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**FACULTAD DE CIENCIAS HUMANAS, SOCIALES Y DE LA
EDUCACIÓN**

**Máster Universitario en
Profesorado de Educación Secundaria**

Master's Dissertation

**The Effect of Extramural English on
Secondary-school Learners' Oral
Proficiency**

María Cárcaba Arredondo

Supervised by Raúl Azpilicueta Martínez

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ABSTRACT

The purpose of this study is to empirically combine data on *extramural English* (EE) with learning outcomes in the oral skill. More specifically, the research questions that guided the study were: (RQ 1) What type of EE, and how much, do secondary-school students make use of? and (RQ 2) How does EE affect the oral proficiency of secondary-school students? Data were collected from 16 English learners aged 14-15 in a secondary school in Navarre (Spain) through an online questionnaire about frequency and types of EE habits and an oral task based on the narration of a picture story. Participants' oral performance was assessed by two raters using a holistic scale. The results from the online questionnaire revealed profound varying levels of engagement outside the regular school curriculum. In general, extramural exposure had a positive effect on students' oral proficiency. The most effective types of activities were those which require learners to have an active participation, often triggered or facilitated through multimodal sources of input, even when this exposure was not too high. Another interesting result was that not only the amount of exposure, but also the combination of different types of activities influenced oral performance.

Key words: extramural English; oral proficiency; adolescents; language input; EFL

RESUMEN

El objetivo de este estudio es analizar la relación entre la exposición extracurricular al inglés y el aprendizaje en la destreza oral. Más concretamente, las preguntas de investigación que vertebraron el estudio fueron: ¿A qué tipo de inglés extracurricular, y en qué medida, se exponen los estudiantes de secundaria? y ¿cómo afecta la exposición al inglés fuera del aula a la destreza oral de los estudiantes de secundaria? Los participantes fueron estudiantes de inglés de 14-15 años de un instituto de secundaria de Navarra (España), quienes completaron un cuestionario online sobre sus hábitos de inglés fuera de la enseñanza reglada y una tarea oral basada en la narración de seis imágenes. El nivel oral de los participantes fue evaluado por dos calificadoras a través de una escala holística. Los resultados del cuestionario online revelaron grandes variaciones en cuanto a tipo y horas de exposición. En general, esta exposición tuvo un efecto positivo en la competencia oral de los alumnos, aunque las actividades más eficaces resultaron ser las que requieren que los alumnos tengan rol activo, a menudo facilitado por inputs multimodales, incluso cuando esta exposición no fue

demasiado elevada. Además, no sólo la cantidad de exposición, sino también la combinación de distintos tipos influyó en el rendimiento oral de los participantes.

Palabras clave: inglés fuera del aula; dominio oral; adolescentes; input lingüístico; inglés como lengua extranjera

TABLE OF CONTENTS

1. INTRODUCTION.....	5
2. LITERATURE REVIEW.....	6
2.1. Extramural exposure and overall language gains.....	6
2.2. EE and oral proficiency with secondary-school learners.....	10
2.3. Research questions.....	11
3. METHOD.....	11
3.1. Participants.....	11
3.2. Data collection instruments.....	12
3.2.1. <i>Online questionnaire</i>	12
3.2.2. <i>Task</i>	12
3.2.3. <i>Oral proficiency rating</i>	13
3.3. Procedure.....	13
4. RESULTS AND DISCUSSION.....	14
4.1. Results for RQ 1. EE: frequency and types.....	14
4.2. Results for RQ 2. EE and oral proficiency.....	17
5. CONCLUSIONS, LIMITATIONS, PEDAGOGICAL AND PARENTAL RECOMMENDATIONS.....	23
6. ACKNOWLEDGEMENTS.....	26
REFERENCES.....	27
APPENDICES.....	31

1. INTRODUCTION

Learning a foreign language is a complex process in which a variety of factors interplay and contribute. The current omnipresence of English worldwide has triggered an increase in learners' exposure to the language beyond formal instruction. This provides them with expanded opportunities which can lead to language learning without any form of explicit teaching. Consequently, research into out-of-school exposure to English has been growing steadily with the aim of exploring the potential language-learning benefit of engaging in extramural exposure to English, especially in northern Europe and after Sundqvist (2009) introduced the term *extramural English* (hereinafter EE) (Gonzalez-Fernández & Schmitt, 2015; Peters, 2018; Wisniewska & Mora, 2020). Investigations into the effects of English exposure outside the classroom have repeatedly advocated its positive effects on language gains, particularly of those forms which involve audiovisual input and an active role on the part of the learner (De Wilde et al., 2020; Hannibal Jensen, 2017; Muñoz, 2020; Peters, 2018). Researchers have proved the benefits of watching TV (Kuppens, 2010; Lindgren & Muñoz, 2013; Peters & Webb, 2018; Webb, 2015), computer use (Hannibal Jensen, 2017; Kuppens, 2010; Lindgren & Muñoz, 2013; Peters, 2018; Peters et al., 2019; Sundqvist, 2009; Sylvén & Sundqvist, 2012), and reading (González-Fernández & Schmitt, 2015; Peters, 2018; Webb & Chang, 2015). However, contradictory findings or even negative correlations have been found in relation to sources of input which are received passively, such as listening to music, despite its popularity in terms of amount of exposure (González-Fernández & Schmitt, 2015; Lindgren and Muñoz, 2013; Peters, 2018;).

Most of the existent knowledge in this is focused on learners' receptive vocabulary and the target group is generally young or older learners, whilst there hardly any empirical studies (Sundqvist, 2009 is one of the few) carried out which analyse the relationship of out-of-school exposure on oral proficiency among adolescents. Given that proficiency in oral production is one of the hallmarks of communicative competence, which is currently a fundamental goal of many education curricula, special attention will be drawn to it. More specifically, the objective of this study is to examine extramural exposure among secondary-school Spanish learners of English and its effect on oral proficiency. The indicators of the exposure are based on previous studies (De Wilde et al., 2020; Olsson & Sylvén, 2015; Peters, 2018; Sundqvist, 2009), that is to say, the prevailing types of input and the frequency of occurrence. To our knowledge, this is an issue that has not yet been investigated in

Southern Europe, thus this master's dissertation attempts to shed some light on this research niche.

In order to achieve so, this investigation provides an analysis of 16 year three secondary-school students' extramural habits in relation to their oral proficiency. The data collection took place at IES Julio Caro Baroja, a public school located at the outskirts of Pamplona, Navarre, characterised by its heterogenous student population, which follows the linguistic model G (Spanish is the primary language of instruction). Participants reported their weekly hours of exposure to different types of activities outside school through an online questionnaire. Then, the data that participants produced in an oral task was assessed through a holistic rubric.

In the light of this, the study will follow the subsequent structure: Firstly, a review of relevant investigations and authors regarding extramural exposure and overall language gains will be provided, followed by a presentation of the scarce research which has delved into oral proficiency in relation to *EE*. In view of the identified gaps in the literature, two research questions will be posed. The next section will explain the method in detail, including a description of the participants, the materials employed and the procedure. Then, the results of the study will be discussed. Finally, some concluding ideas, together with an acknowledgement of the limitations of the investigation and some pedagogical and parental implications will end the study.

2. LITERATURE REVIEW

2.1. Extramural exposure and overall language gains

Traditionally, language learning occurred through formal instruction, but the scope and nature of the opportunities for learning languages in informal settings have dramatically increased over the last decades in parallel to the rapid development of technology and its multiple modes of communication (Kuppens, 2010; Muñoz & Lindgren, 2013; Sundqvist, 2009). This is particularly relevant in the case of English, as the omnipresence of this international language broadens the exposure to sources of input and subsequently the consumption of English (Sylvén & Sundqvist, 2012).

