

MASTER'S THESIS

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Norwegian Primary School Teachers' Beliefs Concerning Online
Informal Learning of English and Vocabulary Learning from Social
Media

Norske grunnskolelæreres meninger om uformell engelsk
språkopplæring på nett og engelsk ordforrådslæring fra sosiale medier

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Preface

This master's thesis is the final part of a full-time study that has lasted for five years, and I will soon start a new chapter by working as a teacher at a primary school in Norway.

I wrote this thesis because I have been interested in incidental vocabulary learning from online sources for a long time, and believe it will affect my work as an English teacher as the technology will only continue to evolve. Around the age of 20, I noticed that I had unconsciously gained a lot of vocabulary by watching "vloggers" on YouTube. Additionally, when I had my first teaching practice in primary school, I noticed that the students had much more advanced English skills and vocabulary than I had at that age, and I believed it had to do with their use of the internet. Therefore, in my third year at OsloMet, I wrote a research paper on social media, second language learning, and teachers' beliefs. This thesis is a continuation of that work, as the topic is still the same, but the approach and the research questions are different.

Writing a master's thesis has not been easy, so I want to thank my fellow students, Lene, Sophie, and Atle, for always being available when I had problems or lots of questions. Furthermore, I would like to thank my study group, Synne, Sunniva, and Martine, and my friends, Kåre, Halvor, and Jasica, for helping me gather participants. This thesis would not have become what it is without your support and help.

Summary

This thesis aimed to explore Norwegian primary school English teachers' beliefs and experiences concerning online informal learning of English (OILE), and vocabulary learning from social media. The study involved interviews with six teachers from 6th and 7th grade.

The results showed that teachers believed that OILE had great value for students' English language skills, vocabulary, English comprehension, and pronunciation. In addition, the teachers had experienced that they did not have enough time to teach their students a second language, thus, they believed OILE was a great supplement for students' English learning. However, some teachers believed that being exposed to informal English would give learners more incorrect grammar usage and lack of punctuation, as the English on the internet is below standard. The results also showed that teachers acknowledged several benefits of using social media as an incidental vocabulary learning platform, such as the benefits of exposing students to authentic English, and the benefits of L2-captioned videos for vocabulary learning. However, for students to benefit from social media, they must be higher-achieving students or students with an interest and motivation for English, as lower-achieving students are not motivated to encounter English and have negative associations with the language. Additionally, the teachers stated that social media would negatively affect students' formal use of English, as they would struggle to switch from informal to formal writing, due to an increased informal vocabulary. The study also showed that the majority of the teachers reported that OILE and English lessons should be seen as two things that complement each other. Furthermore, many would use their position as teachers to encourage lower-achieving and unmotivated students to encounter English outside of class, by watching English-speaking movies or TV series with closed captions. Only one would recommend social media, while others were more reluctant, as parents usually protest against more screen time.

By interviewing primary school teachers, this study contributes to previous research on teachers' beliefs about extramural English, and how they view their role as teachers in the digital age. Thus, one can obtain a deeper and more general understanding of English teachers' beliefs. The study also fills a gap by providing an insight into primary school teachers' beliefs and experiences regarding social media as an incidental vocabulary learning platform.

Hensikten med studien var å undersøke meningene og erfaringene til engelsklærere i den norske grunnskolen angående online uformell læring av engelsk (OILE), og ordforrådslæring fra sosiale medier. Studien innebar intervju med seks lærere fra 6. og 7.trinn.

