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ENGLISH LANGUAGE LEARNING BEYOND THE CLASSROOM WALLS

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Abstract

This thesis explores out-of-school sources of exposure to English that EFL learners engage with in Spain. The sources investigated are watching films with/without subtitles, playing video games, listening to music, reading, speaking, attending extracurricular classes, and participation in stays abroad and language camps. Parents' knowledge and use of English were also studied as contextual factors. The aims of this study were, first, to determine the students' frequency of engagement in English-medium activities; second, to find out which strategies secondary-school students use when they are in contact with media in the foreign language; third, to investigate the effects of age on the frequency of exposure to English; and fourth, to examine the relationship between out-of-school contact with English and the students' language skills. The data collected through questionnaires and interviews revealed that listening to music is the activity that the students most engaged in. Besides, there were significant differences in the frequency of exposure to English between primary- and secondary-school students. Gender differences were also found among secondary-school students with regard to playing video games. Finally, watching films with subtitles, reading, and speaking in English were the activities that showed the highest correlations with the secondary-school students' marks.

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1. INTRODUCTION

Acquiring a second (L2) or foreign (FL) language has become necessary for international communication, and, due to globalisation, English is the language that has generally been selected for such an endeavour. Many countries all over the world have adapted their policies with the aim of increasing the presence of English in social media (e.g., the Internet, television and radio) and public places (such as in street signs, posters and written advertisements), so that all citizens can have access to it. This is the case in Spain, where factors such as tourism, internationalisation of the economy and social mobility have given rise to the concern for expanding the knowledge and use of English in different public spheres. As a result, almost everybody can now become a learner of English as a FL (EFL learner), either voluntarily or incidentally, since the opportunities for exposure to it in naturalistic environments are infinite.

For the last two decades, language specialists have transcended the walls of the FL classroom in order to investigate external sources that can play a role in language learning. At the moment, there is a modest, although increasing, number of studies focusing on the L2-learning effects of modern-life activities such as surfing the Internet, watching television, and playing computer games, among others. However, most of these studies centre on such out-of-classroom factors involved in language learning independently, and only a few investigations are found that deal with all of them altogether. In this master's thesis I aim to make a contribution to the field of SLA by examining the role that several out-of-school factors play in the L2-English development of primary- and secondary-school students in Spain.

1.1. Literature review

1.1.1. Learning strategies

It has been commonly claimed that complete and effective language learning depends on the type and amount of exposure to the target language. However, in formal instruction settings (i.e., public education) the input provided and the opportunities for producing output are not always sufficient for developing basic language skills, especially oral and aural (speaking and listening) skills. Therefore, L2 acquisition needs to be complemented with practise outside of the classroom, by means of interacting with authentic material and speakers of the L2.

The use of the FL outside of the classroom differs from learner to learner depending on individual differences and learning strategies. Pickard (1996), for instance, studied the strategies used by German EFL learners ($N=20$) to practise English during their spare time. By means of questionnaires and interviews, data were gathered on the activities the learners engaged in, and the findings showed a greater involvement in passive activities, such as reading and listening, than in activities that required the use of productive skills. According to Pickard, when exposure to the target language is enjoyable and pleasurable, it may then aid language acquisition (1996).

Lamb (2002) suggested that motivation and degree of autonomy are also fundamental aspects in L2 development when learning opportunities are scarce. He found that self-motivated students ($N=16$) were more willing to seek and exploit the resources available in their learning environment. Similar results were obtained by Wong and Nunan (2011) in a study on the characteristics of "more effective" and "less effective" (classified according to the scores obtained on a standardised proficiency test) university students ($N=110$) in Hong Kong. Their findings revealed that the more effective learners spent significantly more time practising English outside of the classroom than the less effective learners. In addition, in a previous study, Nunan claimed that "The 'good' foreign language learner finds ways of activating his or her language out of class" (Nunan, 1991; cited in Nunan, 1997: 16). This statement is in agreement with research on successful language learners, which has demonstrated that L2 development can be attributed, in part, to the learners' determination to use the target language outside of the classroom (Hyland, 2004).

However, even when learners have plenty of resources available to use in the FL, they may not be aware of the potential ways of using them to acquire the language effectively. This is a problem that has been often discussed by researchers concerned with out-of-school learning strategies. In general, they propose to raise awareness among teachers (Hyland, 2004; Kuppens, 2010; Lai & Gu, 2011; Lamb, 2002; Nunan, 1997; Pickard, 1996; Sundqvist, 2009; and Wong & Nunan, 2011), and to incorporate a domain in teacher training programs (Pickard, 1996) or in the school curriculum (Wong & Nunan, 2011) to teach students how to seek and make profitable use of strategies and sources for practising the L2 in their particular learning environments.

1.1.2. Exposure to mass media

English is currently the predominant language in global information technology. It dominates the World Wide Web and it has expanded all around the world through American and British television series and films. Moreover, video games, press and music are usually originally written in English so that they can be accessed by the world population. Hence, technology users certainly encounter the English language whenever they are in contact with digital media. In such cases, if exposure to media is constant, it should have an effect on the linguistic development of those users for whom English is the L2. A number of empirical studies that have demonstrated improvement in L2 skills as a result of exposure to mass media will be presented next.

Sundqvist (2009) examined the effects of different English-medium sources available outside of the classroom –for which she coined the term *extramural English* (EE)– on the oral proficiency and vocabulary knowledge of ESL students (aged 15-16, $N=80$) in Sweden. EE was measured by means of questionnaires and language diaries, in which participants reported on their daily engagement in activities such as reading, watching TV/films, surfing the Internet, playing video games and listening to music. Data on English skills were collected using five interactional speaking tests for measuring oral proficiency and two written vocabulary tests. The results showed positive and significant correlations between EE and the participants' English skills, with the effects of EE being stronger for vocabulary than for oral proficiency. The findings also showed that productive sources (i.e., video games, the Internet and reading) had a greater impact on oral proficiency and vocabulary than activities involving a more passive engagement (i.e., listening to music and watching TV/films).

In view of early research on adults' incidental language learning from watching subtitled television programs, d'Ydewalle and Van de Poel (1999) studied the learning effects of watching a short movie dubbed and with subtitles in foreign languages. The participants were Dutch-speaking Belgium children (aged 8-12, $N =327$) in the last years of primary education. The instruments consisted of a movie presented in four experimental conditions, using Dutch (the participants' L1) and French or Danish (non-familiar foreign languages) either in the soundtrack or in the subtitles, and three proficiency tests assessing vocabulary, syntax and morphology. The researchers found significant acquisition effects in the auditory part of the Danish vocabulary test when Danish was the soundtrack language. In comparison with research testing adult

participants, this study did not demonstrate greater acquisition effects in children. The only difference encountered was that children performed better when the FL was in the soundtrack, whereas adults benefitted from reading the subtitles.

While d'Ydewalle and Van de Poel (1999) demonstrated short-term learning effects, later research in the field has also proved the acquisition effects of long-term exposure to media in English. Kuppens (2010), for example, investigated the influence of watching subtitled television and movies, listening to popular music, and playing computer games in English. Kuppens' view is that "longer periods of exposure to greater quantities of input may lead to a more incidental language acquisition" (2010: 68). The results supported this view, since they showed that the participants (374 primary-school pupils) who reported watching subtitled English television programs and movies regularly performed better in two oral translation tests. Computer games also proved to have a positive effect on L2 proficiency.

The use of technology, and particularly computer games, as a resource for L2 practice has been investigated in the last decades within the field of Computer Assisted Language Learning (CALL). Traditionally, learning-oriented games have been employed to support L2 acquisition both inside and outside of the classroom. However, the production and use of these games is decreasing owing to competition from the commercial gaming sector (Renalli, 2008). As a result, commercial games have been recently reused for research purposes to monitor development of L2 proficiency. To exemplify this, Miller and Hegelheimer (2006) and Ranalli (2008) presented two studies using *The Sims*, a simulation game designed for native English speakers as a means of entertainment rather than for learning. Both studies were designed so that participants ($N=18$ in Miller and Hegelheimer, 2006; and $N=9$ in Ranalli, 2008) interacted with the game aided by supplementary materials such as vocabulary lists, vocabulary exercises, culture notes, instructions, and a dictionary. The results in both studies indicated that the game contributed to vocabulary acquisition when the participants played using the auxiliary material.