The current status of English as a lingua franca and the fact that L2 proficiency cannot often be achieved only through formal instruction (De Wilde et al., 2020) have led

L2 researchers to progressively draw more attention to out-of-school English input (De Wilde et al., 2020; Hannibal Jensen, 2017; Muñoz, 2020; Peters, 2018). In this sense, Sundqvist (2009), among others, have significantly contributed to this field for years. She coined the concept of *extramural English* (EE) to refer to “the English that learners come in contact with or are involved in outside the walls of the classroom” (p. 24). This idea derives but differs from Benson’s (2001) similar term *self-directed naturalistic learning*, which involves events in which language learning occurs deliberately. In this regard, Sundqvist (2009) further specifies:

In *extramural English*, no degree of deliberate intention to acquire English is necessary on the part of the learner, even though deliberate intention is by no means excluded from the concept. But what is important is that the learner comes in contact with or is involved in English outside the walls of the English classroom. (p.25)

A growing body of literature shows positive correlations between EE and L2 proficiency. For example, young English language learners seem to benefit from this exposure to English even before formal English instruction takes place (De Wilde et al., 2020; Kuppens, 2010; Leona et al., 2021). The most significant out-of-school activities, according to recent investigations, seem to be watching TV, using a computer, reading books and magazines, and listening to songs (Peters et al., 2019). Among these, the most popular extramural activities across countries and age groups are those involving audiovisual input, online media and digital media. These include listening to songs, watching TV (with and without subtitles), and computer use. Conversely, reading and listening to radio or podcasts are found to be less popular, that is to say, those activities concerning spoken input and print media (Hannibal Jensen, 2017; Lindgren & Muñoz, 2013; Peters et al., 2019, Sundqvist, 2019). Regarding the frequency of exposure to foreign language media use, a number of studies highlight that it diverges considerably across age groups, with children aged 7-11 spending 6 to 7 hours per week on foreign language media (Hannibal Jensen, 2017; Sylvén & Sundqvist, 2012), adolescents aged 14-16 spending 14 to 18 hours per week (Sundqvist & Wikström, 2015; Sundqvist, 2009) and old adolescents aged 16-19 spending 38 hours per week (Olsson & Sylvén, 2015).

As mentioned above, listening to L2 songs is one of the out-of-school activities that learners are mostly engaged in. Notwithstanding, its impact on language acquisition is not

apparent, as a variety of studies show contradictory findings. Lindgren and Muñoz (2013), for instance, revealed a positive effect of listening to music in reading and listening proficiency on young learners, whilst Peters (2018) and González-Fernández and Schmitt (2015) did not find a positive correlation between listening to songs and vocabulary acquisition in older learners. In other words, in spite of listening to songs being among the most frequent extramural activities, its effectiveness for language learning among older learners remains questionable. This is presumably due to the fact that it is not multimodal, as Peters and Muñoz (2020) argue that “learning is better when information is processed in spoken as well as written mode because learners make mental connections between the aural and visual information provided if there is temporal proximity” (p. 489).

The benefits of another frequent extramural activity, namely watching TV, have also been noted repeatedly. Kuppens (2010) collected data from 12-year-old Flemish learners who had not yet received any formal instruction and is one of the first to reveal that children benefit from watching subtitled English television programs and movies. Similarly, in a study on year four of formal FL instruction (ages 10-11), Lindgren and Muñoz (2013) pointed out that, after cognate linguistic distance, EE was the second strongest predictor of listening and reading proficiency. Additionally, watching subtitled movies correlated more positively with the development of said skills than listening to songs or playing computer games. Webb (2015) further found that extensive TV viewing seems to be an effective way of enlarging learners’ receptive vocabulary while filling the often-limited L2 input in language learning settings. More recently, studies addressing vocabulary knowledge consistently confirm that TV viewing both with subtitles (Montero Perez et al., 2014) and without subtitles (Peters & Webb, 2018; Rodgers & Webb, 2020) has a positive impact on enlarging L2 vocabulary size. The effectiveness of TV in language learning seems to be related to the fact that it offers abundant authentic, spoken input (Webb, 2015).

Investigations on EE have also established that gaming in the L2 enhances language gains, with the vast majority of the research on this topic focusing on young learners (Peters et al., 2019) and drawing attention to vocabulary knowledge. The results of an empirical study by Sylvén and Sundqvist (2012), based on 11-22-year-old Swedish learners, showed that those learners who engaged in more than five hours of gaming per week (labelled as frequent learners) had a wider range of vocabulary, both at receptive and productive levels, than non-gamers. In line with previous research (Sundqvist, 2009; Kuppens, 2010), they identified gender-related differences regarding L2 vocabulary, as boys outperformed girls.

However, it was suggested that these differences may be explained by the type of game and the frequency of gaming rather than by the gender *per se*. In the same way, apart from gaming being an activity in which males take part more frequently than females, Peters (2018) did not find any influence of gender on learners' vocabulary knowledge. Moreover, Lindgren and Muñoz (2013) revealed that gaming was also positively correlated with young learners' reading and listening proficiency, but it seemed to foster vocabulary knowledge to a lesser degree than TV viewing. More recently, in a study conducted with Danish learners aged 7 and 9, Hannibal Jensen (2017) also found that young learners frequently engaged in playing computer games and that both oral and written input while gaming is correlated positively with vocabulary knowledge.

Research has also highlighted reading and extensive reading in particular as a relevant out-of-school method for language learning, even though it is not an extramural activity in which learners often become involved. A series of studies have focused on the relationship between reading and increments in vocabulary size. A positive correlation between reading and vocabulary acquisition has been claimed by González-Fernández and Schmitt (2015). This finding is corroborated by the results reported by Peters (2018), which showed that although learners aged 16 and 19 years old do not frequently read printed media, the reading they did extramurally had a positive impact on their vocabulary knowledge. However, Lindgren and Muñoz (2013) and Sylvén and Sundqvist (2012) pointed out that since young learners are not likely to engage in out-of-class L2 reading, it is difficult to track its relationship with vocabulary learning. In addition, Webb and Chang (2015) found that extensive reading led to learning gains and that prior vocabulary background tended to mediate vocabulary, thus suggesting that the effectiveness of extensive reading in fostering vocabulary learning occurs especially with more advanced learners.

In sum, a number of studies suggest that there exists a connection between EE and L2 learning. However, the vast majority of studies focus on Northern European learners, and there are hardly any papers referring to the effects of exposure to English outside school among Southern European secondary-school learners. Consequently, this study attempts to shed light over the effect of EE in the Spanish context, although the scope of the investigation is limited to a small sample of students of a secondary school in Navarre.

2.2. EE and oral proficiency with secondary-school learners

The emergence of the communicative approach to language teaching has led to an increasing interest in the study of oral proficiency since the 1980s. In this sense, Sundqvist's studies on oral proficiency concerning EE are very revealing. She defined oral proficiency as the learner's ability to make use of English to communicate with an interlocutor through speaking, a process which involves multiple aspects of language (e.g., vocabulary, grammar, pronunciation, prosody, fluency, and interactional skills) (Sundqvist, 2009). In her doctoral dissertation (2009), she focused on oral proficiency as a whole and on two particular aspects of it (fluency and vocabulary) in relation to EE and secondary-school Swedish learners aged 15-16, which is one of the few references for the purposes of the present study. She found out that high frequency of EE correlated positively and significantly with oral proficiency and vocabulary size, although the correlation with vocabulary size was stronger than that of oral proficiency. Moreover, those extramural activities in which learners are active/productive and rely on their language skills (e.g., playing video games, surfing the internet, reading books) seem to contribute more to improving their oral proficiency and vocabulary than activities where learners remain passive/receptive (e.g., listening to music, watching TV).

Wisniewska and Mora (2020) constitutes another significant example of the few studies on EE which addresses oral production, specifically with L1-Catalan/Spanish learners of English. They explored learners' ability to integrate auditory and orthographic input while reading dynamic texts during exposure to L2-captioned video and its effect on pronunciation gains. The results illustrated the relevance of L2 proficiency in L2 speech-processing and contribute to confirm the relationship between reading and audio-text integration skills. However, the target population of this study (adult learners) does not coincide with that of the present study, that is, adolescents.

