity, can encourage them to consider them in order to become more aware of their choices in their L2 learning (Kalaja et al., 2018). Among the teachers' responses, they reported that they believed students feel that English is a natural part of their lives, despite their identification with it. Communicative tasks which allow students to speak English were something the majority of the students found motivating.

Since English is viewed as an important subject in Norwegian schools, students' opinions about classroom activities should be heard. They can contribute to creating an overall motivation and willingness to learn among students (Murphey & Falout, 2010). As a result, one may suggest that students feel a sense of belonging and identification with the English language. Another way teachers can increase students' view and identification with English is to speak a substantial amount of English during their own teaching. Students may

become more invested in learning English when teachers speak English because it can urge them to understand the language. This is also emphasized in the curriculum, since it acknowledges that students should experience that knowing English is an asset in school and outside of school (Utdanningsdirektoratet, 2019).

5.8.   Contribution, limitations and suggestions for further research

Since the current study relies on a qualitative research methodology, through the use of interviews, the main limitation is the low number of participants. This means that it is difficult to generalize the findings to the majority of the population. The conclusions concerning EE and language identity that can be drawn can therefore only be tentative. However, a qualitative study allows for in-depth exploration of teachers' and students' beliefs, which contributes with thorough responses and greater insight into their beliefs and experiences. As for further research, it may be beneficial to include a larger sample size to be able to draw a stronger conclusion.

Another limitation of the study is the use of semi-structured interviews. Although the interviews were carried out in person, qualitative studies are more prone to the presence of errors in the research process (Dörnyei, 2007). With interviews, there is a possibility of interpreting the responses differently from the participants' intended meaning. The study would have benefitted from a follow-up interview or receiving feedback from the participants to confirm that their responses were conveyed in line with their intended meaning. Nonetheless, by including both teachers' and students' beliefs about EE and language identity, their responses may be compared and discussed, which can strengthen the validity of the study (Dörnyei, 2007).

The lack of classroom observations is also a limitation. As the study aimed to investigate teachers' practice, classroom observations could strengthen the findings concerning the relationship between teachers' beliefs and their practices. This limitation is a result of the scope of the study. It could be valuable with further research on teachers' practices in the context of EE and language identity by having observations in classrooms. Observations could examine the relationship between teachers' beliefs and practices in more detail, to better encompass any deviations in their beliefs and practices.

In spite of the limitations, the present study contributes to the field of L2 English research by including both teachers' and students' beliefs. In addition to strengthening the validity of the research, it also provides insight into what students believe about their own

learning in connection with EE and language identity. This allows students' voices to be heard, which is seen to be important for their motivation and willingness to learn (Murphey & Falout, 2010). The study also contributes to gaining insight into teachers' and students' beliefs and reported experiences concerning these topics. This is important because it is perceived to have implications for the teaching of L2 English (see section 5.7). Knowledge of such topics can therefore possibly improve the teaching and learning of L2 English in the context of EE and language identity in Norwegian classrooms.

In addition to including a larger sample size and classroom observations, further research could also focus on pre-service teachers' beliefs and reported experiences of EE and language identity. As they are the teachers of the future, it can be valuable to gain insight into their beliefs and experiences as they may have learned English though EE themselves. Research about pre-service teachers can contribute with valuable data for the future L2 classroom in regard to EE and language identity.

6.0   Conclusion

This thesis aimed to study the beliefs and reported experiences that teachers and students have concerning EE and language identity. A qualitative research method was employed to carry out interviews with four teachers in the 9th and the 10th grade, in addition to six students in the 10th grade. The present thesis attempted to answer five research questions, which included what teachers and students believed and reported to experience concerning EE and language identity. Additionally, the last research question included what teachers believed and reported to practice concerning their role as an English teacher in the context of EE.

Concerning teachers' beliefs and reported experiences in regard to EE, the teachers seemed to use EE activities receptively, by reading or listening. The teachers believed that by taking part in EE activities, students gain a solid understanding of the English language. However, the majority of the teachers reported that they found it challenging that many students are reluctant to speak English inside of the classroom. The presence of such issues as reluctant speakers may be improved by creating a safe learning environment where learners can have a good learning experience (Nunan, 1999). Another challenge concerning EE activities mentioned by the teachers was that students are exposed to informal English. As a result, informal language is a challenge to be considered. The teachers also believed that students learn more about the content of the English-speaking world in addition to written skills in school, compared to outside of school through EE. This was explained by their focus on content and their belief that written skills are generally less practiced in EE activities. It seemed that the teachers in this study had a common understanding of their role as an English teacher. They revealed that their role as an English teacher in today's society was to teach students more about content and English literature. This belief about their role as an English teacher may also serve as a basis for their reported practices.