Studien viste at lærere mente at OILE hadde stor verdi for elevenes engelskkunnskaper, ordforråd, engelskforståelse og uttale. I tillegg hadde lærerne opplevd at de ikke hadde nok tid til å lære elevene et god nok andrespråk, og derfor mente de at OILE var et fint supplement til formell engelskundervisning. Noen lærere mente imidlertid at uformell engelsk ville gi elevene mer grammatiske feil og mangel på tegnsetting, ettersom engelsken på internett er av en dårligere kvalitet. Studien viste også at lærere anerkjente flere fordeler med bruk av sosiale medier som en tilfeldig plattform for ordforrådslæring, som for eksempel fordelene ved å eksponere elevene for autentisk engelsk, og fordelene med engelske undertekster på videoer for ordforrådslæring. Men for at elevene skal kunne dra nytte av sosiale medier, må de være høyt presterende elever eller elever med interesse og motivasjon for engelsk. Dette er fordi elever med lavere prestasjoner ikke er motivert til å oppsøke engelsk og har negative assosiasjoner til språket. I tillegg presiserte lærerne at sosiale medier negativt påvirker elevenes formelle bruk av engelsk, da de sliter med overgangen fra uformell til formell skriving, på grunn av et økt uformelt ordforråd. Studien viste også at flertallet av lærerne mente at OILE og engelskundervisning på skolen burde bli sett på som to ting som utfyller hverandre. I tillegg vil mange bruke sin posisjon som lærer til å oppmuntre lavere presterende og umotiverte elever til å oppsøke engelsk utenom undervisningen, ved å se på engelsktalende filmer eller TV-serier med engelsk undertekst. Bare en lærer ville anbefale et sosialt medium, mens resten var mer motvillige, ettersom foresatte vanligvis protesterte mot mer skjermtid.

Ved å intervju grunnskolelærere bidrar denne studien til tidligere forskning om læreres syn på extramural engelsk og hvordan de ser på rollen som engelsklærer i den digitale tidsalderen. Ved å tilby innsikt fra lærere som ikke er tatt med i tidligere studier, kan man få en enda dypere og mer generell forståelse av engelsklæreres tanker. Studien fyller også et gap ved å gi et innblikk i grunnskolelæreres meninger og rapporterte erfaringer, angående sosiale medier som en tilfeldig plattform for læring av engelsk ordforråd.

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OILE	Online informal learning of English
EE	Extramural English
LK20	Norwegian Curriculum for the Knowledge Promotion 2020
L2	Second language
ZPD	Zone of Proximal Development
NSD	Norwegian Centre for Data Research
SLA	Second language acquisition

1 Introduction

1.1 Topic, key concepts, and research questions

This thesis is a qualitative study of Norwegian primary school English teachers' opinions on online informal learning of English (OILE), and vocabulary learning from social media. This thesis aims to investigate teachers' beliefs and experiences regarding OILE, social media, and vocabulary learning, as well as to compare teachers' beliefs to existing literature. OILE refers to the use of English by non-native speakers in internet-based activities (Poole, 2015, p. 113; Sockett, 2014, p. 7). One seeks to engage in the activities primarily for communication and enjoyment, therefore, English language learning is only a by-product of the activities (Sockett, 2013, p. 49; Toffoli & Sockett, 2015, p. 8). Social media is described as "(...) various websites or other forms of technology where people can connect and interact with one another and share information" (Sim & Pop, 2014, p. 121). In the year 2020, the most common social media among Norwegian 11- to 14-year-olds were YouTube, Snapchat, TikTok, Instagram, and Facebook (Medietilsynet, 2020, p. 22). In addition, 91% of Norwegian 12-year-olds and 99% of 13-year-olds used one or several social media (Medietilsynet, 2020, p. 26). As English is a common language to use on social media (Medietilsynet, 2020, p. 90), it can provide learners the opportunity to increase their English vocabulary (De Wilde et al., 2020, pp. 179-180; Sundqvist, 2009, pp. 155-156).

In order to investigate teachers' beliefs and experiences, data were gathered through a qualitative research approach, which consisted of semi-structured interviews with six teachers from different schools in Oslo and in Viken. Three teachers were from 6th grade and the rest were from 7th grade. The following research questions are addressed in this thesis:

1. What are primary school English teachers' opinions and experiences concerning online informal learning of English?
2. What are primary school English teachers' opinions about social media as a platform for learning vocabulary?
3. What are primary school English teachers' opinions about their role as English teachers, in the context of social media and online informal learning of English?