Likewise, De Wilde et al.'s (2020) study, already mentioned, sheds light on the relationship between EE and English proficiency prior to English formal instruction and on the forms of extramural input which favour language gains the most. The results underscored the relevant impact of EE on L1 Dutch learners' language gains in English, but they also revealed individual differences. The most effective types of activities in informal context were gaming, use of social media and speaking. Nevertheless, these findings do not refer to secondary-school learners either, but to young children (aged 10-12).

As it has been implied above, few studies have focused on EE and adolescents and the existing research addressing secondary-school learners often neglect the oral skill explicitly (Muñoz & Cadierno, 2021), at least in comparison to the number of studies paying attention to vocabulary knowledge (Olsson & Sylvén, 2015; Peters 2018; Pujadas & Muñoz, 2019; Montero Perez, 2022; Webb & Chang, 2015). The present study attempts to counteract to some extent this gap in the literature.

2.3. Research questions

The body of literature previously discussed manifests a growing interest in out-of-school English learning. In addition, research on the field reflects that different forms of EE and learners' proficiency seem to be correlated. However, such exposure has not been studied extensively in relation to oral proficiency and secondary-school learners. Thus, even though this research is too limited to provide conclusive responses, it attempts to contribute to the existing gap on this topic by answering the following questions:

(RQ 1) What type of EE, and how much, do secondary-school students make use of?

(RQ 2) How does EE affect the oral proficiency of secondary-school students?

3. METHOD

This study follows a mixed-methods research design, that is to say, it combines qualitative and quantitative methods. The quantitative aspects entail the use of questionnaires to collect data about EE habits as well as rubrics to assess oral speech samples. The qualitative part involves interviews which serve to analyse oral proficiency and the participation of two graders for assessing the speaking task.

3.1. Participants

The present study involved the voluntary participation of 16 students (aged 14-15) from two groups of year three of secondary education. The participants were enrolled in the state school IES Julio Caro Baroja, located in San Juan, on the outskirts of Pamplona. They were part of the "Programa de Secciones Bilingües de Educación Secundaria" within the Linguistic model G. This means that the official curriculum of one or more subjects is developed using English as the medium of instruction, either entirely or partially. Students join the programme in the first year of secondary education and continue until the completion of the compulsory education period, in year four. The number of hours of English instruction

for the participants was 165 per week, condensed in three 55-minute sessions. Notwithstanding this, the sample group was heterogenous in terms of English proficiency, as their academic performance in the subject diverged considerably. This heterogeneity extends at multiple levels beyond language proficiency, for the school stands out for receiving students from a variety of socioeconomic and cultural backgrounds, thus enriching the outcomes of the study.

3.2. Data collection instruments

The participants of the present study were between 14-15 years old, which implied that a parental consent was necessary so as to legally collect data with under-aged participants (See [appendix A](#)).

3.2.1. Online questionnaire

In order to collect data to answer RQ 1, a questionnaire with nine open-ended questions enquiring about participants' extramural habits and frequency (expressed in hours/week) devoted to them. This was created on *Google Forms* so that it was easier to retrieve the answers digitally. Based on the existing literature on the topic (Peters et al., 2019), the indicators of EE were reading books, watching TV (with English subtitles, with Spanish subtitles, and without subtitles), listening to music, listening to podcasts, surfing the Internet, playing videogames, interacting in social media and any other potential activity in English they carried out. The specific questions that were used for this analysis are presented in full in [Appendix B](#). In contrast to Sundqvist's (2009) investigation, no information about the parents' background was incorporated, as it falls outside the scope of the present study.

3.2.2. Task

The data collection related to RQ 2 comprised a speaking task. This consisted of a six-picture sequence used to elicit narration. The picture story portrays a story called "The Bicycle" (Heaton, 1966), in which an angry driver almost runs over Henry, a cyclist (see [Appendix C1](#)). Participants were asked to narrate the story using the visual prompts as a guide. An additional researcher version was created, including some possible proactive and reactive questions for each of the images of the story to help the participants complete the narration in case they did not find the resources to continue (see [Appendix C2](#)). The function of this test was collecting speech data which were later assessed. It should also be pointed out that this task has been previously used in research studies (De Jong & Vercelotti, 2016), thus allowing replication and interpretation of the results across contexts.

Given that task type shapes to some extent the outcomes of learning and performance, three common recognized categorisations are noteworthy to mention in order to describe the task employed in the present study. Following Prabhu's (1987) classification of tasks according to the kind of gap that they present, this one may be considered as a reasoning-gap task. This implies that learners need to infer and make connections between the information they are given in order to find a common thread to piece the story together. Regarding the goals of the task, the present task can be labelled as a divergent one (Pica et al., 1993), as it enables learners to hold diverse perspectives or interpretations of the story without the necessity of reaching an agreed, definitive version. Finally, if Ellis' (2009) categorisation of tasks is taken into account, this task can be deemed as partially focused. Even though it allows for opportunities for using language in general, it is designed to trigger specific linguistic features which are induced, such as the use of past tense in the heading or the description of the first scene of the story and its characters.

3.2.3. Oral proficiency rating

In order to measure participants' performance in the oral test, a holistic scale was followed. This included five categories, namely coherence, fluency, grammar, pronunciation and vocabulary. For each criterion, participants were given a score between 1 and 4 (see [Appendix D](#)). Two raters intervened in the assessment so as to increase the reliability and consistency of the results, one of them being the author of the study and the other an experienced English teacher of secondary school. This holistic scale is an adapted version by Azpilicueta Martínez (under review), in turn adapted from Merino and Lasagabaster (2017).

3.3. Procedure

As mentioned above, a parental consent was distributed some weeks before the collection of data started. In this way, participants were given the opportunity to give in their parental consent before they completed the questionnaire and the oral test. They were also informed in class that both the questionnaire and the recordings were voluntary and that their performance would not affect their marks in the English subject. In fact, the sample size largely depended on these two factors (parental consent and voluntary participation). It was also emphasised that their personal information would remain confidential and that they could withdraw at any point.

The data collection within the school took place during two English lessons in each of the groups, that is to say, it occupied four sessions in total. The online questionnaire was published on April 5th in both groups' English section on *Google Classroom*, so participants could answer it on their personal Chromebooks (every student in Pamplona has one) in the classroom. In the meantime, the author of the study was available for any further questions.

The oral test took place two weeks later to ensure that everyone participating had had enough time to complete the questionnaire or give in the parental consent in case they had not done so for any reason (e.g., they did not attend school that day). On Wednesday, April 26th, the oral task was completed in both groups. The day of the week was premeditated so that both groups had English in consecutive hours in their timetables. This guaranteed that they could not talk to each other about the task, which could have potentially affected their responses. For the task, participants were asked to leave the classroom individually whilst the English lesson was taking place as usual. In a different room, they were given a piece of paper with the six images printed on it. The researcher announced that the conversation was going to be recorded and, as can be seen in [Appendix C](#), proceeded to read the heading, which corresponded to the first picture: *“These pictures tell a story. It’s called “The Bicycle”. Just look at the pictures first. (Pause) Henry was riding his bicycle. An angry driver was right behind him, tooting his horn: “honk-honk”! You tell the story now”*. Participants were asked to continue narrating the story in English. During the test, the examiner produced both proactive and reactive questions when needed. Each recording was later assessed by two graders independently to ensure interrater reliability using the holistic scales mentioned in the previous section. The data obtained from both the questionnaire and the task was analysed by using *Microsoft Excel*, where two tables were created (one for the questionnaire data and one for the oral production grades) to compare and group the results in order to answer the two posed research questions. [Appendix E](#) shows raw data in said *Excel spreadsheet*.