The students reported to have substantial experience of EE. They conveyed that they participated in several EE activities. The activities they reported to take part in included watching TV shows, playing video games, using social media and communicating with friends. Similar to the teachers, they primarily used EE receptively. Extensive reading did not seem to be a common activity among the majority of the students, which may indicate that teachers should focus on extensive reading in the classroom, which is supported by (Sundqvist, 2009). As for the age they started participating in EE activities, and the time they spent on it, they were relatively young, and they seemed to spend a significant amount of time on EE activities. Consequently, the findings indicates that for some Norwegian students, EE

allows them to highly interact with the English language outside of school, which possibly makes them extremely familiar with the language. This view is also supported by Rindal (2019). Overall, the students believed that their vocabulary increased by participating in EE activities, which was also reflected in the teachers' responses. However, some of the students also reported that their written skills increased. Their beliefs about the effects of EE may be explained through Krashen's (1982) input hypothesis as their responses indicated that they received comprehensible input through EE activities. Lastly, the students reported that they generally learned more English in school, compared to through EE activities. It seemed that although the students had a solid understanding of English, they still reported a need to practice their productive skills, such as their written and spoken skills.

As for beliefs about language identity, the teachers all identified with English and viewed it as part of their identity. The identities that teachers bring into the classroom may engage the identities of the students, which can possibly increase student motivation and investment in the language (Ushioda, 2011). The teachers did not view code-switching as favorable, although several of them noted that they sometimes did code-switch. This may emphasize how natural English is for Norwegian teachers of English. As for taking part in a global English-speaking community, the teachers reported that English is a natural part of their lives. Whereas teachers A and C did not actively take part in a global English-speaking community, teachers B and D reported to be aware of taking part in one. Those beliefs were also reflected in their beliefs about students' relationship with the English language. The majority, teachers A, B and C, believed that English was a natural part of their students' lives and that students are aware of the global English-speaking community they are part of.

The teachers believed that students become motivated to develop their English skills by both external and internal factors. An example given by teacher A and C were grades, which refers to an external factor. An internal factor, such as to understand what is being communicated, was also what the majority of the teachers believed motivated their students. It seemed that the teachers believed what motivated many students was being able to communicate with other speakers of English and to understand the content of the EE activities they participate in.

Similar to the teachers, the majority of the students also identified with the English language. There was a difference between the two schools in the current thesis, as all students in school 2 identified strongly, whereas only one student (A) viewed English as a part of her identity at school 1. As explained by Ushioda (2011), it may serve students well to be made aware of their language identities because it may reduce the breach between language

learning in school and extramurally. The students' large use of code-switching can emphasize how natural English is in their lives and identities. Taking part in a global English-speaking community was also something the majority of the students reported by being online or playing video games. As for their relationship with English, they reported that their pronunciation was largely influenced by both native speakers of English and EE activities.

The students in the present thesis seemed to view EE activities separate from their motivation to develop their English skills. As some of them noted, they did not participate in EE activities with the intent to practice their L2 skills, which aligns with Sundqvist and Sylvén (2016) view of how EE is usually separate from any educational context. Although there has been a shift from being externally motivated to becoming internally motivated (Ushioda, 2011), some students seemed to still be externally motivated to develop their English skills. As for their motivation to develop their L2 skills, the students reported that it was important for them to understand and to be understood. Several of them also highlighted that they could gain opportunities by knowing English, which implies that they were, to some extent, invested in the language. The classroom activities they found most motivating included speaking, which can suggest that CLT, or focusing on the communicative aspect of L2 English, is a suitable way to teach in the L2 classroom.

As for the teachers' reported practice, they all used digital tools and they reported that their lessons were frequently more content-based rather than language-based. This may indicate that grammar instruction is not emphasized in some Norwegian classrooms and that content has become more important, which may reflect elements of CBI (Richards & Rodgers, 2014). Two of the teachers believed that reading was especially beneficial for their students' English language development. All of the teachers, except one, reported that it was important for them that students use the language. Furthermore, several teachers expressed that they tried to connect their students' interests to the classroom activities they carry out in school, which is argued to utilize EE activities in the classroom (Sundqvist & Sylvén, 2016).

