Out-of-School English and the possible effect it has on Second Language Acquisition
- a study on how students with different backgrounds acquire the English language outside of school

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Abstract

Second language acquisition is a field that has fascinated linguists for numerous years and is a topic that is very much connected to how English teachers in Sweden try to teach the English language to the students in their classrooms. In 2009 Sundqvist examined what possible effects extramural English could have on learners' oral proficiency and their vocabulary. In her study she found out that extramural English “is an independent variable and a possible path to progress in English” (Sundqvist, 2009, p. i). In 2014, three Swedish secondary- and upper secondary school teachers started a project for the Erasmus+. These three teachers tried to create better teaching conditions and to come up with new methods for teaching English. During their investigation they noticed that students who had only been in Sweden for four years or less, seemed to get less exposed to English in their spare time than native Swedish students, which created a disadvantage for them. Since the time when these two studies were carried out, the number of immigrants has increased drastically, which creates the need for further investigation within this area of second language acquisition. In this study, I therefore investigate how much and in what way students come in contact with the English language outside of school. I also examine if there are any differences between native Swedish students versus non-native Swedish students and if so, how this might affect the students and their grades in English.

The study was conducted through the use of questionnaires and through observations of different teaching situations, including the participating teachers' methods and the participating students' reactions. The results show that there are differences between native- and non-native students when it comes to extramural English activities. The results also show that these differences seem to affect the students' grades in English, in favour of the native Swedish students. The native students tend to spend more time on extramural English activities, especially in connection to the Internet and computer games, than the non-native students. These results indicate that something needs to be done in order to compensate for the non-native students' disadvantage.

Keywords

Out-of-school English acquisition, extramural English, second language acquisition, monitor, acquisition-learning, input, output, affective filter, attitude, upper secondary school.
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1. Introduction

In 2014, three Swedish secondary- and upper secondary school teachers, started a project for the Erasmus+, called *Creative Methodology in English as a Second Language* (Herlitz, 2015). The background for the project was the increased number of immigrants found in their classrooms. During this project, they conducted a survey where it was confirmed that students who had only been in Sweden for four years or less, had not been exposed to English to the same extent as students that had spent their whole lives in Sweden. These teachers claim that this puts the non-native students at a disadvantage. The data has not been published, since these findings were not the goal of their project. Their aim was to create better teaching conditions and new methods in order to meet the wide range of needs the different students in Swedish schools may have.

Since these findings were not the goal of their project, and the number of immigrants the past year has increased even more, I believe that these claimed disadvantages should be investigated further. We need to know to what extent this might affect the teaching conditions, and also if it affects the students and their grades. My aim is therefore to conduct my own survey and in this study I will look at how much and in what way students come in contact with the English language outside of school. I will also examine whether there are any differences between students who are native Swedish students versus non-native Swedish students and if so, how this might affect the students and their grades in English.

2. Background

2.1 Migration and refugees

According to Jacobsson (n.d.), the refugee crisis in Syria has brought the number of people seeking asylum in Sweden to a new historical high. Between January and November 2015, more than 149,000 people applied for asylum in Sweden, which is over 74,000 more applications than the same period the year before (Jacobsson, n.d.). The number of unaccompanied children has also increased drastically. Just in the first six months of 2015 approximately the same number of unaccompanied children and young people, applied for asylum in Sweden as throughout the entire 2014 (Jacobsson, n.d.). The majority of the refugees have come from Syria, Eritrea, Afghanistan and Somalia, according to Jacobsson (n.d.).

According to the Swedish National Agency for Education, children and young people under the age of 20 should be included in the Swedish school system as soon as it is appropriate, with regard to their personal circumstances (“Ta emot nyanlänna elever”, n.d). Municipalities should, according to the Swedish National Agency for Education (“Ta emot nyanlänna elever”, n.d), strive to offer schooling within a month, but in cases where this is not possible, for example when many new immigrants arrive to the municipality within a short period of time, it may take longer. In acute situations the schools require more teachers and staff very quickly and retired teachers and teacher students are then seen as a resource when educating these newly arrived students (“Ta emot nyanlännda elever”, n.d). To teach newly arrived students, however, places high demands on the teachers, pressure that not everyone is
equipped for. Education in Swedish as a second language is for example a prerequisite for teaching these students (“Ta emot nyanlända elever”, n.d.), and above all, these students also need a lot of psychological support. Still, the Swedish National Agency for Education “ensures that Swedish education maintains a good standard of quality” (“This is the Swedish”, n.d., ¶ 3). During the first few weeks in school the newly arrived students' educational knowledge will be assessed and the students will then be placed in groups suitable to their individual level of knowledge in the different school subjects (“Ta emot nyanlända elever”, n.d).

2.2 The Swedish school system

The Swedish school system consists of preschool, preschool class, comprehensive school, upper secondary school and different types of adult education, like for example universities and university colleges (“Upper secondary school”, n.d.). Children in Sweden are allowed to attend preschool from the age of 1, and from the age of 6 they are allowed to attend preschool class. Preschool and preschool class are both voluntary. At the age of 7 all children have to attend comprehensive school, which is compulsory schooling and applies for nine years. During the nine years of compulsory school all students are guaranteed a certain number of hours of instruction in all of the compulsory subjects (“Grundskolan”, n.d.), including the subject English. It is, according to the Swedish National Agency for Education (“Comprehensive school”, n.d., ¶ 2), “a statutory requirement that the education offered be equivalent in all parts of the country”, which means that the learning requirements should be the same regardless of which school the students attend. After comprehensive school, most young people attend upper secondary school, which is voluntary and usually extends over a period of three years (“Upper secondary school”, n.d.). Upper secondary school prepares the students for higher education, such as studies at the university, or for employment that does not require further education (“Upper secondary school”, n.d.).

In Sweden there are 18 national upper secondary programs, vocational or preparatory, each of which has a three-year duration and serves to provide general eligibility for higher education (“Upper secondary school”, n.d.). In order to qualify and attend upper secondary school the student needs to have a passing grade in Swedish or Swedish as a second language, English, mathematics and at least five other subjects at the level of year 9 in comprehensive school (“Upper secondary school”, n.d.). This will qualify the student for a vocational program. In order to qualify for a preparatory program the student needs to have a passing grade in nine subjects, in addition to a passing grade in Swedish or Swedish as a second language, English and mathematics, at the level of year 9 in comprehensive school (“Upper secondary school”, n.d.). All students that attend one of the 18 national upper secondary programs, vocational or preparatory, have to read the A-course in the eight core subjects: Swedish, English¹, mathematics, science, social studies, arts, sports and health, and religion (“Upper secondary school”, n.d.). The other courses the students have to attend depend on which of the 18 programs the student has chosen and the students' individual choices.

¹ The A-course for English is called English 5 and is the level after the level of year 9 in comprehensive school. English 5 is followed by English 6 and then English 7, which is the highest level of English taught in upper secondary school.
For people who have recently arrived in Sweden, aged 16-20, or students who, after year 9 of comprehensive school, are not qualified for the national programs in upper secondary school, there are different introductory programs, including language introduction programs, preparatory education programs, vocational introduction programs, program oriented individual options and individual alternatives (“Gymnasieskola 2011”, 2011). For those students who have grades from earlier education in other countries, there are certain requirements that need to be met in order to have these grades recognized in Sweden (“The Swedish education system”, n.d.). Once the student has enough passing grades he or she can apply to one of the national programs.

