

Words In the World

Vocabulary learning in and out of class.

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Abstract

This thesis examines how young people in Norway acquire English vocabulary in the classroom and extramurally. Firstly, a survey was conducted to see if pupils had knowledge about a selection of British slang words. The paper also investigates how pupils are taught formal and informal English in the classroom.

The study aims to better understand how pupils acquire English vocabulary and what kind of vocabulary they receive in institutional and extramural settings. A second aim is to gain insight into what extramural social media platforms pupils use and if they assist learners in achieving English vocabulary. This study aims to discover proof that pupils acquire and learn English vocabulary through extramural activities like films, television shows and social media. A penultimate aim is to suggest how teaching in schools can be improved to teach the youth more contemporary English vocabulary. A final objective is to inspect ways to bridge the gap between the classroom and how it can work together with extramural inputs creating motivation and developing a better understanding of contemporary youth language.

Results from the study imply that extramural activities contribute significantly to the development of pupil's vocabulary and that there was a correlation between extramural activities and acquiring slang terms.

Keywords: Extramural input, classroom input, slang words, formal and informal English, social platforms, and contemporary youth language.

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1.0 Introduction

English is a lingua franca often used in communication. When people of different nationalities and mother tongues want to communicate, English is frequently used. Therefore, mastering English or at least having an adequate understanding of the language is vital for communicating with the rest of the world. If you originate from a small country like Norway, English becomes a pivotal language to master to communicate with the rest of the world. Norwegian youths are surrounded by English all the time and must therefore learn to use and understand the language properly. Pupils should also learn English to acquire knowledge about cultural awareness and diversity in other countries with importance to the rest of the world. One advantage of this is that they acquire and learn skills that make them able to communicate with other people (Munden & Sandhaug, 2017).

The National Curriculum is a Norwegian reform used in schools. A revised version was created in 2020 and is abbreviated LK20. The Curriculum is a reform teachers must follow as it has various goals that pupils should acquire within certain levels. These goals were created for the benefit of pupils gaining skills and competence that enables them to thrive in life and have the capacity to function within the society. One of the goals proclaimed in the National Curriculum is “be able to communicate with people from other countries at home or abroad, in our private and professional lives” (Munden & Sandhaug, 2017, p. 49), showing the importance of being capable of communicating with the rest of the world.

Research shows that young people in many non-English speaking countries, primarily European countries, receive extramural exposure to English (Schmitt, 2019). Pupils are exposed to English outside of the classroom. Children often learn English before receiving a formal education in school. This indicates that many youngsters understand English before starting their English education. They are introduced to English before they know why it is an essential language to learn (Leona et al, 2020). Outside the classroom, pupils are exposed to different sources of English that can be difficult to control as a teacher. Pupils will be exposed to limited and controlled English in the classroom, which mainly depends on the teacher’s knowledge and the textbooks provided but are exposed to various inputs outside the classroom.

This thesis explores how pupils acquire English vocabulary inside and outside the classroom and how they learn slang words. In addition, this paper examines ways young people learn the

difference between formal and informal English. According to Hasund (2019), studies have demonstrated that learners of English overuse informal features in academic writing. This thesis investigates where pupils learn informal language. In the classroom, pupils are often taught English, which fulfils the curriculum's criteria or prepares them for a test not to be fluent speakers of a language (Richards, 2015).

There are limitations to classroom language learning, both in terms of time and class size, which impact vocabulary learning (Richards, 2015). This means that the learning process within schools is often more organized than outside the classroom. In the classroom, teachers have more control over the pupil's learning outcome, and the teaching is reasonably uniform, but based on the grade level and the pupil's abilities. In addition, previous research has demonstrated that teachers often struggle to bridge the gap between the English used in extramural activities and the English used in the classroom. According to Sundqvist & Olin-Scheller (2013), this has demotivated some pupils. Therefore, part of the goal of this thesis is to describe procedures demonstrating how extramural English can be applied more constantly in the classroom.

1.1 Aim of the study

The study aims to better understand how pupils acquire English vocabulary and what kind of vocabulary they develop both in extramural and institutional settings. Another aim of the study is to gain insight into the types of vocabulary pupils receive outside the classroom through films, television shows and which social media platforms they use. In addition, the study aims to discover the most expedient platform that gives the best results. Hopefully, this study will find proof and discover where the pupils think they learn the most vocabulary. A penultimate aim is to suggest how teaching in schools can be improved to teach the youth more contemporary English. A final objective is to create an understanding of how the classroom can work together with extramural inputs to develop a better understanding of contemporary youth language as well as motivate pupils to learn English.

1.2 Thesis Statement

The thesis statement in this master dissertation is:

Extramural activities, both online and live, contribute significantly to the English- language vocabulary development of young people in Norway.

1.3 Research Questions

In addition to a thesis statement, the dissertation also contains two research questions (RQs) to help investigate and either prove or deny the thesis statement:

RQ1: Is there a correlation between extramural learning and slang terms?

RQ2: Do school textbooks reflect contemporary youth language?

To address these two research questions, the methodology chosen for this study was a mixed method of using a qualitative and a quantitative method as the survey includes both closed and open-ended questions. Qualitative research was conducted in the textbook analysis section as the study tried to discover if the textbooks used in the classroom contained instructions on using formal and informal English.

1.4 Definitions

Slang is a deviation from everyday language and is not attached to dialects or professional language. The term slang was coined in the English language around the 1700s, but slang was a phenomenon long before that time and is considered informal language. Slang was associated with using “can’t” instead of cannot as well as historically being associated with “vulgar language” or “beggar’s language”. Slang can occur through old words, old words with a new form like OMG, an abbreviation of “oh my god”, and lastly, as words borrowed from another word. It is the third occurrence of slang that this paper will look closer at since most of the words borrowed in Norway originate from English words. Nowadays, slang is a focus where one of the hot topics that often come up is the impact of other languages and technological advances (Hasund & Jenstad, 2023).

Extramural activities encompass activities outside the school setting, basically what people do in their spare time. Through extramural activities, the chances of pupils acquiring slang words are higher. There is also a higher chance of learning these slang words as they gain more exposure to the terms. Most pupils are exposed to English for more hours a week through extramural activities like gaming, watching television and listening to songs than they spend in the English classroom (Munden & Sandhaug, 2017).

2.0 Theory

The following chapter investigates four different extramural inputs, theories including social-emotional development, sociocultural, motivational theories, and vocabulary learning. There is also a section on extramural English vs classroom English and how they differ. Finally, the chapter ends with prior research conducted on the topic.

2.1 Extramural inputs

2.1.1 Film and Television as input

Media like television and electronics “play an important part in the lives of millions of people, especially the younger generations” (Drew & Sørheim, 2016, p. 204). Nowadays, more pupils are accustomed to television, film, and computers than books; therefore, utilising these tools in the classroom can be vital. One of the advantages of using available tools in the classroom is that there is a lesser mismatch between what the learners experience outside and inside the classroom (Drew & Sørheim, 2016).

Statistics Norway compared how various media was used on average and how this has changed over the last decades. The graph is divided into percentages and was taken from an average day with people between 9-79 years old participating. The graph shows a considerable change in media use between 1991 to 2022. One of the most apparent differences is that papers were made digital and became online newspapers. In 1991 and 2000, there were no statistics in the online newspaper column, whereas readership of this media increased significantly in 2020 and 2021. Another significant difference is that internet use dramatically increased since 2000 to 92 and 93% of the population in Norway between the ages of 9-79, respectively, from 27% in 2000. In addition, the average usage of series/films/videos increased significantly from 2000 (27%) to 51% in 2020 and 52% in 2021. In addition to this, there is a footnote that these also include streaming services implying that people spend more time online rather than watching old DVDs.

Table 1: Norsk mediebarometer.

	Prosent			
	1991	2000	2020	2021
Papiravis	84	77	24	22
Nettavis ¹	60	59
Fjernsyn	81	82	48	46
Radio	71	57	49	47
Lydmedier	43	50	57	58
Ukeblad	21	17	4	4
Bøker	24	20	23	21
Tidsskrift	18	14	5	5
Tegneserieblad	11	9	3	3
Serier/film/video ²	10	10	51	52
Internett	..	27	92	93

¹ Kun nettversjonen av papiraviser

² Inkluderer også strømmetjenester via internett

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Table 2: Updated mediebarometer

Andel som har brukt ulike medier en gjennomsnittsdag ¹				
	Prosent			
	1991	2000	2021	2022
Papiravis	84	77	22	21
Nettavis ²	59	64
Fjernsyn	81	82	46	47
Radio	71	57	47	49
Lydmedier	43	50	58	57
Ukeblad	21	17	4	7
Bøker	24	20	21	26
Tidsskrift	18	14	5	8
Tegneserieblad	11	9	3	6
Serier/film/video ³	10	10	52	51
Internett	..	27	93	93

¹ Tallene før 2022 gjelder dem i aldersgruppen 9-79 år. Fra og med 2022-tall er det ingen øvre aldersgrense.

² Frem til og med 2021 gjaldt dette kun nettversjonen av papiraviser. Fra og med 2022-tall gjelder det alle nettaviser

³ Inkluderer også strømmetjenester via internett

On April 26, the graph was updated and now contains the statistics from 2022. This graph also differs from the previous data collected as from the year 2022, there was no upper age limit, whereas previously, the ages were from 9-79 years old. The only noticeable difference from 2021 to 2022 is the percentage of online newspapers, which since 2022 also included every single online newspaper, which might be why the percentage went from 59% to 64%. Another significant difference was books which went from 21% to 26% of usage daily. According to this graph, cartoons and comic strips doubled in percentage going from 3% to 6%, suggesting that this has become more popular among the Norwegian population.

According to a study on formal versus informal language learning, a new language can be learnt outside and inside the classroom. This study helps illustrate how out-of-school exposure has increased and can potentially supplement how the language is taught inside the classroom.

Slang words are an example of vocabulary likely to be picked up outside the classroom. Some research has suggested that pupils mostly learn slang words outside the classroom through songs, social media, gaming or television shows or films (Leona et al, 2020). Films and visual media are a big part of teen lives, and people between the ages of 9-15 and 16-24 are rated as the biggest consumers of video media (Munden & Sandhaug, 2017, p.421).

Television shows where the setting is based in an English-speaking country provide authentic examples of how native speakers of English talk, reflect their culture, and provide examples of how they might converse with one another. One example is the British TV show *Skins* from 2007 which resembles the Norwegian television show *SKAM*. *Skins* was a success because it showcased problems that British youths experienced, making the show authentic and gaining popularity, as the show still held up recently well after a decade (Fullerton, 2017). *SKAM* became extremely popular in Denmark, and a class in Copenhagen started analysing the show because the teacher found that *SKAM* created interest and motivation in the class. While the show was mainly used to teach the Danish class Norwegian, they discovered many similarities between their culture and Norwegian culture. Danish pupils learned more about Norwegian culture by watching *SKAM* in the classroom and expanding their vocabulary. One example that the teacher pointed out was:

“Eg lære mange nye ord. Slik som hooke. Det er jo enormt interessant at *hooke* eller *hooke up* betyr to ulike ting på norsk og dansk»

(Nordal, 2017)

The example in the interview with the Danish teacher, to *hooke* or *hooke up*, has two different meanings in Danish and Norwegian. Interestingly these words originate from English and are phrases that English youths might use in everyday conversations. These words and phrases can be considered slang words as they would not be applied in academic writing but used during a conversation between friends or, in the case of *SKAM*, used during parties.

Young people today tend to focus on what they view on a screen, making combining visual images or multimodality highly relevant (Drew & Sørheim, 2016). Pupils acquire English differently during their spare time because when they decide to do something in English, they do it for entertainment purposes, which they enjoy. Entertainment is often social media,

television series, films, gaming, and books. The pupils use these outlets as entertainment, meaning they spend countless hours surrounded by English more than they would in the classroom. Studies have investigated how entertainment media, specifically TV shows, gaming in multiplayer mode, and using social media like Facebook, Instagram and YouTube positively relate to English vocabulary knowledge (Leona et al, 2020). This suggests positive relations between entertainment media exposure and learning vocabulary extramurally. The screen provides excellent opportunities for subconscious learning acquisition (Drew & Sørheim, 2016) because authentic English surrounds them. Take films or television as an example: pupils watch for entertainment and will be surrounded by English, subconsciously picking up vocabulary. Watching television is also accessible, motivating, and multimodal, as it is oral and visual (Leona et al, 2020).

One advantage of watching films or television shows is that it can be a great learning resource, as it includes listening comprehension, vocabulary acquisition, and cross-cultural awareness. For instance, when it comes to watching a television series, the show will follow a plot where the viewer needs to understand the context of the first episode and be able to follow the red thread throughout the entire storyline. Therefore, viewers subconsciously note down words and expressions they wish to learn, understand, and comprehend (Richards, 2015). The best part about the technology in today's society is that during travel, a person can download either a film or an episode and watch a show while taking the bus, the train or the plane resulting in them being surrounded by English during "dead time" (Richards, 2015).

One advantage of visualisation is that it arouses curiosity (Drew & Sørheim, 2016). Visualisation is beneficial for learning different pronunciations and intonations since they usually represent natural samples and can help increase awareness and understanding of how English is spoken by natives (Drew & Sørheim, 2016). According to studies in countries with English as a foreign language, many youths spend significant time on extramural activities (De Wilde et al, 2022; Leona et al, 2021; Sundqvist & Olin-Scheller, 2013). In addition, the youths spending time on these extramural activities benefit from it as they acquire a more fundamental understanding of the language (Leona et al, 2020). Some factors that must be present for the youth's English performance to become more advanced are the accessibility of English language sources, the type of extramural exposure and the intensity of the exposure (Richards, 2015).