The current thesis has tried to contribute within the field of L2 English to gain a better understanding of teachers' and students' beliefs concerning EE and language identity. The findings of the study have shown that in spite of EE activities, they can only accommodate students' language development to a certain extent, which implies that teachers should still focus on a variety of the skills emphasized in the curriculum. Additionally, the findings indicate that teachers may continue to bring their own identities, as well as their students' interests into the classroom to further engage and motivate students of L2 English.

However, there are limitations to this study, as it relied on a qualitative research method. It is difficult to generalize the findings in this thesis to the majority of the population, and for that reason, the researcher suggests that future research could benefit from including a broader sample size. This could contribute with a larger set of data concerning teachers' and learners' beliefs and experiences concerning EE and language identity, so as to better understand how L2 English can be taught. It can also contribute with data that teachers can rely on in order to create more meaningful classroom activities for more successful L2 English teaching.

Further studies could also aim at focusing on classroom observations to find out more about teachers' practice in the context of EE. Since EE is a relatively new concept, more research is needed to provide data of how L2 English should be taught in regard to EE. This could potentially strengthen the relationship between their beliefs and practices. Additionally, a study of what pre-service teachers believe about this topic can be beneficial as they have recently been students themselves and have possibly developed their own English competence through EE.

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8.0   Appendices

Appendix A: Approval from the Norwegian Centre for Data Research

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

Students and Teachers' Beliefs of Extramural English and Language Identity

Referansenummer

563687

Registrert

04.12.2020 av Anne Wallin Nordhus - anw.nordhus@stud.uis.no

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for kultur- og språkvitenskap

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Torill Irene Hestetræet, torill.hestetreet@uis.no, tlf: 51831358

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Anne Wallin Nordhus, anwano@hotmail.com, tlf: 45282738

Prosjektperiode

01.11.2020 - 31.05.2021

Status

07.01.2021 - Vurdert

Vurdering (1)

07.01.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 07.01.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD VESENTLIGE ENDRINGER
Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:
https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-

Appendix B: Teacher information letter and consent form

Vil du delta i forskningsprosjektet
"A study of the relationship between language identity and extramural English in the English subject in lower secondary school"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut lærere og elevers holdninger om språkidentitet og sammenhengen med engelskspråklige aktiviteter utenfor skolen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet med denne masteroppgaven er å finne ut hvilke holdninger lærere og elever har om sin engelske språkidentitet og sammenhengen med engelskspråklige aktiviteter utenfor skolen. Spørsmålene du vil bli stilt handler om hvilken rolle lærere har i engelskundervisningen når elevene lærer så mye engelsk utenfor skolen. Spørsmålene er rettet mot engelskspråklige aktiviteter utenfor skolen, altså «extramural English», og språkidentitet. Du vil også bli stilt spørsmål om dine egne tanker og holdninger til engelskspråklige aktiviteter utenfor skolen og språkidentitet innenfor engelskfaget som lærer. Til slutt vil du bli spurt om undervisningen din og hva du gjør i praksis.

Hvem er ansvarlig for forskningsprosjektet?
Forskningsprosjektet gjennomføres av Anne Wallin Nordhus i forbindelse med den avsluttede delen av min 5 årige lektorutdannelse ved Universitetet i Stavanger.

Hvorfor får du spørsmål om å delta?
Deltakerne er til dels tilfeldig valgt ut. Forsker har tatt kontakt med lærere på egen arbeidsplass som hun har liten kontakt med for å sikre mest mulig uavhengighet og integritet. Forsker har også tatt kontakt med lærer på annen skole som hun har tidligere bekjentskap til, og denne læreren har videreformidlet beskjed til andre deltakere i forskningsprosjektet.

Hva innebærer det for deg å delta?
Å delta i dette prosjektet innebærer å delta i et intervju som vil vare i ca. 45 minutt. Intervjuet vil bli tatt opp for at jeg skal kunne lytte til informasjonen du gir meg i intervjuet.