2.3 Second language acquisition

Within the field of second language acquisition, or SLA, one studies “the human capacity to learn language other than the first, during late childhood, adolescence or adulthood, and once the first language or languages have been acquired” (Ortega, 2009, p. 1). One topic relevant within the field of SLA and widely discussed in different countries by policy makers and educators, is how and how long it takes for minority children to learn the language used by the majority and the society they live in, as a second language:

Policy makers and educators in different countries debate appropriate policies for minority children who speak other languages at home and need to be schooled in the societal language. They also wonder how long it should take them to learn the majority language. This speaks to many questions related to rate of acquisition, or how fast progress can be made in various areas of the L2, and how long is long enough to learn an L2 (Ortega, 2009, p. 8).

In Ortega (2009, p. 79) one can also read about the “five environmental ingredients” that combined can contribute to optimal second language learning, which consist of:

- acculturated attitudes,
- comprehensible input,
- negotiated interaction,
- pushed output
- and a capacity, natural or cultivated, to attend to the language code and not just the message.

In the following three sections I will continue to build on these ‘environmental ingredients’, through Krashen’s five hypotheses on second language acquisition, Swain’s output hypothesis and Sundqvist's study on extramural English.

2.3.1 Krashen's hypotheses on second language acquisition

Within the field of language acquisition and language development, Stephen Krashen is considered to be an expert (“Stephen Krashen”, n-d.) and one of the things Krashen is known for is his theory on second language acquisition, which consists of five hypotheses (Schütz, 1998):

- the Acquisition-Learning hypothesis,
- the Monitor hypothesis,

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2 Extramural English stands for out-of school English activities.
• the Input hypothesis,
• the Natural Order hypothesis,
• and the Affective Filter hypothesis.

There are, according to Krashen (1981, and Schütz, 1998) and the Acquisition-Learning hypothesis, two separate systems of learning a second language: ‘the learned system’, or ‘learning’, and ‘the acquired system’, or ‘acquisition’. ‘The learned system’ is a conscious more formal process, where we are more aware of the knowledge we learn about the language, like the learning we do in a classroom and the learning of for example grammar rules. ‘The acquired system’ is a subconscious more informal process, similar to the process we go through as children when we learn our first language. Out of the two systems ‘the acquired system’ is the most important system, according to Krashen (1981). ‘The acquired system’ may take longer, but Krashen claims that it in the end is “much more useful when language is used for the purpose of communication” (Krashen, 1981, p. 68). In order for ‘the acquired system’ to work, according to Krashen (1981), the interaction needs to be meaningful in the target language. The interaction needs to be “natural communication -- in which speakers are concentrated not in the form of their utterances, but in the communicative act” (Krashen, 1981, p. 1). Krashen adds that both systems are needed, but to different extents, since they “make different sorts of contributions to second language competence” (Krashen, 1981, p. 50).

The Monitor hypothesis has to do with the connection between ‘learning’ and ‘acquisition’ and how ‘learning’ can influence ‘acquisition’ (Schütz, 1998). In this hypothesis the ‘acquisition’ is what initiates the use of a new language, for example through communication with a native speaker in the target language, while the ‘learning’ is the ‘editor’ or ‘monitor’, which makes sure that the utterance is, among other things, grammatically correct (Krashen, 1981). The ‘monitor’ is used to “self-correct successfully” (Krashen, 1981, p. 14) before, during and after an utterance is made, to act “in a planning, editing and correcting function” (Schütz, 1998). However, it should, according to Krashen (1981), be used carefully and without underuse or overuse, and only used to change the parts that are different from what is considered to be normal. When it comes to the use of ‘monitor’, individual variations occur. Learners can be placed on a continuum, ranging from ‘monitor’ overusers to ‘monitor’ underusers, and the optimal users in the middle (Krashen, 1981). Overusers are according to Krashen (1981) hesitant and self-conscious, and often lack of self-confidence. They can usually be described as introverts and perfectionists (Schütz, 1998). Underusers, on the other hand, can usually be described as extroverts and outgoing (Schütz, 1998). Either way, in order for the ‘monitor’ to work, according to Krashen (1981), the learner needs to know the grammar rules, have enough time to think about the rules, but also actively think about the rules and the form of his/her utterance (Schütz, 1998). However, Krashen claims that, when we learn a second language, conscious learning is more or less limited (Krashen, 1981).

With the Input hypothesis, Krashen tries to explain how the learning process takes place and how a learner actually learns a second language, through ‘the acquired system’. The input hypothesis is not connected to ‘the learned system’. The Input hypothesis, states that the learner can progress and improve when receiving second language ‘input’, which is a step higher than the learner's current level of linguistic competence. The learner “understands language containing structure that is a bit beyond him or her with the aid of context”
(Krashen, 1981, p. 126). ‘Comprehensible input’ can be defined as the traits of the target language that the learner can understand but cannot produce on his/her own.

_The Natural Order hypothesis_ has to do with the believe that “the acquisition of grammatical structures follows a ‘natural order’ which is predictable” (Schütz, 1998, ¶ 14). The order is not strictly linear, but there have been several studies that support that there is an average order for acquiring a language (Krashen, 1981). According to Krashen (1981), the order for when different traits or grammatical structures of a first or a second language are acquired seems to be similar, at least for grammatical morphemes. The order of different traits or grammatical structures, in a given language, seem to be acquired in a specific order, “independent of the learners' age, L1 background, conditions of exposure” (Schütz, 1998, ¶ 14), and with “statistically significant similarities” between the learners (Schütz, 1998, ¶ 14). However, Krashen (1981) points out that the natural order should not work as a base when teaching a language, if the aim is language acquisition.

_The Affective Filter hypothesis_ involves the ideas around the role of ‘affective variables’ in second language acquisition (Schütz, 1998). According to Krashen, the learner might understand the input, but in order to acquire the knowledge the learner must also ‘be open’ to it” (Krashen, 1981, p. 21). Examples of ‘affective variables’ are motivation, anxiety and self-confidence (Schütz, 1998). If the learner is strongly motivated, self-confident and has a good self-image, the learner has good chances to acquire a second language, according to Krashen (1981). The opposite could ‘raise’ the affective filter and form a ‘mental block’ that prevents comprehensible input from being used for acquisition” (Schütz, 1998, ¶ 15). Krashen (1981, p. 110) believes that “[i]f the affective filter is ‘up’, no matter how beautifully the input is sequenced, no matter how meaningful and communicative the exercise is intended to be, little or no acquisition will take place”. Krashen also claims that the attitude the learner has towards the teacher, the classroom and the teaching situation may affect both acquisition and learning (Krashen, 1981). Adolescents, for example, are often worried about others’ opinions of them, of their appearance or behaviour. This may affect their performance (Krashen, 1981). The learner’s motivation and attitude are therefore, according to Krashen (1981), of central importance when it comes to second language learning or acquisition:

> The student who feels at ease in the classroom and likes the teacher may seek out intake by volunteering […] Positive attitudes toward the classroom and teacher may also be manifestations of self-confidence and/or integrative motivation, and for this reason may also relate to acquisition (Krashen, 1981, p. 23).

Krashen’s five hypotheses seem to overlap, and together play an important part in the study of second language acquisition, including my own.

