English Out-of-School Activities – A Way of Integrating Outwards?

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Abstract

The aim of this essay is to identify English out-of-school activities among students with an immigrant background to find out to what extent English out-of-school activities have an impact on the students’ results at the National Test of English. An additional aim is to find out if English out-of-school activities are a way of integration outwards or vice versa if the lack of English out-of-school activities is a sign of integration inwards. The present study is based upon a questionnaire with closed questions, which was filled in by 54 third graders enrolled in the Child and Recreation Programme. The informants are divided into two groups, one of which is a control group of native Swedish students. The study showed a tendency that students with an immigrant background who are not involved in English out-of-school activities obtain lower grades in English and that they integrate inwards by using their native language on the Internet, listening to music and watching films from their home country. Furthermore, the study showed that there is a slight difference between native Swedish students and students with an immigrant background as regards computer habits.

Keywords: English out-of-school activities, integration, third language acquisition, informal learning, computer habits, National Test of English, the third culture
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1. Introduction

Immigrant students are disadvantaged as regards language learning in three ways. Unlike native Swedish students most newcomers have not been exposed to English from early childhood through media. Native Swedish students study English as a second language, whereas immigrant students study English as a third language often simultaneously with Swedish as a second language. Many immigrants’ native language does not belong to the Indo-European language family.

During my English studies there was especially one topic which caught my interest more than the others and it is closely related to my background as an English teacher for students with multicultural backgrounds. Over the years there has been an increase of ninth grader immigrants who have not passed the exam in English and are enrolled in a beginners’ course in upper secondary school and I have often speculated on the question what I, as a teacher, can do to facilitate immigrant students’ learning.

Wardhaugh (2010:356 ff.) discusses the fact that one variety of language serves as a standard for the whole community and becomes the norm against which the other varieties are judged and he calls it a “power” differential and it is inevitable to draw parallels to the immigrants’ school situation. Wardhaugh comments on Henderson’s point about consequences for education and points out that the important thing is the hiatus between what a lower working class child brings to school and what happens in school (2010:360). This can be compared with immigrants’ language difficulties in Swedish and some students might be more disadvantaged because of language than others when it comes to education.

Another topic which aroused my curiosity during my studies is the importance of English out-of-school activities and there seems to be a correlation between immigrant students’ lower grades and the absence or lack of English out-of-school activities.

According to Sundqvist’s result, English out-of-school activities have an impact on both vocabulary and oral proficiency and English out-of-school activities facilitate progress in English for any learner, regardless of socioeconomic background Sundqvist (2009:204). Her study and her results are interesting and the present study is inspired by her investigation, but is a more limited study, with a focus on immigrants’ English out-of-school activities.
1.1 Aim
The hypothesis of the present study is that one of the reasons that many immigrants do not obtain higher grades in English is that they do not take part in as many English out-of-school activities as native Swedish students do and that many immigrant students prefer watching films and listening to music from their home countries. Thus the aim of the study is to investigate to what extent English out-of-school activities have an impact on immigrant students' results at the National Test of English and the correlation between their activities and their results at the National Tests in English.

Sundqvist studied three schools and in two of them there were almost no immigrants, whereas in one of the schools, 40% of the 400 students were immigrants. Her study is interesting, but I would like to add a comparison between native Swedish speakers’ and immigrants’ English out-of-school activities.

A second aim is to find out if English out-of-school activities are a way of integration *outwards* or the other way around if the lack of English out-of-school activities is a sign of integration *inwards*, cfr. Elias & Lemish (2010:9-10).

2. Previous research
In this section I will account for some of the previous research. There is quite a lot of research, but the account is restricted to the ones used in this study. There are two dimensions of previous research related to this study in terms of that one part focuses on research on trilingualism or multilingualism and another on out-of-school activities. However, some studies are intertwined and cannot be separated into different branches.

Although there is quite a lot of research in the area already, it still seems to be a relatively unexplored area as regards to not so motivated school children and scientists seem to call for more research in several of the studies already made, Franceschini (2009), Gilmore (2011), Lai & Gu (2011).

Several of the previous studies show that there is a correlation between language learning and motivation Cenoz (2004:86), Murray (2008:10), but many of the studies have been conducted on highly motivated university students. There seems to be a consensus on the importance of students' and parents' attitudes towards the new language and teachers' attitudes towards the minority language, e.g. Bigelow (2010:69), Lamb (2004:241).

Elias & Lemish (2010) investigated how TV and the Internet were used by Russian children and teenagers in Germany to fit into the community. They use the terms integration oriented *inwards*, which means to preserve the "old" culture and thus
strengthen family ties, whereas an integration oriented *outwards* is a way for immigrant children to incorporate into the host culture (2010:9). The parents who integrate *inwards* want their children to read Russian books, listen to Russian music and to watch films from their home country (2010:10). It is easy to draw a parallel to some groups of immigrants in Sweden as well, who want to hold on to what they perceive as a security in a foreign culture.

One Russian girl in their study did everything to integrate into society and is a good example of integration *outwards*. She focused seriously on the task and started watching German TV, but since it was too difficult to understand, she only managed to watch for short periods. She started with cartoons 30 minutes a day as a lesson and then went on to TV series and gradually she began to understand the new language (2010:11). However, many parents are aware that, when their children become “too” integrated and learn the new language, it is at the expense of Russian language skills and eventually families might live in separate media cultures (2010:11).