2.1.2 Reading

In addition to all the multimodal media the pupils are exposed to outside the classroom, it is also essential to consider reading, a less frequent source of extramural activities. During a study in the Netherlands, the subjects answered that they were less frequently exposed to English through reading (Leona et al, 2020). Research shows that books, magazines, and newspapers offer high-quality input and can contribute to language learning alongside higher frequency sources such as watching television, gaming, and listening to music (Leona et al, 2020). Reading in English as a pleasure differs from reading a text the school assigns for the pupils to read. Typically, one chooses to read the book as entertainment, and the reader can select the material that interests them. Reading for fun is a great way to be surrounded by English without thinking about it. Another advantage is that the reader encounters multiple vocabularies and is surrounded by the English language (Sénéchal et al, 1998).

2.1.3 Digital Media

New trends are constantly in creation, and using social media like Facebook, Instagram, and YouTube has shown positive relations to acquiring English vocabulary knowledge (Leona et al, 2020). In addition, social media platforms like TikTok are gaining popularity worldwide. Many people spend countless hours on social media during a typical week. YouTube is a popular place to conduct online watching. Here the viewer is widely exposed to English and can acquire new vocabulary (De Wilde et al, 2021). Here they will be subconsciously surrounded by English. For instance, abbreviations and slang usually come from social media platforms and sometimes through films, television, and other digital media.

2.1.4 Songs

In addition to films, songs are another popular extramural activity that helps improve English vocabulary. Songs can help develop “communicative and cultural competence” (Munden & Sandhaug, 2017, p.420). Young people listen to music on their smartphones, and most of it has English lyrics (Munden & Sandhaug, 2017). One advantage of listening to music is that it is versatile, and many listen to it for pleasure resulting in them being surrounded by the English language. Many youths spend a lot of “dead time” listening to music. Music can also be combined with images through music videos (Munden & Sandhaug, 2017; Sundqvist & Olin-Scheller, 2013). Another advantage of using music in class to learn English is that songs are easier to remember, and pupils might pick up infrequent vocabulary. Lyrics can also contain slang words and phrases, as well as repetition.

2.2 Social-emotional development, sociocultural and motivation theories

When discussing theories like social-emotional development, some basic terms are self-understanding, self-image, and identity. These three terms are vital to understanding how pupils' function. Self-understanding is a term that must be present to develop a self-image and an identity, in addition to also assisting the person into adapts to the surrounding environment. Self-image is how a person sees themselves and their own opinion of themselves. Identity is what a person experiences and views as central and fundamental within and about himself or herself (Kvello, 2013). This adds to social development: "All humans are born with a strong need to belong to a society" (Kvello, 2013, p. 38).

Another theory that this thesis will discuss is sociocultural learning by Vygotsky. This theory focuses on humans' unique ability to think, reflect, reason, and solve problems (Moen, 2013). This theory also looks at Vygotsky's view on the relationships between the environment and the individual, language, thought, and learning and development (Moen, 2013). Looking at the sociocultural learning theory, learning is a social process and therefore, pupils will continuously follow what is trendy because they do not want to stand out. In addition, they will learn from the society surrounding them, which is how slang comes into the picture, as slang can be viewed as a social process.

Motivation is essential when trying to learn a new language, however, it is hard to measure. Pupils might feel like they want to learn slang to be able to understand and converse with others and people from other countries close to their age. Another factor to consider is that some pupils might watch or read popular films or books that are very "in" or attractive at the time to be able to participate in conversations with peers. It is challenging to participate in a discussion if you cannot contribute.

2.3 Vocabulary learning

In 2003, Nation developed a theory about vocabulary acquisition. Nation argues that the target language should be used as much as possible since it will enable the learners to have consistent exposure to the target language. In class, the teacher should encourage the pupils to use the intended language as much as possible. Schmitt (2008) agrees with Nation that vocabulary needs to be consistent and that the teachings of vocabulary should maximise both exposure and incidental learning. Through demonstrations, Schmitt discovered that while

incidental exposure is excellent, explicit learning for intentional vocabulary has provided the best effects, leading to a better chance of retention, and mastering the intended language. Schmitt also argues that Nation's four learning strands (meaning-focused input, meaning-focused output, language-focused learning, and fluency development) provide a structure to integrate intentional and incidental vocabulary learning (Schmitt, 2008). One of the conclusions of Schmitt is that intentional and incidental vocabulary relies on one another.

The 2000-word indication level is essential because it focuses on the learner knowing the most frequent 2000 words in English (Laufer & Nation, 1999, p 36). Schmitt (2008) agrees that a large extended vocabulary is necessary to learn a second language. In English, a learner needs to know 8000–9000-word families to be able to read and as many as 5000-7000 to hold a conversation (p. 329). To be able to understand a passage, the reader needs to be able to understand or have prior knowledge of at least 90% of the words to be able to understand the text. Nation, on the other hand, calculated that 8000-9000 words families were necessary to be able to read a text. The British National Corpus (BNC) indicated that to be able to read and understand a text, 98% of the words in the text needed to be covered (p.331). Schmitt noted that guessing the context often proved unreliable if the learner did not know 98% of the words (Schmitt, 2008, p. 341).

Gass (1988) writes that second language acquisition has always been influenced by linguistics, where the lexicon and role of the native language play essential factors. For example, when learning a new language, the learner will try and find similarities between the intended language and the learner's first language. For instance, a native speaker of Spanish trying to learn Italian will quickly find similarities and numerous overlaps between the native language and target language, which might result in direct translations but could also make it easier to learn. These are called cognates and are words with similar spellings, pronunciations and meanings assisting the learner with vocabulary learning. Example: to have – *å ha*, a morning – *en morgen* and paper- *papir*.

On the other hand, if the two languages do not have much correspondence between the native and intended language, the learner will not transfer from the native language (Gass, 1988). Schmitt agrees that the first language has a considerable influence on the second language, through research he discovered that learners of a second language often employed dictionaries using their first language therefore, he found a pattern where a lot of bilingual dictionaries

were consistently in use (Schmitt, 2008, p. 337). The discovery of Schmitt relates to cognates as many learners of a second language can apply their first language using cognates to understand similar words to their second language and proceed by using a dictionary on the terms they do not comprehend.

2.4 Extramural English vs Classroom English

Vocabulary is one of the most valuable factors when acquiring a new language and should be learnt through targeted exposure and incidental learning. Schmitt recognises that learning vocabulary is essential to mastering a second language but that teachers, material writers and researchers are uncertain about the best way to pursue it. He writes: “Textbooks and syllabuses have traditionally been negligent in providing clear descriptions and guidelines” (Schmitt, 2008, p.330). Suggesting that the textbooks provided in the classroom might not be the most expedient of works to use as they do not focus on vocabulary, a factor he argues is pivotal to learning a new language. On the other hand, there are limitations to intentional learning where there are limits to what the teacher can tell the pupils. Therefore, incidental learning is essential and often learnt through spare time or extramural activities. One of the ways to gain incidental exposure is through reading however, after much research, it was discovered that incidental exposure through reading was low. Another way to gain incidental exposure is through listening (Schmitt, 2008). Furthermore, this paper will elaborate on extramural English and try to discover ways to introduce extramural English in the classroom.

2.5 Previous research

This section compiles different texts from different years and different countries. To make this literature review section relevant, most articles reviewed are from Scandinavia, Europe, or North America. In addition, pertinent studies in Asia have been conducted. However, because the school systems in those articles differ substantially from the Norwegian system, those articles are given less weight.

2.5.1 International research on how people acquire vocabulary.

There are different ways to acquire vocabulary. Schmitt (2019) argues that high-frequency vocabulary is the most beneficial for learners but that most textbooks lack a systematic approach to vocabulary (p. 265). In addition, the vocabulary activities in the textbooks are often limited in how they are taught. Schools and teachers rely heavily on textbooks for their language content.

European children, in general, learn a lot of English vocabulary outside of the classroom, and researchers ponder if this is due to the social attitude in the countries in Northern parts of Europe like Denmark, Finland, Norway, and Sweden. English is a valuable language to master, resulting in youngsters being exposed to English from an early age. One of the most important factors seems to be that the learners must be exposed to something they enjoy and can spend several hours doing. The most popular activities are watching English- language television with subtitles, playing computer games and reading in English. One of the ways to discover how to integrate extramural exposure with classroom instructions is by first researching extramural exposure, which can be done by using a survey or a vocabulary test. Gaming is one of the essential types of extramural exposure where the learners gain the most benefits as they give both oral and written inputs (Schmitt, 2019).

2.5.2 Textbook limitations for vocabulary learning

Folse (2004) points to numerous aspects that must be present to learn a new language but points out that the most crucial factor that must be present to learn a new language is vocabulary. Folse study in this paper was about eight common myths about vocabulary learning, and he presents research to reject each of the eight myths. Brown (2010) looked at vocabulary activities that deliberately focus on vocabulary in nine General English textbooks to discover if pupils could acquire vocabulary through the activities provided in the different textbooks. The textbooks ranged from beginner to intermediate level. In addition, the textbooks were analysed through nine different categories.

One of the most common aspects is that to learn a word truly, a person needs to know the meaning behind that word to understand and then learn that word thoroughly. Learning vocabulary involves the learner acquiring the vocabulary both intentionally and through incidental learning (Brown, 2010). Through different exposure which can be both extramural activities and the formal education provided in school. Folse (2004) argues that grammar points arrange in any ESL textbook and that the textbooks rarely pay attention to vocabulary. The textbooks used in classrooms do most often not have specific instructions on vocabulary but might provide some activities throughout the coursebook that provides some attention to vocabulary tasks (Folse, 2004, p. 9). Brown somewhat confirms this as he discovered through his research that beginner-level textbooks focused on form, meaning, and grammatical functions. The beginner-level books focused on the spoken form. The pre-intermediate

textbooks had an overwhelming focus on form and meaning. In addition, grammatical functions also played an important role. Lastly, the intermediate textbooks focused on form and meaning as well as grammatical functions though both categories scored lower than they had in the beginner and pre-intermediate textbooks (Brown, 2010).

Brown (2010) concluded that vocabulary researchers had established a fundamental importance that to learn a word, you need to have different aspects of vocabulary knowledge, and the learner needs to be able to use the word automatically. Through his research, Brown discovered that the activities found in the textbooks did not have a well-established bank of activities that teachers could use. Therefore, teachers must take responsibility to ensure their pupils can learn different aspects of vocabulary knowledge (Brown, 2010). Folse made a similar conclusion to Brown as he pointed out that we need to rethink a way to approach vocabulary teaching as the teachers primarily do not focus on teaching their pupils vocabulary in class but rather focus on the ability to communicate. Folse (2004) points out that to be able to communicate vocabulary is essential.

2.5.3 English before formal education

Motivation is one of the most important factors for learning and acquiring a new language. Recent research has discovered that many children acquire English outside the classroom through extramural activities. This is especially true for countries with English as a second language. Through these activities, they might reach a higher level of English, even before starting their English education in the classroom (Leona et al, 2020). Young children are introduced to English at an early age and, in a way, receive an English education before they even start to attend class. Another study discovered that young people were exposed to English before starting formal English education (De Wilde et al, 2021). A final example of where there has been conducted research related to youths learning English before they start a formal English education in school has been conducted in Sweden. In this article, the authors wrote that “Young people generally engage in English (EE) activities on a voluntarily basis” (Sundqvist & Olin-Scheller, 2013, 329), proving that motivation is an essential factor in acquiring and learning a new language.

YELLs refer to young learners who learn English as a second or foreign language. These children are from the ages of five to twelve or thirteen (Leona et al, 2020, p.2). There is a distinction between YELLs learning English only informally through extramural English

exposure and learning formally at school. It was discovered that many “YELLS” spent a significant amount of time on extramural activities, including watching television, playing multiplayer games and social media, which resulted in them benefitting as they acquired basic knowledge of English without even having received a formal English education (Leona et al, 2020). This claim was confirmed in a recent study from 2021, also conducted in the Netherlands. The findings in this study showed how vital extramural activities are for vocabulary learning. They confirmed that popular extramural activities where much vocabulary was learnt were through gaming, social media, and online watching. The pupils were exposed to significant amounts of English, gaining a more advanced and richer vocabulary. Through these highly accessible extramural activities, the children showed positive relations between entertaining media exposure and gaining vocabulary knowledge (De Wilde et al, 2021). A third article from 2013 agrees with the findings in the other two articles. This study was conducted in Sweden and agrees that extramural activities such as watching TV, films, chatting, blogging, playing digital games and listening to music are among the most popular activities among youths (Sundqvist & Olin-Scheller, 2013).

It was indicated that the extramural activities the YELLS performed contributed to their motivation, which expanded their vocabulary knowledge. It is important to note that for the extramural activities to be the most effective, the pupils needed to use them in high frequency, meaning that they had to spend quite a lot of time doing the activity. It was also observed that activities that included modality (like watching television) contributed to enhanced oral and written vocabulary knowledge (Leona et al, 2020). This was also confirmed in 2021 as one of the reasons this proved so compelling was that it was multimodal and offered visual support that enhanced and facilitated learning. Watching television was also beneficial because it provided large portions of authentic spoken language (De Wilde et al, 2021). Sundqvist and Olin- Scheller also agreed that motivation had to be present to learn a new language and that young people tend to engage in activities they find genuinely interesting (Sundqvist & Olin-Scheller, 2013).

The more recent study of the two Dutch articles showed that three of the most common ways to gain out-of-school exposure to English was through the effects of reading on word learning, as many learners picked up words by reading texts, watching television, and listening to music (De Wilde et al, 2021). Listening to music was the final and third popular way of being exposed to English outside the classroom. However, while music assisted in gaining more

knowledge of vocabulary, there was also a downside to listening to music: sometimes the lyrics of the songs were not always understood. In addition to three ways of gaining exposure to English outside of the classroom, the research showed three other popular methods of being surrounded by English. These were gaming, social media and speaking English, as they also offered English interaction. Prior research has proven that gaming positively relates to gained vocabulary knowledge. The study in this article looked at the youth's daily exposure to different types of media, including watching television, listening to music, using social media, gaming, and speaking (De Wilde et al, 2021).

