



Students' Experiences of Intense and Personally Meaningful Interactions in English-Mediated Online Communities

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Abstract:

Students spend more time using English out-of-school compared to in school. Situated in previous research on Extramural English, this study will be drawing on interviews with a specially selected sample of upper secondary school students who engage in intense and personally meaningful interactions in English-mediated communities online. This qualitative research study seeks to answer how and where these students communicate. Furthermore, the students' experiences of use of English in school and in online communities will be explored. Results are based on a thematic content analysis. Based on the result, students experience high confidence in their L2 English proficiency in online communities. However, some of the participants experience anxiety and worries when using English in school. Teachers need to be aware of their students' Extramural English to understand challenges related to students' in- and out-of-school L2 English experiences.

Keywords:

Extramural English, Extensive Communicative Extramural English, Experiences in-and out-of-school, Communicative Platforms, Student Confidence, L2 Anxiety, L2 English Communication

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1. Introduction

The seemingly ever-expanding digitalisation in our society affects our everyday lives. It must seem impossible for a Swedish school student today that their parents did not have access to the Internet when they were young. Today, a student can be exposed to the English language wherever they go, be it by watching YouTube on the bus to school, listening to music in class, watching series and films on a choice of streaming-services, or playing video games.

According to Skolverket (2011:1), the Swedish school should contribute to developing students' digital competence. The competence includes explicit knowledge about the use of digital technology and its implication on individuals and society at large. Furthermore, the school should also develop the students' social and communicative competence. However, many students inhabit greater digital competence than their teachers. Moreover, as we will see in this essay, they spend a great deal of time on communication in digital online environments.

Researchers have taken an interest in students' exposure to English in their everyday lives. Though work dates back to the 1980s (Sundqvist & Sylvén 2016, p. 114), research interest has increased over recent years as the quantity of English that young people encounter is constantly increasing. Our study builds on previous research on Extramural English; however, we have chosen to study a specific group of Extramural English individuals, namely, students who have extensive communicate experiences in Extramural English.

In the next section, a brief background of English in Sweden will be presented, including both the progression of English in school as well as in society. Next, in section 3. Literature Review, relevant research on Extramural English as well as students experience of English will be presented. This will cover what Extramural English is and why it is important. Further, the positive and negative influences of Extramural English on learning and engagement in school will be presented. In section 4. The study and the purpose will be outlined. We introduce a more

specific background to this study and present the three research questions. In section 5. the research design, procedures, participants and ethics will be discussed. This section will include the methods of collecting and analysing the data as well as the procedures of the work carried out. The results will be presented and discussed in Section 6. This section consists of three parts. It will address the participants' use of digital platforms and their experiences of communicating in English online and in school. In the penultimate section, the study's conclusions are drawn, and the implications and challenges facing teachers concerning this group will be discussed. Finally, the limitations of the study are discussed, and suggestions for future research are presented.

1. Background

In Sweden, English as a subject in school has been obligatory since the 1950s (Axelsson, 2005, p. 46). Throughout the years, several reforms have changed from what year the subject 'English' in school begins. For example, a reform introduced in the 1960s stated that beginner English should be taught from year four. Today, students attending upper secondary school are required to attend at least one course in the subject of English. The aim of the subject includes helping students to develop language awareness and knowledge of how a language is learned through and outside teaching contexts (Skolverket, 2011:2). Moreover, Skolverket stresses the importance of knowledge of English:

The English language surrounds us in our daily lives and is used in such diverse areas as politics, education and economics. Knowledge of English increases the individual's opportunities to participate in different social and cultural contexts, as well as in global studies and working life. Knowledge of English can also provide new perspectives on the surrounding world, enhanced opportunities to create contacts, and greater understanding of different ways of living (Skolverket, 2011:2).

Many young people today use more English out of school rather than in school. The Internet has made it possible to communicate with people all around the world. Chatrooms and e-mail facilitate text-communication almost instantly. The Swedish company, Skype, being one of the pioneers of voice and video-communication over the Internet, has facilitated oral communication online since 2003 (Skype, 2021). In recent times, digitally mediated interaction on different communication platforms has become increasingly popular. Many platforms, particularly those aimed at gamers, have grown in popularity and now extend beyond the world of gaming. Today, young people ‘hang out’ on these platforms, talking with people worldwide, engaging in extensive and meaningful communication in English. Thus, students spend a large amount of time in their everyday lives using English. The influence of these out-of-school English-sources in students’ lives can create challenges for English teachers.

Teachers today should be aware of how much and what type of English their students are exposed to. Henry states, “the learning that takes place in school will be influenced by the experiences they gain outside the classroom” (Henry, Sundqvist & Thorsen, 2019, p. 24). By this, teachers can plan and create lessons where they use the students’ ‘out-of-school influences’ and construct relevant as well as motivating assignments. One of the leading researchers on the subject of various ‘out-of-school influences’ is Pia Sundqvist. She coined the term *Extramural English* which will be introduced in the following section.

2. Literature Review

There are various ways to learn a new language. There are instructional learning methods, e.g., typical methods used in schools, and learning methods in natural settings, e.g., ‘learning by doing’ and observations. Sundqvist and Sylvén (2016, p.76) provide an illustrative example of learning in a natural setting by referring to the football player Zlatan Ibrahimović. Ibrahimović took to the streets of Italy to learn Italian instead of attending language classes provided to him

by his football team. As Ibrahimović exposed himself to the Italian language in natural settings, he started to learn Italian through Language Acquisition (LA). Krashen describes LA as an unconscious process, while Language Learning (LL) is described as a conscious process (Lundahl, 2012, p. 41). When teachers use instruction, correct student errors, and give students feedback, it is a conscious process and, therefore, LL. On the other hand, LA stems from natural communication without language rules (Lundahl, 2012). As such, one can learn a language without thinking explicitly about the language, absorbing the language from various sources and use without the intention of learning. Many students seem to benefit from the natural setting; in other words, Extramural English.

3.1 Extramural English

The term Extramural English (EE) was first coined by Sundqvist (2009, p. 1). It refers to the English that learners encounter outside of school. The term has been clearly defined and elaborated upon (Sundqvist & Sylvén 2016, p. 3). Opportunities for EE seem endless today, with 98% of the Swedish population having access to the Internet at home (Internetstiftelsen, 2021:1). Some typical EE activities, according to Sundqvist and Sylvén (2016, p. 7), are: Watching films (and TV, music videos, vlogs), listening to music, reading (blogs, books, magazines, newspapers, English websites), playing video games, and interacting in English in real life or online. Sundqvist and Sylvén (2016, p. 138, 182) conclude that EE plays an important role in L2 English acquisition and English language teaching (ELT).

Sundqvist (2009) identified several different EE activities in her study. Students watched English speaking TV-shows and films (2009, p. 124), listened to music with English lyrics (2009, p. 125), read different types of English texts (2009, p. 128) and played video games (2009, p. 130). There was a large difference in the amount of time spent on EE among the ninth graders in the study. Most students in the study spent a low amount of time on EE. However, some students spent a great amount of time on EE (2009, p. 191), suggesting that perhaps not

all students engage in EE activities. Boys spent more time on EE activities than girls; however, this difference was not significant (2009, p. 192). Furthermore, Sundqvist (2009) found a fairly strong and significant correlation between students' time spent on EE and their oral English proficiency. However, as Sundqvist points out, this is probably a causal relationship (2009, p. 193). Moreover, it seems likely that the time spent on EE influences students' vocabulary gains (2009, p. 196 f.), even if it does not increase the students' overall oral proficiency.

Sundqvist and Wikström (2015) found that Swedish ninth-grade students who play digital games in English performed better in L2 English vocabulary tests. Results show that the 'frequent gamers' performed better than the other group. Moreover, they tend to use a more complex and concise vocabulary in essays written in school in the L2 vocabulary tests (2015, p. 71). Meanwhile, 'frequent gamers' did not write as many words as the non-gamers in their essays. Nonetheless, the 'frequent gamers' received better grades, possible due to their more advanced vocabulary (2015, p. 73). Sundqvist (2009) also showed that boys spend more time playing video games than girls. Girls spend more time on the Internet than boys (2009, p. 120). Girls also spend more time reading books than boys, twice as much in fact. In English, however, boys spend more time reading than girls (2009, p. 121). It should, however, be noted that the difference between girls' and boys' reading in English was not significant. Nonetheless, the difference is interesting.

Schurz (2018, p. 37) identified five types of EE, 'TV', 'Movies', 'YouTube', 'Reading' and 'Speaking'. Students spent the most amount of time on 'YouTube'. The data in her study pointed to a positive relationship between EE and implicit knowledge of English. In line with other studies (Sundqvist, 2009, Sundqvist & Wikström 2015, Brevik 2019), the overall time spent on EE correlated significantly with implicit knowledge of English. Interestingly, the EE-types 'TV' and 'Speaking' showed a significant correlation with implicit knowledge, whereas 'YouTube', 'Movies' and 'Reading' did not (Schurz, 2018, p.38). Schurz hypothesises that the

content might play a role in why three EE types did not correlate with informal knowledge. Watching a gaming video on YouTube might not provide the same quality input as a documentary. Nevertheless, Schurz (2018, p. 39) did not find any significant correlation between EE and explicit knowledge, although specific EE types seem to impact explicit knowledge, such as morphosyntactic knowledge.

In Norway, Brevik (2019) focused on a group of ‘outliers’ found in upper secondary school. The group were classified as ‘outliers’ since they read better in L2 English than in L1 Norwegian (2019, p 596). Brevik (2019) classified three types of EE-profiles; ‘the Gamer’, ‘the Surfer’, and ‘The Social Media User’ (2019, p. 599). Students in each of these groups spent time on EE. However, the amount of time spent on different activities varied. Brevik (2019, p. 603) suggests that the source of L2 development in the study’s participants mainly came from EE because the students saw pros instead of cons relating to the different activities in which they were engaged. Moreover, Brevik (2019, p. 603) found, like many other studies (Sundqvist, 2009, Sundqvist & Wikström, 2015, Sundqvist & Sylvén, 2016, Jensen, 2019), that boys played more videogames than girls.

In a study from Denmark, Jensen (2019, p. 78) showed that young learners seemed to be driven by social and higher cognitive motives when engaged in English. In other words, they turned to English content because it provided them with more value than content in L1. For example, in the study, a boy played the videogame Minecraft with his friend. However, when the friend decided to stop playing the game, the boy turned to the in-game chat where he used English to advance in the game (2019, p. 80). In contrast, some young users felt that they had to tolerate English rather than enjoying it. This group primarily sought out Danish content and turned to English only when needed (2019, p. 82). The findings suggest that it was the activities that motivated and interested the children and that English provided a means to engage in the activities (2019, p. 78). In an earlier study, Jensen (2017, p. 8) showed that young English

language learners (YELLs) engaged in various EE activities. The girls preferred music, while the boys preferred gaming. Moreover, Jensen (2017, p. 11) identified three different language modes used while gaming: oral and written input, only oral input, and English text only. Almost no participant in the study played games in Danish.