In another study, Lai and Gu (2011) surveyed university students ($N=279$) in Hong Kong and found that the L2 learners made use of technology outside of the classroom to self-regulate their language learning. Yet the learners' selective use of technology for L2 learning varied according to different factors such as their proficiency level, digital literacy, awareness of which technological materials would support their

L2 development, and knowledge about how to use these materials for learning the L2 productively.

Exposure to out-of-school sources in the L2 or FL has often been related to the learners' motivations and attitudes. Barbee (2013), for instance, surveyed Japanese EFL learners (aged 16-17, $N=151$) at the secondary education level to find out which types of sources of English input the students were exposed to outside of the classroom, and the amount of exposure to such sources. The survey also enquired about the students' beliefs about the enjoyability, effectiveness, and motivations to use out-of-school sources to learn English. Barbee found that the most frequent kinds of exposure to English among Japanese EFL learners were music, online media, music with lyrics, movies/TV with subtitles, and interaction with non-native speakers. Practice with native speakers was considered the most effective factor in learning English, yet the type of out-of-school contact with English was found to depend on how enjoyable, rather than effective, the students considered the sources to be.

1.1.3. Parental influence

The degree of success achieved by children in their learning process has often been associated with parents' attitudes and involvement in their education. Several investigations have also attributed L2-learning progress to parents' attitudes towards the target language and culture, their previous language learning experience, and the extent to which they use the FL.

Bartram (2006) suggested two types of parental roles: "The *active role* involves the ways in which parents may interact with their children with regard to language learning, and can be further categorized as negative or positive" (2006: 212) and "The *passive role* concerns parents' attitudes to the second language community" (2006: 213). He carried out a study to further investigate FL learners' ($N=411$) impressions of their parents' attitudes towards language learning, and he found that the most important factor was the way parents' perspectives influence their children's awareness of the language importance, utility and status.

Finally, Lindgren and Muñoz (2012) investigated the extent to which learners' (aged 10-11, $N=865$) listening and reading skills were influenced by out-of-school activities as well as by background factors (namely, cognate linguistic influence and parental influence), as part of the major project Early Language Learning in Europe

(ELLiE). To the best of my knowledge, they are the only researchers who have combined out-of-school activities in English and background factors in the same study. L2 skills were assessed by means of a listening task and a reading task, and data about the frequency of exposure and parental influence were obtained through questionnaires. The results indicated that the most important predictor for both the FL listening and reading scores was cognate linguistic distance, followed by exposure and parents' use of the FL at work. Watching subtitled films proved to be the most powerful type of exposure, which supports previous studies on how this type of activity results in incidental learning of the FL. In addition, parents' use of the FL at work correlated significantly with exposure, which they claimed to be an indication of how parental influence increases children's opportunities for FL exposure.

1.2. Aims and research questions

The body of literature discussed previously manifests a growing interest in out-of-school FL learning; although the factors that can have an effect on L2 learning have generally been studied separately. Taking this into account, the aim of this thesis is twofold: first, to bring together in the same study all the factors that involve exposure to English outside of the classroom; second, to investigate the role these factors play in the language skills of primary- and secondary-school students in a town in Spain. The types of sources of exposure to English explored in this study consist of: a) activities such as watching films and television series with/without subtitles, watching videos on YouTube, writing on digital media, reading from Internet sources, listening to music, playing computer games, and speaking in English; b) participation in stays abroad and language camps; c) attendance at extracurricular FL classes; and b) parents' knowledge and use of English. This thesis will therefore address the following research questions:

1. In what out-of-school activities in English are primary- and secondary-school students participating in this study most frequently involved? Do females and males differ in the frequency of exposure to English outside of the classroom?
2. Do amount and type of out-of-school exposure to English vary according to age?
3. What strategies do secondary-school students use when they are engaged in English-medium activities?

4. Is there any relationship between language skills (inferred from the marks obtained in class) and the amount of out-of-school exposure to English? And between language skills and parents' knowledge and use of English?

2. METHOD

2.1. Setting and participants

The study was conducted in two public schools (a primary school and a secondary school) in Calp, a middle-sized coastal town in the province of Alacant (Spain). 49.6% of the population in Calp is of foreign nationality¹; in fact, the largest immigrant community (forming 10.3% of the total number of citizens) comes from the United Kingdom. As a result, foreign pupils in the schools studied comprise 10.62% at the primary school and 20% at the secondary school, with British nationality being one of the most dominant ones.

English is taught as a foreign language from the first year in preschool (at the age of 3) until grade 12, and it is an L3 or L4 for all the participants, who are also taught Spanish and Catalan as first languages. The other languages spoken by the students and their families (20% and 27% of primary-school and secondary-school participants, respectively) are German, French, Bulgarian, Russian, Arabic, Rumanian, Czech, Italian, Galician, and Dutch.

The primary school has 433 students enrolled in three years of pre-school education and six years of primary education. All the students learn English every year with an average of two hours per week. The principal of the school was acquainted with the purposes of the study and the need to obtain a diverse and representative sample. She was also asked to inform the teachers in order for them to refrain from administering the questionnaires to students whose native language (or their parents' native language) is English. She selected the participants from four groups of 25 pupils each, approximately, with different ages and coming from various social backgrounds. A total of 100 questionnaires addressed to the parents were distributed in preschool (a class of 5-year-olds) and grades 2, 3, and 6; and the families of 55 children ($N=33$ females and $N=22$ males, aged 5-12) returned the questionnaires.

¹ These data were obtained from the 2014 town census, available at: <http://www.dip-alicante.es/documentacion/4hogares.asp?codigo=03047>.

The secondary school has approximately 940 students from grades 7 to 12, who study English on an average of three hours a week. The deputy principal was responsible for choosing the groups on the basis of the teachers' availability and their tutorial hours. He was also informed about the purposes of the study, so that he selected groups with no English-speaking students. In total, four groups were selected and 89 students ($N=57$ females and $N=32$ males, aged 12-17) in grades 8, 10 and 11 completed the questionnaires. In addition, five students from each class agreed to participate in group interviews with the researcher, and a total of five groups were formed (five more students from different classes in grade 10 volunteered to get interviewed during the break).

Data were also collected from individual interviews with two Spanish teachers of English, one working at the primary school and the other at the secondary school. They had between 5 and 10 years of experience and they were teaching the students who participated at the time of the study, or had taught them in previous years.

2.2. Instruments and procedure

The materials used to collect the data consisted of two questionnaires in Spanish, one for the parents of primary-school children and one for secondary-school students. Both were slightly modified versions² of the surveys designed by the Language Acquisition Research Group (GRAL) at the University of Barcelona. They have been created as part of a major project on the influence of exposure to English outside of the classroom and of media in the original version on the acquisition of English as a L2. Furthermore, they have already been pilot tested and administered to students in Catalonia. For this reason, these questionnaires were considered the most suitable and reliable means for data collection.

The questionnaire for parents (see Appendix A) is divided into six parts that enquire about: (a) the children's use of English out of the classroom, (b) extracurricular classes, (c) stays abroad, (d) language camps, (e) information about the parents or legal

² The GRAL questionnaires were modified in order to adjust the items to the research questions of this study. On one hand, the parents' questionnaire was changed reducing the number of questions in the first section (about the frequency of involvement in several activities in English). On the other hand, the secondary-school students' questionnaire was adapted combining and changing the order of some of the items in the first part. Besides, an extra section was added enquiring about the parents' knowledge of English, in order to make the two questionnaires more comparable. Finally, some modifications regarding the general layout were made for practical reasons.

tutors (namely, their knowledge of English, the use of the FL –at work, during English classes, and with family, friends, on holidays, etc.–, their educational level, and profession), and (f) general information about the children (age, sex, marks obtained in English in the previous semester, grade, and languages spoken at home). The majority of the questions were closed-ended, although a few open-ended questions were added to ask for specifications (e.g. age, activities that children are involved in, further comments, etc.). The principal of the school gave the questionnaires to the teachers and they handed them out to the pupils, who took them home and brought them back to school on the following two days.