Concluding remarks were that the authors of the text advocate for educators to deliberately use positive contributions of extramural activities to engage and stimulate pupils (Leona et al, 2020). The research results were that the youths watched significantly more television, listened to music, and used social media and games more frequently in English than in French. They also proved that boys were more frequent gamers than girls and that the “average exposure to English was far higher than to French” (De Wilde et al, 2021, p. 106). The media most used in English was watching television, listening to music, gaming, and using social media, while only two activities more frequent in French were reading and speaking (De Wilde et al, 2021). This was also confirmed in the earlier study as they discovered that the skills the children seemingly seemed to acquire were reading and listening comprehension, writing abilities, speaking skills and translation skills (Leona et al, 2020). Overall, it appeared that Dutch children were more exposed to English as it is considered a desirable lingua franca (De Wilde et al, 2021), which the article from Sweden agrees with as “a great majority of TV programs broadcast in the Nordic countries are subtitled and not dubbed” where English is the dominant transnational language (Sundqvist & Olin-Scheller, 2013, 329-330).

2.5.4 International research on how people acquire slang vocabulary.

In addition to these European studies, international research has been conducted on how people acquire vocabulary. However, this article focuses on how slang vocabulary is acquired. Elsherif & Nuseir (2015) argued that learning slang in the classroom could be beneficial as learners of English tends to change their speech when conversing with native speakers of English. They understand and master the social and academic language but modify how they speak to gain social acceptance and help construct their identity when interacting with native English speakers.

Foreign learners of English tend to be taught standard English in the classroom. Slang is "informal language used in everyday interactions" (Elsherif & Nuseir, 2015, p.6). Slang can be positive and negative and is usually learnt through social media like Facebook or YouTube (Elsherif & Nuseir, 2015, p.7). There are advantages to learning slang in the classroom, as it has been shown to affect language learning positively. It also provides pupils with relevant, authentic language sources and enhances informal communication skills. Informal communications skills will include how teens interact in their everyday communication. Another benefit of learning slang is that the pupils will learn when to use it and how not to overuse slang words. Some ways to learn slang are through games, movies, tv-series, and songs (Elsherif & Nuseir, 2015).

2.5.5 The vocabulary taught by textbooks in Scandinavia.

English teachings in Norwegian schools are often heavily centred on textbook teachings. Therefore, it is a fair assumption that the textbooks used in the classroom will provide information on informality (Hasund, 2019). Prior studies show an overuse of everyday language use in academic writing. In Norway, little research is done on how young learners learn to write formally and informally. Another similar study conducted earlier in Sweden by Norberg and Nordlund (2018) researched if the textbooks in Sweden were constructed in a way that promoted the learning of vocabulary. They also examined if the books distributed the same vocabulary level, if the words corresponded to everyday language use and if there was a common thought between the words selected for the textbooks. One of the criteria in the Norwegian school system is that pupils should be able to write formal and informal texts. With the increase and rise of extramural activities, informality in texts could become a hot topic as many pupils learn English before receiving formal English education in the classroom. The English these pupils learn will often be acquired through gaming, social media, films, and music, which will most likely be informal English (Hasund, 2019). There was a consensus between these findings and the findings by Nordlund (2016), where she discovered that learners often pick up vocabulary outside the classroom in their spare time. These were often through media like "gaming, blogging, chatting, writing fan fiction and consuming popular culture in the form of music, film and TV series" (Nordlund, 2016, p. 59).

Prior research from Sweden showed that vocabulary was one of the most critical factors for schools to help pupils acquire vocabulary from textbooks. Nordlund (2016) researched how

textbooks assisted pupils in gaining vocabulary. The research from 2018 focused on content words such as lexical verbs, nouns, and adjectives, as they were the words that were the most important carriers of meaning when it came to communication (Norberg& Nordlund, 2018). Vocabulary is essential for the development of reading. Therefore, it is vital to encounter the words many times in different contexts to learn, acquire and use them later. The research discovered that the differences between the textbooks were significant as it implied that the pupils using the different books would be provided with varying opportunities for learning and exposure to different vocabulary (Norberg& Nordlund, 2018). Nordlund (2016) discovered that textbooks are among the most used tools to assist in this. Research shows that 75% of English teachers in Sweden use a textbook in every class; in Norway, the percentage is about 70. Many of these teachers use textbooks because they are viewed as reliable and trustworthy. Another benefit of using the textbook is that teachers hope to cover the required curricula and syllabus, which is a great timesaver.

“Academic writing”, Hasund (2019) argues “has slowly changed over the years to become gradually more informal” (p. 9). The research conducted by Hasund showed that eight of nine English textbooks used in the Norwegian school system included instructions on informality in writing. In addition, all nine textbooks use the term informal; however, eight books use the term informal systematically as a part of a formal-informal distinction. This follows the curriculum that pupils should know about the difference between formal and informal texts and writing. The analysed textbooks were all published after the Knowledge Promotion reform of 2006 and might therefore be outdated books that might no longer be in use after the new reform of 2020. However, this study gives us essential information about teaching informal language in English classes in Norway. The eight textbooks focused on when to use informality and especially when to avoid it (Hasund, 2019). Nordlund (2016) had similar results as she discovered that it was difficult to detect a core vocabulary in the text series resulting in the teaching material having limited vocabulary in common.

On the other hand, there are also challenges to using textbooks. The first one is that all authority and responsibility is handed over to the people producing the textbooks. Another challenge is that the text is often described as “artificial” and “overly correct”. In addition, the text sometimes lacks adequate spoken grammar and pragmatic language models. Therefore, there has been empathizing communication between textbook writers and teachers. However, after a survey, the results were that the writers and publishers in Sweden chose their material

with the syllabus and national curriculum in mind when designing the book and materials. Breadth and depth are two components that are important to learn and remembering vocabulary. To acquire these two factors, the pupils must commit the learnt words to their long-term memory to use the words in different situations. The relations between the words will also differ depending on the learner's previous experience and encounter with the words. When committed to long-term memory, learners have "hooks" to attach new items. One concept is that the more profound the word is processed, the easier it will be to store it in long-term memory and retrieve it (Nordlund, 2016).

As mentioned in previous sections, research has shown that to understand a text, the learner must know about 98% of the words to comprehend the text thoroughly. The rest of the new vocabulary in other words, facilitated the remaining words. Textbooks can enhance pupils learning if the textbooks are constructed in a way that pays attention to how vocabulary is learnt. The research also provided data on mid-frequency words and how they were not likely to stick to the pupils' long-term memory. The article concluded that textbooks in Sweden are not structured in a way that helps vocabulary learning and that incidental vocabulary development is limited. In addition, to learn a new word, the learner must encounter the word multiple times, and teachers tend not to structure their lessons with vocabulary in mind (Bergström et al, 2022).

The article points to one vital challenge. This fundamental challenge is that most of the prior research done in the field of textbooks has been done in Asia, leaving a massive gap in research in Scandinavia. Bergström et al (2022) say that to develop form, expand and acquire vocabulary, the text should include at least 95% of words known to the reader from before (p. 2). Vocabulary is an essential tool for learning and master learning a new language. An earlier article by the same three authors from the previous year suggests pupils should learn high-frequency words because they will encounter them most and the mid-frequency vocabulary. Mid-frequency vocabularies are important for pedagogy as these are the words that "prepare the students for more authentic encounters with language, such as watching TV and reading more complex texts, and facilitate fluent use of the language" (Bergström et al, 2021, p. 156). Throughout the years in school, pupils are expected to learn many words, and therefore, it is the school's job to "provide sufficient learning opportunities to all students" (Bergström et al, 2021, p. 164).

A critical term in the research done in the consecutive year is recycling. Recycling is used when materials and precise words like lexical items are re-used so the pupils get repetitions and will most likely know the previous words. Recycling targets vocabulary seen as purposeful to learn and acquire. Recycling impacts incidental vocabulary learning because learners subconsciously encounter the words repeatedly without thinking about them. In this research, a separation was made between intentional and incidental learning. Intentional learning focuses on acquiring vocabulary, while incidental learning vocabulary is a product of another activity. The results showed that the input from Swedish textbooks did not appear to be systematically planned regarding frequency and recycling. Regarding recycling, the research proved that it was essential to be exposed to the words often to learn them. Therefore, it was discovered that learning incidentally from exposure to textbooks is possible (Bergström et al, 2022).

Bergström et al (2021) examine vocabulary learning through practice and effort. It includes learning many words and understanding the meaning of the word. The authors advocate that an EFL textbook can be an instrument for structuring vocabulary development in a class (p. 154). In this article, material developers are discussed, and the general wish from teachers is that the people developing the textbook materials should provide text that pupils will find engaging and relevant. This is because one of the most prevalent concerns is that the pupils find the material irrelevant and uninteresting as well as out of date, leading them to demotivation as they do not see the purpose or relevance of the text. Material developers should also focus on creating texts that can be used as a resource for language development (Bergström et al, 2021). From the research discovered in 2022, the relationship between informal language learning is that the textbooks in the study seemed to show limited results that supported incidental vocabulary learning in the textbooks. Furthermore, the texts in Swedish EFL materials were not structured to support incidental vocabulary learning. Suppose a textbook should be used in a classroom for incidental vocabulary learning. In that case, the materials must be structured in a way that assists and helps the pupils acquire the intended vocabulary (Bergström et al, 2022). Later in this thesis, a couple of textbooks used in Norwegian classrooms will be viewed to see if they include instructions on using formal and informal English.

The research results were that “vocabulary development should occur in a meaningful context” (Bergström et al, 2021, p. 161). Half of the test subjects declared that they believed

pupils learnt vocabulary best through using the words. Many of the people being interviewed stated that the vocabulary should be relevant and valuable for the pupils. The participants also expressed that when pupils are faced with an unfamiliar text, it “should not contain too many unfamiliar words as that makes it difficult to comprehend and work with” (Bergström et al, 2021, p. 162). Finally, it has been reported that the primary source for the development of vocabulary learning is reliant on incidental learning. Incidental learning originated from the idea that learning would come automatically when working with exciting texts.

2.5.6 Corpus-based vocabulary in Asia

While Asia's corpus and educational systems differ from Norway's and Scandinavia's, it is still practical to look at the data collected in different Asian nations. It is vital to remember that the results from these research fields might have had different outcomes in Norway. The first article discusses how English has become more of a lingua franca in China and how the norm seems to be to learn the language as soon as possible. They have the “the earlier- the better” mentality (Chan & Cheuk, 2020, p.2). On the other hand, Sun & Dang (2020) argue that the pupils had limited contact with English outside of the classroom and very little formal learning of English inside the class.

Sun & Dang (2020) argues that pupils will gain the most vocabulary through EFL textbooks. Therefore, these textbooks should be carefully selected so that the pupils will receive the best possible outcome. High-, mid- and low-frequent words were also discussed in this article, and the article pointed to the fact that to comprehend a text, most of the words used in the text had to be familiar to the learners; otherwise, they would not be able to comprehend the text. According to Nation's work, the reader needs to know at least 90% of the words to understand a text, and Schmitt argues that up to 98% must be known words. (Schmitt, 2008). Chan & Cheuk (2020) examined the four skills and found an imbalance. The four skills discussed were pair work and group work, listening and speaking, reading and writing and finally, lexical-grammatical focus. The imbalance discovered in this study was a stronger emphasis on grammar, with the research aiming to find the purpose of textbooks in the classroom and how these could pave the way to learning English for foreign speakers. The authors concluded that the textbooks focused more on cultural content and less on pedagogies. In addition, many activities were skill-based and focused on lexical-grammatical knowledge (Chan & Cheuk, 2020).

Sun and Dang (2020) pointed out that through extramural activities like watching television, the learner receives many repetitions and is surrounded by English in an engaging way. The article discussed three different joint approaches to examining vocabulary in EFL textbooks. The first approach estimated “the number of words needed to reach certain lexical coverage points” (Sun& Dang, 2020, p.2). Lexical coverage was defined as “the percentage of running words in the text known by the learners” (Sun& Dang, 2020, p.2). The second approach was the count of high-frequent words that appeared in EFL textbooks, while the third was the repetition of words in the textbook (Sun& Dang, 2020). This seems to agree with the research mentioned above and that learners of a new language should focus on the most frequent 2000 words in English (Laufer & Nation, 1999, p. 36). Lastly, the research results were that textbooks played a significant role in language learning. The textbooks provided structure, standards and instructions and saved the teachers time (Sun& Dang, 2020).

2.5.7 Weaknesses of using textbooks in the classroom

So far in this thesis, using textbooks in the classroom has been viewed as highly beneficial. Therefore, it is also essential to look at some of the weaknesses and challenges associated with the topic. Sun and Dang (2020) recognised multiple limitations to using textbooks. While the textbooks created good conditions for learning words, the pupils needed prior knowledge of many words. Most pupils did not understand the texts as they had not mastered enough words beforehand. This resulted in the texts becoming too difficult for the pupils, and they did not learn as much as they could have as the textbooks were too demanding on the vocabulary load. Nie et al (2013) had another take on the limitations of textbooks. They pointed to the challenge of teachers' trying to fit the textbook into the curriculum.