A Dutch study found EE exposure through entertaining media (TV-series, films etc.) and familial exposure (talking with relatives) to play a direct role in YELL's informal vocabulary knowledge while also playing an indirect role in the formal acquisition of L2 English (Leona, van Koert, van der Molen, Rispen, Tijms & Snellings, 2021, p.7). These researchers argue that “error correction, feedback and interaction with others jointly stimulate students’ ability to evaluate their knowledge and use of English vocabulary” (2021, p. 8). However, the authors suggest that error correction and feedback are less straightforward or even absent in EE activities (2021, p. 8). They hypothesise that the evaluation and feedback provided by teachers in the classroom may promote linguistic self-confidence that is better aligned with the student's actual knowledge and performance (2021, p. 8).

Lee (2019) claims that the quantity of informal digital learning of English (IDLE) activities (e.g., playing video games in English or using social media in English) might not be responsible for L2 vocabulary learning. In his study, Lee explored Korean university EFL learners’ IDLE and concluded that the total time spent on IDLE does not correlate to L2 acquisition. Instead, Lee argues that the quality of IDLE activities is more important than the total time spent on them. Form- and meaning-focused LL was essential for L2 vocabulary acquisition. Lee’s contrasting results might have to do with socio-cultural background differences between Korean and Swedish L2 learners. However, Lee raises an important point; nonetheless, IDLE may not automatically guarantee L2 vocabulary acquisition (Lee, 2019, p. 775). This point is most likely valid for EE as well.

3.2 Factors of EE that Influence L2 Development and Acquisition

There seem to be several important factors explaining why EE can be positive for language development. Time is one factor to consider, especially for incidental L2 English learning. According to Sundqvist and Sylvén (2016, p. 184 f), one needs to spend many hours on an activity for learning to take place. Additionally, Sundqvist (2009, p. 178) argues that the more time students spend on EE the less anxious they feel speaking English. Nevertheless, most children and teenagers spend a lot more time watching English movies, TV-series, and online-content than they spend in an L2 English classroom (2016, p. 185).

Different activities stimulate learning in different ways. Sundqvist and Sylvén (2016, p. 182 ff.) refer to their representational model, ‘the Extramural English House’. The model illustrates a house where different activities take place in different rooms on different floors. The most accessible activities are found on the first floor. However, the time spent on the first-floor activities is the least effective in terms of L2 development. On the second floor in ‘the Extramural English House’, more cognitively demanding activities are categorised (2016, p. 187). Therefore, the time spent on activities on the second floor is more effective in terms of L2 development. On the second floor, we find activities related to our study, activities offering endless L2 exposure (2016, p. 186), such as using the Internet in different ways.

In a case study, Sundqvist (2015) interviews a 14-year-old boy about his experiences of learning English from games. In the interview, the boy points to concrete examples of how he learned English through gaming and how he corrected errors that were being pointed out to him by other players online. For example, World of Warcraft players helped him correct his mispronunciation when using an *h*-sound instead of an *s*-sound (2015, p. 360). Furthermore, he expressed that he wanted to understand the plot of the story in the video-game *Halo*. He felt frustrated because he did not understand English and, therefore, could not finish the game. In the study, he says that he spent about two or three years reading, listening and trying to connect

the audio and visuals to understand the game (2015, p. 359). Further, the boy describes his experiences as years of informality and learning by trial and error. He expresses that he learned English mainly out-of-school and says that he felt demotivated by the subject of English in school. However, thanks to his English proficiencies, he had the possibility to attend English in school with the fifth graders instead of the third graders. All in all, the participant in Sundqvist's study showed a high degree of motivation, which helped him develop his English proficiencies in an out-of-school setting. His experiences of L2 learning in this context became highly positive.

When engaged in an activity one enjoys time seems to pass quicker. When absorbed by an activity in such a way that sense of time, and in many cases, emotional problems disappear, one experiences what Csikszentmihalyi (1990) calls 'flow', a state of concentration that everyone experiences from time to time. Flow is usually accompanied by feeling strong, alert, effortless, and at the peak of ones' ability (1990, p. 1). Enjoyment seems to be an important factor related to extramural learning (Scholz, 2017 p. 40). Moreover, as Scholz (2017 p. 54) argues, to maximise the learners' language development, extramural learning should be followed by active reflection and discussion of the learners' experiences. Such reflections can occur on a forum or in a chat where the learner can discuss the experiences from the game with like-minded people.

When exploring digital technologies influencing students' motivation in LL, Henry (2019) found that tasks that bridge the gap between 'in- and out-' of school motivate students. In the study, a task to create and update a blog during a period of time generated motivation among the students. They began to think about the task in their free time, in and out of school (2019, p. 380). The students enjoyed the task partly because it was something new, something they had not done before (2019, p. 380). The students also experienced it to be creative and expressive (2019, p. 381). Even though the task was imaginary, it was, after all, schoolwork.

Nevertheless, some students tried their best to keep it as realistic as possible (2019, p. 389), suggesting that they found the task both authentic and relevant.

Nilsson (2020) investigated young learners' beliefs and experiences of English in school. Moreover, she investigated the participants' beliefs and experience related to listening, understanding, as well as speaking English and their experiences of how the lesson was organised. In the group discussions, Nilsson (2020, p.272) found that the students expressed that a monolingual approach was a hindrance. Further, the students felt that they missed instructions and could not understand classroom talk, hence creating negative emotions and frustration among the learners. However, one group expressed that they were the 'issue' in this matter and that they lacked adequate proficiencies and the lack of comprehensible input. Nonetheless, the learners expressed positive feelings about the importance of speaking English as well as daring to communicate with others (2020, p.272). However, many of the participants expressed fear of making oral mistakes and receiving negative responses from their peers. To conclude, many of the participants in the study expressed support for a monolingual approach in the classroom and agreed, as their role as learners, to dare speak, guess and engage in the classroom and in English (2020, p.273).

3.2.1 Negative Effects of EE

Most of the previous research presented in this essay has had a positive outlook on EE and its effects on LL and LA. However, there are also negative effects of EE that one should consider.

Sundqvist and Olin-Scheller (2013, p. 332 f.) argue that students who engage in EE mostly learn informal English. As such, they run the risk of creating a gap between their EE and their English in school, i.e., a gap between their informal and formal language skills. Teachers can, therefore, find it challenging to motivate these students and to bridge the gap between their in- and out- of school English. Moreover, Henry (2013, p. 20) argues that when trying to bridge the gap between the students' in- and out- of school English, there is a high risk of including

'too much' authentic material, thus intruding on the pupil's personal life. Moreover, Lee (2019) points out that the quality of IDLE (and EE) also matters.

3. Study and Purpose

As demonstrated in the literature review, students spend a great deal of time on EE. For English teachers, working with students who spend much time on EE specific challenges can arise—bridging the gap between the students' EE experiences and their in-school experience being one of them (Henry 2013). Furthermore, students who experience themselves as highly proficient can suffer from de-motivation towards English in school, as we saw in the 14-year-old boy interviewed by Sundqvist (2015). Moreover, students who spend much time in certain EE activities tend to learn informal English (Olin-Scheller, 2013), posing the challenge for teachers to motivate the students to learn more formal English.

The number of young people who spend large amounts of time engaged in intense and personally meaningful interactions in English-mediated online communities increases. Young people today live large parts of their lives online. They can spend hours on YouTube or watching films and series on streaming services; however, they also spend more time in active communication with others, searching for personally meaningful interactions and finding them in English-mediated online communities. Social media platforms such as Facebook have been a big part of these kinds of interactions. However, Internetstiftelsen (2019) shows that young people are abandoning the platform. Where are they turning instead? Today, the possibility of engaging in even more extensive and personally meaningful interactions is readily available on several platforms online; this will be one main topic of this essay, where the other focuses on school experiences, specifically, the English subject.

So far, there has been little research on how students who have intense and personally meaningful interactions in English-mediated online communities experience using and

communicating in English online and in the classroom. Drawing on interviews with a specially selected sample of upper secondary students who engage in intense and personally meaningful interactions in English-mediated communities online, the research seeks to answer the following questions:

RQ1: What platforms do these students use, and what activities do they engage in online?

RQ2: How do these students experience use of English in school?

RQ3: How do these students experience use of English in online communities?

4. Methodology

In this section, the methodology of the study will be outlined. First, the research design will be covered, expanding on techniques for collecting and analysing the data in this study. Second, this study's procedures are presented, including participant selection procedures and procedures used in generating and analysing the data. Thereafter, we will provide an overview of the participants in this study. Finally, ethical considerations will be presented.

5.1 Research Design

Qualitative research is exploratory, grounded and flexible and thus allows “the researcher to study real and complex phenomena in their natural contexts, resulting in valid and rich data” (Nimehchisalem, 2018, p. 28). Moreover, qualitative research methods are suitable for ‘why’ and ‘how’ questions (2018, p. 28). Therefore, qualitative methods are suitable for this study.

5.1.1 Techniques for Collecting Data

Gillham (2005, p.70) argues that the semi-structured interview is the most important technique for conducting research because of its flexibility. A semi-structured interview aims to ensure that the same questions are asked to all participants, that the questions asked are developed to keep the focus on a specific topic, to ensure equivalent coverage, and that the interviews will

take approximately the same time. Moreover, the questions are open and allow for probes (2005, p. 70). Open questions allow for the participants to answer freely, and probes allow the interviewer to ask more questions to disclose more information about things of interest. That is why we chose to perform a semi-structured interview. To achieve the structured part of a semi-structured interview, i.e., that one asks all the participants the same questions, an interview guide is a helpful tool. Our Interview Guide (Appendix 1) contained the overarching structure to our interviews; its main open-ended questions were asked to all participants. It also contained suggestions to follow up questions. The guide ensured that each interview would, at its core, deal with the same subjects and themes; nevertheless, it left room for individual questions and discussions among the participants.

5.1.2 Methods for Analysing Collected Data

We chose to perform a thematic content analysis, as suggested for qualitative research by Braun and Clarke (2006). Thematic content analysis is one of the most common forms of analysis in qualitative research and involves examining and recording categories, patterns or themes within data (Nimehchisalem, 2018, p. 29).

In a thematic content analysis, one can choose to perform an inductive or a theoretical approach (Braun & Clarke, 2006). We elected to use an inductive approach because the themes identified are strongly linked to the data themselves (Braun & Clarke, 2006). It is also a suitable approach when analysing interviews, which we are doing. The method of inductive analysis is used to code the data without trying to make it fit in a pre-existing frame. Instead, the themes are created from the data. Since we are exploring students' experiences, we are not aware of what we will find. Thus, we have no pre-existing frame, another reason why we have an inductive thematic analysis.

5.2 Procedures

5.2.1 Participant Selection Procedures

We used a questionnaire to identify possible participants for this study (Appendix 2). To collect responses, we used Survey Monkey, a popular online survey tool. Sundqvist and Sylvén (2016, p. 156) suggest that one should administer a pilot study when using a questionnaire. The purpose is to identify questions that might be difficult to understand or to identify ambiguous formulations. We performed a pilot study. However, our intention with the pilot study was not to identify problems with our questions. Instead, we wanted to ensure that we understood how the questionnaire tool, SurveyMonkey, worked. In total, 12 people were included in our pilot study.