4. RESULTS AND DISCUSSION

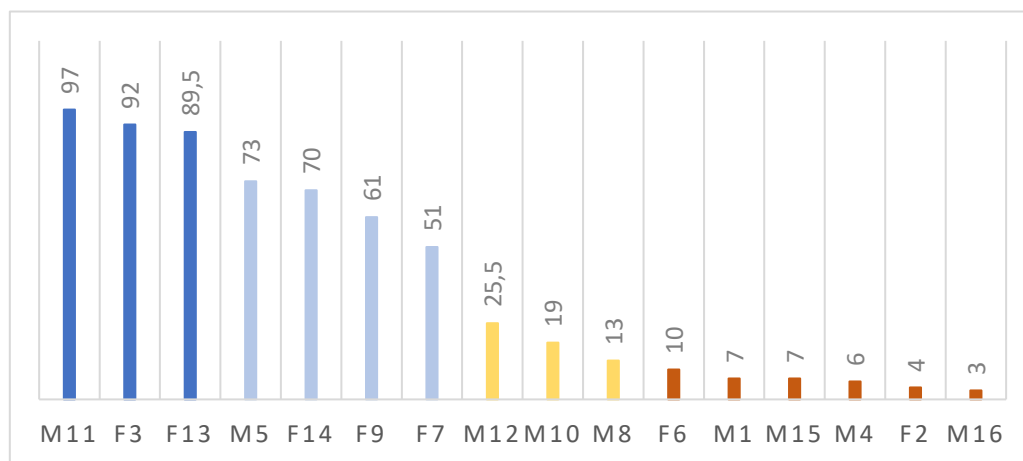
4.1. Results for RQ 1. EE: frequency and types

The results on EE based on the questionnaire data (see [Appendix F](#)) allow to answer RQ 1, which concerns the type and frequency of exposure to English outside of the participants' formal educational setting. Results showed great variability within the population,

suggesting the existence of diverse preferences among participants. The mean of hours per week spent on EE was 39,21 but ranged from a total of 97 to 3 hours, thus with some learners dedicating minimal time while others engaging extensively, as represented in Figure 1. These results slightly vary from those in previous studies, in which, as aforementioned in section 2.1, adolescents between the ages of 15 and 16 were found to devote an average of 14 to 18 hours per week (Sundqvist, 2009; Sundqvist & Wikström, 2015). Such variation, however, may be explained because of the cultural differences between the Swedish and the Spanish context or due to an increasing use of media over the years, considering that these studies were published in 2009 and 2015.

Figure 1

Frequency of exposure to EE (hours/week) per participant



Four categories, represented with different colours in Figure 1 above, may be distinguished if one takes into account the total number of hours per week devoted to extramural activities. This format was considered convenient to better illustrate the varying levels of EE among such a small pool of participants. Learners who were highly frequently exposed to English in non-formal settings reported between 80 and 100 hours per week (coloured in dark blue). A second category comprises participants who frequently engaged in extramural activities in English, between 50 and 80 hours per week (coloured in light blue). The third group, with a moderate exposure, devoted more than 10 but less than 30 hours per week to English outside the classroom (coloured in yellow), and a final group represents infrequent exposure with 10 or less than 10 hours per week (coloured in orange).

The huge individual variation was also reflected in the different minimum and maximum values for the different activities (see Table 1 below). In fact, a high percentage of students had no EE of certain activities at all, or at least they did not report so. It is not

surprising, then, that the means (hours/week) for the time spent on each of the activities under analysis varied considerably. As can be observed, and in line with the existent literature (Hannibal Jensen, 2017; Lindgren & Muñoz, 2013, 2020; Peters et al., 2019, Sundqvist, 2019), there is an apparent distinction between digital/audiovisual and print or spoken input. Music was by far the most popular activity (34%), being the only category in which the minimum value was above 0. Music was followed by Internet use (21%) and social media interaction (17%). With noticeably lower popularity, TV without subtitles (8%), videogames (6%) and other activities (5%) would constitute the next category in frequency of exposure. Finally, podcasts (3%), TV with Spanish (2%) and English (2%) subtitles and reading books (2%) were the least frequent activities among participants. These four groupings are displayed in Table 1, where the different colours indicate the order of popularity, from the most to the least popular EE media among participants.

Table 1

Popularity of different types of extramural activities among participants (hours/week)

N=16	Music	Internet	Social media	TV no subtitles	Videogames	Other activities	Podcasts	TV Spanish subtitles	TV English subtitles	Books
Total h/week	212	129	108	48	38	33	20,50	15	13	11,50
Mean	13,25	8,06	6,75	3	2,38	2,06	1,28	0,94	0,81	0,72
Median	4	2,5	1,5	0	1	0	0	0	0	0
Min.	1,5	0	0	0	0	0	0	0	0	0
Max.	42	30	28	14	15	10	18	6	10	4,5

The results in the present study, however, diverge from previous findings (Hannibal Jensen, 2017; Lindgren & Muñoz, 2013; Peters et al., 2019; Sundqvist, 2009) concerning watching TV, inasmuch as none of the varieties of TV viewing (with subtitles in English, in Spanish and with no subtitles) was a regular habit among participants in spite of it providing audiovisual input. In fact, it should be noted that in all three cases, half of the total hours or more are condensed by one participant. In the case of TV with English subtitles, for instance, 10 hours out of a total of 12 were reported by one participant. This may be explained because in Spain, as opposed to other countries in Europe, there exists a longstanding tradition of dubbing, thus it is rather common among Spanish people not to watch films or series in original version, including the content from prevalent platforms among adolescents, such as *Netflix*. This gives room for thought, considering that multimodal input, which occurs in TV

viewing with subtitles, can potentially contribute to increasing the learning gains, as Peters and Muñoz (2020) claim.

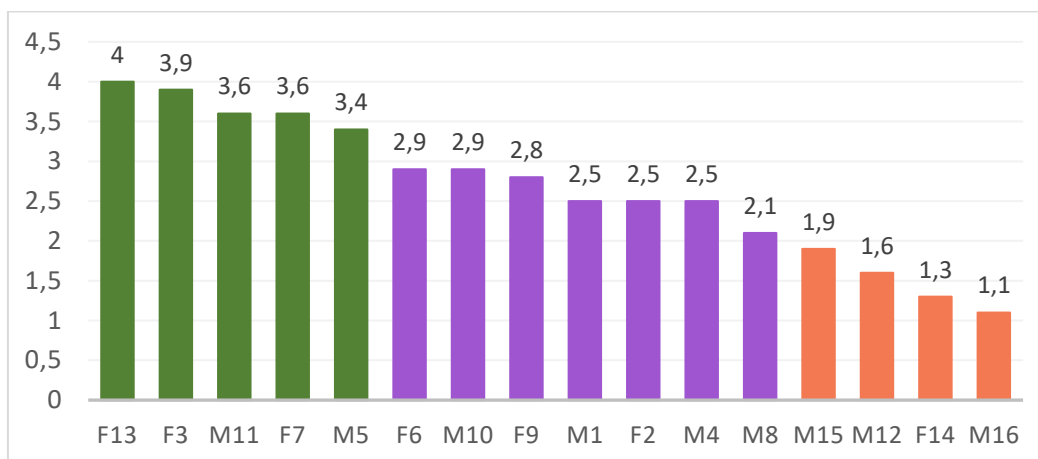
4.2. Results for RQ 2. EE and oral proficiency

In order to answer to RQ2, we will examine the results from the previous section in relation to the ratings obtained in the oral task. By doing so, we attempt to determine whether or not oral proficiency is affected by EE.

Based on the average grades obtained on the oral task, three groups represented in Figure 2 can be established according to the level of oral proficiency. The green group consists of five participants with high oral proficiency level between the quartiles 3 and 4; the purple section comprises seven participants with an intermediate level of oral proficiency positioned between the quartiles 2 and 3; the orange group is made up of four participants with a comparatively lower oral proficiency level, between the quartiles 1 and 2.