The questionnaire for secondary-school students (see Appendix B) also contains six parts, although it has more questions than the one for parents. It asks about: (a) the frequency of use of English outside the classroom (through films or TV series, writing or reading, listening to music, playing computer games, and speaking to other people – friends, relatives or tourists–) and the strategies used when they are exposed to English, (b) stays abroad, (c) language camps, (d) extracurricular classes, (e) their parents' knowledge and use of English, and (f) personal information. The researcher administered the questionnaires to the students during the groups' tutorial hours, they answered them in approximately 15 to 20 minutes, and they handed them in after completion.

Furthermore, semi-structured interviews were conducted in Spanish with the English teachers and the students, in order to gain a better insight into the following aspects: the students' motivations and attitudes towards using English outside the classroom, the type of sources that are available to them, and the encouragement and guidance they get during the classes in school (for instance, advice on how to use and consult particular sources). An additional question was included in order to ascertain whether the participants' marks reflect their English skills, and therefore to relate the data on out-of-school exposure to English with the marks. With regard to the selection of teachers, this was determined by their availability at the time the schools were visited. The interviews were recorded and later transcribed (see Appendix D for one of the transcriptions). The questions asked to the teachers were the following:

1. During the classes, do students talk about their exposure to English outside the classroom?

2. Are students generally encouraged to practice English outside the classroom (e.g. listening to music, watching series, programs or movies in the original version, etc.)?
3. If there is a student who needs to reinforce her/his knowledge of English, are they advised on what specific activities they can use to practice outside the classroom?
4. Do you think students use new technologies (e.g. video games, Internet, mobile apps, etc.) to practice English?
5. Have parents ever asked you to recommend them activities for their children to practice English outside the classroom?
6. Do you think that the marks the students receive correspond to their real level of English?

The procedure for selecting the students was based on self-selection (i.e. the students volunteered to participate in the interviews) and on the final decision of the teachers (on the basis of the students' behaviour and motivation), always ensuring that the five groups were diverse. They took place within the classrooms and they could not be recorded (due to the school's student protection policies), therefore notes were taken during the participants' interventions for later analysis. The questions asked to the students were the following:

1. Have you ever talked in class about the activities that you are involved in outside the classroom to practice English?
2. Do you usually get advice about specific activities that you can do outside the school in order to practice English (such as reading magazines, watching series, movies or videos on YouTube, listening to music, etc.)?
3. Do you think that using English outside of the classroom is important in order to improve your knowledge of the language?
4. What is the most important activity that helps you improve your level of English outside of school (e.g. extracurricular classes, camps, travelling, using the Internet, watching movies or series, listening to music, etc.)?
5. How do you feel when you listen to people speaking or when you have to speak in English? Why do you think that is the case?

6. If you have ever travelled to English-speaking countries, have you tried to speak English?
7. Do you think having a good level of English is important for your parents? Why? Do they encourage you to practice it at home, urge you to study it, or organise trips so that you can practice English?
8. Do you think you do enough in order to practice English outside of the classroom?

2.3. Data analysis

Data obtained from the questionnaires were analysed statistically using SPSS. All the closed-ended items and the questions about the participants' biographical information were introduced into the database as single variables. Independent files were created due to the fact that the two questionnaires are different. In order to make comparisons among all the participants, a third file was created compiling the variables that were common in both questionnaires³ and that were the most relevant for the purposes of the study.

The variables analysed are: 'sex', 'age', 'marks', 'films with subtitles', 'films without subtitles', 'video games', 'music', 'reading', 'speaking', and 'extracurricular classes'. 'Stays abroad' and 'language camps' were also analysed, however the percentage of respondents who reported having participated in such activities was very low. Thus, it was decided to exclude them from the final analyses, and only the results from the descriptive statistics will be reported. All the statistical tests used are non-parametric, given the fact that the distribution of the sample was not normal for most of the variables.

³ The number of categorical values in some of the variables (namely, 'films with subtitles' 'films without subtitles', 'video games', 'music', 'reading', and 'speaking') was different in the two questionnaires due to a technical problem. The questionnaire for secondary-school students misses the *never* value; yet this matter was solved collapsing the categories *never* and *less than once a month* (both included in the questionnaire for parents) when creating the third file.

3. RESULTS

3.1. Research question 1: *In what out-of-school activities in English are primary- and secondary-school students participating in this study most frequently involved? Do females and males differ in the frequency of exposure to English outside of the classroom?*

The students' frequency of engagement in activities in English was analysed by means of descriptive statistics, which indicated the average time of their reported exposure. Table 1 displays the hierarchical order (from highest to lowest) established among the variables according to the frequency of exposure, which shows that listening to music is the most popular activity among the two groups of students. On average, primary-school children listen to music between 1 and 3 times a week, while secondary-school students reported listening to music between 4 and 6 times a week.

Primary-school students

<i>N</i> =55	<i>M</i>	Min.	Max.	<i>SD</i>
Music	2.89	1	5	1.52
Speaking	1.75	1	5	1.26
Video games	1.69	1	5	1.16
Films without subtitles	1.65	1	5	1.25
Reading	1.47	1	5	1.05
Films with subtitles	1.36	1	5	.80

Secondary-school students

<i>N</i> =88	<i>M</i>	Min.	Max.	<i>SD</i>
Music	4.30	1	5	1.24
Reading	2.66	1	5	1.30
Speaking	2.40	1	5	1.17
Video games	2.24	1	5	1.47
Films with subtitles	1.84	1	5	1.04
Films without subtitles	1.76	1	5	1.23

Table 1. Mean of the dependent variables: 'films with subtitles', 'films without subtitles', 'video games', 'music', 'reading', and 'speaking' divided by groups.

As we can see, the means and hierarchy among the variables vary between primary- and secondary-school students. For this reason, a Mann-Whitney U Test was used to explore the differences between the two groups of students. The results revealed statistically significant (2-sided) differences with regard to 'films with subtitles', 'video games', 'music', 'reading', and 'speaking' (see Table 2). These findings indicate that, on the whole, there is an important variability with regard to the amount of out-of-school

contact with English during primary and secondary education (this issue will be explored in more detail in section 3.3.). Further, the effect size values of all the variables related to English-medium activities ($r < .20$) suggested that the magnitude of the differences between the two groups was small, according to Cohen's (1990) indications of what a small or large effect is.

	Films with subtitles	Films without subtitles	Video games	Music	Reading	Speaking
<i>U</i>	3101	2582	2885.5	3559	3788.5	3226
<i>z</i>	3.23	.802	2.29	5.39	5.97	3.52
<i>p</i>	.001	.423	.022	.000	.000	.000
<i>Mdn</i> primary- school group N=55	1	1	1	3	1	1
<i>Mdn</i> secondary- school group N=88	1.5	1	2	5	2	2

Table 2. Results of the Mann-Whitney U Test analysing the difference in exposure between primary- and secondary-school students.

A further analysis of the amount of time the two groups of students devote to out-of-school activities in English is displayed in Figures 1 and 2. According to the parents' answers, speaking in English is the second most frequent activity among primary-school students, which is generally practised between once and three times a month. The least popular activities were the ones that require higher levels of literacy skills, namely, reading in English and watching movies with subtitles. Thus, considering that the mean age of the primary-school students is 7.53, we could assume that the majority of these children might not have developed the literacy skills required for such activities yet.

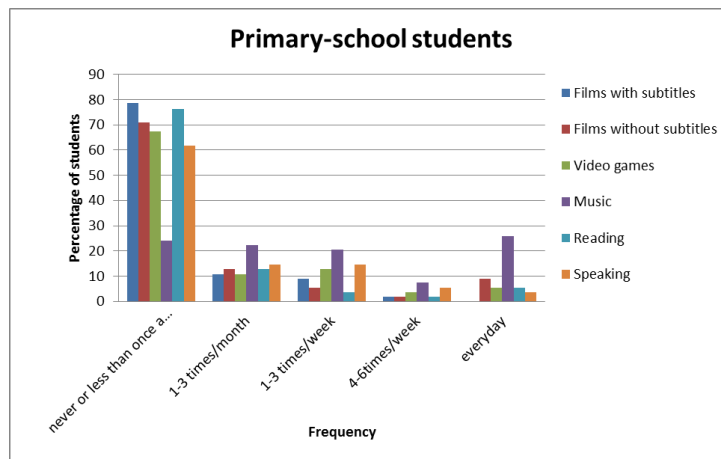


Figure 1. Amount of time primary-school students engage in English-medium activities.