Prensky (2001) introduced the terms *digital natives* and *digital immigrants*. He points out the importance of remembering how students have changed but that our educational system has remained the same. He also mentions that education has declined in the US. This new generation of students grew up surrounded by technology and he points out that students have spent less than 5000 hours of their lives reading, but more than 20000 hours watching TV and 10000 hours paying video games (2001:1). He compares teachers with immigrants trying to teach natives their own language (2001:2). This is a situation similar to the one in Sweden.

Buckingham (2008) discusses Prensky's distinction between *digital natives* and *digital immigrants*. He claims that *natives* crave interactivity and he discusses Tapscotts' opinion that television is passive media and ”dumbs down its users” whereas the Internet is active and ”raises their intelligence” (2008:13). However, he points out that it is generally believed that young people surf the Internet to make new global friends, but that there is little evidence that they want to make new friends. The Internet is primarily used to stay in touch with their local peers (2008:14). Furthermore he claims that research suggests ”that adolescents are not so technologically literate as we think they are” (2008:15). He is skeptical of proponents of technology who usually like to emphasize the importance of informal learning and claim that learning through media is “guaranteed fun” (2008:16). However, he admits that young people do not learn to chat, play games, surf the Internet etc. in school. They learn by trial and error and by interaction with others (2008:17).
Pekkola (2011) studied a couple of websites with Bolivian/Andean popular culture and music. She maintains that the Internet is an important tool for communicating (2011:17). Like Prensky (2001) she discusses digital natives and digital immigrants and she claims that parents belong to the immigrants (2011:18). She also mentions the terms transnational youth or a third identity, i.e. adolescents who are related to global migration processes, i.e. adolescents, who left a country for another or whose parents have done so, often resulting in new identities (2011:20). New social communities on the Internet which relate to the home country create a sense of belonging according to Pekkola (2011:31).

Dunkels (2006) discusses how computers have changed learning for the new generation (2006:46) and mentions three ways of learning: natural learning, which is the same as instinctive processes, informal learning, which takes place out-of-school and collective learning, which means that noone knows everything, but everyone knows something and refers to Wikipedia where everyone can contribute with their knowledge (2006:48-50). Dunkels also discusses the fact that students seem to learn in spite of educational systems (2006:54). She points out that the educational system might not be prepared to make use of the knowledge of the digital generation (2006:54).

Murray (2008) made a study on adult Japanese learners' word about what they did to learn the language outside classroom. They sought support in the pop culture, through films, TV-programmes, music, novels and magazines. The participants called it "the other world" (2008:5).

Cenoz (2004) investigated the motivation and attitude of primary and secondary school children learning English as a third language in the Basque country. He found that motivation and a positive attitude to learning English as a foreign language decrease with age. Parents' attitude towards the foreign language is of great importance. He discusses third language acquisition among immigrants in Europe. Earlier third language acquisition used to refer to bilingual students only, but since immigration has increased over the last few years third language acquisition is something one has to consider in terms of immigrants' language learning (2004:204-05).

English as a third language in bilingual Finland is discussed in Sjöholm (2004). He maintains that pop culture and massmedia have had a great impact on the increase of the use of English by young people out-of-school. The fact that they are exposed to English in out-of-school activities increases their motivation, which results in informal learning (2004:220). However, he claims that it is essential to find out whether the students reach the same proficiency from informal learning as from formal
learning and he cites Cummins 2000 who maintains that it is important to make a distinction "between conversational and academic aspects of language proficiency" (2004:221). Sjöholm claims that there is a gap between students' and teachers' preferences for different style registers and that the gap is larger among lower secondary school students and their teachers (2004:234).

Bigelow (2010) conducted a longitudinal study of 4 newcomer Somali girls at a high school in Minnesota. They were certainly all highly motivated students and school was more important to them than to have friends and they were determined to succeed in learning English. In their case they were supported by their parents and Bigelow claims that it is a common misconception that parents who are less educated do not support their children in school. These girls were relieved from household chores to do homework (2010:69). They had not attended school before they arrived in Minnesota and they reached literacy through texts closely related to Somali culture. Bigelow points out how culture and literacy are connected (2010:60).

An investigation of 62 second-year university students in Japan was made by Gilmore (2011) to find out which teaching material was more effective. One group was assigned traditional textbooks and another group received authentic input. The result was that the latter group outperformed the former group and those who received authentic input developed broader communicative competence (2011:806). The authentic materials used were films, documentaries, reality shows, TV comedies, web-based sources, songs, novels and newspaper articles (2011:794).

Another study of the impact of out-of-school language learning was made by Lai & Gu (2011). They studied 279 language learners at a university in Hongkong and the learners' self-initiated use of technology out-of-school. The students used the Internet to update their status on Facebook and commented on their friends' status, they used on-line dictionaries, YouTube, and read on-line news (2011:324). Lai & Gu came to the conclusion that students use technology to regulate their language studies, and are selective in use of technology when learning languages (2011:331).