1.2 Relevance and potential contribution

OILE is the overall focus of this thesis. Peters et al. (2019, p. 749) state that learners need to supplement English classroom teaching with English language activities outside of school, as the time allocated to the English subject in school is not enough, and because the English subject does not have enough input for learners to develop a large vocabulary. For instance, at the Norwegian primary school level, teaching hours in English in 1.- 4. grade are 138 hours per year and 228 hours per year in 5.-7. Grade (Saabye, 2019, p. 22). In Denmark and Sweden, it turns out that the total amount of time learners spend on English language activities outside of school is more than the time allocated to the English subject in school (Jensen, 2017, p. 9; Sundqvist & Sylvén, 2014, p. 15). As English is the dominant language on the internet (Brevik, 2019, p. 595), it can be part of non-native speakers' everyday lives (Cole & Vanderplank, 2016, p. 31). Thus, the internet can supplement classroom teaching by providing learners with the opportunity to be exposed to English in real contexts and have meaningful input, output, and interactions in English (Sockett, 2014, p. 81; Sundqvist & Sylvén, 2016, p. 7). These are essential components needed for second language learning (Sundqvist & Sylvén, 2016, p. 7). As previous research on informal learning of English has focused more on teachers who work higher up in the Norwegian school system (Dahl, 2019; Eilertsen, 2020; Nordhus, 2021), this study will broaden the understanding by interviewing primary teachers.

Also, OILE and social media are especially relevant now, as the Norwegian curriculum, LK20, addresses the use of digital resources to learn English. The core element "Working with texts in English" explains that "language learning takes place in the encounter with texts in English. The concept of text is used in a broad sense: texts can be spoken and written, printed and digital (...)" (Ministry of Education and Research, 2019, p. 3). One of the basic skills is digital skills; "Digital skills in English means being able to use digital media and resources to strengthen language learning, to encounter authentic language models and interlocutors in English, and to acquire relevant knowledge in English" (Ministry of Education and Research, 2019, p. 4). Furthermore, there is a specific competence aim in Year 7 which states to use digital resources in the language learning (Ministry of Education and Research, 2019, p. 7). These sections from the LK20, illustrate that the curriculum enables students to learn English outside of teachers' control, and that the curriculum sees the benefits of having digital skills in English language learning. Thus, research questions 1 and 3 are

asked to figure out what teachers' opinions are, and whether they differ from relevant literature and LK20.

Another focus of this thesis is social media. The reason for this is that there are no studies that have investigated Norwegian primary school English teachers' beliefs about social media in relation to incidental vocabulary learning. I find it relevant to interview Norwegian teachers in primary schools about their beliefs regarding social media, and if they believe that there can be some vocabulary learning from this platform, since children start going online from the age of seven, spend several hours a week on the internet, and almost all Norwegian 12- to 13-year-olds use one or several social media (Jensen, 2017, p. 9; 2019, p. 73; Medietilsynet, 2020, p. 26). So, I strongly believe that primary school students incidentally learn English vocabulary from all the time they spend on the internet, even though they are young.

Moreover, this study seeks to contribute to the field of OILE and fill a gap within incidental L2 learning, by having a qualitative study of Norwegian primary school English teachers' opinions. Even though the findings from this study cannot be generalized due to the use of a non-probability sampling and a small sample size, the research will provide insight and shed light on teachers' opinions regarding OILE, and incidental vocabulary learning from social media.

1.3 Outline of the thesis

Chapter one explained the topic, key concepts, and the research questions, as well as the relevance of this topic and why it is relevant now, and the possible contribution. Chapter two describes theories about L2 acquisition, extramural English, OILE, social media, and language learning in order to explain the findings. Chapter three provides an explanation of the research approach, and describes the sampling, data collection method, and analyzing method. It also discusses and reflects on the validity, reliability, and the ethical considerations when carrying out this study. Chapter four includes the findings, which are divided into three main themes and nine sub-themes. Each main theme is linked to one of the research questions. Chapter five discusses the findings. The discussion is organized and divided into the three research questions. Towards the end of chapter five, the implications of the findings for English teachers are discussed. Chapter six summarizes the main findings in addition to

stating the contribution, the limitation of this study, and makes suggestions for further research.