However, both articles agreed that the textbooks did not reflect natural communication leading to the pupils not receiving training or preparations for how they would communicate in real life. Another growing concern has been that the textbooks and curriculum materials seem to influence how teachers teach their pupils in the classroom (Nie et al, 2013). Another weakness discussed by Sun and Dang (2020) was that the tasks and materials were slightly beyond the pupil’s abilities. They could not use scaffolding, and the levels were not differentiated enough and proved too demanding. In addition, there was a lack of consistency between the lexical demands and the level of the books. This matches the article by Nie et al (2013) as they researched if and how the textbooks and the curriculum reflected how the teachers taught in the classroom.

On one side of the spectre were the teachers who followed the textbook and curriculum, while on the other were the teachers that chose to focus on differentiation between the pupils. These teachers decided to use their prior knowledge about the pupils' abilities and then plan accordingly. In the article's results, the teachers revealed that they used or followed the textbook guidance when preparing for their lessons. The rest of the teachers indicated that they "choose their instructional tasks in order to respond to student thinking" or "to meet particular student learning needs" (Nie et al, 2013, p.705). None of the teachers said that they used both methods. They were either or. The article's authors concluded that teachers often achieve their learning goals while using the textbook as a guide and influence. However, while they achieved their learning goals, the teachers that planned by focusing on their pupils were viewed as overall more successful than their counterparts (Nie et al, 2013).

3.0 Methodology

This chapter describes the methodology selected for this study and reflects on the advantages and challenges of the chosen methods. This chapter also gives an overview of the study participants, how the data was collected, and how the textbooks were analysed and selected. Reliability and validity are also reflected on in this chapter, and finally, this chapter ends with ethical considerations.

3.1 Choice of Method

Mixed methods were employed to investigate the topic best because the survey contained closed and open-ended questions. In addition, qualitative research was conducted to discover if textbooks contained instructions on using formal and informal English.

3.2 Advantages and challenges of the chosen method

One advantage of conducting a survey is that it is a quick way to collect data without creating biases inherent in, for example, interviews. Another advantage is that the data is usually anonymous and cannot be traced back to the respondent, preserving the participant's privacy. Finally, the study can be conducted digitally, making it more effective and economical and reaching many people. On the other hand, there are also challenges that the researcher needs to be aware of. One challenge is that often the replies are generalised as there is just a multiple-choice selection, and informants tend not to elaborate. Secondly, the respondents might struggle to express themselves through writing, and they might misunderstand the question asked because of the formulation of the text. A third challenge is that the researcher cannot ask follow-up questions and gain a more in-depth reply through an anonymous survey. Finally, the research might not entirely represent the population as it is only taken by a small selection of people (Creswell & Guetterman, 2021).

Qualitative research collects data that helps address the research question and gives a deeper understanding of concepts surrounding the question and therefore deals with analysing data that is not numerical. The biggest asset of using qualitative research is that it helps give the study an in-depth analysis. One of the challenges to this approach is that it is time-consuming, subjective, and sometimes difficult to analyse, potentially leading to inaccurate results (Creswell & Guetterman, 2021).

3.3 Study participants

In total, 69 pupils responded to the survey. The pupils were from four different classes, one eighth-grade class, two ninth-grade classes and one tenth-grade class, all attending the same school. The pupils' survey tested their understanding of slang words, where some tasks could be complex for the youngest grade. In addition, the survey tried to identify which social platforms the pupils used and if they acquired English through these platforms. Of the 69 participants, 63 completed the survey, and 6 partially completed the survey.

3.4 Data collection

The research in the survey focused on British vocabulary, where commonly used British slang words and phrases were selected¹. The terms and phrases selected might appear in specific settings but should be words and phrases most pupils will have heard. Some words and phrases might primarily appear in interviews with native British speakers, through social media, television shows or films. Multiple sources were used to compile the list², and finally, one acronym was selected to test the pupil's knowledge further. That acronym was GOAT, Greatest of All Time. The data was collected digitally through the program SurveyXact.

The survey tested the pupil's knowledge differently (see Appendix A). One task was a Mix and Match, where the goal was to find the corresponding definition and term. A second task to test comprehension was that the participants were asked to define a word and then use the word in a sentence. The survey was applied in the 8th-10th grade, where the three grades were given the same test without differentiating for the different age groups. Therefore, this test proved slightly tricky for the youngest grade as some faced difficulties with the formulation of the question. To discover the pupil's understanding of the words, the survey included multiple definition questions where the participants had to show understanding to prove that they knew the term rather than just being able to use logic and guessing. Lastly, the survey also included questions about where pupils acquired their English vocabulary.

3.5 Textbooks

This research examines the use of formal and informal English in two textbooks commonly used in the classroom. These textbooks were reviewed to assess if pupils could acquire British slang terms through the textbooks used in the classroom and if there was correspondence

¹ British Study Center (2018), Edsor, B (2020), George, K (2015), Oxford International (2023) & Tandem (2023)

² See section 9 for complete bibliography.

between slang and the classroom. This is an integral part of the research as pupils pick up English vocabulary subconsciously, often unaware of where they picked it up. Looking at the textbooks schools use provides a better insight into what pupils might acquire in institutional settings. This part will also help answer the second research question. The two textbooks that were selected were *Crossroads* and *Enter*. These two textbooks were acquired from a high school, and this school previously used the *Crossroads* books before replacing them with *Enter* around two years ago. The goal of looking at the textbooks was to try and examine how much focus on formal/informal English was given and if there was any mention of slang vocabulary.

3.5 Reliability and Validity

When conducting research, it is also essential to consider its validity and reliability. Validity refers to how the participants' results represent the rest of the population, while reliability is if the results gathered in the study can be seen as reliable (Creswell & Guetterman, 2021).

3.5.1 Reliability

One definition of reliability is: “Reliability means that scores from an instrument are stable and consistent” (Creswell & Guetterman, 2021, p.188). Regarding the reliability of the research, one of the concerns is the quality of the questions. As the study relies heavily on the answers from the survey, it is crucial to consider how the questions were asked or, in this case, written. Written inquiries can be complex as they can interpret differently, and the person taking the survey might misunderstand or not understand the question. Most of them will not ask for clarification, and for some, it might not be possible to ask for help seeing as the researcher might not be present or available to answer the different questions that might occur. Therefore, the pupils must do their best, even though they might not have understood the question.

In addition, there will also not be any follow-up questions where the pupils might be able to elaborate or explain better. In this survey, some questions allowed the participants to elaborate, but as the research shows, few chose this option. When it comes to the quality of the questions, it might sometimes be hard for the researcher to formulate questions in a way that will make the participants understand them. One factor can be the age difference (if the participants are young), and the second one is that the researcher knows what they are looking

for and is already in the mindset of the research, whereas the participants are not. Therefore, formulated questions are essential but also tough to manage.

A second factor to be considered is that some people did not complete the survey. Therefore, some answers are missing and do not provide all the answers the researchers might want in their questioning. A third and last factor to be made aware of is the willingness to participate. The teacher made time in class for the pupils to complete the survey. Therefore, some pupils might have had little motivation to participate and complete the survey, especially when it proved difficult for some.

3.5.2 Validity

According to Creswell, validity is “the development of sound evidence to demonstrate that the test interpretation matches its proposed use” (Creswell & Guetterman, 2021, p.188). When validating a theory, it is essential to remember that this is an active part of the process in the research. In addition, it is necessary to remember that the explanations make sense to the participants and their accurate descriptions of what occurred, as well as the sequencing in the process (Creswell & Guetterman, 2021).

Regarding the validity of the research, the survey was taken by four classes in a tiny local place and therefore consisted of a minimal selection of people. A second important factor is that everyone that completed the survey attended the same school. Thus, the research collected is from one school that might have some shared opinions and might not entirely represent the entire population in Norway. A third factor is that there was no follow-up interview with the peers, which might have enhanced the study and given more elaboration to the questions in the survey. A fourth and final factor is that some pupils might have wanted to find the “correct” answers, basically trying to please the interviewer. The case of this was especially concerning some of the classes as they were presented with the goal of the survey and what the research was trying to discover.

3.6 Ethical considerations

Ethical considerations while conducting this research were that the participants should remain anonymous. The pupils needed to remain anonymous firstly to protect themselves and secondly to get as many truthful replies as possible, as the answers could not be traced back to anyone. As the researcher, I made sure to inform the pupils of the purpose of the survey and

that there was no possible way for anyone to trace their responses back to them. After they had completed the survey, they were each automatically assigned numbers, therefore, offering the participants complete privacy and no way to trace their answers back to them individually. In addition, participation in the survey was voluntary, and the pupils were informed that if they did not know the answer, they could simply answer with a smiley face to move on to the next question. They were also informed that some surveys might be challenging and that they should do their best. Lastly, they did not have to complete the survey and could back out whenever they wished.

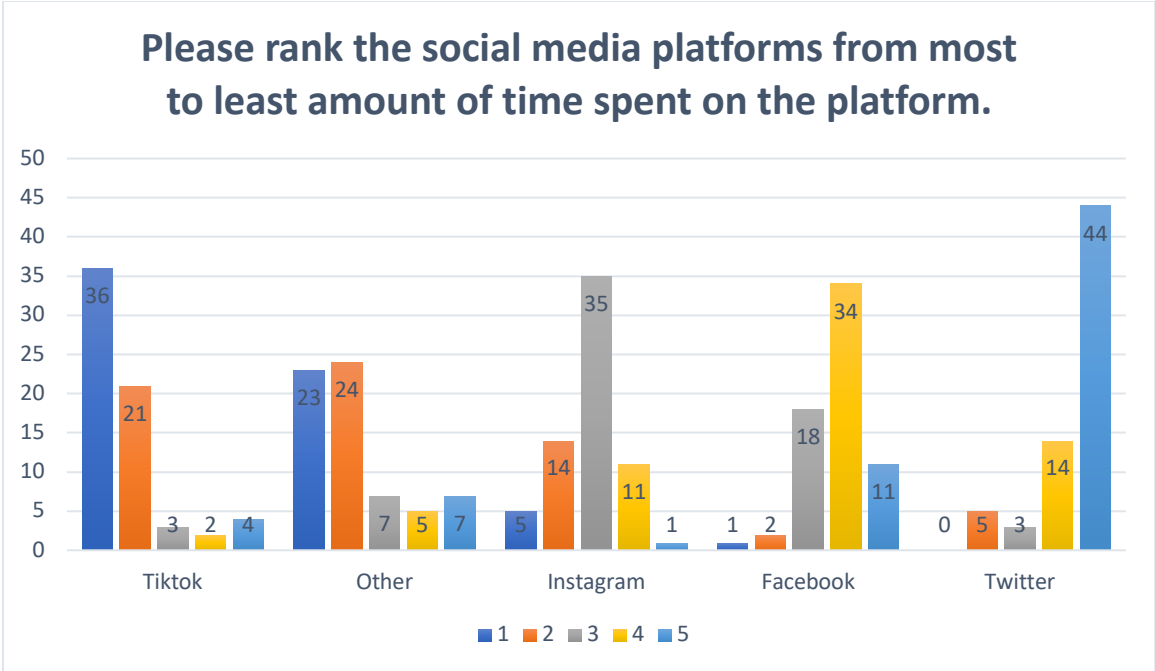
4.0 Analysis

This part of the thesis will analyse the data collected to examine the thesis statement and the two research questions. Seven different figures will be presented, explained, and finally analysed in the analysis part. In addition, five tables will be presented, described, and analysed. The analysis part consists of different categories, with the media chart section being the first introduced. The reading charts follow, concluding with knowledge of terms charts. Finally, this section will finish with an analysis of the two textbooks, *Crossroads* and *Enter*.

4.1 Media chart

Figure 1 illustrates how the pupils ranked five different social media platforms on how much they used them. The platforms in question were TikTok, Instagram, Facebook, Twitter, and others. As illustrated in Figure 1, the research shows many spent more time on “other” social media platforms than was listed.

Figure 1: Social media platforms ranked.



The pupils were asked to “rank the social media platforms from most to least amount of time spent on the platform”. The first column shows how many pupils ranked the platform as their most-used platform. The second column shows how many pupils ranked the platform as their second most used platform, indicating their time on the different platforms. Looking at Figure

1, TikTok appears as the most popular social media platform the pupils could choose, with 36 of the pupils that participated in the survey replying that the platform was their most used platform. At the same time, 21 noted that it was their second most used platform. In addition, three people said it was their third most used platform, two voted for TikTok in fourth place, and four voted that they used TikTok the least out of all the other platforms they could select.

The second most popular answer to the question about which platforms they use was “other”. This begs the question: what is other? What do the pupils consider as other? In this situation, others might refer to other apps like Netflix, HBO, Viaplay, and Spotify, as many pupils watch films and television on their phones or listen to music. Another trendy platform that can be installed on a phone that is widely used among the age group that took the survey is Snapchat. “Other” was the second most popular response after TikTok, with forty-seven participants revealing it as their most or second most popular platform. In addition, seven people voted for “other” in third and last place, while only four chose it in fourth place.

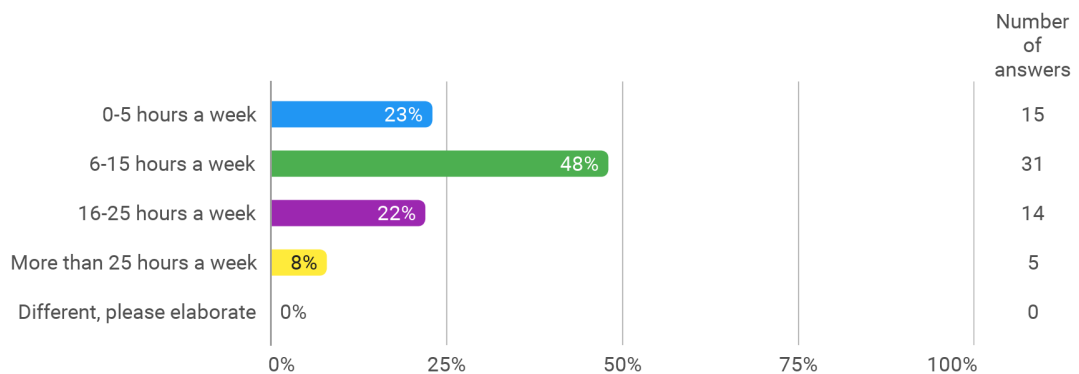
In addition to TikTok and “other”, Instagram is popular. Thirty-five people ranked it in third place, with five ranking Instagram first, 14 in second and 11 in fifth place. Facebook came in fourth place, with one person ranking the platform in first, two in second, 18 in third, 34 in fourth and 11 in last place. The least popular platform among the pupils participating in the survey was Twitter, which does not surprise me considering the selection they could select. Almost everyone ranked the platform as either their least-used platform or, in fourth place, their second-to-last-used platform. Only five pupils answered that Twitter was their second most used platform.