Learner autonomy among adolescents during their first year in junior high in Indonesia was studied by Lamb (2004). His aim was to study learners' behaviour and attitudes in context. He found that out-of-school activities do not depend on age and that even younger students learn English independently out-of-school. However, the students attributed the progress to private courses and not to ordinary school lessons, but it is worthwhile noting that teaching methodology was similar to the one used in their ordinary school (2004:233). Lamb also found that even students with limited knowledge
benefit from English out-of-school, when they listen to English-language music and watch films and TV programs (2004:234). He admits that the students in his study were highly motivated, and that the parents' positive attitude was important for progress (2004:241).

Moritoki (2011) discusses the teacher's role in the age of the Internet. The study was made on Japanese learners in Slovenia and deals with the advantages of using the Internet while learning a new language, since Japanese pop culture is available on the Internet and students are already familiar with the culture through the Internet. The study points out that the teacher's role is to guide students among the enormous flow of information and to keep the students' curiosity alive (2011:45).

3. Method
In this section an account of the method and material used in the study will be given. There will also be a description of the informants, the procedure and finally the reliability of the study.

3.1 Method and material
I have used the quantitative method in this study and the questionnaire relies largely on Sundqvist's questionnaire (2009:231-238). Questions nr 4, 6,7,8,9,10,11,12,13 and 14 in the questionnaire are almost identical with Sundqvist's questions. I was inspired by her questions and used the ones which suited the purpose of the present study and added some other questions. Apart from the questions copied from Sundqvist, i.e. what mother tongue the students have, whether the students speak English out-of-school, with whom and how often, whether they read in Swedish and English in their spare time, what they read and how often, whether they use a computer in their spare time, what they use it for and how often, some other questions were added about their gender, where the parents were born, which language they use on the Internet and whether they ever take part in extra hours in English and finally what grade they got on the National test in the English A-course. The questionnaire included 18 questions and was designed to investigate the correlation between out-of-school activities on the Internet and the students' grades on the A-course. All questions are closed questions, see Appendix.
3.2 Informants
The questionnaire was handed out by teachers in three classes with students enrolled in the third year of the Child and Recreation Programme in Malmö. It was filled in by 56 informants and the distribution between native Swedish students and students with an immigrant background was 31 with an immigrant background, and 25 native Swedish students. One student was a native English speaker and I did not include her in the result, consequently there are 55 informants in the study.

My definition in this study of native Swedish students refers to students born in Sweden to Swedish parents and my definition of students with an immigrant background refers to students born in their home country or in Sweden to immigrant parents.

The choice of programme was deliberate. I chose the Child and Recreation Programme at a upper secondary school in Malmö, since there are many students with a multicultural background in that school. The third graders were chosen, because students enrolled in the Child and Recreation Programme in Malmö study English for two years on the A-course before they do the National Test of English and the third graders have received their grades for the A-course in English. The students in that programme have a similar socio-economic background, which is important for a reliable result.

The aim was to include 50 participants with an immigrant background, but by selecting the third graders several students who were enrolled in the programme in the first grade were lost. The first year there were nearly 90 students enrolled in the programme and in the third year there were only 68 left and only half of them have got an immigrant background.

There were twelve different languages among the participants: Arabic 6, Bosnian 4, Albanian 7, Polish 3, Turkish 2, Kurdish 1, Urdu 1, Spanish 1, Hungarian 1, German 1, Farsi 1 and Pashto 1. Unfortunately, there was a large spread of immigrants from different countries of origin with only few informants from each country and due to the fact that the number of informants was so small, it is impossible to find out whether there are differences among the groups of immigrants as regards integration.

3.3 Procedure
The principal of the school was contacted in order to get permission to distribute the questionnaire and when permission was granted, three teachers were asked to hand out the questionnaire and they were asked not to tell the students anything else than that it
was a study to investigate their reading and internet habits. The questionnaires were collected after completion and due to time limitations there was no time to make additional interviews. The answers were inserted into an Excel document to allow for cross-comparisons.

3.4 Reliability
By using a questionnaire with closed questions, the risk of subjectivity is minimized. Unfortunately, the number of immigrant informants is not large enough for a reliable empirical study. However, the answers in the questionnaire make the investigation a reliable pilot study.

4. Results
It is difficult to pose the right questions in a questionnaire and in retrospect I realize that I made some mistakes and that some questions should have been added and others formulated differently. However, the topic will be returned to in the discussion section. In this section the result of the questionnaire will be presented.

4.1 Background facts
As was mentioned above there were 55 participants in the study. 30 of them have an immigrant background, but only 6 were not born in Sweden. However, a distinction of the immigrant students born in Sweden and the ones who were not born in Sweden will not be made. The result from both the total amount of students and the distribution between the groups will be presented. The group of 30 students with an immigrant background will be referred to as group A. The students with a Swedish background, i.e. born to Swedish parents and the control group will henceforth be referred to as group B.

There are unfortunately only 6 boys in the study and consequently no gender differences have been taken into account in the investigation.

100% of the participants reported that they have a computer and that they have access to the Internet and that they use their computer in their spare time.

4.2 Reading
Reading is changing, cfr. previous research above (Dunkels, Gilmore, Prensky). Before we used to think of reading in terms of books, newspapers or magazines, but nowadays reading can take place on the Internet, not only on computers, but on Ipads or
smartphones as well.

As was mentioned above it is difficult to ask the right questions in a questionnaire. The students were asked if they use to read in their spare time and those who gave a positive answer were asked to fill in if they read books or other texts in Swedish and in English. It would also have been valuable to ask if the students with an immigrant background read books or other texts in their native language to find out if they read at all.