Figure 2

Average marks of the oral task (raters 1 and 2)



In order to illustrate the three levels of proficiency, three extracts from the recordings will be presented. As can be seen, highly proficient learners demonstrated an outstanding ability to respond to the task. They excelled at establishing temporal sequences (e.g., *while riding his bicycle*), showing accuracy of grammar structures and pronunciation, speaking fluently, avoiding lexical repetition, making use of specific, less frequent vocabulary (e.g., *bushes, the car broke down*) and employing strategies to avoid communication breakdowns, such as circumlocutions to evade unknown expressions. They also presented a higher cognitive engagement with the task by trying to provide as much information as possible, or even personal appreciations through intonation or word choice (e.g., *it seems like, driving really fast*), as the fragment below depicts:

M11: *“OK, so this boy called Henry was riding his bike when an angry driver, driving really fast, was trying to kill him. The boy hum... turned left and...f...fell to... the bushes. Then, he gets up and continued with his bicycle. He saw that er... [what happened to the man’s car?] ... Ah!... the man’s car was damaged and Henry saw the man closer and told him that he was a bad person, so the man was angrier and Henry was feeling happy.”*

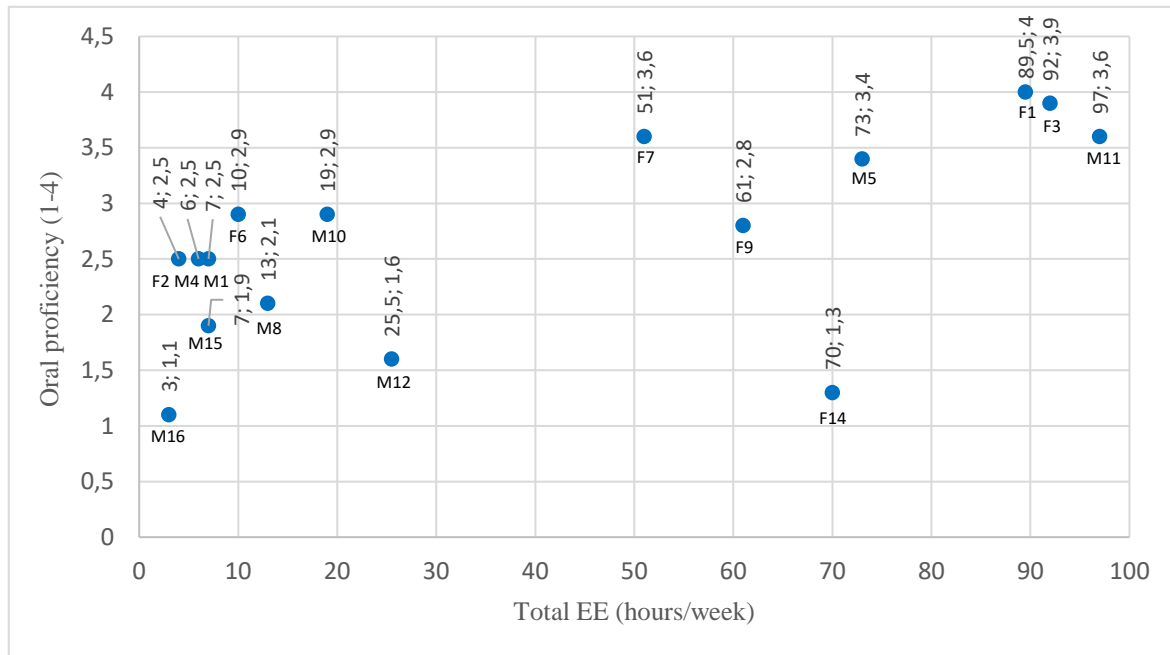
Participants with intermediate proficiency showed a sufficient level to deal with the task on the five subskills (coherence, fluency, grammar, pronunciation and vocabulary), but tended to be less aware of grammatical and lexical mistakes and repetitions (e.g., repetition of the lexical items *Henry, angry, bike*), performed at a lower level on pronunciation and especially demonstrated a lower command of fluency.

M1: *“Henry (/ˈxɛnri/) is in the bike and the...an angry...driver is behind him [Aha] and then he...Henry falls down and then the car er...goes through the road. At er... after that, Henry takes the bike and goes with the bike and then he see that the driver, the angry driver...his car has er... broke and the angry man is so angry, more angry and... and Henry is more happy.”*

Finally, participants with lower oral proficiency were characterised by having communication breakdowns regularly, needed help from the instructor, did not have sufficient vocabulary and grammar resources to narrate the story smoothly, their pronunciation affected intelligibility and they generally failed to clearly sequence events, as in:

M12: *“There was (/ˈwɒz/) a... guy that... er... were with his (/ˈxɪs/) bicycle and one... car er... er... take the claxon. The guy falls down and... later he (/ˈxi/) ... hmm... [was he hurt?] Henry (/ˈxɛnri/) yes, but the bicycle no. Henry (/ˈxɛnri/) take the bicycle and he go and he see... he saw... the car, broke, and the guy with the car angry. Hungry. [Was he angry?]. Yes.”*

In order to compare the data from the oral proficiency task and the data gathered in relation to the amount of exposure, a scatter diagram was created to visually represent the correspondence between the two variables (see Figure 3).

Figure 3*EE impact on overall oral proficiency*

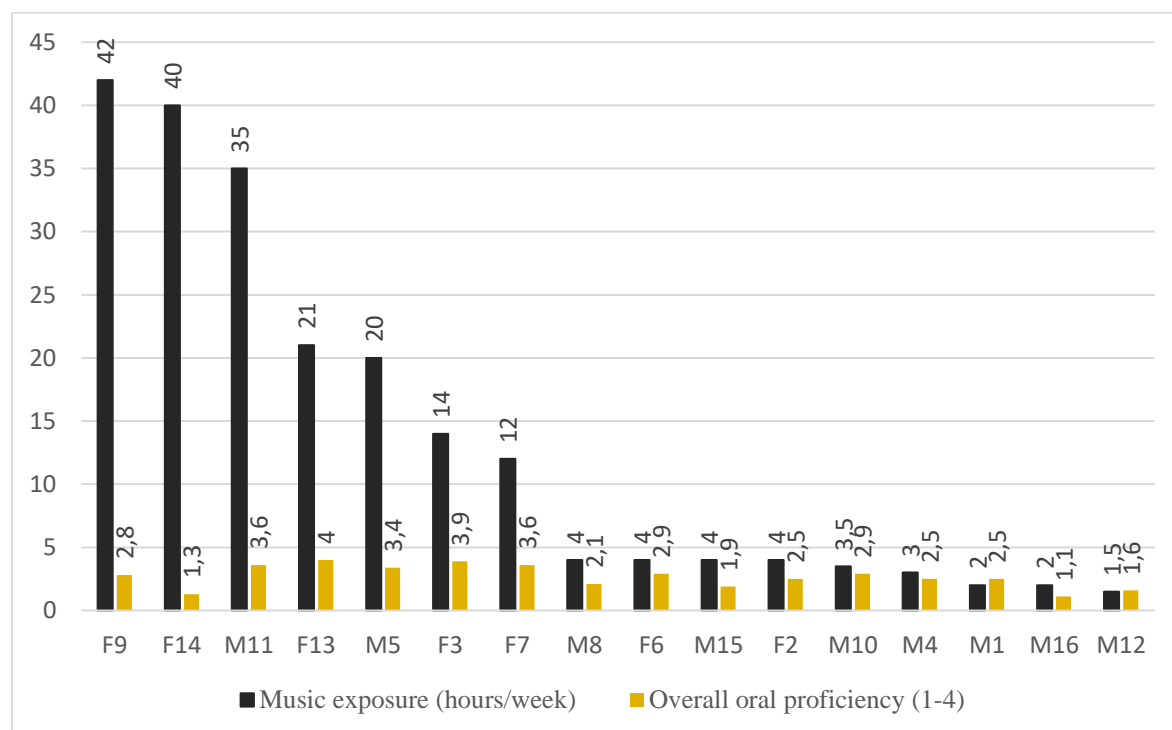
A relationship between EE and oral proficiency seems to occur more clearly among participants who reported high exposure to English outside school. The group that reported to be engaged in extramural English activities between 80 and 100 hours/week scored the higher marks on the oral proficiency test. In fact, every participant from the group labelled as the high proficient group spent more than 50 hours per week on extramural activities. Intermediate proficient participants corresponded with those engaged less than 30 hours per week on activities in English outside the classroom, with the exception of F9, who was engaged 61 hours per week. In a similar vein, low proficient participants spent less than 30 hours per week on extramural activities in English, excepting F14, who reported 70 hours per week. Therefore, the results show that, even though the correspondence is not straightforward, there seems to exist a relationship between the intensity of EE and participants' level of oral proficiency, especially when it comes to high frequency of EE leading to high oral proficiency, thus coinciding with Sundqvist's (2009) results. None of the participants had low frequency of exposure to English and was rated as highly proficient on the oral task. Similarly, the combination of frequent EE and low level of oral proficiency only occurred once (F14).