To distribute the questionnaire to students, we contacted teachers from our VFU schools. The initial response was not what we expected. In total, only seven students gave us their contact details. Out of the seven, we only managed to get in contact with three. The lack of participants forced us to change strategies; thus, we contacted teachers, in two regions outside of our own, by email. We asked the teachers to help us distribute our survey to find more students willing to participate in our study. On six different occasions, we sent our request to 244 teachers. We focused our effort mainly on English teachers. In total, 264 students answered our survey. Fifteen students answered that they were willing to participate in interviews. Out of the 15, only 13 gave us contact details. In the end, we made contact with 10 students, out of which one changed his mind about participating. We interviewed nine students, however, two of the students were excluded since they did not engage in intense and personally meaningful interactions in English-mediated online communities. Therefore, only seven participants are included in the results.

As students answered the questionnaire, we sent them an initial email to thank them for showing interest in being interviewed while also asking them when they would like to be interviewed. We also reminded the students that the interview is voluntary and anonymous.

5.2.2 Procedures Used in Generating and Analysing the Data

As the students answered our email, we agreed on a time when the interview would take place. We split the interviews among ourselves, performing them one on one. We decided to not interview together for two reasons: one, to save time, two, the most important reason, to have the participant be as relaxed as possible. Having two unknown adult interviewers might lead to a more stressful and tense interview.

Six out of the nine interviews took place over Zoom¹, and three were conducted on Discord². All interviews began following our interview guide by first greeting the participant welcome and introducing ourselves. Second, we reminded the participants that the interview was voluntary and could be aborted at any time and that they would be anonymous. Third, we asked their permission to record the session, and when they agreed to that, we started the recording. The interviews took between 20 and 30 minutes each. Note that the interviews were conducted in Swedish, seeing as the participants are more likely to express themselves freely and more comfortably than if interviewed in English.

We recorded our interviews to be able to transcribe them. By listening to the recording, we transcribed what was being said. We chose to remove utterances such as “uh”, “hmm”, and “eh” as we judged that these did not contribute meaning. We also chose not to transcribe major conventions such as intonation, pauses, out-breaths, in-breaths and so on (Ellis and Barkhuizen 2005, p. 226). The reason was mainly because we had listened to the record so many times that we felt we were sure of what the participants meant without transcribing the data in such deep

¹ For more information visit: www.zoom.com

² For more information visit: www.discord.com

detail. In the end, two participants were excluded from the sample. However, before excluding them, the above process applied to them as well.

We used Braun and Clarke's (2006, p. 87) step-by-step guide to carry out the thematic content analysis. The *first step* is to familiarise oneself with the data. We familiarised ourselves with our data by first listening to our recordings, then we transcribed the data, and after that, we read and re-read the transcripts. The *second step* is to generate initial codes. To code our data, we used the data analysis software NVivo 12. Our initial coding aimed at identifying the students' experiences while excluding data not relevant to the study's aims and purpose. By reading each transcript and discussing if extracts were experiences related to our data, we generated our initial codes. The *third step*, searching for themes, involves sorting the coded data into possible themes identified. This was done by creating nodes in NVivo 12 and dragging and dropping extracts of the transcriptions in these nodes. In this step, we created several themes, themes related to students' confidence, identity, anxiety, prestige, background and more. The *fourth step*, reviewing themes, requires reviewing and refining the themes. First, one needs to read all the data coded in a theme to make sure that it forms a coherent pattern. When satisfied that a coherent pattern is formed, one will move on to consider the validity of individual themes in relation to the entire data set. In other words, are the coded data and themes an 'accurate representation'? Together, we read all extracts in each theme and argued for and against if they fit. If we could argue against an extract in a theme, we decided to remove it. Next up, the *fifth step* is to define and name the themes by identifying the essence of what each theme represents. In this step, we cemented the themes used in this essay and decided their final names, for example, *Experiences related to Authenticity and Relevance in school* and *Self-Confidence Outside of school*. When we were satisfied with our themes and definitions, we moved on to the last and *sixth step*, producing the report, which is found in the next chapter, Section 6. Results.

5.3 Participants

Table 1 presents the participants in the study, their gender, what program they attend.

Table 1. Participants

Participants	Gender	Program
P1	Boy	The Social Science Program – Humanities (Humanistiska programmet)
P2	Girl	The Arts Programme (Estetiska programmet)
P3	Boy	The Energy Programme (El- & Energiprogrammet)
P4	Girl	The Social Science Programme - Economics (Ekonomiprogrammet)
P5	Boy	The Natural Science Programme (Naturprogrammet)
P6	Boy	The IT-Programme (IT-programmet)
P7	Boy	The Social Science Program – Humanities (Humanistiska programmet)

P = Participant

5.4 Ethics

All students were informed about the study through a letter in the questionnaire (Appendix 3). In order to answer any questions in the questionnaire, they were required to press “OK” to reach the next page after reading the letter. Seeing as we could not meet our students in person, we had to make sure that they had a fair chance to read the information about the study. In addition to the letter, they were informed orally before each interview about the purpose of the study. Furthermore, the students were informed that participating in the study would be voluntary, and they could choose to withdraw from their participation whenever they wanted to. In addition, the students were notified that their participation would be entirely anonymous and that the data generated would only be included in the study and not used for any other purpose. Finally, they were informed that they could receive a summary of the study when it was finished.

5. Results and Discussion

In this part of the essay, the results are presented. Each section will answer one of the three research questions, beginning with RQ1 that asked: “*What platforms do these students use, and*

what activities do they engage in online?". The findings related to RQ1 will show what the students spend their time on and how much of their time they spend on it. Next, RQ2 asked: *"How do these students experience use of English in school?"*. This section will focus on the themes *General Experience of English in School, Authenticity and Relevance* and *Avoidance*. The findings in this section will show how these students experience English in school and if they find it important, authentic and relevant. Findings related to the students' confidence will also be included. Last, the third section will answer RQ3: *"How do these students experience use of English in online communities?"* In this section, the students' self-confidence and opportunities in online communities will be the main focus.

The extracts and quotes presented in this section can be found in its original Swedish version in Appendix 4. The appendix will provide the English translation, what page it can be found on, and the original Swedish transcription.

6.1 What Platforms Do These Students Use, and What Activities Do They Engage in Online?

The participants in our study use several different platforms to communicate with friends and family online. The communication that takes place is often extensive, and it includes a combination of different media or platforms. This section will answer RQ1: What platforms do these students use, and what activities do they engage in online?

Table 2. Platforms

Participants	Platforms
P1	Discord
P2	Discord/Twitch
P3	Discord
P4	Snapchat/TikTok
P5	Discord/Twitch
P6	Discord
P7	Discord/Twitch

P = Participant

Table 2. Platforms answers what platforms the students use. Discord is the most popular platform, followed by Twitch. One participant uses Snapchat and TikTok.

Platforms where communication takes place, such as Twitch, Discord and Snapchat, have in the past decade grown larger each year. Twitch, for example, started broadcasting back in 2011, and by 2013, they had approximately 147 000 viewers on average. In January 2021, they had approximately three million viewers on average, with a peak of 6,5 million viewers at one time (Twitchtracker). Large established social media platforms such as Facebook have, at least in Sweden, begun to lose their young users. In 2019, Facebook's Swedish userbase decreased for the first time (Internetstiftelsen, 2019). Instead, applications such as Snapchat attracted users between the ages of 12 and 15 years old. Since then, Snapchat has become even more popular amongst young people in Sweden, where, according to Internetstiftelsen (2021:2), nine out of ten people in the ages 16 and 25 use Snapchat. TikTok is not a platform where extensive communication takes place. On TikTok, users share short video-clips up to 15 seconds long ("TikTok", 2021). Nevertheless, TikTok is included in this study since it is important for the findings in section 6.3.2.

6.1.1 Discord

Discord is an American Voice over IP, instant messaging and digital distribution platform created in 2015. Users can create servers that function as public or private chat rooms where they can talk to and chat with other users. After its release, it quickly grew in popularity with gamers. However, in 2020, the company changed its motto from "Chat for Gamers" to "Chat for Community and Friends". With approximately 100+ million monthly users, Discord is one of the leading communicative tools for young users, especially for "gamers" ("Discord", 2021). It is perhaps, therefore, no surprise that several of our participants use Discord as their main platform to communicate online. However, the participants in our study who use Discord to

communicate do not use it to primarily talk about the games they are playing. Instead, they mainly talk about other things.

P1 takes every chance he gets to talk on Discord and uses it almost every day to talk to his friends:

P1: Oh, well, it's everything from politics to science, fiction fantasy, D&D, everything and anything.

Similarly, P3 says, "sometimes we talk about the game but most of the time it's how we're doing, how we're doing at school and just a little tit and tat." Although P1 use Discord to discuss current topics, such as politics, it is also a place for pure entertainment. He shares that he sometimes publishes 'Rick-Rolling'-videos³ on YouTube to have his friends watch them as a prank, using Discord to distribute the YouTube-link and listen to his friends' reactions. Moreover, P1 enjoys the fact that he gets to practise and "show off" his English talents.

Similar to P1, P2 spends more or less her entire free time on Discord. She will talk to her friends about everything from what they are doing in the game to what is going on in their lives. P3 also takes every chance he gets to be on Discord, where he talks to his friends abroad. Mainly, they will talk about life in general and how they are doing in school.

While they mostly use Discord to casually talk to their friends, there are other uses as well. Another use of Discord is to record what is being said. P5 spends time playing games with friends, and he records their activity, sometimes hours of material are recorded for their own entertainment. P5 also mentions that most of his friends do not use Discord, yet he spends time on the platform almost every day.

³ Rick-Rolling is an internet meme aimed at pranking viewers by editing in the music video for Rick Astley song "Never Gonna Give You Up" in other videos ("Rickrolling", 2021).

The participants explain that they use Discord to talk with friends and family. Most of these friends are people abroad, around their own age and with similar interests. P7, however, refers to a community. He mentions that he has friends that he spends more time with and acquaintances whom he knows less well. P7 spends a great deal of time on Discord. However, he also spends a great deal of time on Twitch, often in combination with Discord.

6.1.2 Twitch

Twitch is an American live streaming platform launched in 2011, owned by the American company Amazon. Twitch primarily focuses on video game live streaming (“Twitch”, 2021). Mostly, individual players stream themselves playing video games to an audience. Twitch also broadcasts a range of e-sport tournaments. In 2020, Twitch had 26,5 million daily visitors and an average of 2,1 million concurrent viewers, according to Twitchtracker (Twitchtracker). The majority of Twitch users only watch content on the platform, similar to, for example, YouTube. However, in our study, we found two participants who streamed on Twitch. When streaming, P7 usually has about 20 people watching; however, sometimes there are more, considerably more:

P7: I guess, I sat, it was like four to five weeks ago, I got a raided by a much larger streamer who, I know him through my community, but he streams full time and has it as a job. So, I was streaming like normal with about 20 people watching me, he comes in with 5000, so it was a lot, much more than what I am used to, but it was fun. Some people who joined my community, and more people in the game.