**How many students read in their spare time?**

The readers, i.e. the students who reported that they read texts in Swedish or English out-of-school were 33 and the distribution between group A and group B among the 33 ”readers” is fairly even. 62% in group A and 60% in group B. However, it was a surprising to find out that 22 (41%) of all the informants reported that they never read books, newspapers, texts on the Internet or other texts in their spare time, 12 (37%) in group A and 10 (38%) in group B. It is even more surprising that as many as 33% of the students enrolled in SMBF do not read in their spare time and they are enrolled in SMBF to be prepared for higher education.

There were eight questions on reading in the questionnaire:

1. **Do you read Swedish books and how often do you read?**

Admittedly 28 students (50%) say that they use to read Swedish books, but only 5 (0.1%) read books every day. The rest of them read a couple of times a week or a couple of times a month. The distribution among the groups are 14 (48%) in group A, who report that they read Swedish books and 14 (56%) in group B. However, when they were asked how often they read, 4 of the students in group A reported that they read Swedish books daily, whereas only 1 student in group B read daily. Among the reading students there were 4 in group A who said that they never read Swedish books and 1 in group B, but they read other kinds of texts.

2. **Do you read newspapers and how often do you read?**

There was no significant difference between the two groups as regards reading Swedish newspapers in Swedish, 55% in group A and 52% in group B read newspapers. 51% of all the students claim that they read newspapers, but 11 (33%) do it every day, 6 (20%) in group A and 5 (20%) in group B. The same number, 11 (33%), of all the students claim that they read newspapers a couple of times a week and 7 (23%) in group A, whereas 4 (16%) in group B.

There was no question on what kind of newspapers they read, but it is likely that they
3. **Do you read texts in Swedish on the Internet? How often?**

There were 23 students (42%), 11 (37%) students in group A and 12 (48%) students in group B, who read texts on the Internet. In group A, 4 students (13%) read daily, but 12 students (46%) in group B. Every week 3 students in group A and 3 in group B read texts on the Internet in Swedish.

They were not asked what kind of texts they read.

4. **Do you read other kinds of texts in Swedish, e.g. songtexts? How often?**

The students were also asked if they read other kinds of texts, e.g. songtexts, and 23 students (41%) claim that they do, but only 4 do it every day and 13 read a couple of times a month. It was surprising to find out that, although the distribution between the two groups was fairly even, 4 in group A read Swedish songtexts daily, whereas nobody in group B does it daily.

5. **Do you read English books? How often?**

As regards books in English 19 of all the students (34%) say that they read English books, but only 2 do it daily, one from group A and one from group B. As many as 16 (29%) do it a couple of times a month, 9 (31%) in group A and 7 (28%) in group B.

6. **Do you read English newspapers? How often?**

Only 11 students (20%) read English newspapers and 7 of them read a couple of times a month, 3 in group A and 4 in group B. They were not asked what kind of newspapers they read. It was not a surprising result, because most students do not have access to newspapers in English out-of-school, unless they read newspapers on the Internet.

7. **Do you read texts in English on the Internet? How often?**

Texts on the Internet are dominant among English texts as well as among Swedish texts. 25 students (45%) say that they read texts in English on the Internet, 14 (47%) in group A and 11 (44%) in group B, 9 students read texts every day on the Internet, 6 (21%) in group A and 3 (12%) in group B.

8. **Do you read other kinds of texts in English, e.g. songtexts? How often?**

English songtexts are twice as popular as Swedish, but they are more popular among students in group A. 5 students in group A and 3 in group B, read other kinds of texts in English every day.

The study showed that more than half the number of students 33 of 56 belong to the "readers" and read texts in both Swedish and English. However, reading texts on the Internet is predominant and newspapers come second.
The 33 students who said that they read books or other texts in Swedish and/or English generally have higher grades than those who said that they never read Swedish or English books or other texts out-of-school. The distribution between the groups of students, who reported that they read, was 2 IG (fail), 8 G (pass), 6 VG (pass with distinction) and 1 MVG (pass with special distinction) in group A and 1 IG, 7 G, 6 VG and 2 MVG in group B.

Among the 23 students who reported that they do not read there are 3 IG, 7 G, 1 VG and 1 MVG in group A and 7 G and 4 VG in group B. 28% of the students with higher grades (VG or MVG) in the "non-reading group” claim that they speak English regularly out-of- school. 15 of the students who neither read books nor speak English out-of-school have lower grades, 3 IG (fail) and 12 G (pass). The distribution of grades between groups is that there are 3 IG, 6 G and 1 VG in group A and 5 G in group B.

4.3 Speaking English out-of-school
Almost 50%, 27 of all the students, reported that they speak English out-of-school. Only 8 speak English every day, but as many as 14 speak English a couple of times a week and the rest a couple of times a month. 15 (50%) in group A speak English out-of-school and 11 (44%) in group B. The majority of all the students, 78%, speak English with a friend, the others with a relative.