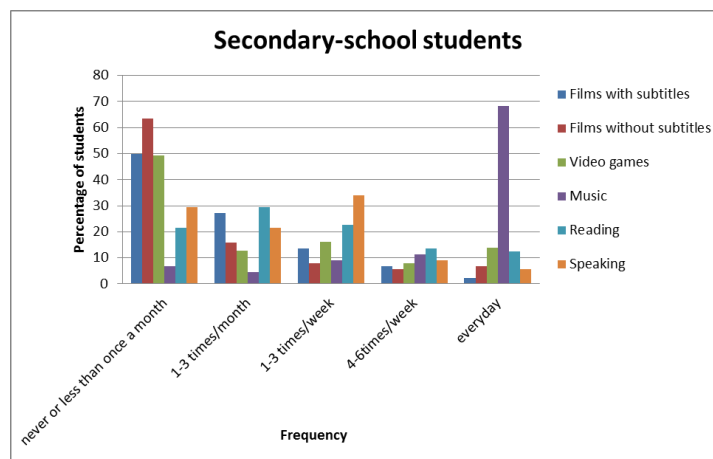


Figure 2. Amount of time secondary-school students engage in English-medium activities.

With reference to secondary-school students, reading in English proved to be the second most frequent activity, followed by speaking and playing video games. However, the hierarchical order among the variables changed when a separate analysis was carried out to incorporate the two additional activities included in the questionnaire for secondary-school students: watching videos and writing in English on the Internet. As we can see in Table 3, these were the two most frequent activities after listening to music, while watching films with/without subtitles was the least popular activity. As a matter of fact, during the interviews the students explained that listening to music and watching films in the original version are the activities they consider help them most to

practise and improve their English skills. However, some students in grade 11 reported not watching films in English more often because they need to dedicate more time to study other subjects. In addition, they said that using international social networks is beneficial for them because they can make friends and communicate with speakers of English, which explains why writing on digital media has one of the highest mean frequencies. To sum up, secondary-school students are most often engaged in activities that require the use of the Internet, and that do not involve spending a large amount of time (which explains, for instance, why watching videos is more common than watching films).

Secondary-school students: 8 activities

<i>N</i> =88	<i>M</i>	Min.	Max.	<i>SD</i>
Music	4.30	1	5	1.23
Videos	3.47	1	5	1.34
Writing	2.77	1	5	1.43
Reading	2.66	1	5	1.30
Speaking	2.40	1	5	1.17
Video games	2.24	1	5	1.47
Films with subtitles	1.84	1	5	1.04
Films without subtitles	1.76	1	5	1.23

Table 3. Mean of the frequency of exposure to out-of-school activities for secondary-school students.

Previous research has found significant differences between females and males with regard to the amount of out-of-school exposure to English (cf. Sundqvist, 2009). For this reason, a Mann-Whitney U Test was used again to explore gender differences among the two groups of students in this study. The results showed that the distribution of each variable was the same for boys and girls in primary school. Nevertheless, a statistically significant difference was found among secondary-school students in relation to 'video games' (*Mdn*=1 vs. *Mdn*=3, *U*=1140, *z*=2.45, *p*=.014). Male students proved to play video games more often (on average, between once and three times a week) than female students (who generally play less than once a month).

The other three out-of-school activities investigated in this study are attendance at extracurricular classes of English, and participation in stays abroad in English-speaking countries and in English-immersion language camps. The data obtained from the questionnaires were analysed through descriptive statistics, the results of which are displayed in Table 4. Concerning extracurricular classes, there is not a significant difference in the percentage of students in the two groups, since over half of the respondents gave a positive answer in the questionnaire. On average, the primary-school children had attended extracurricular classes for 2.78 years, while 4.82 is the mean number of years for secondary-school students. However, there is a difference in the responses given to the questionnaire item enquiring about the reason: according to the parents, primary-school students were attending English classes outside the school mostly because "She/he likes English" (45.4% of the respondents); whereas secondary-school students reported attending English classes principally "Because their parents thought it was necessary and important" (43.2% of the respondents) and "Because of failing the curricular subject of English in school" (34%).

	Primary-school students (N=55)	Secondary-school students (N=88)
Extracurricular classes	47.3%	55.7%
Stays abroad	1.8%	15.7%
Language camps	9.1%	16.9%

Table 4. Percentage of students that have attended extracurricular classes and/or participated in stays abroad and language camps.

As it has been previously stated, a small number of students had participated in stays abroad and language camps. Only one primary-school parent reported that his/her child had experienced a stay abroad, while 5 parents affirmed that their children had participated in language camps. The numbers are higher for secondary-school students, although the findings are not significant. According to the sample, the most common length of the stay abroad experience was between 2 and 4 weeks, in which the participants reported having generally listened to English 50-75% of the time, and

spoken in English 25-50% of the time. The average time spent in language camps was 20 days, during which the participants had listened to and spoken in English for the same amount of time as in the stays abroad.

In summary, listening to music in English is the most popular activity among primary- and secondary-school students. Other out-of-school sources of English input that the students frequently engage with are reading and playing computer games, as well as watching videos and writing on digital media in the case of secondary-school students. Watching films with/without subtitles is the least practised activity, which might be due to the fact that it is more cognitively demanding than the other activities, that is to say, it requires literacy skills and a good level of English to read the subtitles and/or understand the soundtrack. Furthermore, statistically significant differences were found between females and males in secondary education in relation to the frequency of playing video games. Male students reported playing video games more often than female students.

3.2. Research question 2: Do amount and type of out-of-school exposure to English vary according to age?

The results from descriptive analyses revealed significant differences between secondary- and primary-school students in relation to the frequency of exposure to out-of-school activities in English. In general, mean frequencies were higher for the oldest group, which led to the hypothesis that exposure to English increases with age.

In order to test this hypothesis, a Kruskal-Wallis H Test was used introducing 'age' as an independent variable, and 'films with subtitles', 'films without subtitles', 'video games', 'music', 'reading', and 'speaking' as the dependent variables. The students' ages ranged from 5 to 17, yet the number of years was collapsed into three age groups for the statistical analyses: '12 years old and younger' ($N=56$), 'from 13 to 15 years old' ($N=46$), and '16 years old and older' ($N=41$). The reason why these three age groups were created derives from the results of the Mann-Whitney U Test, which had shown a difference in the frequency of engagement in English-medium activities between children and adolescents. Therefore, all the primary-school students were gathered into the same group, while the secondary-school students were divided into young and older adolescents in order to further explore the impact of age on frequency of exposure.

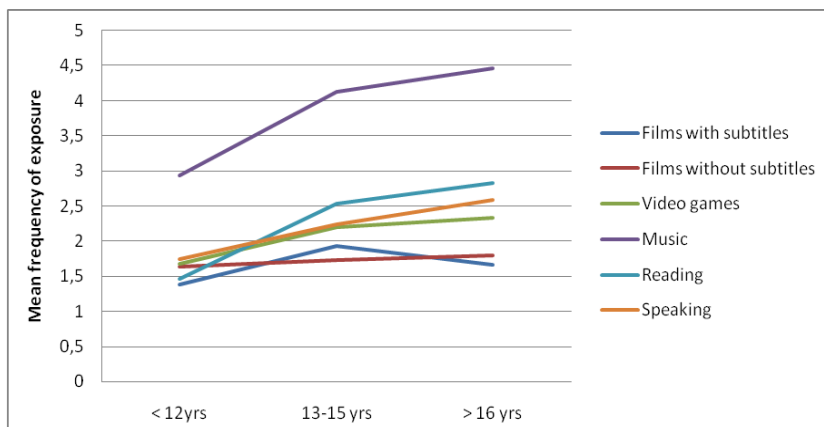


Figure 3. Mean frequency of exposure to English-medium activities across three age groups.

Figure 3 displays the mean frequencies for each activity across the three age groups, which clearly indicates that exposure to English-medium activities outside of the classroom increases with age. The only exception is 'films with subtitles', which shows an increase up until ages 13-15, and a decrease after age 16. The results of the Kruskal-Wallis Test (see Table 5) indicate that there was a significant difference in the frequency of watching films with subtitles, listening to music, reading, and speaking in English across the three age groups; and a marginally significant difference in the frequency of playing video games.