A full-time streamer raided P1, i.e., a streamer with a much larger audience told his viewers to go to P1’s Twitch channel, and suddenly, P1’s audience grew from 20 to 5000 viewers. One can imagine that such a large increase in the audience could be daunting. However, P7 seemed to be imperturbable. P1 experiences that he is very comfortable with English since, according

to him, he speaks more English than Swedish every day and has been doing so for a couple of years. He has even begun to think in English.

Similarly, P6, who also uses Twitch to stream, although less and less, share P7's experiences in that he expresses that English has become a part of him:

P6: Like, it has become normal, that's how I am, that's how you kind of talk now. It's like a hybrid language, that I myself usually speak between Swedish and English.

They both express that English has become a natural part of them. P6 is more explicit in his thoughts about how English has become natural for him: "that's how you kind of talk now". However, we can still see how P7 thinks English is normal for him as well: "I've started to think in English more than Swedish".

6.1.3 Snapchat

Snapchat is an American multimedia messaging application for smartphones, perhaps best classified as a social media application. One of the main features of Snapchat is that messages are usually only available for a short time before they disappear. Users can also publish "Stories" that are available for a longer time, specifically 24 hours, before they disappear ("Snapchat", 2021). According to Internetstiftelsen (2021:2), nine out of ten people between the ages of 16 and 25 use Snapchat in Sweden. Several of the participants in this study also use Snapchat to communicate with their friends and family.

P2 uses Snapchat to stay in touch with her relatives in America. P3 uses Snapchat to communicate with his Swedish friends. However, sometimes he uses English anyhow, seeing as he is more comfortable using English than Swedish. P4 uses Snapchat to communicate with both her Swedish friends as well as her friends abroad. She has separated her friends into two groups, one group with her Swedish friends and one with her English-speaking friends.

P4 says that Snapchat works better as a form of communication than Instagram but not as well as regular texting. She thinks that using Snapchat to stay in touch with people also increases the risk of losing that connection:

P4: It's mostly that you don't use, or, like, it's not like I'm writing them in real-time, or, like, it's like, I'm not sure how to explain it. Like, if you send an SMS, you'll answer straight away, but on Snap it might take longer to respond, and you might lose contact with people. Not as SMS'ing at all.

She views Snapchat as a less direct form of communication than texting. The time it takes for people to answer using Snapchat is what might lead to not staying in touch. She feels as if regular texting does not have the same delay as Snapchat. Nevertheless, this is the tool she chooses to use to communicate with her friends.

In short, to answer the first part of RQ1: What platforms do these students use? we found that they mainly use Discord, Twitch and Snapchat. The second part of RQ1: What activities do they engage in online? showed that the activities they engage in range from watching and streaming content on Twitch, recording content on Discord to having conversations about everything and anything on Discord and Snapchat.

Jensen (2019, p. 78) argues that English was a means to engage in activities that motivated and interested children in her study. We would argue the same. Several participants in this study found their way to Discord and to the friends and conversations they are having now, through gaming. They were interested in and motivated by gaming first; however, as they get to know people over time, they become friends. Even if they are still interested and motivated by games, they are also interested and motivated by the conversations they are having with friends worldwide. Mainly, it is conversations about everyday life that is most common, how

schoolwork is going and how they are doing. It also seems as if Twitch and Discord go hand in hand; while not all Discord users use Twitch, the participants who use Twitch are using Discord. Snapchat stands out. Snapchat can be used in a variety of ways. You can text, send video messages, call, video chat, and publish videos to the public and selected groups. P4, who uses Snapchat as her main platform to communicate with friends, fears that the lack of instant response, such as when sending a regular text message, can be a problem and lead to the loss of friends. Even though communicating through Snapchat might not be as intense and direct as through Discord and Twitch it still seems as if it is an extensive communicative tool for young people (Internetstiftelsen, 2021:2).

It is clear that these students spend a large amount of time on Discord, Twitch and Snapchat, communicating extensively in English in their spare time. In contrast to the large amount of time spent speaking English at home, they spend relatively little time speaking English in school. In the next section, the students' experience of English in school is therefore explored.

6.2 How Do These Students Experience Use of English in School?

This section will deal with the second research question - "How do these students experience use of English in school?". First, it will deal with their general experiences in school. Second, it will deal with the participants' experience of the relevance and authenticity of the subject English. Lastly, their experiences concerning avoidance.

6.2.1 General Experiences of English in School

This section of the study will present the participants' general experiences of English in school. The attitudes that the participants express are mostly positive. However, some negative attitudes are displayed.

P1 expresses positive experiences of English in school. He states that English in school is his favourite subject and that he feels comfortable talking English with his classmates:

J: What is it like to speak English in front of your classmates?

P1: I have no problems with that.

The quote displays that P1 is comfortable speaking in front of his classmates. P1 also states that he is very secure with his English proficiencies. Moreover, his confidence mirrors his assessed situations in school:

J: If we go back to English in school, how do you feel about exams, for example?

P1: I feel very confident, as I said, I am very confident with my English.

In contrast to P1, P2 expresses her experiences of school to be generally positive. She states that the English subject is challenging because of its advanced vocabulary and that it is harder to be involved since it is more formal English than she is used to. Further, P2 expresses moderate feelings towards its difficulty:

J: Do you generally find it fun or boring, difficult or easy with English at school?

P2: It feels quite right, not too difficult but not too easy.

Moreover, having presentations in front of the class and assessed situations in school is what makes P2 feel anxious:

P2: We haven't had a test in a while so I don't remember, but it usually feels a bit stressful.

J: What can be stressful about it?

P2: I do not really know those difficult words, so how to explain words becomes a little difficult for me.

P2: I hate to stand and talk in front of people, it gives me a little panic but in English it feels a little easier because you have an excuse that it is not even your original language if you would make a mistake.

However, in the last quote, she expresses that it feels easier to talk English in front of the class since it is not her first language.

P3 expresses that upper-secondary school English is uplifting and that the challenge motivates him:

P3: Now, I think it is more like a challenge, little more challenging. I think English has become more fun again.

J: Is it because you are getting more challenged?

P3: Yes.

Moreover, he states that, depending on the task, English in school is mostly fun, and he has always enjoyed English as a subject. He states that he feels more comfortable with oral assignments than with writing and exams:

P3: If you would think easy, then it is to hold conversations, speak. I think that is very easy. However, writing like exams is sometimes difficult depending on the subject.

Similar to all these participants, P5 expresses positive experiences of English as a subject. However, he does not feel that it is challenging because he does not learn anything new:

P5: Yeah, what we are doing right now is reading English history. So I'm not learning anything new. I'm learning what I already know. It's not like it does not interest me but I have not had the experience to go through English 7.

Moreover, because of the lack of new and interesting assignments, P5 states that he rather studies other subjects during English class.

Both P6 and P7 state that English is the most valuable subject in school. P6 argues that the English subject is like "home and consumer studies" in that he will have great use for it in the

future. P7's experiences of English in school are positive since he uses English outside of school and feels that it is fun to learn more about it. Further, P7 states that feedback from his teacher is helpful to improve his English proficiencies:

J: Yes exactly. How do you feel at school when, if you would make any mistake during an English lesson?

P7: If I make a mistake? Well, my teacher will correct me and I will learn till next time.

J: Would you say that you get positive feelings because of it?

P7: Well, according to me, if you make mistakes and learn from them, I think it is all positive.

P6 argues that the English subject, however, feels outdated and that many of the assignments are for nothing:

P6: I would say, now this is a pretty hillbilly-expression but the English in school is very cheesy. In school, like there is so much for nothing. It is like, slow. It does not follow the present.

The participants and their general experiences of the use of English in school are mostly positive. P1 and P3, for example, show tendencies of not having any anxiety talking English with their classmates and express positive attitudes towards exams. In contrast, P2 expresses anxiety to use English during exams. Interestingly, P2's reason for her anxiety is connected to the inadequacy of "advanced vocabulary" during writing exams and presentations. As we can see in section 6.1, P2 says that she spends most of her time out of school talking English with her friends on Discord. According to Sundqvist and Wikström (2015, p.71), 'frequent gamers' tend to develop their oral proficiencies most from playing digital video games. P2, however, does not spend much of her time playing games but, instead, talks to people on Discord. P2 tends to talk to people who have English as an L2 or L3; thus, this could be why she does not

develop ‘advanced vocabulary’ when communicating in her online community. One can speculate that by using Discord in her spare time, P2’s repertoire of words can be large; however, they might not be academic or advanced, which she states herself. Further, Lee (2019) argues that the quantity of IDLE activities does not necessarily enhance or is responsible for L2 vocabulary learning. In essence, one can argue that informal language learnt outside of school sometimes needs to be complemented with the formal language from the school setting and the subject English. Both P6 and P7, however, express exceedingly positive experiences of English in school. As we see in the results, both P6 and P7 say that English in school plays an important role for future use as well as for their usage in their free time.

One can see tendencies of negative experiences and attitude where they lack interest in the specific area or topic they are working with, e.g., P5 states, “I’m learning what I already know” feels demotivating. As stated previously in 6.1, most of these students were first motivated by gaming then found other interests to communicate about. Further, having assignments in school that integrate with these participants’ level of competence is still important. Moreover, the authenticity and relevance of the tasks are important to catch the students’ interest. The next section will present the result of the participants’ experiences in correlation to authenticity and relevance in school.

6.2.2 Authenticity and Relevance

This section will include the participants’ experiences of the authenticity and relevance related to school English. The concept of *relevance* in the study is connected to the participants’ experience of how school English could be used to enhance their proficiencies, but also how it can be used outside of school and in the future. *Authenticity* is used as a concept of the participants’ experiences connected to enjoyment and motivation. Further, the participants’ experiences of authenticity are important for them. However, in some cases, the two concepts

go hand in hand where relevance is expressed as authentic, and authenticity is expressed as important and relevant.

Relevance in the Present

Relevance in the present is displayed by the participants discussing and talking about the English taught in school and how it can be used.

P1 states that English in school has relevance for him since he uses it to communicate with people that have English as their L1. He argues that English in school teaches him to use better vocabulary and grammar when communicating. Further, he says that the subject's authenticity is something that he has not thought of before and that most of the English he learns is by using it in practice. In the following quote, he states that it feels both authentic and not:

P1: Yeah, it's authentic because you learn a lot but there's much you don't learn, that you learn from using it in practice.

The school's English is relevant when writing on forums, states P3. P3 expresses that the English taught in school helps him to use correct grammar and become a better writer when he uses various forums. By having tasks, like roleplaying and debates, P3 states that English feels authentic:

P3: When it's authentic it's like when you roleplay, when you talk to your group, it's real conversations. When it's not authentic it's when we get a text to read and basically just re-tell it. I don't think that's authentic. It's more authentic when you're doing something with a flow, like if you have subject to debate without a script.

As stated in the quote above, P3 does not think that, for example, reading a book to repeat its content/story is authentic for him.