2 Literature review

This chapter consists of literature relevant to this thesis to be able to better understand and interpret the findings, and to answer the research questions. Section 2.1 describes two theories related to language learning beyond the classroom. Section 2.2 explains different established terms and concepts of English learning outside of school, and discusses how motives influence motivation and engagement with the English language. Section 2.3 argues that an L2 English teacher is to motivate and promote learning inside and outside of the classroom. Sections 2.4 and 2.5 describe Norwegian children's use of social media, and how social media can provide language learning and vocabulary growth. Lastly, section 2.6 presents different research similar to this thesis.

2.1 L2 acquisition theories

Theories in second language acquisition (SLA) are divided into theories before and after *the social turn*, which was the name of the change within the field of SLA. Before the social turn, second language acquisition had an *Interactionist Approach* and Stephen Krashen played a major role. After the social turn, SLA has been explained by sociocultural theory (Sundqvist & Sylvén, 2016, p. 77).

2.1.1 Krashen's five hypotheses

Although Stephen Krashen's theory is not highly valued among L2 researchers today, Krashen played a major role in SLA by introducing the relevance of input for L2 learning and his five hypotheses (Sundqvist & Sylvén, 2016, p. 79). His five hypothesis formed his second language acquisition theory (Krashen, 1982, p. 2), and are relevant for language learning beyond the classroom, as it encompasses hypothesis that supports implicit and informal learning. The five hypotheses are *the natural order hypothesis*, *the acquisition-learning distinction*, *the monitor hypothesis*, *the input hypothesis*, and *the affective filter hypothesis* (Krashen, 1982, p. 9). The latter four are the most noteworthy in terms of language learning beyond the classroom.

The acquisition-learning distinction claims that a human being has two separate systems of developing competence in the L2. The first approach is subconscious language acquisition, and the second approach is conscious language learning. According to Krashen, the former approach is more important than the latter (Krashen, 1981, p. 1). People who subconsciously acquire a language are generally unaware of the fact that they are learning a language, and are only aware that they are using the L2 for communication. Additionally, such learners are unaware of the language competence they have. Instead, they have a sense of what seems correct and right (Krashen, 1982, p. 10). To get this *sense*, one needs lots of meaningful interactions with the L2 in natural settings (Krashen, 1981, p. 1). Conscious language learning refers to knowledge of grammar and rules and being aware of them when using the L2 (Krashen, 1982, p. 10). When students are engaged in activities related to OILE, they are likely using subconscious language acquisition to develop competence in the L2, by being in natural English settings with lots of communication and interactions.

With the monitor hypothesis, Krashen argues that a person uses subconscious language acquisition and conscious language learning in different ways. Subconscious language acquisition initiates utterances, while conscious language learning plays a small part in second language performance, as its only function is as a monitor/editor (Krashen, 1982, pp. 15-16). The pedagogical goal is to produce optimal monitor/editor users that can use their learned formal knowledge to supplement their acquired competence (Krashen, 1982, p. 20). This hypothesis illustrates the importance of teachers teaching students about grammar and rules, in order to raise their formal competence, which can later be used to supplement their English outside of school.

The input hypothesis relates to subconscious language acquisition and how to acquire it (Krashen, 1982, p. 20). The input hypothesis argues that "we acquire by understanding language that contains structure that is "a little beyond" our current level of competence" (Krashen, 1982, p. 21). It is possible to understand the input by using context, one's knowledge of the world, and extra-linguistic information. Once the input is understood, the learners will move to the next level of competence (Krashen, 1982, p. 21). Online content can give students a lot of English input that is beyond their level of competence, as it is for the most part not meant to consciously teach English, but rather be a place for information and fun. For those who need help understanding the online input, there is much help in the fact

that such content tends to be multimodal. For instance, students could study the context, analyze written text and compare it with the visuals, or compare audio with captions.

The affective filter hypothesis points out three variables that influence the success in language acquisition: motivation, self-confidence, and anxiety (Krashen, 1982, p. 30). People with a great deal of motivation, self-confidence, good self-image, and low anxiety are more likely to do better in second language acquisition (Krashen, 1982, p. 31). Students, who largely engage in and seek English language content on the internet, may have higher motivation, better self-confidence, better self-image, and lower anxiety, than those who rarely or never engage in and seek such content. The former students may believe that they can understand the input, while the latter students may believe that they will struggle.