<table>
<thead>
<tr>
<th>Speak Engl. Out-of-school</th>
<th>G</th>
<th>IG</th>
<th>MVG</th>
<th>VG</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>daily</td>
<td></td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>8</td>
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<tr>
<td>monthly</td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
<td>5</td>
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<tr>
<td>never</td>
<td>18</td>
<td>4</td>
<td>6</td>
<td></td>
<td>28</td>
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<td>weekly</td>
<td>5</td>
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<td>3</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>5</td>
<td>5</td>
<td>17</td>
<td>54</td>
</tr>
</tbody>
</table>

Fig 1. Distribution of grades among the students in both groups who speak English out-of-school.

4.4 The use of computers
100% of the participants reported that they have a computer and that they have access to the Internet and that they use their computer in their spare time.
The next question was what they used the computer for. They were asked to fill in if they used it for doing homework, for social networks, for listening to music in English, for listening to music from their home country, for watching American films, for watching films from their home country, for playing games in Swedish/English or from their home country. They were also asked about frequency. There were nine questions on computer habits in the questionnaire:

1. **Do you use the computer to do your homework? How often?**

93% of all the students reported that they use a computer to do their homework. 30% of the students in group A do it daily and 24% in group B.

2. **Do you use the computer for social networks? How often?**

One of the most frequent ways of using the computer was the use of social networks. All students said that they use the computer for social networks and 42 (75%) of them do it daily. A remarkable difference between the two groups can be noticed as regards frequency. 92% of the students in group B use their computer for social networks daily, whereas only 66% of group A do it daily.

3. **Do you use the computer to listen to music in English? How often?**

Listening to music in the English language was just as popular, all students reported that they listen to music in English and 20 (66%) of the students in group A listen to music in English daily and 18 (72%) in group B.

4. **Do you use the computer to listen to music from your home country? How often?**

24 students (80%) in group A reported that they listen to music from their home country and 17 (57%) of them do it every day. A comparison of the habits of the students who listen to music from their home country every day showed that 11 (65%) do not use the English language on the Internet, 7 (41%) do not speak English out-of-school, 5 (19%) of all the 24, who listen to music from their home country every month, never watch English/American films on the Internet. 10 (39%) of 24 never play English games on the computer. There were 5 students who listen to music from their home country, who never speak English out of school, who never use English on the Internet. Their grades are 3 G and 2 IG. There are 5 IG, 12 G, 5 VG and 2 MVG among all the students who listen to music from their home country.

5. **Do you use the computer to watch English/American films? How often?**

As many as 51 students (93%) from both groups watch English/American films on the Internet. Only 13 (24%) students do it every day, but 21 (38%) of them watch films a couple of times a month. 87% of the students in group A watch English/American films
on the Internet and 96% of the students in group B.

6. **Do you use the computer to watch films from your home country? How often?**

13 (43%) of the students in group A watch films from their home country on the Internet, but only 4 do it every day. A question about how often they watch films from their home country by satellite dish should have been added. A comparison of the habits of the students who watch films from their home country showed that only 4 of the 14 use the English language on the Internet. 7 (50%) do not speak English out-of-school. All 14 said they use to watch English/American films on the Internet. 3 of them never play games in English. 9 play games in another language.

7-9. **Do you use the computer to play games in Swedish, English or in another language? How often?**

Around 50% of all the students in the study reported that they play games on the computer. 27 students (49%) play Swedish games and 30 (55%) play games in English. In group B, 56% reported that they play Swedish games and 43 % in group A. 52% of the students in group B play English games and 56% of the students in group A, 36% of them also reported that they play games in another language. They should have been asked to specify which language. Even though it is likely that they play in their native language, it cannot be confirmed. (4 who never play English games have VG and 2 have IG)

There are only 6 students who were not born in Sweden. Two of them have MVG, one of them is German and the other one is Albanian. Only two of the others reported that they do not speak English out-of-class. Three of them said that they read Swedish or English texts out-of-class, three reported that they never read out-of-class. 5 listen to music from their home country and 3 watch films from their home country. Four use only the Swedish language on the Internet. One of the students who use English on the Internet is the German student with MVG and the other is a Bosnian student with IG. Only one of them reported that she never watches English/American films on the Internet, but she does not watch films from her home country (Iraq) either. However, she might watch films by satellite dish. The same girl does not play games in English either. The other 5 students play English games regularly. A comparison of how large the difference was between students with an immigrant background who were born in Sweden and the ones who were not born in Sweden and newcomers did not give a reliable result due to the fact that the sample was too small to draw any conclusions. It would have been valuable to ask the informants about social communities in their native language on the Internet, cfr. Pekkola, who claims that new social communities which
relate to the home country create a sense of belonging to the old culture (2011:31).

4.5 Language on the Internet

One of the questions in the questionnaire was what language they use on the Internet. All students reported that they use Swedish, but 21 (38%) added that they use English as well. In group A, 10 students (33%) said that they use English on the Internet and 6 (20%) reported that they use another language apart from Swedish and English. The third language was reported to be Albanian, Turkish, Bosnian, German and Arabic. Among the 6 students who reported that they use another language on the Internet there are 1 MVG (German), 1 VG (Bosnian), 2 G (Turkish and Albanian) and 2 IG (Arabic and Bosnian).