As a response to Krashen's input hypothesis and his view on output, that “[o]ne can acquire ‘competence’ in a second language, or a first language, without ever producing it” (Krashen, 1981, p. 107), Merrill Swain published a chapter in Gass and Madden (1985), ‘Communicative competence: some roles of comprehensible input and comprehensible output in its development’, which will be the focus of the following section.
2.3.2 Output hypothesis

In response to Krashen's input hypothesis, Swain argues, while input is of great importance for second language acquisition, it is not enough when a person tries to learn a second language:

The role of input is, without a doubt, of critical importance in understanding the what and why of second language acquisition […] although comprehensible input (Krashen, 1981b, 1982) may be essential to the acquisition of a second language, it is not enough to ensure that the outcome will be nativelike performance […] its impact on grammatical development has been overstated (Swain, 1985, p 235-236).

According to Swain, Krashen argues that “the comprehensible input is the only causal variable in second language acquisition” (Swain, 1985, p. 245) and that learners acquire structure by understanding the meaning of the message and “not focusing on the form of input” (Swain, 1985, p. 245). Swain claims that this is untrue and bases this on the results from a large-scale research project on “the development of bilingual proficiency” (Swain, 1985, p. 236). The aim of this study was “to explore the influences of social, educational, and individual variables on the processes and outcomes of second language learning” (Swain, 1985, p. 236). The data was collected from children that had English as their first language, while they learned French at a French immersion program. Compared to students who learn English as a second language, these immersion students came in contact with the target language almost exclusively inside of the classroom and almost never outside of the classroom. In her study, Swain compared these immersion students and their language development in the target language, to native French speaking students and how they progressed within the French language. In this study Swain noticed that, depending on the traits measured, there were differences between native- and non-native speakers. When it came to grammar the differences were quite large\(^3\), but for discourse the differences were small, regardless of which method that had been used when grammar or discourse were measured (Swain, 1985). Swain also claims that “[t]he results suggest that overall, native speakers perform significantly better on the sociolinguistic tasks than the immersion students” (Swain, 1985, p. 244). She proposes that immersion students did not get as good results as the native students because “the immersion students' input may be limited” (Swain, 1985, p. 246). They get too few opportunities in the classroom to observe and then practise the different grammar rules (Swain, 1985). Swain claims that this can be directly linked to the input the students receive, the dominant teacher talk, the lack of verbal interaction with peers and the lack of conversations between the students and the teacher, where they are equals in the conversation (Swain, 1985). In Swain (1985, p. 248) it is argued that we learn by doing: “Smith (1978, 1982) has argued that one learns to read by reading, and to write by writing. Similarly it can be argued that one learns to speak by speaking”. This is where Swain argues for the pushed output hypothesis, which states that learning can take place when the learner becomes aware of a gap in his/her linguistic knowledge of the target language and might then be pushed to modify his/her output, making it possible to learn something new (Swain, 1985).

In accordance with Swain's study, language learners seem to need output in order to learn a language, but that output, to some extent at present-day, also seems to be lacking inside the

\(^3\) The non-native students did not get as good results as the native speakers.
classroom. However, it is also believed that it is possible for language learners to acquire a language outside of the classroom, in a more naturalistic learning environment, when they for example are forced to modify their utterance in order to get the message across. Sundqvist (2009) have conducted a study on extramural English and the possible effects it could have on learners' oral proficiency and their vocabulary. I will summarise her study and her results in the following section.

2.3.3 Previous study on Extramural English

According to Sundqvist (2009), the English language is changing its position in Swedish society, from the position of being a foreign language, into the position of a second language. She explains the position of the English language in Swedish society and the Swedish school system out of a historical perspective, from the World War I and onward. She then describes the position of the English language today, which was one of the reasons behind her study, and in one way also one of the reasons for my study:

This unique position of English in Swedish schools is a reflection of its status in Swedish society […] English is very dominant in the media. On Swedish television, English-speaking programs and films are not dubbed but subtitled […] English is also the dominant language on the Internet […] Moreover, English is the lingua franca used when playing video games online or when engaging in other online activities, for instance publishing materials on YouTube […] English is also the dominant language in music (Sundqvist, 2009, p. 28).

Sundqvist (2009) examined what possible effects extramural English (EE) could have on learners' oral proficiency (OP) and their vocabulary (VOC). She defines extramural English as “the English learners come in contact with or are involved in outside the walls of the classroom” (Sundqvist, 2009, p. 1) and the linguistic activities they come in contact with in their spare time. She defines the learner's oral proficiency “as the learner's ability to speak and use the target language in actual communication with an interlocutor” (Sundqvist, 2009, p. i). She also explains the difference between self-directed learning and naturalistic learning. ‘Self-directed learning’ involves conscious strategies and entails intentional, independent studies without supervision, while ‘naturalistic learning’ is unintentional learning through direct interaction with the target language and native speakers (Sundqvist, 2009). The study spanned over a period of one year. The focus group included 15 to 16-year-old Swedish learners of English in year 9. She collected the data through five interactional speaking tests, two written vocabulary tests, a questionnaire and two language diaries, which covered one week each. In the diaries the participants were to record how much time they had spent on different extramural English activities: watching TV or films, surfing the Internet, playing video games, listening to music, reading books, newspapers or magazines, and an open category, which covered any activity she might have missed. For the study on the learners' vocabulary, she made an additional analysis on the selection of ten learners, and their “oral fluency and the use of advanced vocabulary in speech” (Sundqvist, 2009, p. i). The results from Sundqvist's study showed that the amount of time the learners spent on extramural English was positively and very much connected to the learners' level of oral proficiency and the size of their vocabulary. According to Sundqvist (2009), the connection between the size of the learners’ vocabulary and extramural English was much stronger and more straightforward than extramural English and the learners' level of oral proficiency. The results of her study also showed that some of the extramural English activities “were more important
than others for OP and VOC respectively; i.e., the type of EE activity mattered” (Sundqvist, 2009, p. i). Extramural English activities where learners had to use their language skills and activities where they were forced to be more active, had a more positive effect on the learners oral proficiency and vocabulary than activities where they could be more passive (Sundqvist, 2009). Examples of more active activities were surfing the Internet, video games and reading, while watching TV or films, and listening to music are examples of activities where the learners were more passive. Sundqvist also identified gender differences (Sundqvist, 2009). According to Sundqvist (2009, p. i) “[b]oys spent significantly more time on productive EE activities than girls; therefore, EE had a greater impact on OP and VOC for boys than for girls”. Sundqvist’s conclusion was “that although EE impacts both OP and VOC, the causal relationship is more salient in the case of VOC” (Sundqvist, 2009, p. i) and “that EE is an independent variable and a possible path to progress in English for any learner, regardless of his or her socioeconomic background” (Sundqvist, 2009, p. i).

Since 2009, when Sundqvist conducted her study, I would claim that the position of the English language, in the Swedish society, has strengthened even more. To study within a higher level of the Swedish school system requires the student to have a computer and access to the Internet, where, as Sundqvist mentioned, English is the dominant language. Unlike Sundqvist, I will not examine oral proficiency or the size of the participants’ vocabulary, but in connection to the results from Sundqvist's study in 2009 and Herlitz's study in 2015, I will compare the students' grades in English to the amount of time they spend on extramural English activities. I will also try to examine if there are any differences between native- and non-native Swedish students, when it comes to extramural English activities.