2.1.2 Vygotsky's Zone of Proximal Development

A core concept in sociocultural theory is the Zone of Proximal Development (ZPD) which was first developed by Vygotsky (Sundqvist & Sylvén, 2016, p. 82). Vygotsky and Cole (1978, p. 86) stated that learning should match the individual child's level of development, and that children at similar ages learn at different paces. These statements are the basis of Vygotsky's theory of ZPD, which is the distance between what an L2 learner can do without support from others, and what one can do with adult guidance or in collaboration with more competent peers. ZPD is very similar to the input hypothesis, as both state that a learner progress in second language learning when new input is a little more advanced than the learner's current level.

Jensen (2019, p. 80) discovered that online English language activities offered learning and development within the ZPD, as Antonio, a Danish-speaking 11-year-old, engaged in a series of chats with an American gamer, to receive help with an online game he played. In a similar case, Kirsten studied French and was assigned a French partner named Oliver. They engaged in French via online instant messenger, and with Oliver's feedback and Kirsten's attention to the language, she eventually discovered that she picked up on certain grammar that she had previously struggled to learn. Their online chat had "afforded possibilities to co-construct meaning with others within the zone of proximal development" (Jensen, 2019, p. 75).

2.2 Language learning beyond the classroom

In this part of the thesis, I will define *Extramural English* and *Online informal learning of English*. These are established terms and concepts that are closely related to each other, and in the following section, I will discuss and define them in light of relevant research. Further on in my thesis, I will resort to the use of online informal learning of English. I am aware that there are more related terms, such as *informal language learning*, *incidental language learning*, *implicit language learning*, and *autonomous language learning*, but the mentioned terms are my selection for this thesis.

2.2.1 Extramural English

Sundqvist (2009) coined the term extramural English (EE), which relates to English that learners come in contact with or are involved in outside of school. The initiative for this contact or involvement lies with the learner (Sundqvist & Sylvén, 2016, p. 6). Extramural English is an umbrella term that covers both intentional and incidental learning; therefore, learners could have no deliberate intention to learn English, or deliberate intention where they take charge of their own learning (Sundqvist & Sylvén, 2016, p. 8). Extramural English-mediated activities can be both online and offline, such as gaming, reading, causal exchange with a foreigner, listening to music, and watching TV series or movies (Sundqvist, 2015, p. 354; Sundqvist & Sylvén, 2016, p. 9).

Extramural English contains essential components needed for second language learning, as it includes input, output, and interaction in English (Sundqvist & Sylvén, 2016, p. 7). From the students' perspective, the classroom is usually only one of several places where they encounter, practice, and learn English. From the teachers' perspective, the classroom is expected to be seen as essential for students' L2 learning, with informal language activities supplementing the classroom by being an opportunity to practice classroom learning (Reinders & Benson, 2017, p. 571). Teachers' beliefs about the connection between classroom learning and extramural activities can influence students learning. It will affect students negatively if teachers are unaware of what kind of extramural activities their students do, underestimate the amount of time used on these activities, underestimate the degree of engagement, or fail to acknowledge and make use of skills and knowledge students bring to class (Reinders & Benson, 2017, p. 571). Sundqvist and Olin-Scheller (2013, p. 332) explained that many students learn a lot of English outside of school, but their skills and

knowledge are not capitalized in class. As a consequence, students become demotivated, and discouraged, and create a gap between school-English and extramural-English, where they consider the English they encounter outside of school to be authentic, as opposed to the English they have in school.

2.2.2 Online informal learning of English

OILE is a particular sub-group of extramural English (Toffoli & Sockett, 2015, p. 8), and has been described as an interconnected range of internet-based activities, which involve the use of English by non-native speakers (Poole, 2015, p. 113; Sockett, 2014, p. 7). It is largely incidental language learning, as one seeks to engage in the activities primarily for communication and enjoyment, rather than to improve one's English. Therefore, language learning is only a by-product of the activities, and learners may not be aware that their activities contribute to their language development (Sockett, 2013, p. 49; Toffoli & Sockett, 2015, p. 8).