This information demonstrates that TikTok has become a viral app for youths. From the pupils’ answers, we can also guess that many pupils spend time on platforms like Snapchat, YouTube, and Spotify. In this survey, Instagram was more commonly used than Facebook, and Facebook was more used than Twitter. That Twitter came in last place was not a massive surprise, as the pupils that took this survey were relatively young. Had this research been conducted among older participants, the survey would probably receive different answers and results.

4.2 Reading chart

Figure 2 shows how much time pupils spent watching films and television shows weekly. They had five different options which they could choose from, with the one with the least average hours being from 0- 5 hours per week. The next option was from 6-15 hours a week, the third option was from 16-25 hours a week, and the last given option was more than 25 hours a week. In addition to this, the pupils were given a choice where they could select *differently, please elaborate* if they did not feel like any of the other options suited them or were accurate enough and wanted to give a more accurate account of how much time they spent watching films and television shows.

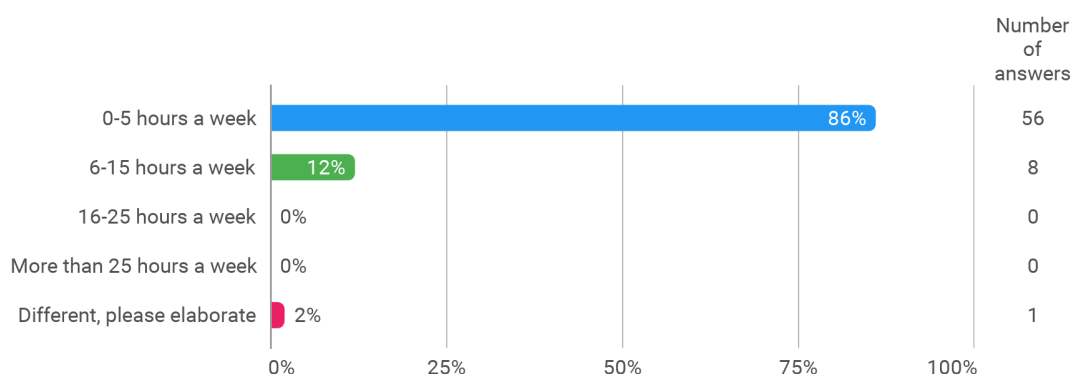
Figure 2: Films & Television.



The results from Figure 2 show that almost 50% of the pupils replied that they spent between 6-15 hours a week watching films or television shows. That was incorporated into 31 of the respondents. The second most common answer was 0-5 hours which 23% replied, with 15 people. Following close third was the choice of 16-25 hours a week which 22% and 14 of the respondents selected. Finally, five people making up the last 8%, replied that they spent more than 25 hours a week watching films or television shows.

Figure 3 is similar to Figure 2, where the pupils were asked to choose five options. However, instead of asking the pupils how much time they spent watching films and television shows during a week, they were asked how much time during a week they spent reading literature like books and novels outside of school. The pupils were given the same choices as in the last question, with a fifth option to elaborate and provide a more accurate description of how much time they spent reading outside of school.

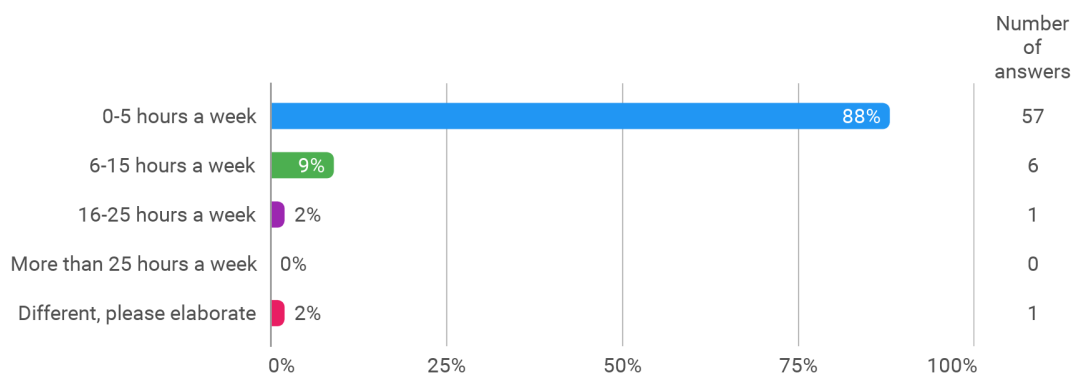
Figure 3: Books & Novels.



As illustrated in Figure 3, one person replied with *different, please elaborate*. This person wrote that they spent 0-30 hours reading books or novels outside of school during a week. Most respondents said they spent 0-5 hours reading books or novels a week. These responses totalled 86%, and 56 people chose this answer. The remaining 12% (8 people) replied that they read for 6-15 hours a week. Therefore, one conclusion that can be drawn from these responses is that many 8th-10th graders do not spend much time outside of the classroom reading books or novels for pleasure.

Figure 4 does not differ much from Figure 3 and shows how much time the pupils spent reading materials like comic books, newspapers, or manga outside the classroom. This question was necessary for the survey to discover whether pupils spend enough time on other types of reading material to be able to pick up British slang words from these types of sources.

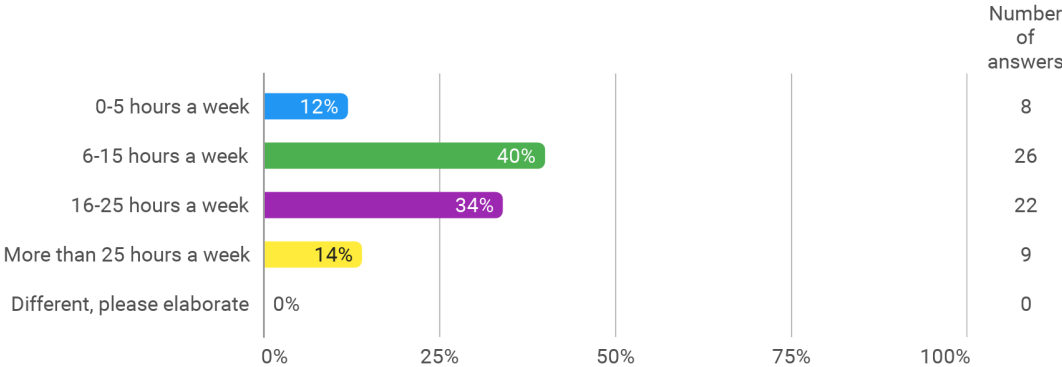
Figure 4: Comic books, newspapers & manga.



As illustrated in Figure 4, one person replied with *different, please elaborate*. This person wrote that they read comic books, newspapers, or manga every other week. Like Figure 3, the pupils seemed to have similar habits, and the majority responded that they read less than five hours a week. Not surprisingly, the following band reporting reading habits of 6-15 hours a week was selected by 9% of the respondents, 6 people. Finally, one person responded that they spent 16-25 hours reading comic books, newspapers, or manga.

Lastly, Figure 5 shows how much time the pupils taking the survey spent on social media like TikTok, Instagram, Snapchat, Facebook, or Twitter during an average week. However, the task did not specifically mention these social media apps, so it is unclear what the pupils put into the task. This question was also identical to the questions tested out in Figure 2, Figure 3, and Figure 4, as the choices the pupils were given were the same as during the previous questions. It is important to note that social media is significant, as many fall under this term. Social media could include many different terms, and it is unclear what the pupils themselves perceived, how the question was formulated and what they put into it.

Figure 5: Social media during a week.



As illustrated in Figure 5, the responses were more divided than during the previous questions reflected in Figure 3 and Figure 4. The majority replied that they spent 6-15 or 16-25 hours weekly on social media. In the next band, 40% (26 responses) answered that they spent 6-15 hours, while 34% (22 responses) spent 16-25 hours per week using social media. The third most popular response reflected usage habits of more than 25 hours. This option was chosen by 14% (9 responses). The last 12% (8 responses) replied that they spent 0-5 hours weekly on social media.

These four figures (Figure 2, Figure 3, Figure 4, and Figure 5) show that pupils spend much time watching films, television shows, or social media. As the percentage shows, they agree that they spent the least time reading comic books, newspapers, or manga with the fewest. On the other hand, one person replied that they spent 0-30 hours reading books/novels outside the classroom during a week, and one answered in the 16-25 hours a week sector.

Reading outside the classroom was low, but watching films, television, and social media was high, suggesting that the informants spend much of their spare time on social media or watching television. The survey showed that 31 people replied that they spent 6-15 hours a week watching films or television, which comprised 48% of the group. In addition, 14 people said they spend 16-25 hours watching television, while 5 replied more than 25 hours weekly. There was a similar trend in the social media question where 40%, 26 people, replied that they spent 6-15 hours a week on social media. A staggering 34% responded that they spent 16-25 hours a week on social and 9 people answered that they spend more than 25 hours a week.

Comparing Figure 2 and Figure 5, the pupils taking the survey overall spent more time on social media than watching films or television shows.

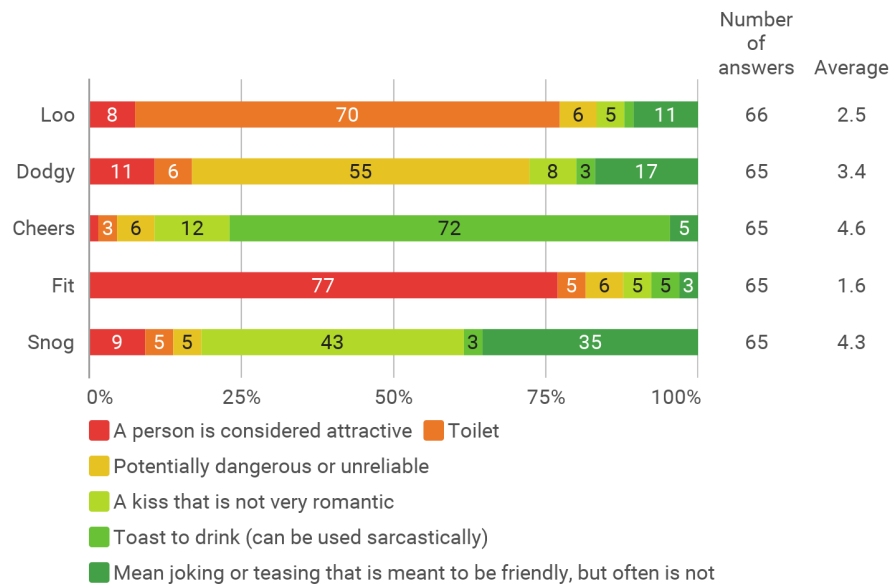
Table 3: Comparing time spent on films/ television and social media.

Hours during a week	Films or television shows	Social media
0-5 hours a week	23% (15 votes)	12% (8 votes)
6-15 hours a week	48% (31 votes)	40% (26 votes)
16-25 hours a week	22% (14 votes)	34% (22 votes)
More than 25 hours a week	8% (5 votes)	14% (9 votes)

The data collected, and the comparison between the figures are slightly concerning as people spend much time on social media. Watching a show takes about 20-45 minutes, depending on the episode, and people watch at least two episodes in a sitting. Watching a film takes around 90 minutes to two and a half hours. The point is that watching a movie or two episodes should be more time-consuming than social media. After looking at these results, it appears the youths are active on social platforms 24/7, and most of their communication happens through social media rather than in person. One example is that Snapchat is used as a tool of communication.

4.3 Knowledge of term charts

Figure 6: Match the term to the definition.



This figure shows how many people matched up one definition of the term. The number in the figure stands for percent rather than people who have selected this option. For instance, 8% replied that the definition to loo was “a person is considered attractive”, while 70% responded that loo = toilet which was the correct answer. Furthermore, 6% thought loo = “potentially dangerous or unreliable”, 5% = “a t kiss that is not very romantic”, and 11% replied that loo was “mean joking or teasing that is meant to be friendly, but often is not”. As the figure shows, the different colours also correspond to the definitions linked to the terms on the far-left-hand side. The different colours correspond to these definitions:

Red = A person is considered attractive

Orange = Toilet

Yellow = Potentially dangerous or unreliable

Light green = A kiss that is not very romantic

Green = Toast to drink (can be used sarcastically)

Dark green = Mean joking or teasing that is meant to be friendly but often is not

One advantage of this Figure is that it clearly shows the percentage of what the pupils responded to. For instance, 70% identified the correct meaning of Loo, 55% got the term dodgy right, 72% got cheers, 77% got fit, and 43% understood the term snog. One of the most significant advantages of this kind of data is that it is easy to quickly get an overview of the most problematic general terms. On the other hand, this figure does not show a correspondence between the answers, and we cannot tell if the same person got multiple terms right.