<table>
<thead>
<tr>
<th>English on the internet</th>
<th>G</th>
<th>IG</th>
<th>MVG</th>
<th>VG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>no</td>
<td>20</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>5</td>
<td>5</td>
<td>17</td>
<td>54</td>
</tr>
</tbody>
</table>

Fig 2. Distribution of grades among the students in both groups who use English on the internet

67% of the students in group A said that they only use Swedish on the Internet. 4 of them got IG (1 Polish, 1 Arabic and 2 Albanian), 11 got G, 4 got VG (Kurdish, Arabic, Urdu and Hungarian) and 1 got MVG (Albanian). The student who got MVG and 3 of those who got VG speak English out-of-school regularly with a friend. Among the 25 native Swedish students, 13 use Swedish only on the Internet and their grades are 9 G, 4 VG. 21 students use both Swedish and English on the Internet and their grades are generally higher, 1 IG, 5 G, 2 VG and 2 MVG in group A and 2 G, 7 VG, 2 MVG in group B. It would have been interesting to know how they use English on the Internet, if they use it for homework, for news, games or to chat.

4.6 After school tutorial in English.

There was also a question about after school tutorial. The students were asked if their school offers after school tutorial in English and most of the students, 50, (91%) said that they knew that their school offers extra hours and 44 of the students (80%) reported that they never attend after school tutorials in English. 5 students in group A got IG and
3 of them reported that they never attend after school tutorial in English, 1 student said that she only makes use of the extra help in connection with exams and 1 student said that she does not know if there are extra hours in English. It is noteworthy that the students are aware of the after school tutorial and that they do not bother to attend even though they are at risk of failing in English.

### 4.7 Grades

The comparison of grades is limited to IG and MVG in group A and the purpose was to investigate if there were any common factors for each grade, which would confirm the thesis that the students who failed are less integrated than the others and that they keep *the new third culture* at a distance in their spare time. *The new third culture* is my definition of the American culture, which native Swedish children and adolescents take part of from early childhood.

There are 6 IG among all the students in both groups, 5 in group A and 1 in group B. This section will only refer to group A. 4 of the students with IG never speak English out-of-school, 2 never read Swedish or English texts at all, and the 3 ”readers” report that they mainly read newspapers and Swedish texts on the Internet. 4 of them use only Swedish on the Internet and one of them said that she uses Arabic too. Two do not play English games, but the rest play both Swedish and English games. Two of them play Bosnian and Arabic games as well. All of them listen to English/American music regularly and only one of them does not watch English/American films. All of them listen to music from their home country and three watch films from their home country on the Internet.

There are two students who got MVG in group A. One is from Germany and the English culture is more similar to her culture and home language than to the rest of the students in group A. The other one is from Albania. Both of them speak English regularly out-of-school. Only one of them uses English on the Internet, but both of them play English games. Both listen to English/American music and to music from their home country daily. Both watch English/American films regularly but only the German girl watches film from Germany as well.

Apparently there is a connection between the use of out-of-school English and grades in English. Previous research already showed that, but the present study also aimed at finding out if the lack of out-of-school English might be the reason for lower grades among students with an immigrant background.
5. Discussion

Students with an immigrant background in the third grade of the Child and Recreation programme are perhaps more integrated into society than other immigrants. They have succeeded in hanging on to the programme for almost three years and are not quite as representative as the sample group I was looking for. They take part of the same American pop culture as their classmates. It is a way of fitting in, to have something to talk about with your peers cfr. Elias & Lemish (2010). However, many of them are still part of the culture from their home country.

Another factor, which might have affected the result, was that the students in the third grade have passed the course in English and very few of the ones who have come that far in their education have failed in English and it would have been more interesting to study students at an earlier stage. The result is also influenced by the fact that 38% of the informants are enrolled in the so-called SMBF, a variant of the Child and Recreation Programme which prepares students for higher education. Consequently more than a third of the all the informants are well equipped to study English (and other subjects) and they are students with higher grades.

The result of the investigation does not show what it was expected to do. However, if there would have been time enough to do a longitudinal study of students, which started when they were enrolled in the first grade, the result would have turned out differently. In the first grade, the students were almost 90, but some of them failed and dropped out of school and in the third grade there are only 68 left. It would have been interesting to study the English out-of-school activities of the students, who dropped out and to study their attitude towards English as well.

Another thing that might have affected the result is that there are mostly girls in the Child and Recreation Programme and it would have been of great interest to investigate if there are any gender differences among students' reading and computer habits, but unfortunately this sample group was too small to discern any gender differences. Around 50% of all the students in the study play games on their computers, a lower number than expected. With more male informants as reference it would have been possible to find out if the reason for the low number of players is that girls do not play computer games as much as boys.

However, the question whether they play games or not is not only a question of gender. Many female students with an immigrant background might want to play games just as much as their brothers, but many of the girls do not have time for games, when they return home after school and are expected to do domestic chores.
As previous research has shown, parents' attitude towards the "new" language is important for acquisition, cfr. Cenoz, Bigelow, and some immigrant girls do not get the support they need from their parents.

The result of the questions on reading habits did not show any remarkable differences between the groups. As was mentioned above reading is changing and it is necessary to consider other types of texts as well. (Lundahl, 2009:173f.) The present study showed that 50% of all the students read books, but that there were some more readers in group B. However, very few students read books on a daily basis, and group A was predominant among the daily readers of Swedish books. The study showed that twice as many students read Swedish newspapers daily compared to reading books. The study also showed that the Internet is dominant among texts they read daily in Swedish, almost 50% of all the reading students reported that they read texts in Swedish on the Internet and 42% do it daily. However, Swedish texts on the Internet were read by significantly more students in group B than in group A. Compare the frequency of reading English texts on the Internet, where the result is contrary. It was also interesting to find out that students in group A read other texts in Swedish e.g. songtexts, more frequently than group B. Apart from newspapers, the same applies for reading in English, i.e. that texts on the Internet or other kinds of texts are predominant.