OILE encompasses online activities such as streaming, listening to music, online reading, social networking, and other interactive online practices, which may get non-native speakers to use their English skills (Sockett, 2014, p. 5). Adult learners can immerse themselves in such activities for up to 20 hours a week (Sockett, 2014, p. 13). In Denmark, Danish children start going online at the age of seven, and later, 94% of Danish children use the internet every day (Jensen, 2019, p. 73). Danish children, between age 8 to 10, spend an average of six hours a week engaging in English language activities (Jensen, 2017, p. 9), which is a lot more than the time allocated to the English subject in Swedish schools (Sundqvist & Sylvén, 2014, p. 15). However, acquisition is not entirely based on how often one uses internet-based activities. It is a complex system that involves "(...) interaction between different types of activity, motivations, information, relationships and contexts which leads to the development of rich cognitive networks." (Sockett, 2014, p. 115).

With access to the internet and English as the lingua franca, English is part of non-native speakers' everyday lives (Cole & Vanderplank, 2016, p. 31). The Internet provides learners the opportunity to go beyond the English that is learned in school and allows learners to seek target language communities, texts, and users, of relevance to themselves (Cole & Vanderplank, 2016, p. 31; Toffoli & Sockett, 2015, p. 8). Several second language acquisition researchers have stated that learners who access the target language within a field of interest,

can receive great progress in acquisition (Cole & Vanderplank, 2016, p. 32). Sockett (2014, p. 123) points out that in many ways it may no longer be useful to view classrooms as the dominant language learning arena. Especially, when studies have implied that many learners spend more time learning English informally outside of school, than they do in the classroom (Toffoli & Sockett, 2015, p. 7).

2.2.2.1 Motives and motivation for learning English

Section 2.2.2 stated that acquisition is not entirely based on how often one uses Internet-based activities, as it is a complex system consisting of, for instance, motivation (Sockett, 2014, p. 115). Motivation and engagement with English depend on what motive one has for using and learning English (Jensen, 2019, p. 75).

Three types of motives influence motivation and engagement with English. Social motives and higher cognitive motives have been discovered to be of key significance for learning (Jensen, 2019, p. 75), and are similar to being internally motivated (Ushioda, 2011, p. 201). The social motive involves identification with other people and the desire to be part of a group. A common motivational factor is the personal significance of a given activity, as learners will engage in activities of personal significance to them (Jensen, 2019, p. 74). Higher cognitive motives develop through frequent activities, and such a motive leads to a type of motivation that inspires learners to learn and engage with the content, without caring about a concrete end result. The opposite of social and higher cognitive motives is lower cognitive motives and refers to learning for the purpose of fulfilling minimum competence goals (Jensen, 2019, p. 75).

People who are motivated by social and higher cognitive motives in their involvement with English, engage considerably with opportunities for language learning (Jensen, 2019, p. 72), and are motivated to attempt to understand the content (Jensen, 2019, p. 78). Additionally, for people with social and higher cognitive motives, the content of the activities and the language itself will be of personal significance, which motivates such people to use and learn English (Jensen, 2019, p. 78). Through this motivation, some will frequently engage with English by reading, writing, and listening to online content (Jensen, 2019, p. 72), and use English to engage in and be a part of specific communities where people share the same interests. They are not reluctant to use English to be able to participate in these communities (Jensen, 2019, p. 79).

People with lower cognitive motives are not as motivated to engage with English and will often not purposefully seek out English content, which leads to a limited number of opportunities for language learning. In general, participants with lower cognitive motives will ignore unknown vocabulary and use English out of necessity only. In addition, a fairly common factor for people with lower cognitive motives seems to be the lack of positive identification with the L2 speakers, and a lack of activities with personal significance (Jensen, 2019, p. 82).