Lydopptaket vil også gjøre at jeg kan bearbeide de svarene jeg får i større grad. Intervjuet inneholder spørsmål om engelskspråklige aktiviteter utenfor skolen og hvordan disse kan påvirke elevers holdninger til engelskfaget. Du vil også bli stilt spørsmål om språkidentitet som lærer, og også i forbindelse med motivasjon og kunnskapstilegnelse i engelskfaget. Alt av informasjon vil bli slettet når prosjektet er ferdig, og jeg trenger ingen personlige opplysninger om deg annet enn hvor lenge du har vært lærer og hvilken utdanning du har. Dersom du ikke ønsker å svare på dette er det også greit.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Du vil være en av fire engelsklærere fra to forskjellige skoler som deltar i dette prosjektet.

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. Det er kun min veileder og jeg som vil ha tilgang på opplysningene som blir samlet inn. All informasjon vil bli anonymisert, og du vil ikke kunne gjenkjennes i en publikasjon. Etter prosjektslutt vil all informasjon slettes.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene, inkludert lydopptak slettes når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i mai 2021.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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 kan du ta kontakt med meg på mail: anwano@hotmail.com eller på telefon: 45282738. Du kan også ta kontakt med min veileder, ansatt på Universitetet i Stavanger Torill Irene Hestetræet på mail: torill.hestetreet@uis.no. UiS sitt personvernombud kan nåes på: personvernombud@uis.no

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

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Anne Wallin Nordhus

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *[A study of the relationship between language identity and extramural English in the English subject in lower secondary school]*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i prosjektet gjennom et intervju med lydopptak med masterstudenten Anne Wallin Nordhus

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

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(Signert av prosjektdeltaker, dato)

Appendix C: Student information letter and consent form

Vil du delta i forskningsprosjektet
"A study of the relationship between language identity and extramural English in the
English subject in lower secondary school"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut om lærere og elevers holdninger om språkidentitet og sammenhengen med engelskspråklige aktiviteter utenfor skolen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet med denne masteroppgaven er å finne ut hvilke holdninger lærere og elever har rundt sin engelske språkidentitet og sammenhengen med engelskspråklige aktiviteter utenfor skolen. Spørsmålene du vil bli stilt handler om hva du kan lære i engelsk utenfor skolen og hvordan dette kan påvirke deg i engelskfaget på skolen. Spørsmålene er rettet mot engelskspråklige aktiviteter utenfor skolen, altså «extramural English», og språkidentitet. Du vil bli stilt spørsmål om dine egne tanker og holdninger til engelskspråklige aktiviteter utenfor skolen og språkidentitet innenfor engelskfaget.

Hvem er ansvarlig for forskningsprosjektet?
Forskningsprosjektet gjennomføres av Anne Wallin Nordhus i forbindelse med siste året av min femårige lektorutdanning ved Universitetet i Stavanger.

Hvorfor får du spørsmål om å delta?
Deltakerne er valgt ut gjennom bekjentskap med skoler.

Hva innebærer det for deg å delta?
Å delta i dette prosjektet innebærer å delta i et intervju som vil vare i ca. 45 minutt. Intervjuet vil bli tatt opp for at jeg skal kunne lytte til informasjonen du gir meg i intervjuet. Lydopptaket vil også gjøre at jeg kan bearbeide de svarene jeg får i større grad. Intervjuet inneholder spørsmål om engelskspråklige aktiviteter utenfor skolen og hvordan disse kan påvirke dine holdninger til engelskfaget. Du vil også bli stilt spørsmål om språkidentitet i

forbindelse med motivasjon i engelskfaget. Alt av informasjon vil bli slettet når prosjektet er ferdig, og jeg trenger ingen personlige opplysninger om deg annet enn kjønn og alder.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Du vil være en av seks elever fra to forskjellige skoler som deltar i dette prosjektet.

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. Det er kun min veileder og jeg som vil ha tilgang på opplysningene som blir samlet inn. All informasjon vil bli anonymisert, og du vil ikke kunne gjenkjennes i en publikasjon. Etter prosjektslutt vil all informasjon slettes.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene, inkludert lydopptak slettes når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er i mai 2021. Intervjuene vil bli anonymisert og transkribert. Dette vil også bli slettet ved prosjektslutt.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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 kan du ta kontakt med meg på mail: 239491@uis.no eller på telefon: 45282738. Du kan også ta kontakt med min veileder, ansatt på Universitetet i Stavanger Torill Irene Hestetræet på mail: torill.hestetreet@uis.no. UiS sitt personvernombud kan nåes på: personvernombud@uis.no

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Med vennlig hilsen

Anne Wallin Nordhus

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *[A study of the relationship between language identity and extramural English in the English subject in lower secondary school]*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i prosjektet gjennom et intervju med lydopptak med masterstudenten Anne Wallin Nordhus

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

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(Signert av prosjektdeltaker, dato)

Appendix D: Teacher interview guide

Introduction

- How many years have you taught English?