	Films with subtitles	Films without subtitles	Video games	Music	Reading	Speaking
Chi-Square	11.792	.855	5.885	27.729	38.162	14.312
df	2	2	2	2	2	2
Asymp. Sig.	.003	.652	.053	.000	.000	.001

Table 5. Results of the Kruskal-Wallis Test for out-of-school activities across the three age groups.

An inspection of the mean ranks for the groups (see Figure 4) suggests that the oldest group (>16 yrs) surpasses the youngest group (<12 yrs) in the frequency of all the out-of-school activities. In fact, pairwise comparisons between the three age groups revealed significant differences between the youngest group (<12 yrs) and the oldest

group ('>16 yrs') in 'music' ($p=.000$), 'reading' ($p=.000$), and 'speaking' ($p=.001$); and also between the youngest group and the young adolescents ('13-15 yrs') in 'films with subtitles' ($p=.002$), 'music' ($p=.000$), and 'reading' ($p=.000$).

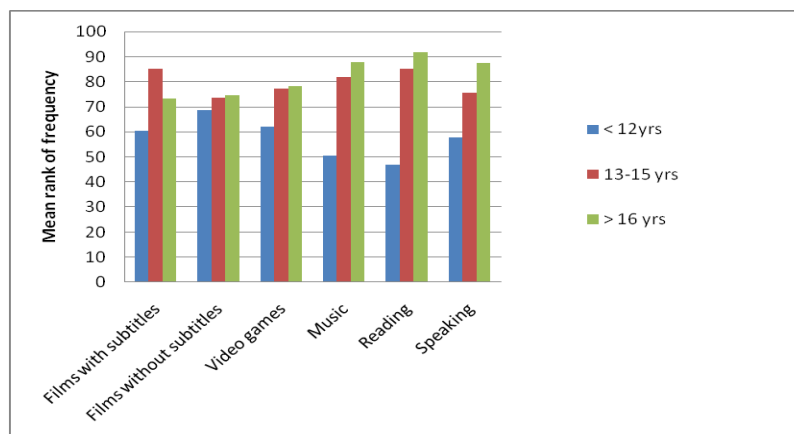


Figure 4. Mean rank of frequency to out-of-school activities across the three age groups.

In addition, a Spearman's Rank Order Correlation analysis revealed significant positive correlations between 'age' and 'films with subtitles' ($\rho=.167$, $N=143$, $p=.046$), 'video games' ($\rho=.223$, $N=143$, $p=.008$), 'music' ($\rho=.403$, $N=142$, $p=.000$), 'reading' ($\rho=.499$, $N=142$, $p=.000$), and 'speaking' ($\rho=.340$, $N=143$, $p=.000$). These results confirm the hypothesis that the older the students, the more they are exposed to English outside of the classroom.

3.3. Research question 3: *What strategies do secondary-school students use when they are engaged in English-medium activities?*

Questions on strategies to learn English outside of the classroom were included only in the questionnaire for secondary-school students, since self-reported data were considered to be more valuable and informative than parents' accounts. The students were asked to mark on a frequency scale (ranging from *always* to *never*) how often they use learning strategies when listening to music, watching films with subtitles in Spanish/Catalan/English, and surfing the Internet. Table 6 presents the output from the descriptive statistical analysis of the data.

N=88	Min.	Max.	M	SD
When listening to music				
<i>I try to understand the whole song.</i>	1	6	3.89	1,290
<i>I try to separate the words of the song.</i>	1	6	3.13	1,537
When watching films with Spanish/Catalan subtitles				
<i>I try to listen to the soundtrack before reading the subtitles.</i>	1	6	3.48	1,583
<i>I read the subtitles before listening to the soundtrack.</i>	1	6	2.84	1,701
<i>I only read the subtitles if I don't understand the soundtrack.</i>	1	6	3.40	1,746
When watching films with English subtitles				
<i>I try to listen to the soundtrack before reading the subtitles.</i>	1	6	3.33	1,753
<i>I read the subtitles before listening to the soundtrack.</i>	1	6	3.15	1,797
<i>I only read the subtitles if I don't understand the soundtrack.</i>	1	6	3.18	1,933
When surfing the Internet				
<i>I use an online translator to understand a whole text in English.</i>	1	6	2.50	1,348
<i>I use an online translator to understand single words.</i>	1	6	3.09	1,200

Table 6. Mean frequency of using language learning strategies.

The results indicate that the students pay more attention to meaning than to form when they encounter media in English. They commonly try to understand the input they receive as a whole unit, rather than to separate the words in speech sounds and written texts. According to their answers, when listening to music, the majority of the students often try to understand the meaning of the songs in general, rather than to segment the lyrics. When watching films with subtitles in their mother tongue or in English, they listen to the soundtrack before reading the subtitles. Finally, when surfing the Internet, the most common strategy is to search for the meaning of single words, rather than to use an online translator for obtaining the meaning of a whole text.

3.4. Research question 4: *Is there any relationship between language skills (inferred from the marks obtained in class) and the amount of out-*

of-school exposure to English? And between language skills and parents' knowledge and use of English?

During the interviews the primary-school teacher stated that the mark the students obtain is not representative of their English skills; according to him: "Students are mostly assessed on their level of grammar and vocabulary, and if they are very diligent and study they can get good marks." Nevertheless, the secondary-school teacher remarked that students in secondary education "are assessed in all domains of the foreign language, and they receive marks that exactly correspond to their level of English". Therefore, considering that most of the participants were secondary-school students, it was decided to use the school marks as an indication of the students' English skills.

The main hypothesis was that the frequency of exposure to English would be positively correlated with the marks they obtain in school, expecting marks to be higher as the frequency of engagement in out-of-school sources in English increases. Two correlation analyses were used to examine the relationship between 'marks' and 'films with subtitles', 'films without subtitles', 'video games', 'music', 'reading', 'speaking', 'extracurricular classes', and parents' knowledge, level, and use of English.

The first correlation analysis was conducted taking into account the entire sample of participants, and only two statistically significant correlations were found between 'marks' and 'video games' ($\rho = -.193$, $N = 142$, $p = .022$), and between 'marks' and 'music' ($\rho = -.247$, $N = 142$, $p = .003$). However, they were negative and too small to support the main hypothesis. Hence, a further analysis was carried out dividing the sample into two groups: primary- and secondary-school students. As regards the results (see Appendix D), the only significant correlation within the group of primary-school students was found between 'mark' and 'music' ($\rho = -.268$, $N = 54$, $p = .050$), which was only marginally significant and small. Furthermore, the secondary-school students' marks correlated negatively with 'extracurricular classes' ($\rho = -.216$, $N = 88$, $p = .043$), which might logically imply that students with lower marks attend extracurricular English classes more frequently than students with higher marks. Interesting results were obtained within the group of secondary-school students, as 'marks' was significantly and positively correlated with 'films with subtitles' ($\rho = .270$, $N = 88$, $p = .011$), 'reading' ($\rho = .352$, $N = 88$, $p = .001$), and 'speaking' ($\rho = .394$, $N = 88$, $p = .000$).

Data on parents' knowledge and use of English were first analysed through descriptive statistics. In total, 50.3% of mothers and 39.7% of fathers can speak English. The majority of them have a basic level of English (see Figure 5) and use it generally at work (see Figure 6). The results from correlation analysis did not show any relationship between marks and parents' knowledge and use of English for either of the two groups.

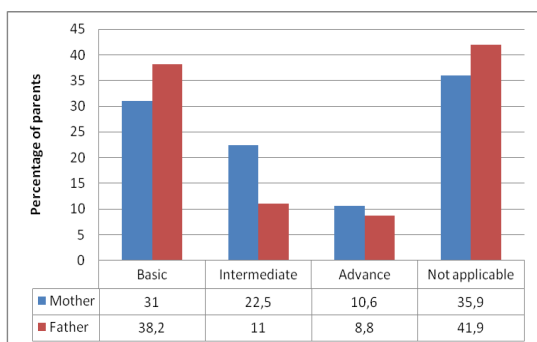


Figure 5. Parents' level of English.