As illustrated in Figure 6, most of the participants completed the task. However, one participant only replied to the first definition and did not complete the rest of the question. One challenge with the Figure is that it did not elevate the research this paper aims to discover. Therefore, another approach was needed to extract the indented information. The information that this research was looking for was a pattern to see if there was a connection between extramural activity and British vocabulary. Therefore, it was vital to discover a way to analyse the individual pupils and if they got more than one answer correct. To acquire the desired research, all the answers had to be viewed individually and separately to try and discover a pattern to see if anyone got multiple terms correct. Ultimately, it was decided to do this in Xcel; below is an extract to see how the various discoveries and conclusions were made. Everything is colour coded to make it easier to understand.

Green suggests that the person got all four terms correct. Yellow means that they got all the terms but one correct, while the orange colour is the term that they got wrong. The person got more than 50% wrong if the square was white.

Figure 7: Analysing the Mix & Match responses.

Mix & Match - Loo - Find t	Mix & Match - Dodgy - Fin	Mix & Match - Cheers - Fi	Mix & Match - Fit - Find th	Mix & Match - Snog - Find
Toilet	Potentially dangerous or u	Toast to drink (can be use	A person is considered at	Mean joking or teasing th
A kiss that is not very rom	Potentially dangerous or u	Toast to drink (can be use	A person is considered at	Mean joking or teasing th
A person is considered at	Toilet	Potentially dangerous or u	Potentially dangerous or u	Toast to drink (can be use
Toilet	Mean joking or teasing th	Toast to drink (can be use	A person is considered at	A kiss that is not very rom
Toilet	Toast to drink (can be use	A kiss that is not very rom	A person is considered at	Mean joking or teasing th
Potentially dangerous or u	A kiss that is not very rom	Toast to drink (can be use	A person is considered at	Mean joking or teasing th
Toilet	Potentially dangerous or u	Mean joking or teasing th	A kiss that is not very rom	A person is considered at
Toilet	Potentially dangerous or u	Toast to drink (can be use	A person is considered at	Potentially dangerous or u
Toilet	Potentially dangerous or u	Toast to drink (can be use	A person is considered at	A kiss that is not very rom
Toilet	Mean joking or teasing th	Potentially dangerous or u	Toast to drink (can be use	A kiss that is not very rom

When analysing the Mix & Match task, the results were converted from SurveyXact to Xcel. Figure 7 is an extract from the file and shows how the data was analysed. The results were that 12 people got 100% in the Mix & Match task right, and 21 only had one term wrong. This means the remaining 32 got more than 50% of the task wrong (excluding the individual who only replied to one in the first term).

The next step in the process was to analyse the rest of the pupil's replies to see if there was some kind of correspondence between them getting the Mix & Match terms correct or if it was simply good guessing. After analysing each answer, some exciting discoveries were made. In addition to examining the Mix & Match task, the next step was to analyse and see if there was a correspondence between the mix-and-match task and if the pupils could define mate, gutted, and knackered. Another task tested the participants to see if they knew the difference between the British and American usage of the word pissed. Thirdly, if they knew the acronym GOAT and could use some given words in a sentence. In the last part, the sentence analysis, the pupils were asked to choose at least three of the terms listed below and to use them in a sentence:

1. Bonkers
2. Skint
3. Prat

4. Cock- up
5. Muppet

To determine to see who did well, they were given points. If they got 100% on the Mix & Match, they received 2 points; if they got the other questions correct, they received one point, meaning they could get eight points. The results were that eight of the pupils did relatively well and got more than half of the remaining questions correct. Among these were:

Table 4: Analysis of all the Mix & Match + all the Terms

Gender, number, grade	Points
Male 16 - 10 th grade	6
Male 19 – 10 th grade	5
Male 29 – 9 th grade	5
Female 34 – 10 th grade	5
Male 42 – 8 th grade	6
Male 52 – 8 th grade	7
Female 58 – 10 th grade	5
Female 63 – 8 th grade	7

Looking at the data, 25 boys got “mate” correct, as did 20 girls, 2 nonbinaries, and 2 preferred not to answer. The percentage of people correctly defining “gutted” and “knackered” was significantly lower, with four boys and three girls getting “gutted” correctly. “Knackered” was not much better, with four boys and two girls getting the term correct. In addition, one boy wrote down a second definition of “knackered”, which was accepted as it was creative and accurate according to the dictionary. Regarding the question concerning the word “pissed”, most people only got the American term correct, which is understandable. Fifteen boys, 14 girls and two nonbinaries understood that “pissed” meant angry. In addition, these three males and two girls got the terms mixed up, meaning they knew both terms but not which “place” they belonged to. Many boys got the term correct when met with the acronym GOAT, aka Greatest of All Time. 18 boys, four girls, one preferred not to answer, and one nonbinary received points for knowing the acronym's meaning.

Finally, the sentence analysis task yielded results. As the words were difficult, the bar was relatively low, and most answers were accepted. Although the pupils received some slack, only five people (three boys and two girls) constructed proper sentences. These were:

- M19
- M21
- M52
- F56
- F63

As these pupils scored the best, it is vital to analyse the rest of their responses to see if there is a link between where they acquired their English vocabulary, more specifically, their British slang vocabulary.

After looking at Table 4, it was clear that eight people stood out as they had gotten more than half of the questions correctly. The two people that scored the best were M52 and F63, who both interestingly were in the 8th grade. Therefore, it was interesting to see what these people replied to in the rest of the survey (see Appendix 2). After looking at the data collected from these two individuals, there are similarities and differences. For instance, both replied that they spent 6-15 hours a week watching films and television shows. Another similar factor was that both spent little time reading. The boy spent more time reading than the girl when it came to reading literature. Another main difference was that the girl replied that she more than 25 hours a week on social media. In contrast, the male replied that he only spent 0-5 hours a week on social media, which was quite a significant difference.

When ranking their use of social media platforms, they both had: Other- TikTok-Instagram in the same order. The only answers they had different was the order of Facebook and Twitter, but both agreed that they spent the least time on these apps. They also ranked their oral proficiency very high, with the girl ranking her oral skills a 10 and the boy a 9.

In the last two questions, their answers varied a lot as the male participant pointed out that he has most likely heard these phrases through films and television and therefore watching television in English. The female participant revealed that she thought she had learnt most of her English through family and friends as she had spent time abroad with family friends they had to converse in English.

Looking at the responses from the eight pupils who did well in the survey, several trends seem to exist. One is that they all seemed to spend much time watching films and television and spending more time on social media than reading. On the question concerning films and television shows, none of the pupils replied below 6-15 hours, and 3 of the participants responded that they spent 16-25 hours, while one person answered that he spent more than 25 hours a week watching films and television shows. While the total percentage of time spent on social media was higher than any of the reading charts, there were still differences between the participant's answers. For instance, 2 people answered that they spent more than 25 hours a week on social media, while 2 spent between 0-5 hours on social. Three out of the four remaining people replied that they spent 6-15 hours on social media, while the last person replied that she spent 16-25 hours on social media.

Table 5: How much time the high achievers spent on various media during a week.

	Films and television show	Reading literature (books)	Reading literature (other material)	Social media
M52	6-15	6-15	0-5	0-5
F63	6-15	0-5	0-5	More than 25 hours a week
M16	More than 25 hours a week	0-5	0-5	More than 25 hours a week
M42	6-15	0-5	0-5	0-5
M19	6-15	0-5	0-5	6-15
M29	16-25	0-5	0-5	6-15
F34	16-25	0-5	0-5	16-25
F58	16-25	6-15	0-5	6-15

4.4 Textbooks used in the classroom

The last method this thesis will use to confirm or deny the thesis statement is to look at some well-used textbooks used in Norwegian high school classes. The two books that this thesis will discuss are *Crossroads* and *Enter*. The *Crossroads* books were published between 2007-2014, which means that they follow the old curriculum LK06, while *Enter* was published in

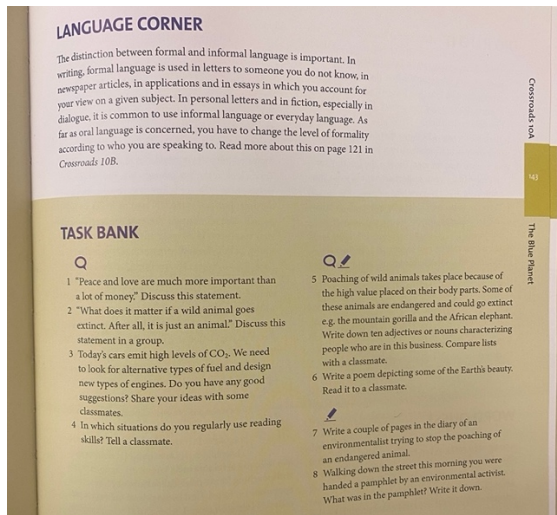
2020 and therefore followed the new curriculum of LK20. For this reason, the *Crossroads* books have been replaced and are mostly no longer used in the High School where the textbooks were acquired. This school has replaced the *Crossroad* books with a new textbook called *Enter*, which follows the new curriculum of LK20. *Enter* is, therefore, more up-to-date than the *Crossroad* series. This change in coursebooks was done recently, meaning that the *Crossroad* books were outdated and replaced in the High School approximately two years previously, and *Enter* has been used for around two years. Therefore, the *Crossroad* books have been out of the High School in question for two years, but most likely, the first year the *Enter* books were introduced, it is very likely that the teachers still used the *Crossroad* books in the 10th grade as it enhanced and followed a specific style of learning.

By looking at these coursebooks, they differ from one another in style. For instance, the *Crossroad* series is divided into two parts, while the *Enter* coursebook is one relatively small book. *Enter* also seems to focus more on enriching texts and creating interest in the learners. While they might sometimes use older texts, they use pictures with more modern references, like films recently shown on the big screen. This is most likely done to capture the interest of the youths. Since the *Crossroad* books were made a couple of years ago, they are slightly outdated and do not engage modern works that the pupils can relate to the same degree as the *Enter* books appear to do.

4.4.1 *Crossroads*

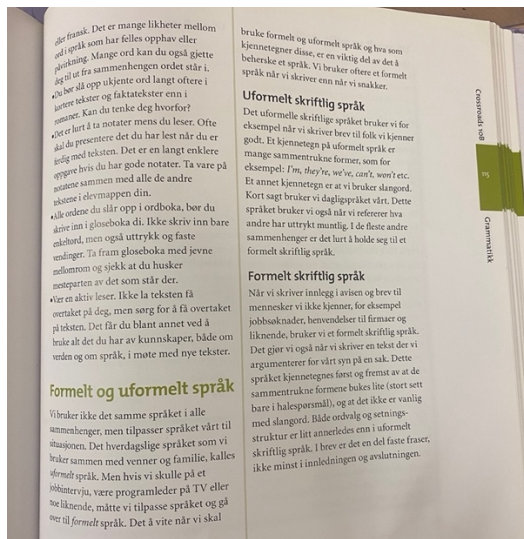
The *Crossroads* books are divided into two separate volumes A and B. In contrast, A focuses more on reading comprehension with stories, texts, and tasks for the pupils. Volume B focuses more on grammar, language, and literature tasks. Therefore, volume A is where the pupils acquire reading skills and learn about the world around them. In *Crossroads* volume A, each topic chapter ends with a “language corner” that gives hints about the grammatical aspect.

Picture 1



Picture 1 shows an extract from *Crossroads 10A*. As shown in this picture, the textbook points to a distinction between formal and informal language, explaining the differences and the context of the two. In addition, the page also refers to further work in the companion textbook *Crossroads 10B*, which elaborates on the differences between formal and informal language.

Picture 2

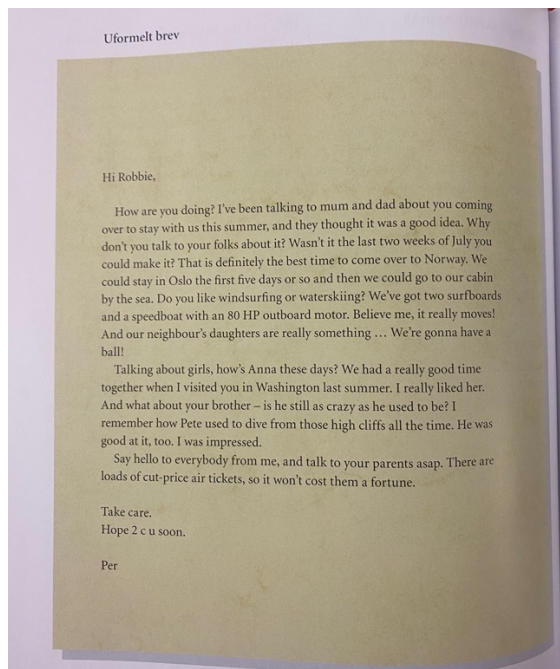


Picture 2 comes from the companion textbook to Picture 1 and is the page referred to in *Crossroads 10A* to acquire more knowledge about the differences between formal and informal language use. While *Crossroads 10A* refers to page 121, the pages about formal/informal language are from pages 115-117 in *Crossroads 10B*, and therefore there is a slight imbalance between the two textbooks. These pages are written in Norwegian and introduce

Norwegian pupils to the differences between the informal and formal language. *Crossroads 10B* also gives examples of informal SMS, email, and a formal letter on pages 116-117.