  Hvor mange år har du undervist i engelsk?

- What are your general teaching qualifications?

  Hva er dine generelle kvalifikasjoner som lærer?

- What are your qualifications in English?

  Hva er kvalifikasjonene dine i engelsk? (studiepoeng)

Beliefs about extramural English

- What do you think is your role as an English teacher now that the learners learn a lot of English outside of school?

  Hva tenker du er rollen din som engelsklærer nå som elevene lærer så mye engelsk utenfor skolen?

- In what situations do you speak English outside of your job?

  I hvilke situasjoner snakker du engelsk utenfor jobben din?

- In what situations do you read/write/listen to English outside of your job?

  I hvilke situasjoner leser/skriver/hører du engelsk utenfor jobben din?

- How do you think extramural English activities affects your students' language development?

  Hvordan tror du engelskspråklige aktivitieter utenfor skolen påvirker elevene dine sin språkutvikling?

- To what extent do you think it extramural English is beneficial for your students' language development?

  I hvilken grad tror du engelsksspråklige aktiviteter utenfor skolen er gunstig for elevene dine sin språkutvikling?

  o How can extramural English activities have a positive impact in classroom activities/what is carried out in the classroom?

    Hvordan kan den engelsken elever lærer utenfor skolen bidra positivt til det som skjer i klasserommet/på skolen?

- What do you think your students can learn outside of school that they cannot learn at school?

- Hva tror du at elevene kan lære av engelskespråklige aktiviteter utenfor skolen som de ikke kan lære på skolen?
- What do you think your students can learn at school that they cannot learn outside of school in the English subject?
Hva tror du at elevene kan lære på skolen i engleskundervisningen som de ikke kan lære utenfor skolen?
- Which types of activities do you believe are the most beneficial factors contributing to your students' English language development? Both extramurally and in general.
Hvilke typer aktiviteter tror du er de mest gunstige faktorene som bidrar til elevene dine sin engelske språkutvikling? Både utenfor skolen og generelt.
- Do you think students who participate in extramural activities to a greater degree are better prepared for learning English in 10th grade?
Tror du elever som tar del i engelskspråklige aktiviteter utenfor skolen i større grad er vil ha en fordel i engelskundervisningen i 10. klasse?
    o Why/why not?
    Hvorfor/hvorfor ikke?
- What do you believe is the relationship between students' participation in extramural English activities and their competence in the English subject?
Hva tror du er forholdet mellom elevenes deltakelse i engelskspråklige aktiviteter utenfor skolen og deres kompetanse i engelskfaget?
- Can you think of any challenges or disadvantages in relation to spending a lot of time on informal/out-of-school English rather than primarily relying on learning English at school?
Kan du tenke deg noen ulemper ved å bruke mye tid på uformell engelsk utenfor skolen i stedet for å primært lære engelsk på skolen?

Beliefs about language identity
- To what extent do you feel that English language is part of your identity?
I hvilken grad føler du at det engelske språket er den del av identiteten din?
- Do you feel that you are a part of a global English-speaking community?
Føler du at du tar del i et globalt engelskspråklig fellesskap?
- Do you think your English language identity as an English teacher is different from your private English language identity?

Føler du at den engelske språkidentiteten din som engelsklærer er forskjellig fra den private engelskspråklige identiteten din?

- o Why/how//why not?

  Hvorfor/hvordan/hvorfor ikke?

- Do you feel that having access to technology and digital tools affects your identity and concept of yourself as an English teacher?

  - o Føler du at tilgangen på teknologi og digitale ressurser påvirker identiteten din eller synet av deg selv som en engelsklærer?

- To what extent do you use English words or code-switch to English when speaking Norwegian both as an English teacher and as a private person??

  I hvilken grad bruker du engelske ord når du snakker norsk som engelsklærer og som privatperson?

  - o Can you think of any examples that you use a lot when you use English words while speaking Norwegian?

    Kan du komme med noen eksempler av engelske ord du bruker når du snakker norsk?

- What extramural English activities do you participate in? For example, video games or social media platforms where the main language is English?

  Hvilke engelskspråklige aktiviteter utenfor skolen/jobben din tar du del i? For eksempel videospill eller sosiale media hvor hovedspråket er engelsk.