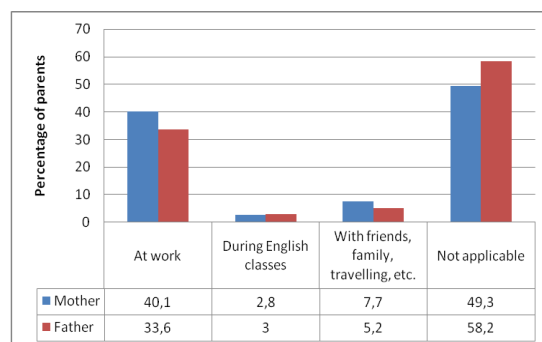


Figure 6. Parents' use of English.

On the whole, the results revealed that out-of-school exposure to English is only related to secondary-school students' language skills. In particular, watching films with subtitles, reading, and speaking in English are the activities that show a higher correlation with the students' marks. Nevertheless, there is not any indication of the direction of the correlations, and it remains unresolved whether exposure to English outside of the school benefits marks, or if it is the case that students with higher marks regularly engage in out-of-school activities in English.

4. DISCUSSION

Four research questions were formulated to explore different sources of English input that Spanish primary- and secondary-school students engage with outside of the classroom. The first question enquired about the frequency of contact with English: watching films with/without subtitles, playing video games, listening to music, reading, and speaking. Parents' and students' responses to the questionnaires revealed that listening to music was the most frequent source of English input. This finding is in accordance with previous research (cf. Barbee, 2013; Kuppens, 2010; Lindgren & Muñoz, 2011; and Sundqvist, 2009), and thus an indication of the worldwide popularity

and relevance of music as a frequent source of exposure to the FL. Barbee (2013) noted that the amount of exposure to English was highly correlated with enjoyability, hence listening to music was the most frequent activity because it was the most enjoyable source according to the learners. Similarly, the students interviewed in this study claimed that they listen to music because it is an amusing way to practise and improve their English skills.

With regard to the other sources examined, children and adolescents differed in the frequency of exposure to English. Speaking and playing computer games were the most frequent activities among primary-school students, while reading and speaking were the most common sources of English practice for secondary-school students. Besides, the analysis revealed that the type of contact with English that secondary-school students had seemed to be determined by the use of the Internet, since watching videos on YouTube and writing on digital media were also found to be very frequent activities.

In order to explore variability between the two groups of students, a Mann-Whitney U Test was used, which demonstrated statistically significant differences in 'films with subtitles', 'video games', 'music', 'reading', and 'speaking'. Gender differences were also investigated, and the results showed that secondary-school male students play video games significantly more often than female students. Sundqvist (2009) also accounted for gender differences concerning playing video games and using the Internet, as she found that male participants spent more time on these activities than female participants. Furthermore, Kuppens (2010) found not only that boys play computer games in English and visit English websites more often than girls, but interestingly that the learning effects of exposure to media were stronger for girls than for boys (particularly with regard to watching subtitled television).

In order to answer the second research question, which aimed to find out whether amount and type of exposure to English vary according to age, a Kruskal-Wallis H Test was used. For the analysis, a new variable was created grouping the students into three age groups: '<12 yrs' (children), '13-15 yrs' (younger adolescents) and '>16 yrs' (older adolescents). The results partially confirmed the hypothesis that exposure to English increases with age. The group of older adolescents surpassed younger adolescents and children in the frequency of engagement in all the out-of-school activities. The only exception was found in the extent of watching films with

subtitles, since it was the group of young adolescents that reached the highest mean frequency. The reason for this seems to be that, as the older adolescents reported in the interviews, they do not watch films in English more often because they need to devote most of their time to study other subjects. A further examination of the variability between the three groups showed statistically significant differences between children and older adolescents in 'music' and 'reading', and between children and younger adolescents in 'films with subtitles', 'music', and 'speaking'.

The third research question addressed the strategies secondary-school students use when they are engaged in English-medium activities. The results indicated that students try to understand the meaning of whole spoken utterances rather than focusing on single words when listening to music. However, they prefer to look for single words rather than to translate whole texts when they read in English. Further, the most common strategy reportedly used when watching films in the original version was listening to the soundtrack before reading the subtitles. Even though these findings are illustrative of what the students do when they encounter English media, they are based on self-reports and they are not as reliable as objective data (as, for instance, data in eye tracking studies). The results might reflect the students' beliefs about the strategies they should use rather than the strategies they might actually use.

The fourth research question aimed to explore the relationship between exposure to English and the students' reported marks in school. First, all the participants were included in the correlation analysis, but no significant relationships were found between marks and out-of-school activities in English or the parents' knowledge and use of English. In a second analysis dividing the sample into two groups (primary- and secondary-school students), significant positive correlations were found between marks and watching films with subtitles, reading, and speaking within the group of secondary-school students. Besides, marks proved to correlate negatively with attendance at extracurricular classes, which could indicate that students with lower marks attend English classes outside of school more often than students with higher marks. Parents' knowledge and use of the FL did not correlate with marks in any of the analyses in this study. Contrary to these results, Lindgren and Muñoz (2012) did find in a larger and more varied sample ($N=865$) that parents' influence had an effect on children's language skills, with FL use at work being a predictor of children's listening and reading scores.

These findings add valuable information to the body of literature on the learning effects of out-of-school exposure to a FL. First, they support previous studies demonstrating the benefits of watching subtitled films on FL skills. Second, they prove that the language skills of EFL learners are significantly related to incidental or intentional FL practice by means of reading and speaking, particularly, in a context where the possibilities of encountering English in written and verbal media are inevitable.

5. CONCLUSION

This study offers interesting data on how children and adolescents in a middle-sized town in Spain use and benefit from sources of English input outside of school. We learnt that there are significant age and gender differences with regard to the frequency of exposure to English between the groups of students. In addition, the results demonstrated that contact with English outside of the FL classroom is related to the students' language skills.

However, this thesis has some limitations that could have an effect on the interpretation of the findings discussed previously. To begin with, the students' English skills were inferred from the self-reported or the parents' reported marks in the subject of English in school. Ideally, the participants' proficiency level should have been assessed through standardised tests measuring the EFL learners reading, writing, listening, and speaking skills. Second, data on the students' engagement in extracurricular activities in English was reported by the parents and self-reported by the secondary-school students; hence, it may not accurately depict their real exposure to the foreign language outside of the school. Finally, due to time constraints, the consent letters addressed to the parents of secondary-school students could not be distributed; and even though it was possible to survey the students, the interviews could not be recorded and they had to be conducted within the class with the students who were not participating. Maybe the participants would have been eager to give more information and relevant details about their habits and motivations to learn English outside of the school if they had been interviewed in a quieter environment.

In conclusion, the results obtained in this study provide support for previous research on out-of-school exposure to English. First, they have revealed significant

differences between males and females in the frequency of exposure to the FL (as in Kuppens, 2010; and Sundqvist, 2009). Second, the students' reports show that they are aware of the general benefits of engaging with out-of-school sources of English, although it is not clear whether students are conscious about the learning strategies (e.g. focusing not only on meaning but also on form when listening to music) they should use to fully benefit from exposure to English. This points to the need to teach learning strategies during formal instruction, as suggested by Hyland (2004), Kuppens (2010), Lai & Gu (2011), Lamb (2002), Nunan (1997), Pickard (1996), Sundqvist (2009), and Wong & Nunan (2011). Third, the results have proved that the language skills of EFL learners are related to the frequency of practising English during their spare time, particularly by means of activities such as watching films with subtitles (cf. d'Ydewalle & Van de Poel, 1999; and Kuppens, 2010).

Finally, the data presented make a contribution to the field of SLA, since, to the best of my knowledge, this is the first study that has surveyed and compared primary- and secondary-school EFL learners, and that has empirically demonstrated the effects of age on the frequency of exposure to English outside of the classroom. Nevertheless, considering the limitations of this study, further research is needed to investigate the relationship between exposure to a FL and learners' language skills (assessed through proficiency tests).

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Appendix A. Questionnaire for parents of primary-school children



CUESTIONARIO: APRENDIZAJE DEL INGLÉS

Apreciados padres y madres,

Os estaría muy agradecida si me pudierais ayudar contestando las siguientes preguntas sobre el aprendizaje del inglés de sus hijos/as. Este cuestionario forma parte de una tesis de máster de Lingüística Aplicada y Adquisición de Lenguas en Contextos Multilingües de la Universidad de Barcelona, y trata sobre el rol de la exposición al inglés –o contacto con el inglés– fuera del aula. El cuestionario consta de 6 partes y tiene una duración aproximada de 15 minutos. Toda la información proporcionada se tratará de forma CONFIDENCIAL y solo se utilizará para fines de investigación.