Research questions:

- Are there any differences between native-and non-native students when it comes to extramural English activities?
- Are there any differences between native- and non-native students' grades in English, and if so, is there a correlation between the students' grades and their extramural English activities?

3. Method and material

The main method in this essay has been questionnaires, which was also used in Sundqvist's study in 2009 and Herlitz's study in 2015. I then analyze and compare the participants' answers with their grades in English, Swedish and mathematics. The questionnaire was aimed toward students at an upper secondary school in the Stockholm area. The questionnaire was created in Google forms and contains 41 questions about the students' family history, their background when it comes to the English language and questions about their contact with the English language outside of school. As I got the students' answers back, they were automatically transferred into an excel file. The questionnaire can be found in Appendix B.

After receiving permission from the principal and the agreement from the English teachers to partake in the study, I handed out consent-forms to every student partaking in some level of English course at the selected school, including English at the level of year nine in comprehensive school, and English 5-7. Out of all the consent-forms that I handed out, I received 36 forms back, and out of those 36, 28 students have answered the questionnaire. The consent-form can be found in Appendix A.
In accordance with Gass and Mackey (2007), and the importance to never make the assumption that the data collection method will work, I conducted a small pilot study by only sending out my questionnaire to five of the volunteering students. As soon as I could see that the participants understood the questions and that the questionnaire tested the right things, I sent the questionnaire to the rest of the volunteering students.

In addition to the questionnaire, I also visited the school on a number of occasions, in order to observe the teaching situations, including the teachers' methods and the students' reactions. This way I was able to observe the ‘affective variables’, the ‘input’ and the ‘output’ in the learning situation.

One of the aims of this study was also to compare the results from the questionnaires with the participating students' grades in English, Swedish and mathematics. The grades were given to me by the participating students' teachers.

The participants are enrolled in a public school, and the students at this school are between the ages of 15-21. The school is quite small, which makes it possible to create a very warm, positive and open atmosphere. The school has a full support team comprising guidance counselors, special education teachers, a psychologist and a school nurse. The school also offers homework assistance to anyone that feels like they need it, including help with the students' English studies. Every student at this school must at some point partake in some level of English. The level of English depends on which program the students are enrolled in and the students' individual choices. This school offers courses that range from English on the level of primary education and contain students who do not have a passing grade from primary education, up to English 7, which is voluntary. The courses on the primary education level contain students with an extremely wide range of English proficiency, including both native Swedish students and students who have immigrated to Sweden from different countries. On one side of the continuum we have students who have never studied any English, and on the other side students who have immigrated to Sweden and who have studied English in their home country. The latter are students who do not have an official grade or whose grades are not recognized in Sweden and therefore needs to retake the courses in order to prove their English proficiency. A lot of these students also take courses on widely different levels in Swedish as a second language.

4. Results

4.1 Background information on the participants

The participants in this study are between the ages of 17-21, and 64.3% are female and 35.7% are male:

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4 Students who have failed English at the level of year nine in comprehensive school.
Figure 1. Out of the 28 participants in this study 18 were female and 10 were male, making the gender percentage 64.3% females and 35.7% males.

57.1% of the participants are native Swedish students, while the other 42.9% have immigrated to Sweden sometime between the ages of 8-18:

Figure 2. Out of the 28 participants in this study 16 were native Swedish students and 12 were non-native Swedish students, making the percentage 57.1% native students and 42.9% non-native students.

The non-native students come from Afghanistan, Eritrea, Iraq, Thailand, Serbia, Sri Lanka and Italy. Eleven out of the twelve non-native students have gone to school in their home country, whereas one girl from Afghanistan has never gone to school before she came to Sweden, one year ago. Out of these eleven students all, but one, have studied some level of English in their home country, ranging from 1-8 years of studies. Combining the non-native students' English studies in their home countries with their English studies here in Sweden, the non-native students have studied English for one year up to twelve years. The native students have all studied English since the early years in comprehensive school, making it between 8-12 years of studies in English.

Most of the non-native students claim that there is a difference between how English is taught in Sweden compared to how they were taught in their home countries. The students from Thailand, Serbia, Afghanistan, Iraq and Turkey claim that the focus in their home countries is on grammar, while they feel the focus here in Sweden is rather on communication. In Turkey
and Afghanistan the English lessons are not taught in English, but in the students' native language, and in Iraq the students start to take courses in English much later than students in Sweden do. The student from Italy claims that the difference is not that big on how the students learn English, but to what extent they need to learn it. This student claims that students in Sweden are required to learn more English than what is required in Italy. The two students from Eritrea, on the other hand, claim that the teaching situation in their home country was stricter than it is here in Sweden. Each course taught after the fifth grade in Eritrea is conducted in English.

The students in this study all partake in some level of English course here in Sweden, divided in accordance with the diagram below:

![English courses diagram]

Figure 3. Out of the 28 participants in this study 3 students are at the level of English year nine in comprehensive school, 3 students are at the level of English 5, 12 students are at the level of English 6, and 10 students are at the level of English 7.

### 4.2 Family background information

All of the parents of the non-native speakers are born abroad. Among the native students there are three students where one of the parents are born outside of Sweden, namely from Turkey, Greece and England. All of the native students’ parents have finished upper secondary school, and many have proceeded to higher-level studies. Only two of the non-native students’ mothers have finished upper secondary school – one from Iraq and the other from Italy. The rest of the non-native students' mothers have finished comprehensive school at best. Two of the non-native students' fathers have studied at higher levels, three have finished upper secondary school, and five have finished comprehensive school. Two of the non-native students' fathers have not completed any schooling. A summary of the native- and the non-native students' parents' educational level can be found in table 1 and 2:
Calculating a mean for the native- versus the non-native students' parents, where comprehensive schooling is worth 1 point, upper secondary schooling is worth 2 points and higher education/university education is worth 3 points, the results show that the native students' parents have a generally higher education and a higher mean at 2.6, than the non-native students' parents' mean at 1.2.

When looking at the level of knowledge of the English language that the parents of the native- and the non-native students have, the native students state that their parents are able to communicate in English, while the non-native students state that their parents have limited or no knowledge of the language, except for two of the fathers, who are born in Serbia and Eritrea. The two non-native students, whose fathers are from Iraq and Italy, claim that their
fathers' knowledge of the English language is limited, even though they have a higher level of education.

Looking at the language that the students use at home, the native students all state that they all speak Swedish. The native students, who have fathers from Greece or England, also mention that they on occasion use their fathers' native language. For the non-native students on the other hand, the languages used at home vary. Those who originate from Afghanistan, Iraq, Thailand, Serbia or Sri Lanka all state that they speak their native language at home, while the student from Italy states to speak German. The student from Turkey states to speak both Swedish and Turkish, while the two students from Eritrea claim that they speak Tigrinya, Swedish or English at home. All of the non-native students also have close relatives that do not know the Swedish language. When they communicate with these relatives they use their native language. Among the native students, there are only the two students whose fathers are born in England or Greece that have relatives that do not know the Swedish language. These two students then communicate through their fathers' native language.

When the students were asked if their parents ever help them with their English studies, there were only ten students who said ‘yes, sometimes’. Two of them were non-natives, from Eritrea and Turkey, while the other eight were native Swedish students.