  - o Does your participation in extramural English activities make you feel like you are part of a global English-speaking community?

    Gjør deltakelsen din i engelsksspråklige aktiviteter at du føler at du tar del i et globalt engelskspråklig fellesskap?

    - ▪ In what situations?

      I hvilke situasjoner?

- Do you think your students feel like they are members of a global English-speaking community?

  Tror du at elevene dine føler at de er med i et globalt engelskspråklig fellesskap?

- How do you think your students develop their language identity in English?

  Hvordan tror du elevene dine utvikler språkidentiteten sin i engelsk?

- What do you think is your students' relationship with the English language?

  Hva tror du er elevene dine sitt forhold til det engelske språket?

- Do you think your students change their accent or way of talking to become more similar to native speakers of English?

  Tror du elevene dine endrer uttalen eller måten de snakker på slik at den blir mer lik den engelsken de med engelsk som morsmål snakker?
- To what extent to you identify with L1 varieties of English?

  I hvilken grad identifiserer du deg med ulike varianter av engelsk?
- To what extent do you think students identify with L1 varieties of English?

  I hvilken grad tror du elever identifiserer seg med ulike varianter av engelsk?
- In what way do you think your students claim ownership of English?

  På hvilke måter tror du elevene dine tar eierskap av det engelske språket?
- In which ways do you think your students are invested in learning English?

  På hvilken måte tror du at elevene dine er investert i å lære engelsk?
- What do you think is your student's motivation to developing their skills in the English language?

  Hva tror du er elevene dine sin motivasjon for å utvikle ferdighetene sine i det engelske språket?
- What do you think are contributing factors to their motivation to learn and use English?

  Hvilke faktorer tror du bidrar til elevenes motivasjon til å lære og bruke engelsk?

Practice (teachers)
- How do you teach your students English when they potentially learn so much outside of school?

  Hvordan underviser du i engelsk når elevene potensielt lærer så mye engelsk utenfor skolen?
- Which materials do you use? Books, digital tools, movies?

  Hvilke undervisningsmaterialer bruker du? Bøker, digitale hjelpemidler, filmer?
  - o How do you use the materials?

    Hvordan bruker du disse materialene?
- Has your teaching changed over the years due to increasing extramural English?

  Har undervisningen din og måten du lærer bort engelsk forandret seg med årene på grunn av mer engelskspråklige aktiviteter utenfor skolen?
  - o How?

    Hvordan?

- Which types of activities do you believe are the most beneficial factors to your student's English language development?

  Hvilke typer aktivteter tror du er de mest gunstige i sammenheng med elevene dine sin utvikling av det engelske språket?

- How can you accommodate your English lessons because of the increase of extramural English activities?

  Hvordan kan du legge til rette engelskundervisningen for den økte bruken av engelskspråklige aktiviteter utenfor skolen?

- How do you think the Knowledge Promotion 2020 and the English subject curriculum make room for activities that are more relevant and beneficial to students' English language identity and development in relation to extramural English?

  Hvordan tror du den nye læreplanen 2020 og den nye læreplanen i engelsk gir rom for aktiviteter som kan bidra positivt til språkferdighetene og språkidentiteten til elevene i forhold til økt bruk av engelskspråklige aktiviteter utenfor skolen?

- Do you have any thoughts or ideas that you want to mention in relation to what we have talked about?

  Til slutt lurer jeg på om du har du noen tanker eller ideer som du ønsker å ta opp i lys av det vi har snakket om?

Appendix E: Student interview guide

Introduction
- How motivated are you to learn English?

  Hvor motivert er du for å lære engelsk?
- Is your English competence below average, average or above average?

  Er språkkunnskapene dine i engelskfaget gjennomsnittlige eller over/under

  gjennomsnittet?

Beliefs about extramural English
- In what situations do you speak English outside of school?

  I hvilke situasjoner snakker du engelsk utenfor skolen?
- In what situations do you read/write/listen to English outside of school?

  I hvilke situasjoner leser, skriver eller hører du engelsk utenfor skolen?
- If you read/write/listen to English outside of school, what activities do you participate

  in?

  Hvis du leser, skriver eller hører engelsk utenfor skolen, hvilke aktiviteter deltar du i?
- What extramural English activities do you participate in, if any? For example, video

  games or social media platforms where the main language is English?