There are some questions which should have been included in the questionnaire, e.g. 42% said that they use English on the Internet and it would have been interesting to know what they do in English on the Internet, if they do homework, read news, if they use it to chat, play games etc. It was also a mistake not to ask the students with an immigrant background if they read novels or other texts in their native language to find out if they read in their native language, even though they do not read in Swedish or in English.

Admittedly there was not a significant difference between the groups as regards book reading habits, but the result of reading habits on the Internet was not expected. It is not remarkable that more students in group B read Swedish texts on the Internet than in group A, but it is notable that more students in group A read texts in English on the Internet. However, the ones who read English on the Internet are the same students who received higher grades in English.

There was a noticeable difference as regards computer habits. Some more students in group A use the computer for homework than in group B, but it would have been of greater interest to find out how they use the computer, i.e. if they search the Internet to find facts in Swedish or in English, if they ever search English web-sites and
if they do, do they use Google translate or do they read the text in English? As was mentioned above everyone said that they have access to a computer and to the Internet out-of-school. However, the result from the questionnaire shows that some students do not use the Internet every day. In Swedish homes there is sometimes more than one computer, but that might not be the case with students with immigrant backgrounds. Muslim girls often gather around the computers in school during the break, which might indicate that, even though they perhaps have a computer at home, they might either be busy doing domestic chores or that their brothers have priority access to the computer at home. It might also indicate that the girls feel more free in school to chat or update their Facebook status than they do at home, where they might feel more supervised. Helmer & Eddie (2003:29) stress the fact that religion and gender are more important than we can imagine with regard to teaching immigrants. There was a remarkable difference between native Swedish students and students with foreign background as regards frequency of the use of social networks, which could imply that the girls in group A are allowed to do homework on the computer at home, but not to use the computer for Facebook or other social networks.

There was a slight difference between the groups as regards listening to music in English and the result showed that it was more frequent in group B. However, the result might have turned out differently, if they were asked how often they listen to music generally and not only on the Internet, since they probably listen to downloaded music more often. It was a mistake not to have more specified questions about English games in the questionnaire and the question ”How often do you play English games?” is actually irrelevant. It would have been more relevant to ask what kind of games they play, if they set the language for playing in Swedish, if it is a game which requires understanding of or interaction in English, etc.

The result indicates that most students in group A are fairly integrated. However, the study also showed that as many as 80% in group A listen to music in their native language on the Internet and that there is a correlation between the habit of listening to music in their native language and the use of language on the Internet. More than half of the students who listen to music in their native language use only Swedish on the Internet and 41% do not speak English out-of-class. Almost 50% watch films from their home country, and the percentage would probably have been higher if they had been asked if they watch films from their home country by satellite dish. There is a discernible tendency for some of the students who listen to music or watch films from their home country to integrate inward and remain in their old culture, cfr. Elias &
Lemish (2010:9). Many of them do not speak English out-of-school, do not use English on the Internet and do not play games in English. One could argue that they live in Sweden and that it is enough to integrate into the Swedish society, but the American pop culture constitutes a large part of adolescent culture in Sweden and it constitutes a third culture to students with an immigrant background. Native Swedish students are brought up surrounded by American pop culture and they don't even consider it a second culture. They mix words and transform English expression into expressions in Swedish without translating them, whereas students with an immigrant background, especially newcomers, are forced to learn to adapt to two cultures, two languages simultaneously. For obvious reasons it must take longer to be incorporated in the third culture. It is not obvious for immigrants that, to become part of the second culture, to be integrated, it is necessary to become part of the third culture.

Most informants were aware of the fact that their school offers after school tutorial in English, but most of them do not attend the extra hours, even though they are at risk of failing in English. There could be several reasons for not attending, e.g. the schedule might be inconvenient, the content might be irrelevant, etc. However, Lamb's research (2004) showed that extra hours in English in private schools resulted in students' progress, even though the methodology was the same as in their ordinary class, which would mean that students would benefit from extra hours in English. Lundahl on the other hand claims that it is not the quantity that counts, it is more important to take an active approach (Lundahl 2009:37). However, as long as the extra hours are optional, they will not attract students who are not motivated already. There ought to be an alternative with authentic input for students and that would be of great importance especially for immigrant girls, who can not take part of English out-of-school activities in the same way as native Swedish students and it would be one way to increase their communicative competence. Previous research showed that students are digital natives and that teachers are digital immigrants trying to teach natives (Prensky 2001) and there is and will be a gap between teachers and students as regards technology. Consequently, there is a need for new methodology and the fact that future teachers will face a new generation of digital natives must be considered in future teacher training.

6. Conclusion

The aim was to study to what extent English out-of school activities have an impact on immigrant students' result in the National test in English. The sample of informants was small and the choice of informants was not ideal and consequently the investigation
only provides a preliminary result. However, the result shows that there is a tendency that students who take less part of English out-of-school activities obtain lower grades or even fail in English. Most informants who failed in English do not use the English language on the Internet, they use Swedish and their native language. Previous research (Gilmore 2011) has shown that there is a correlation between regular out-of-school activities in English and higher grades and this investigation confirms it. The students with higher grades speak English out-of-school and use English on the Internet regularly. They read and interact in English too.