4.3 Out-of-school activities

When discussing their free time, the native students listed that they:

- interact with family, friends or boyfriend/girlfriend
- go to the gym/exercise
- play computer games
- watch TV, series or movies
- chat with friends on the Internet
- use different social medias
- work
- go shopping
- attend parties
- relax
- read books
- play instruments.

For the native students, hanging out with friends, going to the gym/exercising, playing computer games and watching different series, seemed to be the most important things in their spare time, in that exact order. The non-native students listed that they:

- interact with family or friends
- read books
- go to the gym/exercise
- work
- watch TV, series or movies
- relax
- travel
- go to church
- go to the movies
Unlike the native students, none of the non-native students mentioned any activities related to computer games or the Internet. Most of the non-native students instead mentioned that they study and do a lot of homework after school hours. Their list of priorities – in this exact order - included homework, interacting with friends and family, reading and exercising.

In question number 25, I asked the participants if they ever watch English speaking series or movies, either on TV or at the movies, and all but two said ‘yes, sometimes’. The two that said ‘no, never’ are both non-natives. One of them states that it is because he plays hockey all the time, which means that he does not have the time to watch TV or go to the movies at all. The other said that it is because she does not understand what is happening if it is in a language other than her own, so she states that she only watches movies or series in her own language. In question number 27, I asked the participants if they feel that they have enough knowledge of the English language to understand English-speaking movies or series. Among the native students all but one state that they understand and that the English language is not a problem when watching movies or series. Among the non-native students it is instead 50-50. Connecting this to question 28 and 29, 25 of the 28 participants mention that the movies or series that they watch are often subtitled. For the native students the subtitles are either in Swedish or English, and for the non-native students the subtitles can be either in Swedish, English or in their native language.

In questions 30-32 the focus was on English music. In question number 30 I asked if they listen to music with English lyrics. All but three said ‘yes, sometimes’. The three participants that said ‘no, never’, also said that it was because they did not understand the lyrics, and that they prefer to listen to music in their native language. Out of the rest of the participants there were five that said that they sometimes had difficulties to understand the lyrics. Out of these five, two were natives and three were non-natives. One of the native participants also mentioned that he listens to Japanese music, while all of the non-natives said that they usually also listen to music in their native language.

In question 33 I asked the participants if they ever read books or magazines, and if so, if they ever read in English. Eleven of the native participants said that they usually read English- or Swedish literature, three that they only read Swedish literature, and two only English literature. Out of the non-native participants two said that they only read Swedish literature, while two others said that they only read in their native language or Swedish. One of the non-native participants said that she only reads literature in her native language; two non-native participants said that they only read literature in their native language or English, and one said that she reads Swedish- or English literature. Four of the non-native participants said that they read either in Swedish, English or in their native language/s. An interesting aspect of this is that it is the participants who have resided in Sweden for four years or less which have a preference for reading literature in Swedish rather than English. The one exception is the participant from Italy, who had studied English for eight years in his home country. He preferred to read in his native language or English.

When it comes to questions 34 and 35, where I asked if they ever come in contact with the English language through the Internet, all but two non-natives responded that they do come in
contact with the English language on a regular basis over the Internet\(^5\). For example through online newspapers, blogs, Youtube, streaming, Spotify, and social media, like Facebook or Instagram. There is also a clear gender difference here; while all the male participants mention that they come in contact with the English language through computer games, where one plays with or against people in different parts of the world, there is only one female that mentions computer games. This female is a non-native participant. The native participants seem to have a mutual feeling that when it comes to the Internet, the English language is everywhere, something that the non-natives do not mention. In question 36 I then asked the participants if they feel that they have enough of a grasp of the English language to understand others who use the English language over the Internet, as well as if they feel like others understand them. Two of the native participants said ‘no, not always’, while once again the five non-native participants that have been in Sweden for four years or less also said ‘no, not always’. The rest of the participants answered that they feel like they have enough knowledge to communicate over the Internet without any major misunderstandings.

Question number 37 can be connected to Krashen (1981, p. 37) and how “[g]ood language learners/acquirers must do more than just be present in informal and formal environments”; they also need to be explicitly and implicitly active. They need to be able to see where their knowledge is lacking and willing to do something to fill that knowledge gap, like to engage in activities where the target language is used, or to look up new words in a dictionary. In question 37 I asked if the participants usually look up the meaning of new words that they come in contact with. Eight of the non-native participants said ‘yes, sometimes’, while four of the non-native participants said ‘yes, always’. Five of the naive participants said ‘yes, sometimes’, while eleven of the native participants said ‘yes, always’.

### 4.4 The participants' time distribution

In question 39 I asked the participants to approximate the number of hours a day that they come into contact with the English language, outside of school. The results are summarized in the two diagrams below, separating the native participants' answers from the non-native participants' answers:

\(^5\) Looking back at the non-native participants' answers to question 24, and what they usually do in their spare time, the non-natives did not mention any Internet related activities. However, in their answers to question number 34, all but two mention that they do come in contact with the English language over the Internet at some point every day. This might have to do with the formulation of the two questions. The teachers often encourage the students to engage in extramural English activities like reading English newspapers online, listening to English podcasts and watching English TV-series, which could mean that the non-native participants do not see this as activities they engage in, in their spare time.
Figure 4. Summary of how many hours per day the native students come in contact with the English language outside of school, versus how many hours per day the non-native students come in contact with the English language outside of school.

There is a significant difference between the native- and the non-native students, as showed by the diagrams. The majority of the native students state that they, outside of school, come in contact with the English language approximately for five hours or more per day, while 50% of the non-native students state that they, outside of school, come in contact with the English language less than one hour per day. There was also a significant difference between the male participants and the female participants, which seems to be connected to the participants' answers to question 35 and computer games. The participants that say that they play computer games are also the ones that state that they come in contact with the English language approximately for five hours or more per day.

In question 40 I asked the participants how many hours per week they spend on their English studies. The results are summarized in the two diagrams below, separating the native participants' answers from the non-native participants' answers:

Figure 5. Summary of how many hours per week the native students spend on their English studies, versus how many hours per week the non-native students spend on their English studies.
The difference between the native- and the non-native participants is not as big here, but there still is a difference. The majority of the non-native participants seem to spend a little more time on their English studies than the majority of the native participants. One other noticeable detail with the participants' answers to this question was that the female participants seem to spend a little more time one their English studies than the male participants.

4.5 The participants' adding comments
In questions 38 and 41, I asked the participants if there is anything else that they think I should know concerning their grasp of the English language, or if there are any other ways in which they might come in contact with the English language, that have not been specifically addressed. Two of the native participants said that even though they feel like they today have a good knowledge of the English language, they would still like to learn more. The other native participants said that they could not think of anything to add. Three of the non-native participants responded that, since Swedish is not their native language, they tend to focus more on Swedish than on English and that they thought they needed to work harder than the native Swedish students. They also said that they believe Swedish students are more naturally inclined to watch English movies and to read English literature, since the English language is so integrated in the Swedish society, while they themselves had to actively think about doing the same things. One participant also mentioned that she thought that the English language and the Swedish language have a more similar grammatical structure, than English and her own native language, which would mean that it would be easier for Swedish people to learn English grammar, than it would be for her. The other non-native participants said that they could not think of anything to add.