It is interesting to highlight that, as above mentioned, F9 and F14 are intermediate and low proficient learners respectively, but reported devoting more than 50 hours to EE. However, if one considers the type of activities they were engaged in, the most salient one

is music, which absorbs more than half of their total EE (68,85% and 57,14%). Bearing in mind the research concerning music as a medium of EE, the results of the present study are not surprising, as high exposure to music was not positively correlated with language gains in previous studies (Peters, 2018; González-Fernández & Schmitt, 2015; Sundqvist, 2009). Corroborating this, the data under scrutiny seem to point out that high frequency of exposure to English music as a variable alone is not related to oral proficiency, even though it is also a frequent activity among proficient students like M11 or F13 (see Figure 4). However, some participants such as F7, F3 and F6 reported a relatively low exposure to music (12, 14 and 4 hours/week) compared to the maximum values and yet were within the highly proficient group or in the first positions of the intermediate group. In other words, although it was found to be the preferred extramural activity across participants, listening to music for many hours does not seem to guaranty an improvement on oral production. As was discussed in section 2.1, this may be explained because music is an activity which does not necessarily require learners to be active, as opposed to other sources of input which imply interaction or an active role on the part of the learner (e.g., videogames, internet, social media, reading).

Figure 4

Distribution of extramural music exposure (hours/week) and overall oral proficiency (1-4)



The idea of learners' activeness/passiveness response to different varieties of input also brings to the fore Peters and Muñoz's (2020) claim that productive and multimodal types of input can contribute more effectively to learning gains. Thus, the fact that the input

from music is not multimodal may also have an impact on language improvement. Nonetheless, it is important to stress that, as Sundqvist (2009) observes, “It is difficult, however, to determine how active students are when they listen to music” (p. 125). Indeed, listening to music could be deemed as a receptive habit if learners remain inactive (e.g., music in the background, not paying attention to the lyrics), but it can also involve productive skills if learners take a more active part in the process of listening (e.g., they check the lyrics, understand it and sing along).

In addition to music, the argument in favour of an active or passive role of learners having an impact on language gains is arguably supported with other types of EE. The case of F14, one of the lowest proficient learners (1,3/4 in the oral task), stands out, being the only participant who reported to be engaged in listening to podcasts on a high rate (18 hours/week). Moreover, 83% of her EE to English (70 hours/week) is divided between listening to music and listening to podcasts, both activities which do not involve an output from the learner. Hence, again, the inactiveness on the part of learners when listening to podcasts and music seems not to trigger language improvement.

With regards to those activities which demand activeness, the results seem to suggest that overall, they were beneficial for the oral skill, as can be observed in Table 2. In the case of reading, F13 and F11 are representative examples. They were two out of the three students who reported to have a habit of reading in English, precisely during 4,5 and 3 hours/week respectively and they both belong to the highly proficient group. A similar effect had TV viewing with both Spanish and English subtitles, which also requires an active engagement. F6, F13 and M10 were the only students who were exposed to these two types of input. In spite of their intensity of exposure being rather reduced, their marks on the oral task were satisfactory: 2,9/4 for the former two and 3,6/4 for the latter. In the case of Internet, videogames and social media, the data collected may also indicate a connection between amount of exposure and oral proficiency (see F13, F3, M11, M5, M7). However, the role of all these activities on contributing to oral proficiency cannot be generalised given that they were only reported by few participants, thus the relevance of the intensity or type of exposure could not be compared extensively.

Table 2*Active language exposure and oral proficiency performance*

	Reading	TV Spanish subtitles	TV English subtitles	Internet	Videogames	Social media	Total exposure	Oral proficiency (1-4)
F3	1	0	0	28	1	28	58	3,9
F13	4,5	2	10	15	3	20	54,5	4
M11	3	0	0	30	13	3	49	3,6
M5	0	6	0	3	15	20	44	3,4
F7	2	0	0	25	0	0	27	3,60
M12	0	0	0	0	0	24	24	1,60
F9	0	0	0	8	0	6	14	2,8
F14	0	4	0	7	0	1	12	1,3
M10	1	1	1	2	1	3	9	2,90
M8	0	1	0	4	2	2	9	2,10
F6	0	1	2	2	0	0	5	2,90
M15	0	0	0	2	1	0	3	1,9
M4	0	0	0	1	1	1	3	2,5
M1	0	0	0	2	0	0	2	2,50
M16	0	0	0	0	1	0	1	1,1
F2	0	0	0	0	0	0	0	2,5

Another aspect which deserves attention is brought to light by these results. Together with an active engagement in extramural activities, proficient participants tended to be more engaged in multiple activities rather than having specific preferences, despite the amount of exposure not being excessively high. F13, M5 and M10 might be the most illustrative examples. They all reported habitual exposure to a combination of a variety extramural habits in which their active role was necessary. More specifically, all of them were engaged in at least five of the six extramural habits with such characteristic, namely reading, watching TV with subtitles in English and Spanish, surfing the Internet, gaming, and social media interaction.

One of the most promising parts of this study was the consideration of productive instead of receptive vocabulary knowledge. The effect of certain types of EE on specific subskills of the oral skill, however, remains unknown with the available data, since the vast majority of students who reported to be engaged in out-of-school activities less than 80 hours a week devoted most of the time to music and a high number of participants reported no contact at all with multiple types of EE. Thus, we cannot come up with substantial observations on their effect on the different subskills. With regards to music, perhaps it may

be interesting to note that any participant with a highly proficient level (a mark above 3) in fluency, grammar, pronunciation, or vocabulary reported less than 12 hours/week of exposure to music. However, generally speaking, no revealing appreciations seem to be drawn from the results either, given that high exposure nor low exposure seems to remarkably benefit or result detrimental for any particular subskill, as displayed in Table 3. This finding emphasises the uncertainty around the effect of music not only on overall oral proficiency, but also on specific aspects of it, such as vocabulary knowledge, as previous research confirms (González-Fernández & Schmitt, 2015; Lindgren & Muñoz, 2013; Peters, 2018)

Table 3

Music exposure in relation to the marks obtained in different subskills of oral proficiency

	Music exposure (hours/week)	COH	FLU	GRA	PRO	VOC
F9	42	2,5	2,5	3	3,5	2,5
F14	40	1,5	1	1	2	1
M11	35	4	2,5	3,5	4	4
F13	21	4	4	4	4	4
M5	20	3,5	3,5	3	3,5	3,5
F3	14	4	4	4	4	3,5
F7	12	4	3,5	3,5	3,5	3,5
M8	4	2,5	2	2	2	2
F6	4	3	3	2,5	3	3
M15	4	2,5	2,5	1,5	2	1
F2	4	3,5	2	2,5	2	2,5
M10	3,5	3,5	2	3	3	3
M4	3	2,5	2,5	2	3	2,5
M1	2	3	1,5	2,5	3	2,5
M16	2	1	1	1	1,5	1
M12	1,5	2	1,5	1,5	1,5	1,5

5. CONCLUSIONS, LIMITATIONS, PEDAGOGICAL AND PARENTAL RECOMMENDATIONS

The present study aimed to contribute with further research on the topic of EE among adolescents. Firstly, the data collected from the participants indicated substantial diversity

both in terms of frequency of engagement and choice of inputs, suggesting the existence of diverse preferences and involvement among the participants.