One of the participants, P4, expresses that thanks to her teacher, she feels that assignments and material used in English are interesting and therefore they are relevant:

P4: The subjects we speak about. Like, the books we read, they're not dull, it's like you want to read the books. And the debate we had, it was, it wasn't about anything boring, it was about a current topic, same thing with what was it, we did it recently, a thing about families, like, it's not like we're reading a boring book or talking about a boring subject. It's things that we young people actually think are interesting.

P4: Well, what was it I said, abortion, societal problems, what's it like in the US, the book *The Hate U Give*, police brutality.

She further states that it will be useful both for her language development and awareness of societal issues:

J: And that's what makes English interesting? It's more fun because of that?

P4: At the same time, we're learning a bunch of new things, we're learning English but at the same time, things we should know

J: Do you think that what you are learning in English, is it relevant for you?

P4: Absolutely, we will use it in the future

J: In what way?

P4: The language, but also, societal issues, it is something that we will be able to use.

Regarding her experience of the subject's authenticity, P4 argues that it feels authentic because they are having fun in the classroom, and she feels that it is crucial to learn. However, she displays uncertainty as to why English should be used in a classroom if everybody knows another L1:

P4: When you're sitting in the classroom then I know I can use Swedish since everyone understands it, you kind of feel, why should I talk English if I can and may speak Swedish?

P5, however, argues that English in school does not seem relevant unless one studies on an English 7 level. He argues that the English he possesses will get him far since he can use it in everyday conversations. Further, he expresses that exams are not relevant to him since he considers himself a "bad exam person".

Relevance in the Future

P2 expresses that English in school is not relevant now but will be in her future job. She states that school English is highly formal and that she uses informal English outside of school. However, she tends to use formal English on the webpage that she has in school:

J: Do you use a different type of language on your homepage than on Discord?

P2: Yeah, I try to be a bit more formal, more school-language

As shown in the previous section of relevance in the present, P4 states that the subjects in English are relevant as future use where the language could be developed and used, as well as the relevance of the societal issues that are an important matter in the future.

All three following participants express that English in school has great future relevance for them. P5 states that English in school is important since it is relevant as a global use:

P5: Learning English in school is pretty good considering how the country, not the country but how the world is. More people are talking English and if you learn it well, on an advanced level, at a university level for example. I don't think everyone wants to but you can travel the world and, not preach, but, teach others about your life, your experiences, in English. Or if you want to stream, most of them will stream in English to have a better chance. Or perhaps you want to be an English teacher in another country, the pay is really great. So, it depends

on what you want to become and how you think about how you want to use the language if and when you leave the country.

Similar to P5, P6 states that the English taught in school is relevant from a business perspective and will be used for his future employment:

P6: To know English or to learn it, like, like this, I would say that it's the best subject, like it's a really good subject. It's a really important subject to like, know, like, I've grown up with that it's important that you can think from a business perspective. To be connected and stuff, so it's great from a business perspective, to know English to be able to get connections outside of Sweden. Not everything is, like not every contact should be in Sweden, that'll make you very restricted.

P6 is aware of the relevance of school English and that it broadens his opportunities to get global associates. In this regard, P7 shares the same opinions as P6. Moreover, P7 thinks that the English subject is relevant in the sense of global use and that it feels normal to use both English and Swedish outside of school.

The participants and their experiences of authenticity and relevance of English in school are expressed in various ways. One can see that some of the participants feel that school English is currently relevant and that they see the subject's importance in and out of school. P1 and P3 share the same experience where they feel that English is relevant when communicating with people whose L1 is English and that it is relevant to learn advanced vocabulary as well as correct grammar. Further, P1 and P3 express that when practicing English in school by talking with others, the subject feels authentic. P4, on the other hand, expresses that English is relevant since they talk about societal issues and conflicts that are currently happening in the world. Henry et al. (2019, p. 294) state that agency and motivation are highly interdependent. More specifically, Henry et al. argues, without any type of agency, motivation is rarely sustained. By using

relevant material, the teacher keeps P4 motivated and makes her feel that the lessons and tasks are relevant in current as well as future use.

P5 expresses that the English he currently knows will get him far enough. As previously mentioned in 6.1, one can speculate that the hours and time he spends on Discord help him with his everyday English development. In Schurz's (2018) study, she states that there are distinct and positive correlations between EE and implicit knowledge of English. P5 spends a great deal of time on Discord, therefore, one can speculate that P5 develops implicit knowledge and becomes aware of what he already possesses when the teacher addresses new topics or assignments in the English course. P5 states that the school assignments are not interesting since they are repetitive and since he already knows the tasks given to him. This is surely a problematic area for every teacher when having students that spend time on EE-activities, where the teacher should be 'up-to-date' and have authentic and relevant assignments. In Henry's (2013) article, he discusses to what extent the teacher should work with authentic texts. One can argue that the assignments do not have to be directly connected to the students' pre-knowledge, but rather, current world events. P4 states that her teacher uses these dilemmas and events in the classroom to make authentic and relevant material that is both relevant in the present and later on in life.

P1, P5, P6 and P7 all agree on the importance of the English language in school and its relevance when using the language on global use. They all express that English taught in school will benefit them in the future and globally. Further, the English taught in school will help these participants in the future with, e.g., creating a "business-perspective," working as a teacher abroad, and communicating with people with English as an L1. Here, one can speculate whether it is the participants' future goals and their own mindset that make the subject 'English' relevant or other factors such as the relevance of the assignments and their teachers. Nevertheless, one should not underestimate the importance of relevance since it could work as a motivational

factor. The next section of the study will cover the result and discussion of ‘Avoidance’, in short, how the participants experience anxiety and show tendencies of avoiding exams and/or presentations.

6.1.3 Avoidance

This section will display the participants’ experiences and how they tend to avoid certain situations in school. To specify, the concept of *avoidance* is used to illuminate that the participants could be anxious and avoid having presentations because of nervousness. Furthermore, avoidance is used to highlight some of the participants’ experiences of consciously skipping courses because they already feel superior in the English language. There are also tendencies of avoidance because of norms in the classroom.

P2 expresses anxiety when having presentations in school. However, she feels that it is easier to have a presentation in English since it is not her native language, and she thinks that she has a good excuse for making mistakes. She expresses similar feelings towards exams in school and states that she lacks advanced vocabulary, making it harder to perform.

P4 says that avoiding speaking English in class has become a type of norm. She argues that most of her classmates, including herself, rather speak Swedish than English because it is embarrassing to speak English.

J: I see, so if everyone would speak English in the classroom, if that would be the norm, it wouldn’t be strange for you to speak English.

P4: Precisely, like, during the debates we know that like, we have to speak English, and then it’s not at all as hard. Then, it’s something we have to do.

In the quote, P4 shows awareness of the norm as well as awareness of avoidance. Further, P4 agrees that by setting a new norm of talking English in the classroom, the students would not avoid talking English with each other.

In contrast to P4, P5 expresses avoidance in the sense of lack of interest and not repeating the same process over and over. P5 states that he rather performs a test if he already has knowledge in a specific area:

P5: Like, if I know what subject we're talking about or how, what we are doing in class, then I usually just send an e-mail to my teacher and say "I already know this, can I do a test?" and I can skip class and go home.

Even though he rather writes a test to avoid repeating the same subject, he dislikes writing examinations:

P5: Almost all of our tests are written form, which I hate. I like spoken things because if I write a test, I'm going to forget almost everything because my brain will stress and as I'm sitting there, I usually ask if I can do it orally which I think works best for me. Instead of writing, it bothers me, I don't know why.

He rather performs oral presentations or conversations since he feels that he is stressed during written examinations. Likewise, P6 dislikes writing and written assignments:

P5: yeah, but I'm not going to take English 6 because I hate writing, writing in English, actually, writing at all.

P6 will not continue his English courses further since he does not like writing. P6 states that he has not done any vocabulary training or homework in English. He says that his parents have helped him to develop his English skills. Instead of doing assignments and tasks given to him in English class, he works with other subjects that he finds more challenging than English.

P7 expresses that he has performance anxiety and does not like standing in front of the class. However, he does not mind doing it online and during education carried out on the school's platform via screen share.

The participants' experiences regarding avoidance tend to differ but are similar in many ways. Some of the participants express that it is stressful to have presentations and writing exams. P2 says that she feels nervous talking in front of her classmates but states that it feels easier talking English since mistakes made in L2 makes is less awkward. P4 is aware of the norm in the classroom, making it easier for her and her peers to talk Swedish instead of English. According to P4, her teacher asks questions in English, but P4 and her peers answer in Swedish because of convenience and the fear of embarrassing themselves. Reflecting on norms, would it be possible for a teacher to set the norm by talking about the participants' pre-knowledge and their interests? By knowing that they engage in English-mediated online communities, teachers can try to motivate and illuminate what benefits a classroom with only 'English-speaking' can have. Henry et al. (2019, p.293) suggest that the teacher should have *Language awareness*, more specifically, the teachers' explicit knowledge of grammar, linguistic forms and how to practically use the material to develop the students' language skills further. In addition to this, however, one can argue that the teachers should be aware of the pupils' pre-knowledge and, more specifically, the extensive engagement in English mediated online communities. By this, it could make a safe and secure environment in the classroom, and a student like P4 could feel more comfortable speaking English with her peers.

P6 states that he is going to skip English 6 and 7. Even though he blames writing, one can assume that the reason why he is going to skip these courses is that he feels that he is getting by with the English he already knows since his parents have taught him much over the years. However, perhaps P6 is under what Henry et al. (2019, p. 298) call *disaffection*. *Disaffection* means that there are influences in the cognitive process where the students take motivated decisions about a certain context, task or activity and avoid or abandon other decisions. Here, P6's mindset could be to avoid the context of school English and by this, discard important development for future use of English and, instead, skip it and head straight for a job or another

activity where he feels that English 6 and 7 would be meaningless. Nevertheless, one can only speculate this matter since he never told us about his future thoughts more than the fact that he was raised to think from a business perspective.

To conclude section 6.2, the experiences expressed by the participants are generally positive where they tend to enjoy English in school thanks to its usefulness and relevance outside of school. Interestingly, some of these participants stated that they are anxious when having presentations and where they tend to avoid certain situations by talking Swedish instead of English. However, in contrast to the school presentations and nervousness using English in school, they tend not to show any type of anxiety when using intense and personally meaningful interactions in English-mediated online communities. In fact, instead of expressing anxiety, they show a high degree of confidence using English in their online communities. Furthermore, the next section of the study will cover the findings of our RQ3, namely: ‘How do these students experience use of English in Online Communities?’

6.3 How Do These Students Experience Use of English in Online Communities?

We know from section “6.1 What Platforms Do These Students Use, and What Activities Do They Engage in Online?” that they spend many hours speaking English in their online communities. We also know that they tend to speak about seemingly everything. In the previous section, Section “6.2 How Do These Students Experience Use of English in School?” we learned that they, in general, have positive attitudes to and experience from school. Some students do, however, seem to experience some negative aspects such as anxiety and behaviour of avoidance. In this next section, we will learn that the students, overall, have high confidence when it comes to their experiences of L2 English in online communities. Moreover, these communities provide the students with an interesting opportunity, namely, to choose and alter what and how much they would like to share about themselves.