Section 2.2.2 and section 2.2.2.1 illustrate that OILE can provide learners with great progress in acquisition, but the learning outcome from online activities will vary from learner to learner depending on, for instance, what kind of motive the learner has. For most students with lower cognitive motives, the classroom might still be the dominant language learning arena, since they do not purposefully seek English content during their spare time as much as students with social and higher cognitive motives do.

2.3 Extramural English within the field of L2 learning and teaching

This section will combine section 2.2.2.1 with a model illustrating L2 English learning and teaching. This is to discuss teachers' responsibility to motivate and promote learning in every student, including students with lower cognitive motives.

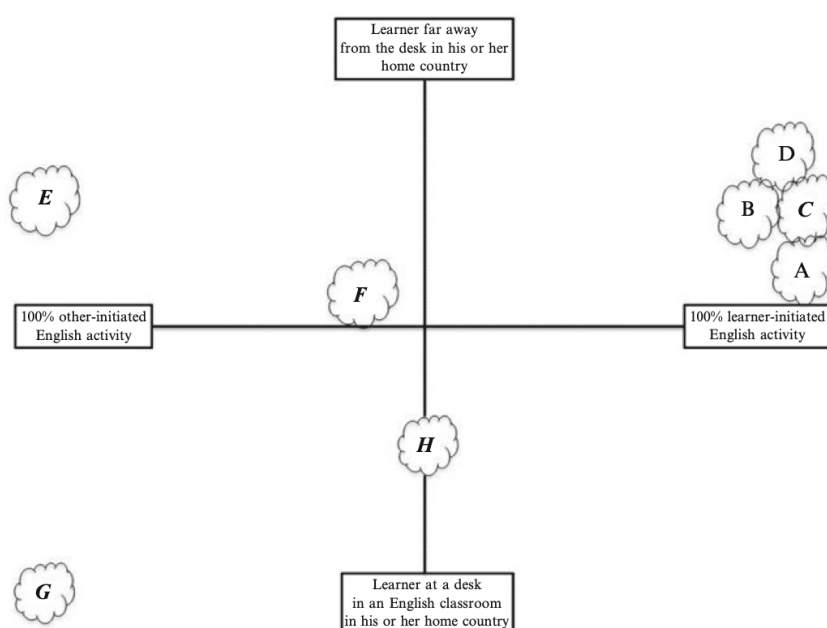


Figure 1. "Model of L2 English learning; EE activities in the upper right-hand corner" by Sundqvist and Sylvén (2016, p. 10).

Sundqvist and Sylvén (2016, p. 10) present a model, Figure 1, that illustrates the broad and complex field of L2 English language learning and the place of extramural English within the field of English learning. In the model, 100% other-initiated English activity is formal learning, and 100% learner-initiated is informal learning where the student is consciously or unintentionally exposed to English. Therefore, is EE in the upper right-hand corner (Sundqvist & Sylvén, 2016, p. 11). In relation to this model, Sundqvist and Sylvén (2016, p. 14) argue that an L2 English teacher is to motivate and promote learning inside and outside of the classroom. And the goal is to get his or her students engaged with EE activities to a large extent so that they can over time take more independent initiatives regarding their own English learning, and be capable of lifelong learning.

The upper paragraph and section 2.2.2.1 illustrate that teachers need to motivate and promote learning in each student, and the importance of EE activities. As learners with social and higher cognitive motives are more motivated to engage with OILE, and therefore are more exposed to language learning opportunities (Gee & Hayes, 2011, p. 86; Jensen, 2019, p. 75), teachers may need to focus on motivating, promoting learning and mentoring students with lower cognitive motives. This is so that they can take more independent initiatives regarding their English learning. With this focus, teachers can help these students to discover what is of great personal significance to them, thereby motivating them to invest in gaining their vocabulary and increasing their English comprehension outside of school. And maybe later, they will be motivated by social and higher cognitive motives.

2.4 Norwegian students' social media habits

One area that may promote personal significance for many students is social media. Social media is described as "(...) various websites or other forms of technology where people can connect and interact with one another and share information" (Sim & Pop, 2014, p. 121). Medietilsynet (2020, p. 26) published a survey of Norwegian 9- to 18-year-olds digital media habits, and the result showed that 91% of Norwegian 12-year-olds and 99% of 13-year-olds used one or several social media.