4.6 The teaching situation
The school is quite small, and the atmosphere is very warm and open. It is a school where every student can feel acknowledged and seen by the teachers. As the students enter the classroom the English teachers greet every student in a very personal manner and one can clearly see how the teachers accommodate their teaching methods to the students' individual needs and circumstances, trying to bring out the students' individual English potential. The teachers encourage the students to engage in extramural English activities like reading English literature, listening to different English podcasts and watching English TV-series. When it comes to the students' behaviors and attitudes, the non-native students seem to be more cautious and more withdrawn during the English lessons than the native students, especially the non-native females. This can be connected to Krashen and the ‘monitor’ overusers, who, according to Krashen (1981), are hesitant and self-conscious, and often lack of self-confidence. The majority of the native male students, on the other hand, are more relaxed and not afraid to express themselves, which can be connected to ‘monitor’ underusers, which Krashen (1981) describes as extroverts.

4.7 The students' grades
When it comes to the students' grades in English there is a clear difference between those of the native- and non-native students, in favor of the native students, which can be seen in the two tables below:
Table 3. The native students’ grades in English, Swedish and mathematics.

<table>
<thead>
<tr>
<th>Native students</th>
<th>English</th>
<th>Swedish</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level:</td>
<td>Grade:</td>
<td>Level:</td>
</tr>
<tr>
<td>English year 9</td>
<td>B (4)</td>
<td></td>
<td>C (3)</td>
</tr>
<tr>
<td>English 5</td>
<td>A (5)</td>
<td></td>
<td>Math 1a</td>
</tr>
<tr>
<td>English 5</td>
<td>B (4)</td>
<td></td>
<td>Math 1b</td>
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<tr>
<td>English 5</td>
<td>C (3)</td>
<td></td>
<td>Math 1a</td>
</tr>
<tr>
<td>English 5</td>
<td>C (3)</td>
<td></td>
<td>Math 1b</td>
</tr>
<tr>
<td>English 5</td>
<td>C (2)</td>
<td></td>
<td>Math 1a</td>
</tr>
<tr>
<td>English 5</td>
<td>D (2)</td>
<td></td>
<td>Math 1b</td>
</tr>
<tr>
<td>English 5</td>
<td>D (2)</td>
<td></td>
<td>Math 1a</td>
</tr>
<tr>
<td>English 5</td>
<td>D (2)</td>
<td></td>
<td>Math 1b</td>
</tr>
<tr>
<td>English 5</td>
<td>E (1)</td>
<td></td>
<td>Math 1a</td>
</tr>
<tr>
<td>English 6</td>
<td>A (5)</td>
<td></td>
<td>Math 3c</td>
</tr>
<tr>
<td>English 6</td>
<td>A (5)</td>
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<td>Math 3c</td>
</tr>
<tr>
<td>English 6</td>
<td>B (4)</td>
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<tr>
<td>English 6</td>
<td>C (3)</td>
<td></td>
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<tr>
<td>English 6</td>
<td>C (3)</td>
<td></td>
<td>Math 2b</td>
</tr>
<tr>
<td>English 6</td>
<td>E (1)</td>
<td></td>
<td>Math 3c</td>
</tr>
</tbody>
</table>

* The student has arrived in Sweden within the year and has not yet received a grade in the current subject.

Calculating a mean for the native- versus the non-native students' grades, where the grade A is worth 5 points, B is worth 4 points, C is worth 3 points, D is worth 2 points and E is worth 1 point, the results show that the native- and the non-native students grades in mathematics is almost the same, where the native students have a mean at 1.4 and the non-native students a mean at 1.8. When it comes to the two language subjects, the native students have similar grades in English as they do in Swedish, with a mean at 3.2 in English and a mean at 3 in

Table 4. The non-native students’ grades in English, Swedish and mathematics.

<table>
<thead>
<tr>
<th>Non-native students</th>
<th>English</th>
<th>Swedish</th>
<th>Mathematics</th>
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<tbody>
<tr>
<td></td>
<td>Level:</td>
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<tr>
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<td>- *</td>
<td>SSL year 9</td>
<td>Math year 9</td>
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<tr>
<td>English year 9</td>
<td>- *</td>
<td>SSL year 9</td>
<td>Math year 9</td>
</tr>
<tr>
<td>English year 9</td>
<td>E (1)</td>
<td>SSL 2</td>
<td>C (3)</td>
</tr>
<tr>
<td>English year 9</td>
<td>E (1)</td>
<td>SSL 2</td>
<td>B (4)</td>
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<tr>
<td>English 5</td>
<td>E (1)</td>
<td>SSL 2</td>
<td>C (3)</td>
</tr>
<tr>
<td>English 6</td>
<td>C (3)</td>
<td>SSL 2</td>
<td>A (5)</td>
</tr>
<tr>
<td>English 6</td>
<td>C (3)</td>
<td>SSL 2</td>
<td>B (4)</td>
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<tr>
<td>English 6</td>
<td>C (3)</td>
<td>SSL 2</td>
<td>C (3)</td>
</tr>
<tr>
<td>English 6</td>
<td>E (1)</td>
<td>SSL 2</td>
<td>B (4)</td>
</tr>
</tbody>
</table>

* The student has arrived in Sweden within the year and has not yet received a grade in the current subject.

6 The grading system used in upper secondary school, in Sweden, is a six-point grading scale, A-F, where A-E are passing grades, while F means that the student has failed the course ("Upper secondary school", n.d.).
Swedish. The non-native students, on the other hand, have better grades in Swedish than they do in English, with a mean at 2.1 in English and a mean at 3.5 in Swedish. This means that the non-native students have a slightly higher mean in both mathematics and Swedish than the native students, but a lower mean in English, and looking at the median of the non-native students’ grades in English they end up at an E, while the native students end up at a C.

5. Discussion

The analysis illustrates that there are differences between Swedish native- and non-native students, when it comes to extramural English activities, and that this seems to affect the students' grades in English, in favour of the native Swedish students.7

The participants in this study have been between the ages of 17-21 and the native students have studied English for 8-12 years, while the non-native students have studied English for 1 year up to 12 years.8 The non-native students claim that there are differences between Sweden and their home countries, not only when one starts to study English in school, but also when it comes to how and what one has to learn. Krashen (1981) and Ortega (2009) talk about a critical period for learning a language, and that humans after a certain age are incapable of learning a new language to the same level as native people. Ortega (2009, p. 158) claims that:

children learn their first language so well because they have the cognitive and linguistic endowment to learn it entirely implicitly. Conversely, they [the children] posit that adolescents and adults will rarely if ever attain complete success in learning an L2 because they [the adults] try to learn the language via analysis and analogy (that is explicitly) and in doing so they are using the ‘wrong’ route [...].

This would mean that students that have not studied English as much as native Swedish students, or students that have only focused on grammar and who have not practised speaking or listening, will be very far behind in their English knowledge when they arrive in Sweden, and are unlikely to ever really catch up. Krashen (1981) also claims that only focusing on grammar in school, which many of the participants mention is the case in their home countries, is not enough when one learns a language, especially when “[f]oreign students have less access to language acquisition and rely more on learning” (Krashen 1981, p. 55). This would mean that the non-native students in the present study have not had access to all the

7 Looking at the participants' family background, Krashen (1981) has claimed that linguists have found “[a] significant relationship […] between test performance and the extent to which the target language was used in the students’ home”, however, I was not able to see any clear evidence for this claim in the present study, even though the native students' parents seem to have a higher education in general. The students whose parents had the highest education did not necessarily need to be the students with the highest grades in either of the subjects compared in this study. This was therefore ruled out as the reason behind the differences between the native- and the non-native students.