Secondly, the relationship between EE activities and performance on oral proficiency among adolescents was also examined. Our findings are important given the research gaps identified by scholars like Sundqvist (2009) concerning the limited research on oral proficiency and adolescent learners. A main conclusion that could be drawn from the results above discussed is that this study contributes to the evidence that extramural activities which demand students to be cognitively active seem to benefit overall oral proficiency even when the intensity of exposure is relatively reduced. Conversely, those activities in which learners remain passive do not have a substantial impact on oral proficiency even when the amount of exposure is high. Results further suggest that not only the hours of EE matter so as to benefit oral proficiency, but also the combination of different types of extramural activities. Additionally, the results of the oral proficiency rating in relation to TV viewing with subtitles, playing videogames, and social media, again, seem to point towards the beneficial role that multimodal input plays when it comes to language gains in the oral skill, as posed by Peters and Muñoz (2020).

The benefits of specific inputs, however, could not be proven in relation to the particular oral subskills under analysis (coherence, fluency, grammar, pronunciation and vocabulary), given that participants generally did not report to have a variety of sources of input and the overall EE of many of them was almost inexistent. In the case of music, which was the only widely popular extramural activity, common patterns regarding its influence on specific areas were not found either. Again, these findings underscore that it is worth considering individual differences and personal choices when examining EE among secondary-school learners.

This study is not without some relevant limitations. It is important not to overgeneralize the findings of this study considering the characteristics of the sample and data collection: few participants of a single secondary-school in Navarre and the use of self-reported data, which might affect reliability. Moreover, some potentially influential individual differences were not taken into account, such as language aptitude, socioeconomic status, general cognitive ability, or learning styles. Another relevant limitation of the study is that statistical analysis was not applied, which might have been revealing in order to establish statistically significant correlations. All these elements are interesting factors to be

analysed in future investigations so as to obtain a deeper, more accurate understanding of the interplay between EE and oral proficiency among adolescents. In this regard, task design might have also affected performance and subsequently results. The use of a task with different characteristics, where communication can occur in a more natural way (e.g., a dialogic task instead of a monologic one) may be a positive variation in future studies in order to maximize participants' engagement.

Even though it is important to acknowledge these limitations, the present study provides insight into certain findings which may have implications for the teaching of English as a Foreign Language (EFL). In doing so, it also attempts to contribute to increasing the number of pedagogically driven articles in the field, considering that effective teaching needs to meet the interests of learners, which are revealed to a large extent through EE. One way of making use of these habits is mapping their contact with the target language outside school, for instance, through language diaries (Sylvén & Sundqvist, 2012) which can later guide teaching practices and become the source of individualized recommendations while fostering autonomous learning. If teachers are aware that EE, especially interactive sources of input, can be predictors of overall oral proficiency, the engagement in these types of activities should be promoted both inside and outside the classroom through simple actions such as facilitating the effective use of computers. If this is the case, opportunities for contextualised and authentic language input, which is often lacking in EFL environments (Webb, 2015), will likely be reflected in students' oral skills. Moreover, this might also benefit students' motivation in formal learning and application of the target language given that EE provides pressure-free environments which are usually based on learners' personal likes. In other words, teachers of English can take a more proactive approach in this regard, which involves intentionally designing lessons in order to highlight the relevance of EE by means of planned activities to foster awareness of improvement and expand opportunities to practice the target language in meaningful contexts. Moreover, bearing in mind a context in which language learning seems to occur outside of teachers' control, they can build on those extramural habits and focus intramural teaching on aspects which may be more difficult to learn extramurally.

However, the findings of this study and the need to consider the impact of EE goes beyond the classroom walls. Since the study addresses activities which take place outside the academic sphere, parents should also be informed about the effects of EE in language gains. This knowledge may contribute to remove some widespread misbeliefs around

language learning. It is important that parents be aware of the fact that activities such as social media interaction, gaming or watching TV are potentially more effective than watching TV without subtitles or listening to music for many hours because there is no interaction or output involved. These suggestions are not only key in order to take advantage of the potential benefits of EE on language learning, but also to bridge the gap between research findings and the real world through teacher and parental implication where teachers can play a role as parents' trainers.

6. ACKNOWLEDGEMENTS

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APPENDICES.

Appendix A: Letter of parental consent.



HOJA DE INFORMACIÓN Y CONSENTIMIENTO INFORMADO

El presente formulario tiene como objeto proporcionarle la información necesaria para que decida libre y voluntariamente la participación de su hijo/a en este estudio. Es necesario que lea detenidamente la siguiente información y que pregunte si tiene alguna duda al respecto.

CONTACTO:

Investigadora: María Cárcaba Arredondo

Dirección: Dr. Raúl Azpilicueta-Martínez

Centro: Facultad de Ciencias Humanas y Sociales de la Universidad Pública de Navarra (UPNA/NUP)

Teléfono: +34 606080710

Correo electrónico: mariacarcaba@usal.es

DATOS RELATIVOS AL ESTUDIO:

- Descripción del estudio: Mi Trabajo de Fin de Máster (TFM) pretende investigar el impacto de la exposición a la lengua inglesa fuera del aula (a través de películas, música, videojuegos, libros, etc.) en la competencia oral en dicha lengua del alumnado de secundaria.

DESCRIPCIÓN DEL PROCEDIMIENTO

- Tipo de procedimiento: Los participantes completarán cuestionarios en los que indicarán el número de horas semanales que dedican a las actividades mencionadas arriba (Música, películas, videojuegos, libros, etc.). También realizarán una entrevista oral individual muy breve (3 minutos o menos) que será grabada (solo audio) para que las respuestas de los/las estudiantes puedan ser estudiadas. Los datos personales serán tratados de forma totalmente anónima, así como los resultados de todas las pruebas.
- Número de intervenciones: La recogida de datos se realizará en el propio centro escolar y tendrá lugar durante un par de sesiones de la asignatura de inglés, ya que involucra a dos clases de 3º ESO (los alumnos saldrán de clase por unos minutos para las grabaciones).
- Descripción del procedimiento: En cada sesión, el/la participante completará bien un cuestionario o bien una prueba de nivel oral.
- Descripción de riesgos: No existe ningún riesgo para el/la alumno/a.

DERECHOS DEL PARTICIPANTE:

- La participación en este estudio es **voluntaria** y podrá dejar de participar en cualquier momento, sin que ello suponga ningún perjuicio, comunicando la intención de abandono a la investigadora mediante correo electrónico.
- Si usted concede el permiso de que su hijo/a colabore en este proyecto, una vez haya finalizado, tendrá a su **disposición** toda la información relativa a los resultados obtenidos en el mismo, respetando la confidencialidad de las/os participantes. Puede obtener los datos poniéndose en contacto con la investigadora utilizando los datos arriba indicados.
- Las pruebas incluyen la recogida de información mediante grabaciones de audio para su transcripción y análisis (seleccione con un círculo):
 - Doy el consentimiento para la grabación
 - No doy el consentimiento para la grabación
- Los datos personales **que nos ha facilitado únicamente se utilizarán para este estudio de investigación** y serán tratados con absoluta **confidencialidad** y **anonimidad** de acuerdo con la Ley de Protección de Datos. El responsable del tratamiento será la investigadora llevando a cabo el estudio. Puede consultar en cualquier momento los datos que nos ha facilitado o solicitarnos que rectifiquemos o cancelemos sus datos o simplemente que no los utilicemos para algún fin concreto de esta investigación.