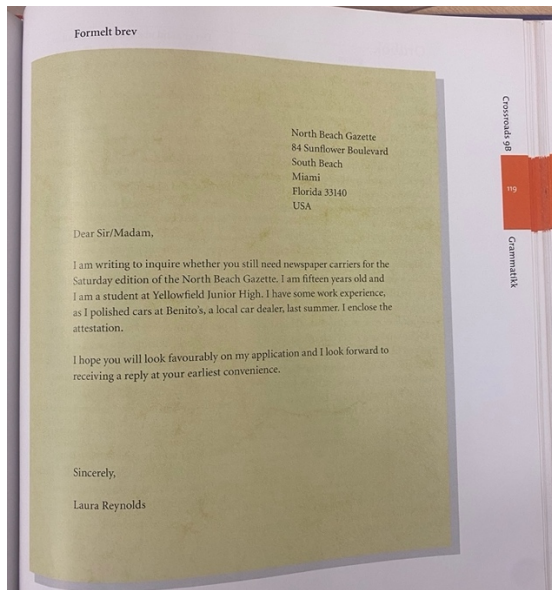
Crossroads 9B have more pages dedicated to the distinction between the formal and informal use of English. This might imply that the writers of the coursebooks consider that learning about the difference between formal/ informal is something pupils should know in the 9th grade. The pages are written in Norwegian and identical to those in *Crossroads 10B*. The examples of formal and informal language in *Crossroads 9B* are written in English and show the difference between a formal and an informal letter on pages 118 and 119.

Picture 3



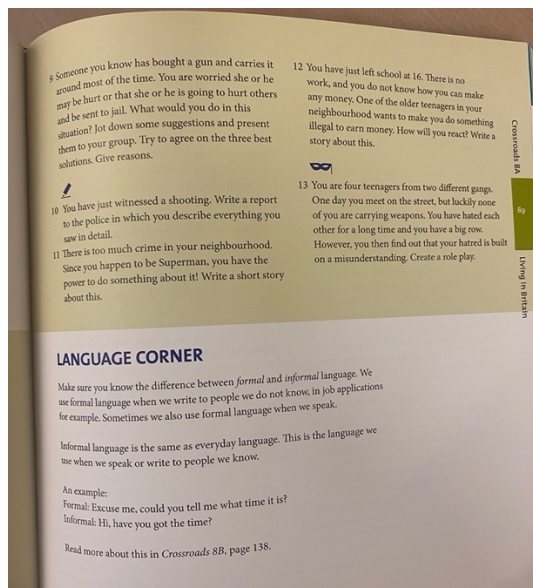
Picture 3 is taken from page 118 in *Crossroads 9B* and shows an example of how to write an informal letter.

Picture 4



Picture 4 is also an extract from *Crossroads 9B* on page 119. The extract shows an example of how to write a formal letter.

Picture 5



Crossroads 8A also mentions the differences between formal and informal language in their language corner, even providing a quick example.

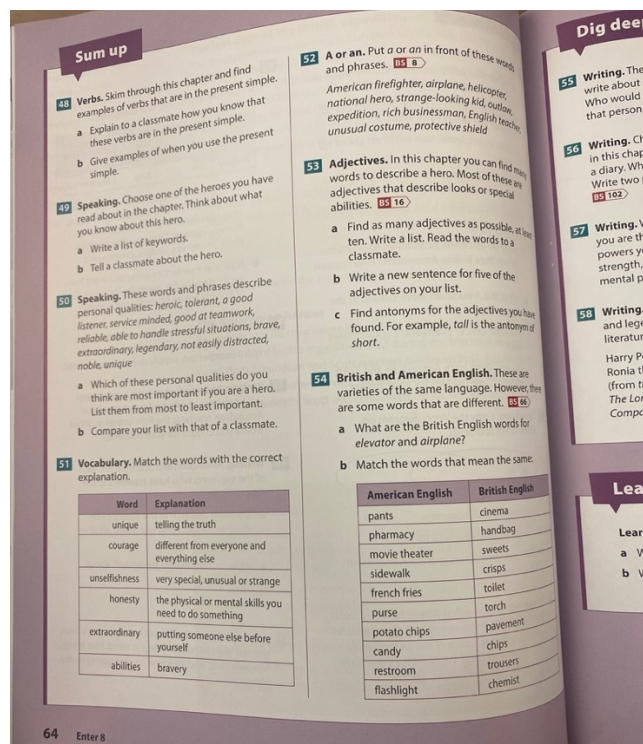
When looking at all the *Crossroad* (those mentioned in this paper) coursebooks, the pages on the distinction between formal and informal language use are the same, meaning that the different grades are taught the same each consecutive year, just with other examples. The text in Norwegian is still the same.

4.4.2 Enter

Enter was published much later than the *Crossroads* series and followed the new curriculum LK20. This coursebook, as earlier mentioned, focuses on engagement by providing up-to-date texts, illustrations, and pictures. The book aims to engage and give the pupils with various topics. Another goal of the book is to find challenges that force the pupil's creativity and reflections, providing knowledge through engaging texts. Looking at the grammatical aspects are linked to the texts in the book and are also found in the tasks provided.

While the book is highly engaging and motivating, there are no signs of the texts focusing specifically on the use of English's formal/informal aspects. There is also no sign of slang being directly addressed or used. In addition, there appears to be a limited focus on a distinction between the formal and informal use of English. Looking at the texts in the coursebook, most to all of them are written using formal language. Hasund (2019) notes that a section towards the back of the coursebook tackles the distinction between the use of formal and informal (page 147 in *Enter*). In addition, there are tasks in the book that are created for the pupils to enhance their knowledge of the differences between the use of formal and informal. In addition, some tasks challenge the pupils to demonstrate that they know the differences between formal and informal and when to apply the different versions.

Picture 6



Picture 6 shows an example from the coursebook where one task pointed to a distinction between British and American English, which focused on vocabulary. On the other hand, there were no specific chapters or pages dedicated to using informal or formal language. However, some of the tasks on the side in the “sum up” part might be devoted to them.

4.4.3 Differences between textbooks

By analysing these two textbooks used in high schools, none focus specifically on using formal and informal language. The *Crossroads* series have a few pages dedicated to the difference between formal/informal language and provides examples. Moreover, the *Enter* book has no clear instructions on using formal and informal language. However, it provides tasks for the learner and information towards the end of the coursebook. Furthermore, there is simply no mention of slang words in either of the books. On the other hand, the *Crossroad* books have a task online dedicated to slang. Nevertheless, both textbooks fulfil the competence aim of:

- Write formal and informal texts, including multimedia texts with structure and coherence that describe, narrate and reflect, and are adapted to the purpose, recipient and situation.

(Ministry of Education and Research, 2019)

There is a correlation between what is written in the national guidelines and the textbook developers. As previously mentioned, teachers often rely on textbooks in class. Therefore, it is up to the educator to provide how much and the method and focus on the formal/informal use of English. According to Hasund (2019), both textbooks include instructions on the differences between formal/informal English. In agreement with the findings in this research, Hasund also discovered that there were tasks on informal language that usually focused on the formal-informal distinction. While not prominent in the physical textbook, the *Crossroads* series has an online exercise on using formal and informal and a task on slang. *Enter* also has several tasks dedicated where the learner must work on the distinction between when to use formal and informal language.

5.0 Discussion

The research conducted in this thesis seems to agree with previous research. Prior research shows that pupils learn English through engaging and enjoyable activities. Youths seem to enjoy watching television in English but with subtitles. Another activity that seems to be popular is playing computer games and reading in English (Schmitt, 2019). The data collected during this research differed from Schmitt’s research as reading in English proved unpopular among the teens that participated in the research conducted in this paper (See. Figure 3 and Figure 4). Nordlund (2016) reported that learners of English often pick up vocabulary outside the classroom through media like gaming and consuming popular culture, which includes music, film, and TV series. The research presented in this paper shows similarities to the study conducted by Nordlund.

Figure 8: Where have you heard these phrases?

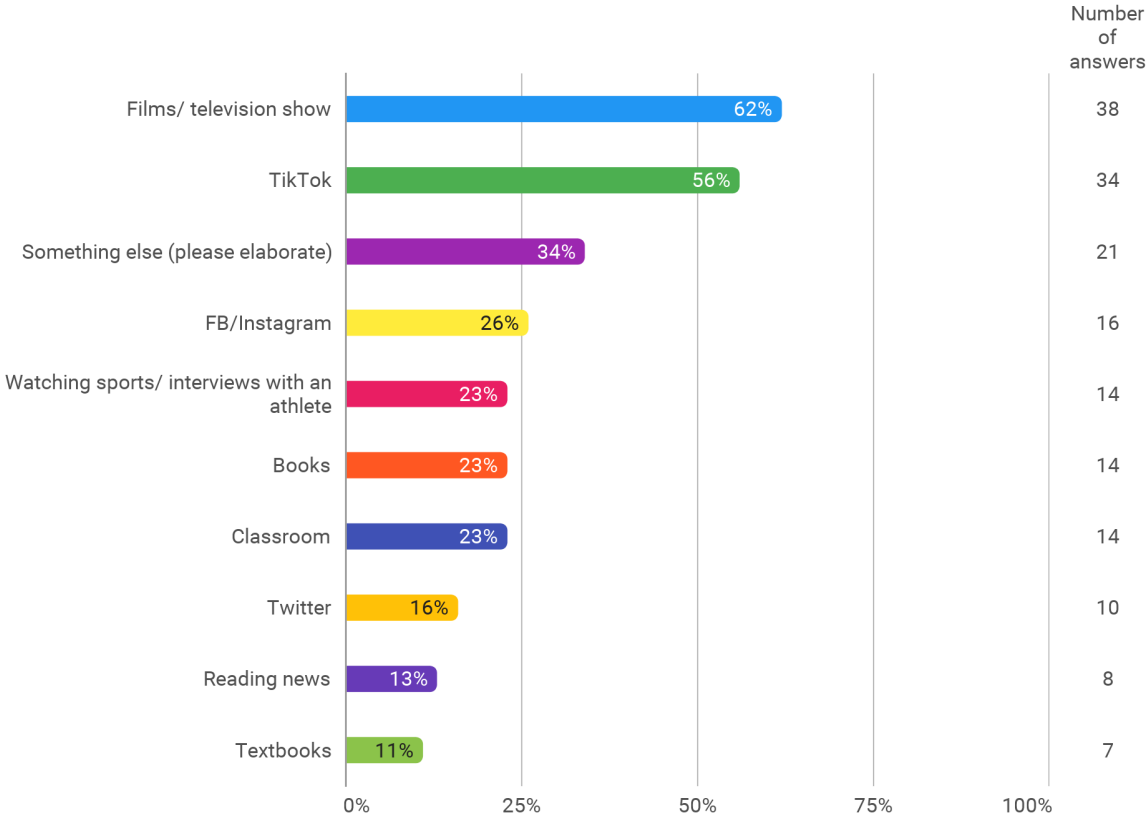


Figure 8 shows where the pupils think they had heard the different phrases that they were tested on during the survey. As the figure shows, most participants answered that they had heard these phrases through films and television shows with 62%. The second most popular answer was TikTok, with 56%. Interestingly 34% choose to answer something else *please*

elaborate. Here the answers proved to give additional information. One of the most common answers to this question was YouTube or watching YouTube. Another popular answer was Snapchat. Other answers included: twitch, at school or anywhere, all social media, family, and friends. As shown in Figure 8, 23% answered that they had heard these phrases in the classroom, the same percentage as those who replied that they had heard them in books. Overall, Twitter, reading news and textbooks had the lowest percentages. However, it is essential to note that each pupil could make multiple choices in this part of the survey.

The last question in the survey was, “Where do you think you learned most of your English vocabulary?” The answers collected in this part were fascinating as they varied, and many wrote that they learnt most of their English vocabulary from various platforms. Some answers were: quizlet, TikTok, TV, YouTube, twitch, films, video games, apps, Netflix series, friends online from other countries, social media, school, books, friends, and family. As mentioned in earlier sections, learning is a social process, and sometimes people watch shows mainly to create the feeling of belonging as they want to be a part of what is trendy. This has occurred multiple times when a show has become popular, creating a chain reaction where everyone watches the show. Discussions are centred around the show; therefore, watching the show might be essential to participate in conversations.

From these answers, one point that can be made is that pupils can learn slang in the classroom. This might point to the fact that textbooks have a more meaningful use and function. As Hasund (2019) pointed out, the classroom teachings in Norway seem to be heavily textbook related. When they mentioned informal English vocabulary, most of these textbooks prioritised the differences between informal versus formal English so that the pupils could make that distinction. Nordberg and Nordlund (2018) researched if textbooks in Sweden were made in such a way that they could promote the learning of vocabulary. They discovered that the different books provided different opportunities for learning as there was further exposure to understanding the different vocabulary.

On the other hand, some of the textbooks used in Norwegian classrooms nowadays appear to focus very little on the distinction between formal and informal English. There also seem to be few tasks that focus on this distinction. Therefore, it is up to the teacher as to how they want to work with formal and informal English.

5.1 Competence Aims after Year 10

According to the competence aims made by UDIR, the pupils are expected to be able to:

- Listen to and understand words and expressions in variants of English.
- Express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient, and situation.
- Explore and describe some linguistic similarities and differences between English and other languages the pupil is familiar with and use this in one 'own language learning.
- Explore and present the content of cultural forms of expression from various media in the English- speaking world that are related to one's own interests.

(Ministry of Education and Research, 2019)

These competence aims all show what pupils should be able to do after 10th grade. The teachers must provide the pupils with the knowledge to fulfil these aims.

Learning slang words can be seen as completing the first competence aim mentioned above. Here the pupils are supposed to be able to understand terms and expressions in different variants of English. In the second aim, pupils should be able to use a varied vocabulary and adapt to the situation, the person they are talking to and the context of the setting. Slang is relevant in the third competence aim because Norwegian youth use many slang words; therefore, it makes sense for them to be aware of slang words used by people of the same age in another language. Many pupils find themselves using English expressions without even realising them. Words like “slay”, “fuck”, “bye”, “see ya”, and “shit” commonly appear in pupils' speech, and they are mostly unaware that they are using slang vocabulary and expressions from another language. The fourth and final competence aim mentioned in this paper relates to the research on using social media, television, films, and literature during the pupil's extramural time.