  Hvilke engelskspråklige aktiviteter tar du del i utenfor skolen? For eksempel

  videospill, sosiale media plattformer hvor hovedspråket er engelsk?
- What materials do you use when you participate in extramural English activities? For

  example your phone, TV or laptop.

  Hvilke materialer bruker du når du deltar i engelsksspråklige aktiviteter utenfor

  skolen? For eksempel telefonen din, TV eller datamaskin.
- When, or at what age did you start participating in extramural activities?

  Når eller hvor gammel var du da du startet å delta i engelskspråklige aktiviteter

  utenfor skolen?
- How much time do you spend on extramural activities per week?

  Hvor mye tid bruker du på engelske aktiviteter utenfor skolen per uke?
- How do you think extramural activities affect your motivation in class to further

  develop your English in English class?

  Hvordan påvirker aktiviteter hvor du bruker engelsk utenfor skolen motivasjonen din

  for faget på skolen?

- To what extent do you think it extramural English is beneficial for your own language development?

  Tror du at engelske aktiviteter du tar del i utenfor skolen påvirker utviklingen av den engelske språkkompetansen din?

  o How can extramural English contribute to classroom activities/what is carried out in the classroom? (nyheter??, holde deg oppdatert?)

    Hvordan tror du at engelskspråklige aktiviteter kan bidra positivt til det dere gjør i klasserommet?

- What do you think you can learn in English class at school that you cannot learn outside of school?

  Hva tror du at du kan lære i engelskundervisningen på skolen i engelsktimene som du ikke lærer utenfor skolen?

- What do you learn in English class at school?

  Hva lærer du i engelsktimene på skolen?

- What do you learn in English outside of school?

  Hva lærer du av engelsk utenfor skolen?

- Do you think you learn more English in school or outside of school?

  Tror du at du lærer mer engelsk på skolen eller utenfor skolen?

  o Why?

    Hvorfor?

- How motivated are you to learn English in school?

  Hvor motivert er du til å lære engelsk på skolen?

- How motivated are you to learn English outside of school?

  Hvor motivert er du til å lære engelsk utenfor skolen?

Beliefs about language identity

- To what extent do you use English words or code-switch to English when speaking Norwegian?

  I hvilken grad bruker du engelske ord når du snakker norsk?

  o Why?

    Hvorfor?

  o Can you think of any examples that you use a lot when you use English words while speaking Norwegian?

    Kan du komme med noen eksempler av engelske ord du bruker når du snakker

norsk?

- To what extent do you feel that the English language is part of your identity?

  I hvilken grad føler du at det engelske språket er en del av identiteten din?

- If you participate in extramural activities, does being a member of these make you feel like you are part of a global English-speaking community?

  Hvis du tar del i aktiviteter som innebærer det engelske språket utenfor skolen, gjør disse at du føler at du tar del i et globalt engelskspråklig fellesskap?

- Is your aim to have an accent that is similar to that of native speakers of English?

  Er det et mål for deg å ha en uttale/aksent som er lik de som har engelsk som morsmål?

- What influences the accent you have when you speak English?

  Hva påvirker uttalen/dialekten din når du snakker engelsk?

- Do you feel like the way you speak English (dialect/accent) is affected more by extramural English activities or your teacher?

  Føler du at måten du snakker engelsk på (dialekt/aksent) er mer påvirket av engelskspråklige aktiviteter utenfor skolen eller læreren din?

- Do you claim ownership of English? How?

  Tar du eierskap av det engelske språket? Hvordan?

- How important is it for you to develop your skills in the English language?

  Hvor viktig er det for deg å utvikle ferdighetene dine i Engelsk?

- To what extent you feel motivated to learn the English language?

  I hvilken grad er du motivert til å lære engelsk?

- To what extent do you feel motivated to use the English language?

  I hvilken grad er du motivert til å bruke det engelske språket?

- What specifically motivates you about learning English?

  Hva er det som motiverer deg i det å lære engelsk?

- How invested are you in learning English? (Do you spend a lot of time practicing for instance?)

  Hvor investert er du i å lære engelsk? Bruker du for eksempel mye tid på å øve deg?

- Which activities in the classroom do you feel are most motivating for your willingness to use and practice the English language?

  Hvilke aktiviteter i klasserommet gjør deg mest motivert for å bruke og øve på engelsk?

- How do you think learning English can benefit you in the future?

Hvordan tror du at å lære engelsk kan gi deg fordeler i fremtiden?