IDENTIFICACION DE LA PERSONA QUE PRESTA EL CONSENTIMIENTO

Yo (nombre y apellidos) con D.N.I. como padre / madre / representante legal de (nombre y apellidos del alumno/a)

MANIFIESTO

que he entendido que este consentimiento puede ser revocado por mí en cualquier momento y **OTORGO MI CONSENTIMIENTO** para participar en este estudio.

(Fecha)

(Firma del padre/ madre / representante legal)

Appendix B: Online questionnaire.

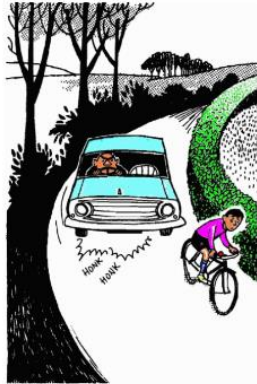
Exposición al inglés fuera del aula.	
<p>Por favor, contesta a todos los apartados con sinceridad. Tus datos se tratarán de manera totalmente <u>anónima</u>.</p> <p>¿Cuántas HORAS A LA SEMANA dedicas a realizar las siguientes actividades EN INGLÉS?</p> <p>Iniciar sesión en Google para guardar lo que llevas hecho. Más información</p>	
Nombre y apellidos	
Tu respuesta _____	
1. Leer libros, tebeos o revistas en inglés.	Tu respuesta _____
2.1. Ver la tele , dibujos animados, películas o series en inglés <u>con subtítulos en castellano</u> .	Tu respuesta _____
2.2. Ver la tele , dibujos animados, películas o series en inglés <u>con subtítulos en inglés</u> .	Tu respuesta _____
2.3. Ver la tele , dibujos animados, películas o series en inglés <u>sin subtítulos</u> .	Tu respuesta _____
3. Escuchar música en inglés.	Tu respuesta _____
4. Escuchar podcasts en inglés.	Tu respuesta _____
5. Navegar en Internet (páginas web, Youtube, etc.) en inglés.	Tu respuesta _____
6. Jugar a videojuegos (Playstation, etc.) en inglés.	Tu respuesta _____
7. Interactuar en redes sociales (Instagram, Facebook, Twitter, Tiktok, etc.) en inglés.	Tu respuesta _____
8. Otras actividades (música, pintura, fotografía, fútbol, etc.) en inglés.	Tu respuesta _____
¡Muchas gracias por tu colaboración!	

Appendix C: Oral task - "The Bicycle".

C1: *Visual prompts for the oral task: students' version.*

The Bicycle

These pictures tell a story. It's called "The Bicycle". Just look at the pictures first. (Pause) Henry was riding his bicycle. An angry driver was right behind him, tooting his horn: "honk-honk"! You tell the story now.

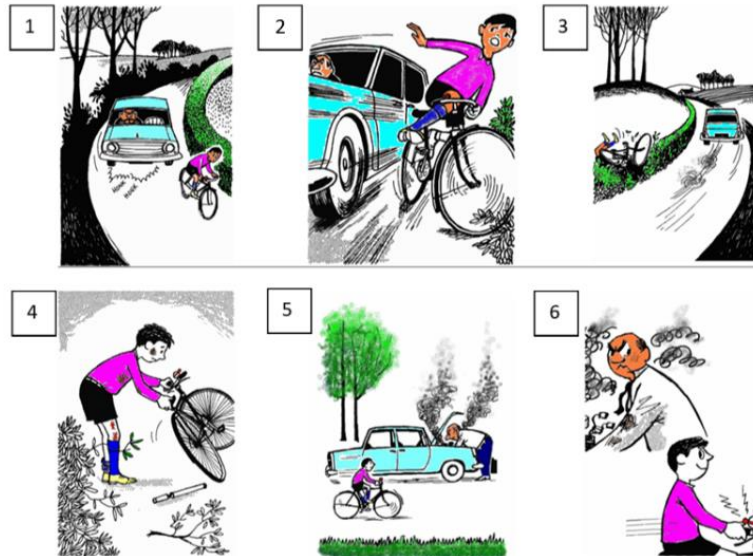


C2: Oral task: [researcher version](#).

Teacher: *“These pictures tell a story. It’s called “The Bicycle”. Just look at the pictures first. (Pause) Henry was riding his bicycle. An angry driver was right behind him, tooting his horn: “honk-honk”! You tell the story now.*

The teacher points at the pictures if necessary.

CAPTION	Proactive question	Reactive question
CAPTION 2	<i>What was the boy doing?</i>	<i>Was the boy scared?</i>
CAPTION 3	<i>What happened to the boy?</i> <i>What did the car driver do?</i>	<i>Did he fall off his bicycle?</i> <i>Did he keep driving after the accident?</i>



The teacher provides positive feedback after the student's answers, with words like "good", "excellent", or "that's right".

CAPTION 4	<i>What happened to the bicycle?</i>	<i>Was the bicycle broken?</i>
CAPTION 5	<i>What happened to the car?</i>	<i>Has the car broken down?</i>
CAPTION 6	<i>Were they happy then?</i>	<i>Was the boy happy because he could ride his bicycle at the end?</i>

Appendix D: Holistic scale. Example.

M11

Grader 1

Grader 2

Grader 1 & 2

Pronunciación

Su pronunciación es muy clara, y no cuesta esfuerzo entender su discurso.	4
Su pronunciación es clara, aunque hay momentos aislados en que hay que esforzarse para entender alguna palabra.	3
Su pronunciación es suficientemente clara, aunque exige esfuerzo por parte del/la oyente.	2
Su pronunciación no es suficientemente clara, aunque la/el oyente se esfuerce en entender el discurso.	1

Gramática

Uso ambicioso de la gramática y los errores que comete no dificultan la comprensión.	4
Uso ambicioso de la gramática, aunque comete errores que, en ocasiones afectan a la comprensión.	3
La gramática es sencilla, y algún error dificulta la comprensión.	2
Su gramática es excesivamente sencilla, y hay frecuentes errores que dificultan la comprensión.	1

Vocabulario

Demuestra el vocabulario suficiente y preciso para narrar la historia de forma completa.	4
Demuestra el vocabulario suficiente para narrar la historia, pero le cuesta encontrar alguna palabra suelta.	3
Demuestra el vocabulario suficiente para narrar la historia, pero tiene dificultades con el vocabulario de varias viñetas.	2
Su vocabulario es muy escaso, y tiene dificultades para referirse a conceptos muy básicos.	1

Fluidez

<i>i)</i> El discurso es fluido y sin pausas, o <i>ii)</i> no necesita ayuda del profesor/a para continuar.	4
<i>i)</i> Apenas hay pausas, y ninguna es larga, o <i>ii)</i> no necesita ayuda del profesor/a para continuar.	3
<i>i)</i> Hay ciertas pausas pero el discurso tiene un ritmo razonable o <i>ii)</i> necesita ayuda del profesor/a para continuar en una ocasión.	2
<i>i)</i> Necesita ayuda del profesor/a para continuar en más de una ocasión, o <i>ii)</i> las pausas son largas o frecuentes y/o el discurso es muy lento.	1

Coherencia

Narra la historia de forma muy clara y coherente, y la secuencia de eventos se entiende sin ningún esfuerzo.	4
Narra la historia de forma clara y coherente, y la secuencia de eventos se entiende sin mucho esfuerzo.	3
Es capaz de narrar la historia, aunque hay que prestar mucha atención para entender la secuencia.	2
Su discurso es inconexo, no hay secuencia en la narración, o es muy difícil seguir aquello a lo que hace referencia.	1