En agradecimiento a vuestra colaboración entrarán en el **sorteo de dos entradas de cine** para disfrutar con su hijo/a al entregar el cuestionario completado.

¡Muchas gracias por su participación!

A. Utilización del inglés fuera del aula

1. Indiquen la frecuencia con la que su hijo/a realiza las siguientes actividades en inglés:

	nunca	menos de 1 vez / mes	entre 1 - 3 veces / mes	entre 1 - 3 veces / semana	entre 4 - 6 veces / semana	cada día
Ver películas, dibujos animados y/o series de TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jugar a juegos de ordenador/ móvil/ tableta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escuchar música	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leer libros, cómics, revistas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hablar en inglés con alguien	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. ¿Utiliza su hijo/a internet para realizar alguna de las actividades siguientes en inglés?

	Sí	No
Ver películas y/o series	<input type="radio"/>	<input type="radio"/>
Jugar a juegos online	<input type="radio"/>	<input type="radio"/>
Escuchar música (YouTube, etc.)	<input type="radio"/>	<input type="radio"/>
Leer en páginas web	<input type="radio"/>	<input type="radio"/>
Escribir (e-mails, messenger, etc.)	<input type="radio"/>	<input type="radio"/>

3. ¿Ha estado su hijo/a alguna vez en contacto con alguien que hable inglés?

	Sí	No
Durante las vacaciones	<input type="radio"/>	<input type="radio"/>
En casa	<input type="radio"/>	<input type="radio"/>
Visitando amigos/familiares	<input type="radio"/>	<input type="radio"/>
En otras situaciones (con turistas, etc.)	<input type="radio"/>	<input type="radio"/>

4. Si lo ha estado, ¿ha tenido su hijo/a la oportunidad de hablar en inglés?

Sí No

5. ¿Se ha mostrado su hijo/a interesado por practicar inglés fuera del aula?

Sí No

Si han marcado "Sí", ¿qué actividades le han suscitado más interés para practicar inglés?

B. Clases extraescolares

6. ¿Ha ido o va su hijo/a a clases extraescolares de inglés (dentro o fuera del centro escolar)?

Sí
 No (Continúe en la pregunta 7)

a) Número de años en los que ha ido a clases extraescolares de inglés.

b) En general, indiquen la frecuencia (en horas/semana) de las clases extraescolares en inglés.

- 1h / semana
 1,5h / semana
 2h / semana
 3h / semana
 más de 3h / semana

d) Mencionen la razón (o razones) por la que fue o va a clases extraescolares de inglés.

- Porque le gusta el inglés.
 Porque necesitaba más práctica oral.
 Por suspender la asignatura curricular de inglés.
 Porque ustedes lo consideraban necesario e importante.
 Otra razón: _____

C. Estancias en el extranjero

7. ¿Ha estado su hijo/a alguna vez en el extranjero por un período superior a dos semanas durante el que utilizó el inglés habitualmente?

- Sí
 No (Continúe en la pregunta 8)

a) Por favor, especifiquen la duración de su estancia (o estancias) en el extranjero, en la que / las que utilizó el inglés habitualmente.

Escojan "no procede" si no tiene una segunda y/o tercera estancia en el extranjero.

	más de 2 semanas y menos de 4	entre 1 mes y menos de 1,5 meses	entre 1,5 meses y menos de 3 meses	entre 3 y 6 meses	más de 6 meses	no procede
Estancia más larga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2ª estancia más larga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3ª estancia más larga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Durante su estancia más larga en el extranjero ...

	menos del 25% del tiempo	entre el 25% y el 50% del tiempo	entre más del 50% y el 75% del tiempo	más del 75% del tiempo
Escuchó hablar en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Habló en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Campamentos de lenguas

8. ¿Ha estado su hijo/a alguna vez en campamentos donde se utilizaba el inglés habitualmente?

- Sí
 No (Continúen en la pregunta 9)

a) Indiquen cuántas veces ha estado en campamentos de lenguas.

- 1 vez 2 veces 3 veces 4 veces 5 veces Más
-

b) Por favor, especifiquen la duración de cada campamento.

Por ejemplo, 1ª vez = 10 días; 2ª vez = 15 días; etc.

E. Padres / tutores legales

9. ¿Saben ustedes inglés?

Madre / Tutora

- Sí
 No

Padre / Tutor

- Sí
 No

10. ¿Cuál es su nivel de inglés?

Escojan "no procede" si no saben inglés.

	Básico	Intermedio	Avanzado	No procede
Madre / Tutora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Padre / Tutor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. ¿Cuándo utilizan inglés?

Escojan "no procede" si no utilizan inglés.

	En el trabajo	En clases de inglés	Con amigos / familiares, de viaje, etc.	No procede
Madre / Tutora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Padre / Tutor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. ¿Cuál es su nivel de estudios?

	Educación primaria	Educación secundaria	Formación profesional	Estudios universitarios
Madre / Tutora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Padre / Tutor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Otros: _____

13. ¿Cuál es su profesión?

Madre / tutora: _____

Padre / tutor: _____

F. Información general de su hijo/a

14. Edad: _____

15. Sexo:

- Mujer
 Hombre

16. Especifiquen la nota obtenida en el último trimestre de inglés en la escuela:

- Suspenso (0-4,9)
 Aprobado (5-6,9)

- Notable (7-8,9)
 Sobresaliente (9-10)

17. ¿En qué curso está ahora?

Al llenar y entregar este cuestionario, ¿dan su consentimiento para participar en este estudio y permitir que las respuestas sean utilizadas con fines de investigación?

- Sí
 No

¿Desearían participar en el sorteo? Si es así, indiquen un nombre y apellidos para poder hacerle saber a la maestra / al maestro de su hijo/a que ustedes han sido los ganadores:

¡MUCHAS GRACIAS POR PARTICIPAR!

Appendix B. Questionnaire for secondary-school students



CUESTIONARIO: APRENDIZAJE DEL INGLÉS

Apreciados/as estudiantes,

Os estaría muy agradecida si me pudierais ayudar contestando las siguientes preguntas sobre el aprendizaje del inglés. Este cuestionario forma parte de una tesis de máster de Lingüística Aplicada y Adquisición de Lenguas en Contextos Multilingües de la Universidad de Barcelona, y trata sobre el rol de la exposición al inglés fuera del aula. El cuestionario consta de 6 partes y tiene una duración aproximada de 20 minutos. Toda la información proporcionada se tratará de forma CONFIDENCIAL y solo se utilizará para fines de investigación.

En agradecimiento a vuestra colaboración entraréis en el **sorteo de dos entradas de cine** al entregar el cuestionario completado.

¡Muchas gracias por vuestra participación!

A. Utilización del inglés fuera del aula

1. Indica la frecuencia con la que realizas las siguientes actividades

a) Ver películas y series en inglés versión original...

	menos de 1 vez / mes	entre 1 - 3 veces / mes	entre 1 - 3 veces / semana	entre 4 - 6 veces / semana	cada día
Con subtítulos en castellano	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con subtítulos en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sin subtítulos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Hacer las siguientes actividades en inglés en Internet ...

	menos de 1 vez / mes	entre 1 - 3 veces / mes	entre 1 - 3 veces / semana	entre 4 - 6 veces / semana	cada día
Mirar vídeos en YouTube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escribir en soporte digital (ej.: e-mails, chats, WhatsApp, Facebook, Twitter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leer textos (ej.: e- books, revistas, páginas web, blogs, periódicos, manuales de usuario)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escuchar la radio /podcast / música en Spotify	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c) Jugar a videojuegos en inglés ...

	menos de 1 vez / mes	entre 1 - 3 veces / mes	entre 1 - 3 veces / semana	entre 4 - 6 veces / semana	cada día
Individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multijugador	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d) Hablar en inglés...

	menos de 1 vez / mes	entre 1 - 3 veces / mes	entre 1 - 3 veces / semana	entre 4 - 6 veces / semana	cada día
Cara a cara	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Por Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

e) ¿Con quién hablas en inglés?

	nunca	menos de 1 vez al mes	entre 1 - 3 veces / mes	entre 1 - 3 veces /semana	entre 4 - 6 veces / semana	cada día
Con amigos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con familiares	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con turistas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Especifica si llevas a cabo las acciones siguientes en estas actividades. Si no haces algunas de estas actividades con regularidad, escoge "no procede".

a) Cuando escucho música en inglés...

	nunca	a veces	a menudo	muy a menudo	siempre	no procede
Intento entender la canción en general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intento separar las palabras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Cuando veo películas en inglés con subtítulos en castellano / catalán ...

	nunca	a veces	a menudo	muy a menudo	siempre	no procede
Intento escuchar el audio antes de leer los subtítulos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leo los subtítulos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

primero antes de escuchar el audio.