5.2 Considerations

In hindsight, things could have been done differently when conducting the survey. One of the things that would have been interesting to have added to the research was questions specifically targeting apps like Snapchat, Spotify, and YouTube or at least have mentioned these apps. If these had been included, the results would have been very different in Figure 8:

social media. Especially having at least one question targeting the music aspect would have been interesting. As Nordlund (2016) mentions, there is a high probability that young people pick up English vocabulary through songs and music. Had music been an option on the survey, a hypothesis is that more pupils would likely have mentioned that they learnt English vocabulary through music.

6.0 Conclusion

The research presented in this study seems to confirm previous research that youths acquire considerable English outside of the classroom through extramural activities like television shows, films, YouTube, social media, and gaming. The thesis statement in this research was:

Extramural activities, both online and live, contribute significantly to the English- language vocabulary development of young people in Norway.

Through the research presented in this study and by answering the two research questions, the thesis statement in this dissertation is confirmed, and young people in Norway seem to develop vocabulary through extramural activities. Many youths learn through watching television, gaming, YouTube, and social media. The questionnaire revealed that some participants believed they learnt slang words through reading for pleasure. As mentioned earlier, pupils and youths use many English slang words without even being aware of them using the words and phrases. For instance: “fuck”, “shit”, “slay”, “bye”, and “see ya” are common phrases Norwegian youths might use when talking to one another. Showing how much English influences the Norwegian population.

Research questions:

RQ1: Is there a correlation between extramural learning and slang terms?

RQ2: Do school textbooks reflect contemporary youth language?

According to the research conducted in this paper, the first research question can be confirmed; there is a correlation between extramural learning and slang terms, as most of the pupils that scored well on the survey spent much time on extramural activities. The eight participants who scored well in the survey spent much time watching films, television shows, social media, or both (see Table 3). In addition, most of the eight participants with the highest scores replied that they thought they learnt the most English through films and television shows. Lastly, some pupils mentioned that they knew their vocabulary from friends/family, through reading, and school.

The second research question is also answered through the research conducted in this paper. It is more accurate to say that the textbooks give some instructions on using formal and informal

English and tasks dedicated to the topic but do not reflect contemporary youth language. Hasund's research discovered that both the *Crossroad* book series and *Enter* use formal/informal distinction, requiring pupils to recognise the difference. This research sees some limitations to the textbooks teaching on levels of formality, particularly on slang word instruction. Created online are interactive tasks where pupils are tested on English's informal and formal use. In addition, some tasks promote slang (Hasund, 2019), proving the second research question correct. After all, the English coursebooks are made following the curriculum.

The instructions on using formal and informal English are not immediately apparent in the books. In both *Crossroad* and *Enter*, formal and informal English learning primarily focuses on specific tasks rather than instructions and reading texts. The *Crossroads* series has a section on the difference between formal and informal use of English, but none of the textbooks had any apparent focus on slang. Moreover, numerous survey participants correctly identified multiple slang terms and attributed that knowledge to extramural inputs. There are also examples of pupils learning slang in the classroom. A couple of the respondents on the survey replied that they acquired slang words through school, suggesting that the accompanying tasks in the textbooks that focus on contemporary youth language are applied in the classroom or that they develop slang through interactions with friends or peers. On the other hand, the textbooks do not have any complete chapters or texts that focus specifically on slang.

Another goal of this paper was to find a suggestion for possible ways to bridge the gap between extramural learning and the teachings in school to give the pupils better learning opportunities. As the research in this paper shows, pupils acquire slang words and vocabulary through extramural activities. Many learn more when engaged in something they enjoy as they spend countless hours doing it without thinking about how enriching it is for learning. One suggestion to bridge the gap is for teachers to use short clips from films using something visual to capture the learner's attention and engagement. Afterwards, get the pupils to work with specific tasks to further their learning, forcing them to pay attention to certain things like vocabulary or slang words. A second exercise the pupils can do is analyse song lyrics. Listen to a song written in English, translate it or look for specific words or grammar in the lyrics.

It is vital to find engaging tasks for the pupils. There should be a purpose behind showing a film in class which includes more than simply answering a worksheet. While answering a worksheet prepared for the film can be enriching, it can also be viewed as quite dull when the opportunities for using films for learning are far more extensive than completing a gap-fill assignment. One task the pupils can easily do in a classroom is an interactive game like an escape room where they solve various puzzles. However, this is quite time-consuming for the teacher to make, but the finished project is something to share with colleagues and can be reused on multiple occasions. Other activities that can create engagement and tasks where the learners can practice their new vocabulary are role-playing, fan fiction, and sequel writing.

6.1 Further research

Since this research found correlations between extramural English and slang words, it would be interesting to research this area on a much bigger scale. In the future, it can be interesting to research ways to bridge extramural English into the classroom. This research shows that pupils acquire English vocabulary during their spare time. Another exciting topic to explore is what this implicates for teachers and how to utilize spare time activities in the classroom to create engagement and motivation among pupils.

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List of appendices

Appendix 1: Survey

Purpose of the questionnaire:

For my MA thesis, I am examining the role of films/television, social media, and literature outside of the classroom plays in vocabulary acquisition. I want to research how teachers can use films and television more in school classes to help pupils learn current vocabulary.

1) Have you attended a Norwegian School?

Yes

No

Comment:

2) Which year are you in?

3) Gender

Female

Male

Nonbinary

Prefer not to answer

4) How much time approximately do you spend watching films and television shows during a week?

- a. Less than 5 hours a week
- b. Less than 10 hours a week
- c. More than 15 hours a week
- d. More than 30 hours a week
- e. Different, please elaborate

- 5) How much time approximately do you spend time reading literature (books) outside of school during a week?
- Less than 5 hours a week
 - Less than 10 hours a week
 - More than 15 hours a week
 - More than 30 hours a week
 - Different, please elaborate
- 6) How much time approximately do you spend time reading other material (comic books, newspapers, or manga)
- Less than 5 hours a week
 - Less than 10 hours a week
 - More than 15 hours a week
 - More than 30 hours a week
 - Different, please elaborate
- 7) How much time approximately do you spend on social media (TikTok, Instagram Snapchat, Facebook, or Twitter) during a week?
- Less than 5 hours a week
 - Less than 10 hours a week
 - More than 15 hours a week
 - More than 30 hours a week
 - Different, please elaborate
- 8) Please rank the social media platforms from most to least amount of time spend on the platform.
- TikTok
 - Instagram
 - Facebook
 - Twitter
 - Other
- 9) Rank your oral English proficiency with 10 being excellent and 1 being poor).

Mix & Match

Find the correct term to the definition.

Fit

- A person is considered attractive

Loo

- Toilet

Dodgy

- Potentially dangerous or unreliable

Snog

- A kiss that is not very romantic

Cheers

- Toast to drink (sometimes used sarcastically)

Banter

- Mean joking or teasing that is meant to be friendly, but often isn't

Find the definition

Try to define or describe how the words are used:

1. Mate
2. Guttled
3. Knackered

British English & American English

Do you know the difference between the British meaning and the American meaning?

Pissed

British =

American =

Social media

What does GOAT stand for, and can you describe the acronym?

Sentence analysis

Try using some of the words in a sentence. Choose at least 3 of the words and use them in a sentence.

Bonkers

Skint

Prat

Cock- up

Muppet

10) Where do you think you have heard these phrases?

- a. Films/television show
- b. Classroom
- c. Textbooks
- d. Books
- e. TikTok
- f. FB/Instagram
- g. Twitter
- h. Watching sports/ interviews with an athlete
- i. Reading News
- j. Something else (please elaborate)

11) Where do you learn most of your English vocabulary?

Appendix 2: Top 8 survey responses

Male 52

Question	Answer
How much time approximately do you spend watching films and television shows during a week?	6-15 hours a week
How much time approximately do you spend time reading literature (books) outside of school during a week?	6-15 hours a week
How much time approximately do you spend time reading other material (comic books, newspapers, or manga)	0-5 hours a week
How much time approximately do you spend on social media (TikTok, Instagram Snapchat, Facebook, or Twitter) during a week?	0-5 hours a week
Please rank the social media platforms from most to least amount of time spend on the platform.	Other TikTok Insta Facebook Twitter
Rank your oral English proficiency with 10 being excellent and 1 being poor).	9
Where do you think you have heard these phrases?	Films and television
Where do you learn most of your English vocabulary?	Watch TV in English

F63

Question	Answer
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How much time approximately do you spend watching films and television shows during a week?	6-15 hours a week
How much time approximately do you spend time reading literature (books) outside of school during a week?	0-5 hours a week
How much time approximately do you spend time reading other material (comic books, newspapers, or manga)	0-5 hours a week
How much time approximately do you spend on social media (TikTok, Instagram Snapchat, Facebook, or Twitter) during a week?	More than 25 hours a week
Please rank the social media platforms from most to least amount of time spend on the platform.	Other TikTok Instagram Twitter Facebook
Rank your oral English proficiency with 10 being excellent and 1 being poor).	10
Where do you think you have heard these phrases?	Something else, please elaborate. Friends, family, and parent's friends
Where do you learn most of your English vocabulary?	Learnt from neighbour abroad, met with person every Tuesday since birth

M16

Question	Answer
How much time approximately do you spend watching films and television shows during a week?	More than 25 hours a week

How much time approximately do you spend time reading literature (books) outside of school during a week?	0-5 hours a week
How much time approximately do you spend time reading other material (comic books, newspapers, or manga)	0-5 hours a week
How much time approximately do you spend on social media (TikTok, Instagram Snapchat, Facebook, or Twitter) during a week?	More than 25 hours a week
Please rank the social media platforms from most to least amount of time spend on the platform.	Other TikTok Instagram Twitter Facebook
Rank your oral English proficiency with 10 being excellent and 1 being poor).	9
Where do you think you have heard these phrases?	Films/ television Classroom Tiktok
Where do you learn most of your English vocabulary?	Either school or gaming/ series

M42

Question	Answer
How much time approximately do you spend watching films and television shows during a week?	6-15 hours a week
How much time approximately do you spend time reading literature (books) outside of school during a week?	0-5 hours a week

How much time approximately do you spend time reading other material (comic books, newspapers, or manga)	0-5 hours a week
How much time approximately do you spend on social media (TikTok, Instagram Snapchat, Facebook, or Twitter) during a week?	0-5 hours a week
Please rank the social media platforms from most to least amount of time spend on the platform.	Other Instagram TikTok Facebook Twitter
Rank your oral English proficiency with 10 being excellent and 1 being poor).	10
Where do you think you have heard these phrases?	Only partially completed the survey
Where do you learn most of your English vocabulary?	

M19

Question	Answer
How much time approximately do you spend watching films and television shows during a week?	6-15 hours a week
How much time approximately do you spend time reading literature (books) outside of school during a week?	0-5 hours a week
How much time approximately do you spend time reading other material (comic books, newspapers, or manga)	0-5 hours a week

How much time approximately do you spend on social media (TikTok, Instagram Snapchat, Facebook, or Twitter) during a week?	6-15 hours a week
Please rank the social media platforms from most to least amount of time spend on the platform.	Other TikTok Instagram Twitter Facebook
Rank your oral English proficiency with 10 being excellent and 1 being poor).	9
Where do you think you have heard these phrases?	Films/ television shows Watching sports/ interviews with an athlete Something else, please elaborate. - Watching YouTube
Where do you learn most of your English vocabulary?	YouTube TV shows Gaming

M29

Question	Answer
How much time approximately do you spend watching films and television shows during a week?	16-25 hours a week
How much time approximately do you spend time reading literature (books) outside of school during a week?	0-5 hours a week
How much time approximately do you spend time reading other material (comic books, newspapers, or manga)	0-5 hours a week
How much time approximately do you spend on social media (TikTok, Instagram	16-25 hours a week

Snapchat, Facebook, or Twitter) during a week?	
Please rank the social media platforms from most to least amount of time spend on the platform.	Other Instagram TikTok Facebook Twitter
Rank your oral English proficiency with 10 being excellent and 1 being poor).	10
Where do you think you have heard these phrases?	Films/ television shows TikTok Something else, please elaborate. - YouTube
Where do you learn most of your English vocabulary?	YouTube

F34

Question	Answer
How much time approximately do you spend watching films and television shows during a week?	16-25 hours a week
How much time approximately do you spend time reading literature (books) outside of school during a week?	0-5 hours a week
How much time approximately do you spend time reading other material (comic books, newspapers, or manga)	0-5 hours a week
How much time approximately do you spend on social media (TikTok, Instagram Snapchat, Facebook, or Twitter) during a week?	16-25 hours a week

Please rank the social media platforms from most to least amount of time spend on the platform.	Other TikTok Instagram Facebook Twitter
Rank your oral English proficiency with 10 being excellent and 1 being poor).	6
Where do you think you have heard these phrases?	Films/television show Textbooks TikTok Facebook/ Instagram Watching sports/ interviews with an athlete Reading news
Where do you learn most of your English vocabulary?	When I watch a movie or a series. I also learn a bit when I read an English book I am interested in. one time I watched a movie first, and then I read the book afterwards. Since I already knew what happened, I could guess what the words means, and it will be correct

F58

Question	Answer
How much time approximately do you spend watching films and television shows during a week?	16-25 hours a week
How much time approximately do you spend time reading literature (books) outside of school during a week?	6-15 hours a week
How much time approximately do you spend time reading other material (comic books, newspapers, or manga)	0-5 hours a week

How much time approximately do you spend on social media (TikTok, Instagram Snapchat, Facebook, or Twitter) during a week?	6-15 hours a week
Please rank the social media platforms from most to least amount of time spend on the platform.	Instagram Twitter- Other Facebook
Rank your oral English proficiency with 10 being excellent and 1 being poor).	6
Where do you think you have heard these phrases?	Films/television show Textbooks Facebook/ Instagram Twitter
Where do you learn most of your English vocabulary?	Watching TV shows, films and YouTube.