8 It could be argued that the non-native students have not studied English to the same extent as the native students, and that this would be the reason why their grades differ. However, since the newly arrived students are being placed in a group suitable for their individual level of knowledge, including their knowledge of the English language, and the fact that the participants in this study are all studying the same levels of English (except for the three non-native students who study English at the level of year 9, and who do not yet have a grade to compare), that should not be the reason that their grades differ, and it is therefore ruled out in this study.
tools needed to learn the language\textsuperscript{9}. Adding to this Sundqvist (2009) mentions in her study how the status of the English language has changed in the Swedish society, from being a foreign language, to getting the status of a second language, and how the English language gets more and more integrated in our everyday lives, through TV and the Internet. This would mean that native Swedish students might not only have an advantage in the learning situation in school, but also, from a very early age, have favorable conditions outside of school. According to Krashen (1981), the language learner needs both the conscious ‘learned system’ in school and the unconscious ‘acquired system’ outside of school, in order to get as good results as possible, which matches the results in the present study. In school the native students and the non-native students have the same hours of instruction in English and the teaching situations, based on the observations that I have made when I visited the school, are the same; but looking at the results from the present study, the native students spend more time on extramural English activities than the non-native students, and they have generally better grades in English. One reason for this could be that the native students get a lot of input and output through their extramural activities, especially through Internet related activities and computer games, which seems to be an important part of the native students’ spare time. The teaching situation in school have been argued to be too constructed (Ortega, 2009) which for the native students would be compensated through their extramural activities, but for the non-native students they would lack natural input. According to Krashen a “‘good language learner’ is an acquirer, who first of all is able to obtain sufficient intake in the second language, and second, has a low affective filter to enable him to utilize this input for language acquisition” (Krashen, 1981, p. 37). This means that the students need to be able to take the knowledge they learn in school and use it outside of school, but it also requires the students to put themselves in that sort of situations, where they are able to do so. In these situations they will most likely also receive natural feedback that might force them to modify their output.

Looking at Krashen's ‘affective filter hypothesis’, the results from the present study indicate that non-native students are slightly more motivated in school and that they spend more time on their English studies than native students, but some of the non-native students also state that their focus is split. They are not only learning English, but Swedish as well. The non-native students also seem to be more cautious and more withdrawn during the English lessons. I would claim that the majority of the female non-native participants match Krashen's description of ‘monitor’ overusers, while the majority of the male native participants match Krashen's description of ‘monitor’ underusers. However, this could be connected to their level of security within the English language. Sundqvist (2009) mentions in her study that students' insecurities may result in misleading grades, especially when it comes to oral proficiency. However, the observations that I have made, during the many teaching situations that I have been present at, indicate that this is not the case for the participants in this study, but that their grades are correct and fair. I would also claim that the ‘observer's paradox’\textsuperscript{10} has not affected the results significantly, since I have met with the students at so many different occasions during the last year, where this study has not been in focus.

\textsuperscript{9}When only focusing on grammar and the only input the students get is in school, Krashen's ‘natural order hypothesis’ does not hold. The order in which the students will learn is the order that the teacher decides for them.

\textsuperscript{10}“The goal of most observations is to collect naturalistic data; however, the act of observing will impact what is being observed” (Gass & Mackey, 2007, p. 198).
This study has been conducted with the help of students enrolled in a public upper secondary school in the Stockholm area, and it was conducted through the use of questionnaires, and numerous visits to the school. I believe that this has been the best way to conduct this type of study and I find the results to be highly reliable, seeing that the results from this study are supported by the results from both Sundqvist's study in 2009 and Herlitz's study in 2015, that extramural English activities seems to have a positive effect on the students grades and that this seems to put the non-native students in a disadvantage. However, the results from this study indicate that the Swedish school system needs to be looked over and the teaching methods changed, in order to compensate for non-native speakers' disadvantage.

6. Conclusion

The aim of this study was to examine whether there are any differences between native- and non-native Swedish students when it comes to extramural English activities. The focus has been on studying the possible effects that extramural English activities might have on the students' grades in English.

The results show that the non-native students have a different educational background, than the native students. However, this should not matter when it comes to the grades they get today. All of the participants are today enrolled in the same school and study the same levels of English, where they have the same conditions for learning the English language. Nevertheless, the native students have in general better grades than the non-native students. The results from this study indicate that this are rather connected to their contact with the English language outside of school, than inside the classroom. While the non-native students tend to spend more time on their English studies, the native students spend scientifically more time on extramural English activities, especially Internet related activities and computer games, but also by watching different TV-series.

The conclusion is that there are differences between native- and non-native students when it comes to extramural English activities, and that this affects the students' grades in English, in favor of the native Swedish students. The reason for these differences seems to be that the native Swedish students tend to spend more time on extramural English activities. The results from this study are supported by the results from previous studies by Sundqvist's in 2009 and Herlitz's in 2015. However, the results from this study also mean that something needs to be done in order to compensate for the non-native students' disadvantage. Hopefully this study can work as a basis for a larger study, where a solution can be found.
References


Appendix A

Consent-form

Stockholms universitet
Engelska institutionen
september 2015 - december 2015

Tillstånd för deltagande i språkundersökning

The role of the First Language in Second Language Acquisition - a study on how students acquire the English language outside of school.

Forskar: Anneli Fallkvist (student vid Stockholms Universitet)
Kontakttuppgifter: annaf5796@su.se

Det här projektet är en del av en magisteruppsats i engelsk språkvetenskap vid Stockholms universitet, handlett av Dr. Mikko Högblad. Syftet med projektet är att ta reda på hur ungdomar lär sig engelska utanför skolan, samt att ta reda på om det finns några skillnader mellan elever som har svenska som modersmål och elever med andra modersmål. Projektet ämnar även undersöka huruvida detta påverka elevernas inlämnings- och betyg. Resultaten kommer att ge en bättre förståelse och insikt i hur engelska som andraspråk förvärvas samt underlätta funktionsringarna över hur språket kan läras ut i skolan på ett effektivt sätt.

Deltagandet är frivilligt och kan avbrytas när som helst. Deltagande kommer att vara anonymt, på så sätt att endast jag som utför projektet, via ett deltagarnummer, vet vem svarsformuläret tillhör och detta endast för att kunna koppla betyg till svarsformuläret. Inga namn eller detaljer, som skulle kunna användas för att identifiera en elev kommer att användas i redovisningen av resultaten från undersökningen.

Vad kommer deltagarna göra?

Deltagarna kommer att få besvara enenk innehållande olika frågor som rör deras kontakt med det engelska språket, men de kommer även att få besvara frågor som rör:
- vilket modersmål de har, samt deras föräldrars modersmål;
- vilka språk de kan, samt vilka språk deras föräldrar kan;
- vilken utbildningsnivå deras föräldrar har (grundskole-, gymnasie-, högskole-/universitetets utbildning);
- vilket språk de använder hemma.

Anledningen till att de kommer att få beskriva deras egen och sina föräldrars backgrund samt levnadsförhållande, beror på att detta kan påverka vilka förutsättningar eleverna har, då det gäller kontakten med det engelska språket. Deltagandet kommer som nämnt att vara anonymt.