6.3.1 The Self-Confident EE Speaker

When asked how P1 experiences his English use in Discord, he answers that he feels as if it is easy. He also adds that he feels confident. When starting to use Discord to talk to people in English, P1 experienced that he made more errors than he tends to do now. He says that it took about six months for him to build his confidence to a level where he felt confident. Now, with more than two years of Discord use, he experiences that he has an easier time with his vocabulary and flow.

P7, who spends more time speaking English than Swedish in his spare time, experiences that Swedish and English are equal, in them being easy, for him. P7 expresses that he is comfortable changing between the two languages without difficulty and that he rarely makes mistakes that his viewers point out. Instead, it is he who points out mistakes in native English speakers.

P7: It is mostly me who corrects others in English. It's most fun when I correct people who are from the UK or the US because it's their own language.

P6 shares P7's experience that it is easy to switch between Swedish and English "Like, it's normal now, it's the way I, It's like the way you talk" He, too, feels that English is such a natural part of him that he has a hard time to distinguish between the languages. However, P6 also shows that he is aware of his language in a more nuanced way.

P6: I would say like, it's like, how to explain it? Like, normal English that you talk every day it's quite easy, but you're talking about things that you enjoy. Like, games and stuff, I know that English. But there is a language barrier when it comes to other parts.

That is to say that P6 is somewhat aware of discourse areas. At least, he is aware that his English skills are better in some areas than in others, i.e., P6 is more proficient in some discord areas, e.g., gaming, than others. On another note, P6 says that he feels that Swedes, on average, have

a high English language proficiency and that people from other countries should learn more English.

Other participants also express nuanced experiences related to their L2 English confidence. P3 says that he has an easier time with English grammar than with Swedish grammar. However, he can sometimes feel that his accent and pronunciation colour his language in a negative way, as he sometimes experiences that he lets his L1 colour his L2 English pronunciation with Russian-like accents. Nevertheless, when talking with his friends on Discord, he is less self-conscious about his accent and pronunciation because they do not know him in real life.

P4 shares a similar experience; she tells us that she can feel nervous talking English sometimes. However, when talking with her friends on Snapchat, it is different.

P4: No, because when you talk English with them, it's almost as if, like, they don't understand any other language so, like, you can't communicate in any other language, and since English is a must then it's not as weird.

She also mentions that she can take her time with things she intends to share on Snapchat, delete and re-record material she is not satisfied with. Moreover, P4 claims that, when talking to her friends on Snapchat, she is as comfortable with her English language skills as her Swedish language skills.

All of the participants in this study show, in varying degrees, high self-confidence in their English skills. When using Discord, Twitch or Snapchat, the students do not think about what language they talk. English is, in a sense, their natural language in their online communities. Another sign of high self-confidence is the fact that they do not experience any anxiety or negative feelings when communicating in their online communities, similar to students in Sylvén and Sundqvist's study (2012, p. 301). As seen in the previous section, 6.2 How Do These Students Experience Use of English in school? we know that several participants do

experience anxiety in school. It is, therefore, quite interesting to think about why these students seem to have higher self-confidence outside of school.

Perhaps one reason they feel more confident in their online communities could be that they are engaged in activities that truly interest them, activities where they regularly experience flow. It almost seems as if they forget that they are talking in a different language sometimes. P5, for example, can answer his family in English, even though they ask him questions in Swedish. P6 mentions how the feeling of confidence can change if he does or says something wrong, much like how a flow can be interrupted. Self-esteem and self-efficacy seem to have a connection to agency and motivation (Henry et al., 2019, p. 294). Perhaps that is why these students experience high confidence, seeing as they are truly motivated in their online communities. Some participants, however, tell of experiences where they are self-conscious when communicating in their online communities.

P4 says that she can be nervous when talking English in some situations; however, her sense of nervousness seems to stem from the company around her rather than from her own language performance. Likewise, P3 is self-conscious about his Russian accent rather than his actual English language skills. It is, however, more common among the participants in this study to show little or no self-consciousness toward their English abilities in their online English communities. For example, P7 has no problem dealing with a situation where his audience grew from 20 people to 5000 people, as mentioned in section 6.1 or P1, who mentions that he feels confident when using Discord on his spare time.

6.3.2 Opportunities in Online Communities

Communicating online provides these students with many opportunities. One of them is to be able to, in a sense, hide behind the screen. They can choose and alter what and how much they would like to share about themselves.

The participants in our study choose to portray themselves in certain ways when engaging in their EE activities. For example, P3 answers his Swedish friends in English on Snapchat from time to time. Similarly, both P6 and P7 will also answer questions asked in Swedish in English when streaming or moderating their twitch-channels. More noticeable, however, is P4, who makes different choices in both whom she communicates with and what tools she uses.

When P4 uses Snapchat, she has created two groups enabling her to send ‘Stories’ to either her English-speaking friends or her Swedish-speaking friends. Consequently, P4 can choose how to present herself to the two groups, not only by what language she will use but also in what she will share about herself. Moreover, she will also differentiate what she shares and how much on the application Snapchat, contrary to her other favourite application TikTok. Similar to how she uses Snapchat, P4 has two accounts on TikTok, one where she shares TikToks with her close friends and one where she shares TikToks with the public.

P4: Yeah, or basically like the two groups on Snapchat, I might be a bit more personal on Snapchat than on TikTok. On TikTok I might post things that people have already seen, public things, not like, not anything about me. But on my private account I post things about myself.

Consequently, P4 shares information about herself in different ways. She will share less private things about herself on TikTok and will be even less private on the public TikTok account. On Snapchat, she will share more private things about herself. However, she is more private with her Swedish friends than her English-speaking friends. These distinctions are not something that P4 thinks about; she experiences that it is normal for her.

Another participant who will actively choose how he portrays himself in certain EE situations is P5. He explains that, depending on whom he talks to, he will talk differently and that when meeting someone new, he will try to speak, in his words, better English.

P5: Yeah, like dialects. I hear from others that I speak with different dialects depending on what word it is when I speak English. So if I have a conversation with someone I know in English, maybe I talk like this completely normally but if I am with someone, like, someone new who does not speak my language or speak Swedish, I try to talk, like, as well as possible so they do not think "this guy is weird". Sitting and talking piss poor English. From Sweden one of the best countries with English learning and so he sits here with "what the hell is this kind of English".

Additionally, P5 can also engage in conversation in both Swedish and English simultaneously. When he is streaming on Twitch, he usually talks to his best friend in Swedish. However, sometimes his English-speaking friends will call him on Discord. Thus, he will, according to him, switch seamlessly between talking Swedish and talking English.

Students in upper secondary school are most likely in the process of learning about themselves. They are perhaps experimenting with their identity, trying to fit in. The ability to communicate with people online offers an environment where one can experiment with one's personality without having to face the same consequences as in real life. It also offers the chance to learn and share other people's knowledge, wisdom and opinions. In P4's case, she chooses to be more private with her close friends, the ones she sees in school every day while being less private with her old friends whom she met while living in Dubai. P5, however, tries to portray himself as a more proficient speaker when meeting new people online, perhaps in an effort not to be looked down upon.

There is no single or simple answer to RQ3: How do these students experience use of English in online communities? Instead, we find multi-layered and complex answers to the question. The students seem to enjoy a higher self-confidence when spending time in their online communities. One can speculate that this could be thanks to them being in an environment where they feel safe. Moreover, it could be that their confidence is tied to an activity such as

gaming. Nevertheless, the phenomenon of self-confidence and L2 English use in online communities needs further research to answer. Moreover, seeing as how we found, by barely scratching the surface of this topic, that the students chose to portray themselves in different ways depending on different situations, we would not be surprised if research surrounding identity in students who extensively communicate in EE would yield interesting results.

6. Conclusion

We have identified a group of students who, for deeply personal and identity-relevant reasons, communicate extensively in English in online interactions. In relation to these deeply engaging communication practices, we suggest coining the term ‘Extensive Communicative Extramural English’ (ECEE).

The findings in our study show that despite the participants’ high confidence in ECEE, they tend to feel anxious during presentations and exams. The students who engage in intense and personally meaningful interactions in English-mediated online communities seem to gain oral L2 English proficiency. However, some students seem to, despite their high confidence, experience anxiety in certain situations in school. Talking in front of peers seem to one issue. Moreover, several of these students show signs of being less proficient in writing than in oral proficiency. We notice that there seems to be a discrepancy between the students’ oral and written L2 confidence, in that several participants express avoidance or anxiety connected to written tasks or assignments. Perhaps their experiences from informal ECEE settings create a gap in their LL related to the knowledge requirements in school, specifically the more formal, written requirements. Moreover, these students spend a large amount of time in one or few discourse areas, and therefore it could be a challenge to expand their L2 proficiency in other areas. Consequently, it might prove a challenge for teachers to provide material that feels

authentic and relevant for these students, seeing as they spend most of their time speaking English in informal settings.

In addition to the participants' high confidence in their L2, findings suggest that the students' experience English in school as both authentic and relevant. These experiences contribute to their motivation for the subject of English. If teachers are successful in motivating students, successful in creating authentic and relevant tasks, then several of the preconditions for effective language development are in place, according to Henry et al. (2019, p. 201). Findings suggest that the students in this study are primed for effective language development. However, it is important to keep in mind that there must be a balance between students' in- and out-of-school experiences. There is always a risk of students finding a teacher or task to be intrusive in relation to their out of school self (Henry et al., 2019, p. 300).

7. Limitations of the Study and Suggestions for Future Research

This study has several limitations. The two most pressing are, first, we are inexperienced researchers, more specifically, interviewers. With more experience, we could have reached a deeper understanding of the participants' experiences by asking better follow-up questions. Second, this study only includes seven participants. Even though we reached out to 244 teachers, we only managed to get nine participants in all (out of which seven are included in the results). By expanding the geographical boundaries, the study could have included more participants and, therefore, a higher validity and reliability. That being said, the internal validity and reliability of the study are still considered as high. Nevertheless, it would be interesting to investigate whether if ECEE is a phenomenon on a global scale.

One could probably assume, seeing how much time the students spend on ECEE, that they would find English in school tedious and boring; on the contrary, they find it useful, authentic and relevant. How come they experience English in school, for the most part, authentic and

relevant? Perhaps, research into this field could yield results that would prove useful for teachers regarding students who do not engage in ECEE. Furthermore, seeing as how they spend hours upon hours on ECEE, mainly by talking, it might be interesting to study the difference between oral and written abilities in students who engage in ECEE.

Finally, we notice that the students' identity plays an important role in their ECEE. They seem to take on different personas depending on what activity they are engaged in. They also seem to have different confidence in school compared to when engaged in ECEE. As such, it would be interesting to focus more on ECEE in relation to these students' identity. Thus, we argue to continue research on students who engage in ECEE.