More than a third of the informants consisted of students enrolled in SMBF, which prepares students for higher education, and very few among the informants failed the A-course in English. Most informants with an immigrant background in the study are well integrated into Swedish society, but some immigrant girls do not seem to have the same access to computers and English out-of-school activities as their native Swedish classmates have. Unfortunately, the present study did not include enough boys to ensure a reliable result for gender differences.

Although most of the informants with an immigrant background in this study are well integrated and are being prepared for higher education, the result showed a slight discrepancy between the students with an immigrant background and the control group of native Swedish students. The difference was most pronounced in the case of computer habits, where native Swedish students use the computer for social networks almost twice as often as students with an immigrant background. The second aim was to find out if the lack of English out-of-school activities is a way of integrating inwards the way it is described by Elias & Lemish (2010) and the comparison of the informants who listen to music and/or watch films from their home country shows that 65% do not use English on the Internet, 41% do not speak English out-of-school, some of them never watch English/American films on the Internet and never play computer games in English. It could be a sign of integration inwards, but it could also indicate that some students with an immigrant background do not have the same access to computers at home as native Swedish students have. The result of the study only shows a tendency that some immigrant students integrate inwards ands remain in their ”old” culture. Most informants with an immigrant background in the present study have integrated outwards and have successfully adopted both the second and the third culture.

A summing final conclusion would be that there is a difference among native Swedish students and students with an immigrant background as regards some
computer habits and language on the Internet and that there is a correlation between lack of English outside school and lower grades. There is a tendency that some immigrant students integrate inwards and it would be interesting to continue the study in a larger survey including both immigrant boys and girls.
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Appendix
The questionnaire

Elevenkät

1. Är du pojke [ ] eller flicka [ ] Markera med ett kryss.

   Ja [ ]
   Nej [ ]

3. Om du svarade nej, var är du född?
   __________________________________________________________

4. Vilket är ditt moderstånd? (Vilket är ditt första språk?)
   __________________________________________________________

5. Var är dina föräldrar födda?
   mamma:_____________ pappa:_____________

   Ja [ ]
   Nej [ ]

7. Om du svarade ja, är det med
   mamma/pappa [ ] släkting [ ] kompis [ ] annan [ ] Markera med kryss.

8. Om du svarade ja, markera med ett kryss det som passar dig.
   Talar engelska dagligen [ ]
   Talar engelska någon gång i veckan [ ]
   Talar engelska någon gång i månaden [ ]

Fortsätt på nästa sida!
9. Brukar du läsa på din fritid? (Läxböcker räknas inte) **Markera med ett kryss.**

<table>
<thead>
<tr>
<th>Ja</th>
<th>Nej</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Om du svarade ja, **markera med ett kryss** det som stämmer för dig

<table>
<thead>
<tr>
<th>Jag läser</th>
<th>Dagligen</th>
<th>Ngn gång i veckan</th>
<th>Ngn gång i mån</th>
<th>Aldrig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Svenska böcker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Svenska tidningar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Svenska på internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annat på svenska, t.ex. sångtexter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engelska böcker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engelska tidningar</td>
<td></td>
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<td></td>
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<tr>
<td>Engelska på internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annat på engelska, t.ex. sångtexter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Har du tillgång till dator hemma? **Markera med ett kryss.**

<table>
<thead>
<tr>
<th>Ja</th>
<th>Nej</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Ja</th>
<th>Nej</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fortsätt på nästa sida!
13. Använder du dator på din fritid? **Markera med ett kryss.**

- Ja [ ]
- Nej [ ]

14. Om du svarade ja, **markera med ett kryss** det som stämmer för dig

<table>
<thead>
<tr>
<th>Jag använder datorn</th>
<th>dagligen</th>
<th>några gång i veckan</th>
<th>några gång i månaden</th>
<th>aldrig</th>
</tr>
</thead>
<tbody>
<tr>
<td>för att göra läxan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>till sociala kontakter, t.ex. Facebook, MSN etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>för att lyssna på engelsk/amerikansk musik</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>för att lyssna på musik från mitt hemland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>för att se engelsk/amerikansk film</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>för att se film från mitt hemland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>för att spela spel på svenska</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>för att spela spel på engelska</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>för att spela spel på annat språk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Vilket språk använder du på internet på din fritid? **Markera med ett kryss.**

- Svenska [ ]
- Engelska [ ]
- Annat [ ]
- I så fall – vilket?__________

16. Finns det extrastöd i engelska på din skola? **Markera med ett kryss.**

- Ja [ ]
- Nej [ ]

Fortsätt på nästa sida!
17. Om du svarade ja, **markera med ett kryss** in det som stämmer på dig

1. Jag utnyttjar extrastöd **varje vecka** [ ]
2. Jag utnyttjar bara extrastöd **inför prov** [ ]
3. Jag utnyttjar **aldrig** extrastöd [ ]

18. Vilket betyg fick du på Engelska A? **Markera med ett kryss**.

IG [ ]
G [ ]
VG [ ]
MVG [ ]

Tack för hjälpen!