Solo leo los subtítulos si no entiendo el audio

c) Cuando veo películas en inglés con subtítulos en inglés ...

nunca a veces a menudo muy a menudo siempre no procede

Intento escuchar el audio antes de leer los subtítulos.

Leo los subtítulos primero antes de escuchar el audio.

Solo leo los subtítulos si no entiendo el audio

d) Cuando navego por Internet ...

nunca a veces a menudo muy a menudo siempre no procede

Utilizo un traductor online para entender un texto completo en ingles.

Utilizo un traductor online para entender palabras individuales en inglés.

3. Si realizas otras actividades para aprender o practicar inglés cuando miras películas y series en inglés, por favor completa la siguiente frase.

Para aprender/practicar inglés, cuando veo películas, series, programas o vídeos en inglés...

B. Estancias en el extranjero

4. ¿Has estado alguna vez en el extranjero por un período superior a dos semanas durante el que utilizaste el inglés habitualmente?

- Sí
 No (Continúa en la pregunta 5)

a) Por favor, especifica la duración de tu estancia (o estancias) en el extranjero, en la que / las que utilizaste el inglés habitualmente.

Escoge "no procede" si no tienes una segunda y/o tercera estancia en el extranjero.

	más de 2 semanas y menos de 4	entre 1 mes y menos de 1,5 meses	entre 1,5 meses y menos de 3 meses	entre 3 y 6 meses	más de 6 meses	no procede
Estancia más larga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2ª estancia más larga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3ª estancia más larga	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Durante mi estancia más larga en el extranjero ...

	menos del 25% del tiempo	entre el 25% y el 50% del tiempo	entre más del 50% y el 75% del tiempo	más del 75% del tiempo
Escuché hablar en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hablé en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c) Durante mi 2ª estancia más larga en el extranjero ...

	menos del 25% del tiempo	entre el 25% y el 50% del tiempo	entre más del 50% y el 75% del tiempo	más del 75% del tiempo	no procede
Escuché hablar en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hablé en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d) Durante mi 3ª estancia más larga en el extranjero ...

	menos del 25% del tiempo	entre el 25% y el 50% del tiempo	entre más del 50% y el 75% del tiempo	más del 75% del tiempo	no procede
Escuché hablar en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hablé en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Campamentos de lenguas

5. ¿Has estado alguna vez en campamentos donde se utilizaba el inglés habitualmente?

- Sí
 No (Continúa en la pregunta 6)

a) Indica cuántas veces has estado en campamentos de lenguas.

1 vez	2 veces	3 veces	4 veces	5 veces	Más
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) Por favor, especifica la duración de cada campamento.

Por ejemplo, 1ª vez = 10 días; 2ª vez = 15 días; etc.

c) En general, durante los campamentos donde se utilizaba el inglés habitualmente...

	menos del 25% del tiempo	entre el 25% y el 50% del tiempo	entre más del 50% y el 75% del tiempo	más del 75% del tiempo
Escuché hablar en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hablé en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Clases extraescolares

6. ¿Has ido o vas a clases extraescolares de inglés (dentro o fuera del centro escolar)?

- Sí
 No (Continúa en la pregunta 7)

a) Número de años en los que has ido a clases extraescolares de inglés.

b) Indica cuándo fuiste a clases extraescolares de inglés

- Educación primaria
 Educación secundaria
 Bachillerato
 Ciclo formativo

c) En general, indica la frecuencia (en horas/semana) de las clases extraescolares en inglés.

- 1h / semana
 1,5h / semana
 2h / semana
 3h / semana
 más de 3h / semana

d) Menciona la razón (o razones) por la que fuiste o vas a clases extraescolares de inglés.

- Porque me gusta el inglés.
- Porque necesitaba más práctica oral.
- Por suspender la asignatura curricular de inglés.
- Porque tus padres lo consideraban necesario e importante.
- Otra razón: _____

E. Padres

7. ¿Sabes tus padres o tutores legales inglés?

- | | |
|--------------------------|--------------------------|
| Madre / Tutora | Padre / Tutor |
| <input type="radio"/> Sí | <input type="radio"/> Sí |
| <input type="radio"/> No | <input type="radio"/> No |

8. ¿Cuál es su nivel de inglés?

Escoge "no procede" si tu madre y/o padre no sabe inglés.

	Básico	Intermedio	Avanzado	No procede
Madre / Tutora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Padre / Tutor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. ¿Cuándo utilizan inglés?

Escoge "no procede" si tu madre y/o padre no utiliza inglés.

	En el trabajo	En clases de inglés	Con amigos / familiares, de viaje, etc.	No procede
Madre / Tutora	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Padre / Tutor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Información general

10. Edad: _____

11. Sexo:

- Mujer
- Hombre

12. Especifica la nota obtenida en el último trimestre de inglés en el instituto:

- Suspenso (0-4,9)
- Aprobado (5-6,9)
- Notable (7-8,9)
- Sobresaliente (9-10)

13. ¿En qué curso estás ahora?

14. ¿Qué lengua(s) se habla(n) en casa?

- Castellano
 Valenciano
 Castellano y Valenciano
 Otras: _____

Al llenar y entregar este cuestionario, ¿das tu consentimiento para participar en este estudio y permitir que las respuestas sean utilizadas con fines de investigación?

- Sí
 No

¿Te gustaría participar en el sorteo? Si es así, indica tu nombre y apellido(s) para poder hacerle saber a tu profesor/a si has sido el ganador / la ganadora del sorteo:

¡MUCHAS GRACIAS POR PARTICIPAR!

Appendix C. Transcription of the interview with a primary-school English teacher

1. Durante las clases, ¿hablan los alumnos sobre su contacto con el inglés fuera del aula?

“Sí. Hablan de canciones que escuchan, expresiones que oyen y sobre todo de palabras nuevas de deportes y actividades como *free style* y preguntan por su significado.”

2. ¿Se anima generalmente a los alumnos a practicar inglés fuera del aula a través de canciones, programas de televisión o películas, juegos, etc.?

“Sí. Por ejemplo yo tengo un blog y durante las clases animo a los alumnos a que visiten el blog cuando están en casa y que interactúen en las páginas web y juegos que les indico a través de la plataforma.”

3. Si un/a alumno/a necesita reforzar su conocimiento de inglés, se le indica a los padres qué actividades específicas puede su hijo/a realizar fuera del aula para practicar?

“Sí. Les aconsejo apuntar a sus hijos a clases de repaso, porque el nivel es básico y así refuerzan lo que se aprende en la escuela. También les recomiendo que le pongan dibujos animados en inglés porque mejora su lenguaje.”

4. ¿Cree que los estudiantes utilizan las nuevas tecnologías (videojuegos -para ordenador o tablet-, Internet -YouTube-, etc.) para practicar inglés más?

“Sí. La mayoría. De hecho los padres les dejan utilizar las nuevas tecnologías cuando es para entrar en mi blog para practicar inglés.”

5. ¿Le han preguntado los padres alguna vez que les recomendara actividades para practicar inglés fuera del aula?

“No.”

6. ¿Cree que la nota que reciben los alumnos se corresponde a su nivel de inglés?

“No. A los alumnos se les evalúa mayoritariamente de su nivel de gramática y vocabulario, y si son muy aplicados y estudian sacan buenas notas. Los exámenes solo reflejan el nivel escrito, no se hacen exámenes orales. Además, los alumnos no son conscientes del nivel de inglés que tienen y de sus capacidades, y no es hasta que yo les animo u obligo a hablar cuando se dan cuenta de que pueden expresarse utilizando el conocimiento que tienen.”