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Appendix 1: Interview Guide

Intervjuguide:

- Hälsa välkomna och presentera oss själva
- Prestera intervjun & förklara etik
 - Anonym i resultat
 - Frivilligt deltagande – avbryta när som helst
 - Spelas in för sedan transkriberas

ICEBREAKER:

- 1.) Kan du berätta lite om dig själv?
- 2.) Berätta om ditt [INTRESSE] (Vad, hur, när, hur mycket osv)
- 3.) Kan du ta mig genom en specifik eller generell händelse/minne kopplat till [INTRESSE]

STRUKTUR:

Börja intervjun med ämnet CEE – när det känns klart övergå till att prata om engelska i skolan.

HUVUDFRÅGESTÄLLNING:	FÖLJDFRÅGA CEE	FÖLJDFRÅGA SKOLAN
Vad tänker du om att använda engelska i [CEE] / [SKOLAN] Varför?	Vad upplever du är positivt med att använda engelska i [INTRESSE]? + negativt	Vad upplever du är positivt med engelska i skolan? + negativt Tänker du att det är: Roligt, Svårt, Relevant
ATTITYD: Vad tycker du om att använda engelska i [CEE] / [SKOLAN] Varför?	Varför väljer du att göra det på engelska? Vad är bra / dåligt med det?	Tycker du att: - ämnet engelska i skolan intressant? - engelskan är till nytta? - engelska i skolan känns äkta?
Hur känner du när du använder engelska i [CEE] / [SKOLAN] Varför?	Kan det kännas: Jobbigt? Lätt? Roligt? Stolt? Hur känner du: • Om du gör fel?	Hur känner du dig vid: - Prov? - Redovisning? - Om du gör fel Får du positiva känslor? Negativa?

Appendix 2: Questionnaire

1. Brukar du göra något av följande på engelska?

	Dagligen	Ett par gånger i veckan	Ett par gånger i månaden	Sällan / Aldrig
Blogga				
Vlogga				
Publicera musik				
Publicera poesi				
Skriva på forum				
Moderera forum				
Publicera artiklar (nyheter, insändare etc)				
Publicera fanfiction				
Publicera material på Youtube (eller annan liknande plattform)				
Streama på Twitch (eller annan liknande plattform)				
Publicera material på Snapchat				
Publicera filmklipp på Instagram				
Publicera material på TikTok				
Arbeta med en hemsida/hemsidor				

2. Brukar du göra något som liknar ovan aktiviteter men som saknades i listan går det bra att skriva det här (OBS kom ihåg att det bara gäller saker du gör på engelska)

SVAR MED FRITEXT

3. Skulle du kunna tänka dig att ställa upp på en intervju? Intervjun kommer att handla om dina erfarenheter ifrån din hobby (t.ex. att publicera YouTube-videos eller skriva och publicera fanfiction) samt hur du upplever ämnet engelska i skolan. Resultatet av intervjun kommer att vara anonymt.

JA / NEJ

Om elev svarade NEJ avslutades enkäten, svarade de JA möts de av följande:

Om du vill ställa på en intervju kommer denna ske via t.ex. Zoom eller Google Meets på din fritid.

Intervjun kommer att ske på svenska. Delar av det du säger under intervjun kommer att publiceras i vårt examensarbete - du kommer dock att vara helt anonym i det som publiceras. Det kommer inte framgå vad du heter, vilken skola du går i eller i vilken stad du bor. Däremot kommer vi som intervjuar dig få reda på vem du är.

Intervjun kommer att handla om dina erfarenheter av Engelska på fritiden och hur du upplever Engelska i skolan.

4. Är du intresserad av att bli intervjuad vänligen fyll i nedan så kontaktar vi dig, annars

lämna tomt och tryck nästa:

NAMN:

E-POSTADRESS:

Appendix 3: Information to Participants

Hej

Vi är två lärarstudenter från Högskolan Väst som skall skriva ett examensarbete om engelska på fritiden och i skolan.

Examensarbete

Denna enkät är en del av ett examensarbete som vi skriver på Högskolan Väst. Vi ämnar undersöka elevers attityder och upplevelser om ämnet Engelska. Genom en enkät kommer vi att välja ut ett antal studenter som frivilligt vill ställa upp på en intervju med oss.

Frivilligt att delta

Det är helt frivilligt för dig som student att delta. Du behöver inte svara på enkäten om du inte vill och du behöver inte ställa upp på en intervju om du inte vill. Det är också helt frivilligt att ändra sig, har du svarat att du är intresserad av att ställa upp på en intervju får du när som helst tacka nej.

Integritet

Insamlade data kommer att hanteras med varsamhet. Alla som deltar i studien kommer att vara anonyma i enlighet med Vetenskapsrådets råd om etik. Materialet kommer enbart att användas inom denna studie.

Information

Önskar du mer information går det bra att kontakta oss på:

Jesper Carlsson: jeca0021@student.hv.se

Joakim Sund: josu0008@student.hv.se

Handledare:

Alastair Henry: alastair.henry@hv.se

Appendix 4: Quotes

PARTICIPANT 1:

Page 20:

P1: Oh, well, it's everything from politics to science, fiction fantasy, D&D, everything and anything.

Original:

P1: Oj alltså det är allt möjligt från politik till science, fiction fantasy, D&D, allt möjligt

Page 25:

J: What is it like to speak English in front of your classmates?

P1: I have no problems with that.

Original:

J: Hur är det att prata engelska inför klasskompisar?

P1: Jag har inga problem med det

Page 25:

J: If we go back to English in school, how do you feel about exams, for example?

P1: I feel very confident, as I said, I am very confident with my English.

Original:

J: Om vi går tillbaka till engelska i skolan hur känner du dig inför prov till exempel

P1: Jag känner mig väldigt säker som sagt jag är väldigt självsäker när det kommer till min engelska

Page 29:

P1: Yeah, it's authentic because you learn a lot but there's much you don't learn, that you learn from using it in practice.

Original:

P1: Ja den är äkta för man lär sig mycket men det finns mycket som man inte heller lär sig som man lär sig av att praktisera det.

PARTICIPANT 2:

Page 25:

J: Do you generally find it fun or boring, difficult or easy with English at school?

P2: It feels quite right, not too difficult but not too easy.

Original:

J: Tycker du generellt att det är roligt eller tråkigt svårt eller lätt med engelska i skolan?

P2: Det känns rätt så lagom, inte för svårt men inte för enkelt

Page 25:

P2: We haven't had a test in a while so I don't remember, but it usually feels a bit stressful.

J: What can be stressful about it?

P2: I do not really know those difficult words, so how to explain words becomes a little difficult for me.

P2: I hate to stand and talk in front of people, it gives me a little panic but in English it feels a little easier because you have an excuse that it is not even your original language if you would make a mistake

Original:

P2: Vi har inte haft prov på ett bra tag så jag minns inte riktigt men det brukar kännas lite stressande

J: Vad är det som kan kännas stressande med det?

P2: Jag kan inte riktigt dom där svåra orden så för mig blir det väldigt förklarande av ord som blir lite jobbigt

P2: Jag avskyr att stå och prata framför folk det ger lite panik men i engelskan känns det lite enklare för då har man ursäkt att det inte är ens originalspråk att om man gör lite fel

Page 31:

J: Do you use a different type of language on your homepage than on Discord?

P2: Yeah, I try to be a bit more formal, more school-language

Original:

J: Får du använda ett annat språk där i hemsidan än vad du använder på till exempel discord?

P2: Ja jag försöker vara lite mer formell då använder jag lite mer skolan.

PARTICIPANT 3:**Page 20:**

“sometimes we talk about the game but most of the time it's how we're doing, how we're doing at school and just a little tit and tat.”

Original:

”ibland pratar vi om spelet men oftast är det hur det går för oss, hur det går i skolan och bara lite här å där.”

Page 26:

P3: Now, I think it is more like a challenge, little more challenging. I think English has become more fun again.

J: Is it because you are getting more challenged?

P3: Yes.

Original:

P3: Nu tycker jag det är mer som en challenge lite mer utmaning, jag tycker engelska har blivit roligare igen

J: Är det för att du blir mer utmanad?

P3: Ja

Page 26:

P3: If you would think easy, then it is to hold conversations, speak. I think that is very easy. However, writing like exams is sometimes difficult depending on the subject.

Original:

P3: Om man tänker lätt, då är det hålla konversationer, prata. Det tycker jag är väldigt lätt. Men att skriva typ exams det är ibland kan det svårt beroende på ämnet

Page 29:

P3: When it's authentic it's like when you roleplay, when you talk to your group, it's real conversations. When it's not authentic it's when we get a text to read and basically just re-tell it. I don't think that's authentic. It's more authentic when you're doing something with a flow, like if you have subject to debate without a script.

Original:

P3: För att vara äkta det är när man gör så här roleplay för att prata med så här lagkamrater då är det äkta konversationer så här. Men när det inte är äkta är när vi får ett ämna och vi ska så här läsa av så här läsa av en text och basically berätta. Jag tycker inte det är äkta det är mer om man kör med så här med flow om man får ett ämne och ska debattera om det utan manus.

PARTICIPANT 4:**Page 23:**

P4: It's mostly that you don't use, or, like, it's not like I'm writing them in real-time, or, like, it's like, I'm not sure how to explain it. Like, if you send an SMS, you'll answer straight away, but on Snap it might take longer to respond, and you might lose contact with people. Not as SMS'ing at all.

Original:

P4: Det är ju mest att man kanske inte använder eller lixom, jag kanske inte skriver till dom direkt eller lixom, det blir lixom, jag vet inte hur jag ska förklara. Men, om man skickar på sms då svarar man ju direkt, men på snap kanske det kan ta lite längre tid å till slut kanske man ändå kan tappa kontakten med vissa. Inte som med sms alls.

Page 30:

P4: The subjects we speak about. Like, the books we read, they're not dull, it's like you want to read the books. And the debate we had, it was, it wasn't about anything boring, it was about a current topic, same thing with what was it, we did it recently, a thing about families, like, it's not like we're reading a boring book or talking about a boring subject. It's things that we young people actually think are interesting.

P4: Well, what was it I said, abortion, societal problems, what's it like in the US, the book "The Hate You Give", police brutality.

Original:

P4: Ämnena vi pratar om. Lixom böcker vi läser är inte tråkiga utan man vill ju läsa böckerna och sen debatten som vi hade, den va, de va inte nått tråkigt utan det var ett lixom dagsproblem å samma sak med va va det, nått vi gjorde nyligen, jo det där med familjerna, vi lixom, vi, det är inte så att vi läser nån tråkig bok eller pratar om nått tråkigt ämne utan det är faktiskt saker som vi ungdomar tycker är intressant som hon lyfter upp.

P4: Men, vad va de ja sa nu, abort och samhällsproblem, hur det är i USA, den boken "The Hate You Give". Police Brutality, jag vet inte riktigt vad det är på svenska.

Page 30:

J: And that's what makes English interesting? It's more fun because of that?

P4: At the same time, we're learning a bunch of new things, we're learning English but at the same time, things we should know

J: Do you think that what you are learning in English, is it relevant for you?