Underskrift

Genom att skriva under nedan godkänner Du att ditt barn deltar i den här språkundersökningen. Skriver Du under, kan du när som helst ångra Ditt godkännande genom att skriva till den angivna mejl adressen.

<table>
<thead>
<tr>
<th>Deltagarens namn och underskrift</th>
<th>Datum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Förälders/vårdnadshavares namn och underskrift</td>
<td>Datum</td>
</tr>
<tr>
<td>Forskarens namn och underskrift</td>
<td>Datum</td>
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</tbody>
</table>

Stockholms universitet
Appendix B

Frågeformulär

Detta frågeformulär är en del av ett projekt inom engelsk språkvetenskap vid Stockholms universitet. Syftet med projektet är att ta reda på hur unggomar lär sig det engelska språket utanför skolan, samt att ta reda på om det finns några skillnader mellan elever som har svenska som modersmål och elever med andra modersmål. Projektet ämnar även undersöka huruvida detta påverka elevernas inlärning och betyg. Resultaten kommer att ge en bättre förståelse och insikt i hur engelska som andraspråk förvärvas samt underlätta funderingarna över hur språket kan läras ut i skolan på ett effektivare sätt.

Du kommer att få besvara ett antal frågor gällande din och din familjs bakgrund, samt frågor om dina fritidsaktiviteter och om/hur du kommer i kontakt med det engelska språket utanför skolan.

Frågorna består utav både kryssfrågor, där du klickar i det alternativ som stämmer bäst in på dig, samt frågor där du kortfattat besvarar frågan genom att skriva ditt svar.

* Required

Deltagare nr: *
Numret får du av projektansvarig

1. Kön *
   - Tjej
   - Kille

2. Ålder *

3. Kursnivå *
   - Engelska grund
   - Engelska 5
   - Engelska 6
   - Engelska 7

4. Hur många år har du läst engelska i Sverige? *

24
5. Är du född i Sverige? *

  C  | Ja
  C  | Nej

6. Om du svarat ‘Nej’ på fråga 5, hur gammal var du när du kom till Sverige?

7. Om du svarat ‘Nej’ på fråga 5, i vilket land är du född?

8. Om du svarat ‘Nej’ på fråga 5, har du gått i skolan i ett annat land?

  C  | Ja
  C  | Nej

9. Om du svarat ‘Ja’ på fråga 8, hade du någon engelska undervisning?

  C  | Ja
  C  | Nej

10. Om du svart ‘Ja’ på fråga 9, hur många år läste du engelska innan du kom till Sverige?

11. Om du svarat ‘Ja’ på fråga 9, anser du att det var någon skillnad på undervisningen du fick då och undervisningen i engelska här i Sverige?

  C  | Ja
  C  | Nej

12. Om du svar ‘Ja’ på fråga 11, på vilket sätt var/är det skillnad mellan de två skolsystemen och engelska undervisningen?

Beskriv på vilket sätt du anser att det var/är annorlunda.
13. Är dina föräldrar föda i Sverige? *
   - Ja, båda
   - Ja, en förälder
   - Nej, ingen

14. Om du svarat ‘Ja, en förälder’ eller ‘Nej, ingen’ på fråga 13, i vilket land är denna förälder/dina föräldrar födda?

15. Vilken utbildningsnivå har din mamma? *
   - Ingen
   - Grundskoleutbildning
   - Gymnasieutbildning
   - Högskole-/Universitetsutbildning

16. Vilken utbildningsnivå har din pappa? *
   - Ingen
   - Grundskoleutbildning
   - Gymnasieutbildning
   - Högskole-/Universitetsutbildning

17. Vilket/a språk kan du kommunicera på? *
18. Vilket/a språk kan din mamma kommunicera på? *

19. Vilket/a språk kan din pappa kommunicera på? *

20. Vilket/a språk använder du hemma? *

21. Har du någon nära släkting som inte kan svenska? *
   - Ja
   - Nej

22. Om du svarat ‘Ja’ på fråga 21, på vilket/a språk kommunicerar ni då?
23. Brukar/händer det att du får hjälp av dina föräldrar när det kommer till uppgifter/läxor inom engelskan? *
   - Ja, ibland
   - Nej, aldrig

24. Vad brukar du göra på din fritid? *
   Beskriv kortfattat en vanlig vecka.

25. Om du ser på tv/bio, brukar du då se på filmer/serier innehållande engelskt tal? *
   - Ja, ibland
   - Nej, aldrig
   - Ser inte på tv/bio

26. Om du svarat ‘Nej, aldrig’ på fråga 25, vilket språk innehåller de filmer/serier du ser på?

27. Om du svarat ‘Ja, ibland’ på fråga 25, känner du att du förstår vad man säger i filmen/serien?
   - Ja
   - Nej
   - Ibland

28. Om du svarat ‘Ja’ eller ‘Ibland’ på fråga 27, är dessa filmer/serier textade?
   - Ja
   - Nej
   - Ibland
29. Om du svarat ‘Ja’ eller ‘Ibland’ på fråga 28, på vilket/a språk brukar filmerna/serierna vara textade?

30. Om/när du lyssnar på musik, bruka du då lyssna på musik innehållande det engelska språket? *
   - Ja, ibland
   - Nej, aldrig
   - Lyssnar inte på musik

31 Om du svarat ‘Ja, ibland’ på fråga 30, känner du att du förstår vad musiken handlar om?
   - Ja
   - Nej
   - Ibland

32. Om du svarat ‘Nej, aldrig’ på fråga 30, vilket/a språk innehåller musiken du lyssnar på?

33. Om du läser böcker, tidningar eller liknande, utöver skoluppgifter, på vilket/a språk brukar dessa vara skrivna? *

34. Kommer du i kontakt med det engelska språket via Internet, såsom i spel, Youtube eller sociala medier? *
   └─── Ja, ibland
   └─── Nej, aldrig

35. Om du svarat ‘Ja, ibland’ på fråga 34, på vilket sätt, exempelvis via spel, bloggar, Youtube, sociala medier eller annat?

36. Om du svarat ‘Ja, ibland’ på fråga 34, känner du då att du har tillräckliga kunskaper för att förstå, samt göra dig förstådd?
   └─── Ja
   └─── Nej
   └─── Ibland

37. Om du kommer i kontakt med ett nytt engelskt ord, som du inte vet vad det betyder, brukar du då kolla upp dess betydelse?
   └─── Ja, alltid
   └─── Nej, aldrig
   └─── Ibland

38. Finns det andra sätt, som leder till att du kommer i kontakt med det engelska språket utanför skolan, såsom exempelvis arbete, idrott eller vänner? *
39. Om du uppskattar, med hjälp av ovanstående frågor och svar, i hur många timmar per dag är du i kontakt med det engelska språket, utanför skolan? *

☐ Inga eller mindre än 1 timme
☐ 1-2 timmar
☐ 3-4 timmar
☐ 5 timmar eller mer

40. Om du uppskattar, hur mycket tid, bortsett från undervisningen i skolan, lägger du på dina engelska studier per vecka? *

☐ Inget eller mindre än 1 timme
☐ 1-2 timmar
☐ 3-4 timmar
☐ 5-6 timmar
☐ 7 timmar eller mer

41. Finns det något annat som du känner är viktigt för mig att veta gällande dina språkkunskaper eller språkvanor, då det gäller det engelska språket eller ditt modersmål? *

Tack för din medverkan!