P4: Absolutely, we will use it in the future

J: In what way?

P4: The language, but also, societal issues, it is something that we will be able to use.

Original:

J: Och det är det som gör engelskan intressant och så blir det roligt på grund av det?

P4: Samtidigt lär vi ju oss massa nytt, vi lär oss engelska men även saker vi borde veta om.

J: Tycker du att det du lär dig på engelskan, är det relevant?

P4: Ja, absolut, vi får ju användning av det i framtiden

J: På vilket sätt då?

P4: Både språket, vi lät oss massa nytt, men även om samhällsproblemen, dom tar vi ju med oss av.

Page 31:

P4: When you're sitting in the classroom then I know I can use Swedish since everyone understands it, you kind of feel, why should I talk English if I can and may speak English?

Original:

P4: Men när man sitter i klassrummet så vet jag ju att jag har svenskan som alla i klassrummet förstår, då känner man lite varför ska jag prata engelska om jag får och kan prata svenska?

Page 34:

J: I see, so if everyone would speak English in the classroom, if that would be the norm, it wouldn't be strange for you to speak English.

P4: Precisely, like, during the debates we know that like, we have to speak English, and then it's not at all as hard. Then, it's something we have to do.

Original:

J: Jag förstår. Så om alla skulle prata engelska i klassrummet, om det skulle vara det normala, då hade inte det vart nått konstigt för dig att bara prata engelska?

P4: Precis, för lixom, under debatterna så vet vi lixom att vi måste pratar engelska och då är det inte alls lika jobbigt. Då är det ju ett måste.

Page 39:

P4: No, because when you talk English with them, it's almost as if, like, they don't understand any other language so, like, you can't communicate in any other language, and since English is a must then it's not as weird.

Original:

P4: Nej, för där när man pratar engelska med dom, så e det nästan som om, asså de förstår ju inte nått annat språk så, asså man kan inte kommunicera på nått annat språk å då är ju engelskan ett måste så då är inte engelska lika konstigt.

Page 41:

P4: Yeah, or basically like the two groups on Snapchat, I might be a bit more personal on Snapchat than on TikTok. On TikTok I might post things that people have already seen, public things, not like, not anything about me. But on my private account I post things about myself.

Original:

P4: ja, eller i princip som dom två grupperna på snapchat, jag kanske är lite mer personlig på snapchat än vad man är på TikTok. TikTok kanske man lägger ut saker som folk redan sett, eller saker som, allmänna saker nästan, inte något som, inte något om mig, men på mitt privata konto kanske jag lägger ut något om mig.

PARTICIPANT 5:

Page 26:

P5: Yeah, what we are doing right now is reading English history. So I'm not learning anything new. I'm learning what I already know. It's not like it does not interest me but I have not had the experience to go through English 7.

Original:

P5: Ja vad jag håller på att göra nu är ju att läsa engelsk historia. Så jag sitter inte och lär mig någonting helt nytt. Jag sitter och lär mig vad jag redan kan. Det är inte så att det intresserar mig men jag har inte haft erfarenheten att gå igenom engelska 7

Page 31:

P5: Learning English in school is pretty good considering how the country, not the country but how the world is. More people are talking English and if you learn it well, on an advanced level, at a university level for example. I don't think everyone wants to but you can travel the world and, not preach, but, teach others about your life, your experiences, in English. Or if you want to stream, most of them will stream in English to have a better chance. Or perhaps you want to be an English teacher in another country, the pay is really great. So, it depends on what you want to become and how you think about how you want to use the language if and when you leave the country.

Original:

P5: Att lära sig engelskan i skolan är ganska bra tanke på hur landet, inte landet men hur världen ser ut. Många fler pratar engelska och om du lär dig det på ett jättebra, på en avancerad nivå, till exempel universitetsnivå så om man vill, jag tror inte alla vill bli det men man kan gå ut i världen och inte predika men typ lära ut andra om sitt egna liv och hur dom har haft det på engelska eller kanske om några vill streama, de flesta kommer ha det på engelska för att ha en större chans eller kanske om man vill engelska lärare i andra länder, det är jättebra betalt. Det beror på vad man vill bli och hur man tänker sig kunna använda språket när man och om man lämnar landet.

Page 35:

P5: Like, if I know what subject we're talking about or how, what we are doing in class, then I usually just send an e-mail to my teacher and say "I already know this, can I do a test?" and I can skip class and go home.

Original:

P5: så som jag till exempel vet vilket ämne vi ska prata om eller hur, vad vi ska göra på lektionen, jag brukar bara skicka ett e-mail till min lärare och säga "jag kan redan debara, kan jag ta ett prov?" så kan jag skippa lektionerna och gå hem

Page 35:

P5: Almost all of our tests are written form, which I hate. I like spoken things because if I write a test, I'm going to forget almost everything because my brain will stress and as I'm sitting there, I usually ask if I can do it orally which I think works best for me. Instead of writing, it bothers me, I don't know why.

Original:

P5: Nästan alla våra prov är skriftligt vilket jag avskyr. Jag gillar muntligt för om jag skriver ett prov så kommer jag glömma nästan allting för hjärnan stressar och allting så jag sitter där och jag frågar nästan alltid om jag kan ha muntligt vilket jag tycker är det bästa för mig iallafall. Istället för att skriva, stör min hand, stör min hjärna fattar inte varför.

Page 35:

P5: yeah, but I'm not going to take English 6 because I hate writing, writing in English, actually, writing at all.

Original:

P5: ja fast jag kommer inte gå engelska 6 för att jag hatar att skriva, skriva på engelska. Eller skriva överlag.

Page 42:

P5: Yeah, like dialects. I hear from others that I speak with different dialects depending on what word it is when I speak English. So if I have a conversation with someone I know in English, maybe I talk like this completely normally but if I am with someone, like, someone new who does not speak my language or speak Swedish, I try to talk, like, as well as possible so they do not think "this guy is weird". Sitting and talking piss poor English. From Sweden one of the best countries with English learning and so he sits here with "what the hell is this kind of English".

Original:

P5: Ja typ dialektalt. Jag får höra från andra att jag pratar med olika dialekter beroende på vilket ord det är när jag pratar engelska. Så om jag har typ en konversation med någon som jag känner på engelska, kanske jag pratar så här helt normalt men om jag är med någon, så här, nästan helt ny som inte pratar mitt språk eller pratar svenska så försöker jag prata med så hära så bra som möjligt för att dom inte ska tänka den här killen är konstig. Sitter och pratar med sån här skit engelska. Från Sverige en av de bästa länderna med engelska lärande och så sitter han hära med "fyfan vad är det här för engelska".

PARTICIPANT 6:

Page 22:

P6: Like, it has become normal, that's how I am, that's how you kind of talk now. It's like a hybrid language, that I myself usually speak between Swedish and English.

Original:

P6: Asså det har blivit normalt, det är så jag, det är så man liksom pratar Nu är det som ett hybridspråk som jag själv brukar prata typ mellan svenska och engelska.

Page 26:

“home and consumer studies”

Original:

Hemkunskap

Page 27:

P6: I would say, now this is a pretty hillbilly-expression but the English in school is very cheesy. In school, like there is so much for nothing. It is like, slow. It does not follow the present.

Original:

P6: Jag skulle säga, nu kanske det här är ett väldigt bonningt uttryck men engelskan är väldigt lökig. I skolan, liksom så här det är mycket för ingen anledning typ. Den är såhär slö. Den följer inte riktigt med i nutiden.

Page 32:

P6: To know English or to learn it, like, like this, I would say that it's the best subject, like it's a really good subject. It's a really important subject to like, know, like, I've grown up with that it's important that you can think from a business perspective. To be connected and stuff, so it's great from a business perspective, to know English to be able to get connections outside of Sweden. Not everything is, like not every contact should be in Sweden, that'll make you very restricted.

Original:

P6: Att kunna engelska eller att lära sig engelska overall, alltså såhär jag skulle säga att det är bäst alltså det är ett riktigt bra ämne. Det är ett jätteviktigt ämne för att kunna liksom kunna liksom, jag har växt upp såhär med att man ska kunna tänka mycket ur ett businessperspektiv. Att få kontakter och grejer och då är det ju jättebra ut just ett businessperspektiv att få, att kunna engelska för att kunna skaffa sig utländska kontakter och sånt. För allt finns ju inte, alla kontakter ska ju inte liksom finnas i Sverige då blir man väldigt restricted.

Page 38:

“Like, it's normal now, it's the way I, It's like the way you talk”

Original:

Asså det har blivit normalt, det är så jag, det är så man liksom pratar

Page 38:

P6: I would say like, it's like, how to explain it? Like, normal English that you talk every day it's quite easy, but you're talking about things that you enjoy. Like, games and stuff, I know that English. But there is a language barrier when it comes to other parts.

Original:

P6: Asså, jag tror jag förstod vad du menar men jag skulle säga så här att det är ju, hur ska man förklara det, asså vanlig engelska som man pratar i vanliga fall är ganska lätt men då är det ju då pratar man ju alltid om saker som som jag tycker om. Som säg typ spel och sånt, då kan jag ju engelskan där. Men då är det ju språkbarriären när det kommer till några andra delar.

PARTICIPANT 7:

Page 21:

P7: I guess, I sat, it was like four to five weeks ago, I got a raided by a much larger streamer who, I know him through my community, but he streams full time and has it as a job. So, I was streaming like normal with about 20 people watching me, he comes in with 5000, so it was a lot, much more than what I am used to, but it was fun. Some people who joined my community, and more people in the game.

Original:

P7: Ja jag antar att jag satt för typ fyra till fem veckor sedan så fick jag en rätt stor raid av en mycket större streamer som, jag känner ju honom genom mer via min community, men han streamar ju på fulltid och har det som jobb. Så jag sitter ju såhär normalt sätt med ungefär 20 personer som kollar på mig, kommer han in med 5000 så det var en hel del, mycket mer än vad jag är van med men det var roligt. Endel personer som joinade min community och mer personer i spelet.

Page 22:

“I've started to think in English more than Swedish”.

Original:

“jag har börjat tänka på engelska mer än svenska”.

Page 27:

J: Yes exactly. How do you feel at school when, if you would make any mistake during an English lesson?

P7: If I make a mistake? Well, my teacher will correct me and I will learn till next time.

J: Would you say that you get positive feelings because of it?

P7: Well, according to me, if you make mistakes and learn from them, I think it is all positive.

Original:

J: Ja precis. Hur känner du dig i skolan då om du typ på engelska lektionen, om du gör fel?

P7: OM jag gör fel? Asså min lärare kommer så här rätta till mig så lär jag mig från det till nästa gång.

J: Skulle du säga att du får positiva känslor för det?

P7: Asså, enligt mig, ifall man gör någonting fel så lär man sig ifrån det så jag tycker bara det är positivt.

Page 38:

P7: It is mostly me who corrects others in English. It's most fun when I correct people who are from the UK or the US because it's their own language.

Original:

P7: Det är mest jag som rättar andra på engelska. Det är mest roligt när jag rättar folk som är från Storbritannien eller USA för det är deras egna språk.