English is a common language to use on social media. Among 11- to 12-year-olds, 37% of boys and 32% of girls encounter English more often than Norwegian on social media. Among 13- to 14-year-olds, 24% of boys and 22% of girls encounter English more often than Norwegian (Medietilsynet, 2020, p. 90). YouTube is the social media platform where English is the most common language to encounter, and Norwegian is relatively unusual (Medietilsynet, 2020, p. 91). Among 11- to 12-year-olds, 71% of boys and 46% of girls encounter English on YouTube, while for 13- to 14-year-olds, 66% of boys and 49% of girls encounter English (Medietilsynet, 2020, p. 90).

Additionally, the study showed that the most common social media among 11- to 14-year-olds were YouTube, Snapchat, TikTok, Instagram, and Facebook. With the latter being the least used among the most common ones (Medietilsynet, 2020, p. 22). Brief descriptions of the former four are given below, as they are the focus of this study, and will therefore be the platforms I refer to when using the term *social media* later in Chapters four and five.

2.4.1.1 *Instagram*

Instagram is a platform for sharing photos and videos (Abrahamsen et al., 2020). Users sign up for an account and can upload pictures, short-form videos, or live streams that can be edited with filters, or have automatic captions added to a live stream, or include static captions, tagging of people, or geographical tagging. It is common to have a short description, either as emojis, hashtags, or a piece of text. Users of Instagram can browse other users' content and chat privately with anyone on the platform (Antonelli, 2020).

2.4.1.2 *Snapchat*

Snapchat is an app that was originally used to create multimedia messages through the medium of a photo or short video. However, one can now do live video chatting, direct text messaging, share a "story" of pictures and/or videos to all one's contact or followers, and watch short-form videos from major publishers in Norway and English-speaking countries, such as *Daily Mail*. Photos and videos can be edited with filters, effects, text captions, and drawings. In addition, users of Snapchat can subscribe to celebrities to view their content (Tillman, 2021a).

2.4.1.3 YouTube

YouTube is an online video-sharing platform. It allows users to create channels where they can upload videos, watch videos, read comments, subscribe to channels, "like" and comment on other people's videos. On the website, amateur content exists side by side with professional productions. Some of the most popular categories include video bloggers, "vloggers", who talk to the camera, and "YouTubers" who play computer games while commenting (Holm & Ervik, 2021). Furthermore, YouTube offers content creators the possibility to caption their videos, either by automatic closed captions that are available in 13 languages, or for the content creators to do it themselves (University of Washington, 2016).

2.4.1.4 TikTok

TikTok is an app for short-form mobile videos (TikTok, 2018), and has an untold number of videos from genres such as stunts, jokes, pranks, entertainment, tricks, and dance. Users shot 15-seconds to three-minutes long videos of themselves, and later have the option of editing the video by adding songs, filters, text, effects, and sound bites (Tillman, 2021b). One can also select auto captions in the editing progress so that texts are automatically transcribed and displayed on the video (TikTok, 2021). In the app, one can search for videos by hashtags or keywords, be recommended by TikTok, or watch videos from accounts one follows (Tillman, 2021b).

2.5 Social media and English language learning

As English is the dominant language on the internet (Brevik, 2019, p. 595), social media can give learners opportunities to develop English as a second language, as it provides exposure to English in authentic settings (John & Yunus, 2021, p. 2; Sukri et al., 2018, p. 290).

Exposure to real language in real contexts is essential if learners are to see how English can be used to communicate, how English is used by a native speaker, and how English can vary according to contextual factors, such as the degree of formality (Sockett, 2014, p. 81). Second language development from real contexts takes place when one tries to understand the situation, by categorizing and finding patterns in the L2, and then tries to compare categories and patterns to one's own linguistic knowledge. Later, one recreates the language by imitating some of the elements used by L2 speakers (Sockett, 2014, p. 87). Additionally, social media can enrich the learning process by introducing English in a new and interesting way (Haidari et al., 2020, p. 175; Sukri et al., 2018, p. 290), different from how English is introduced in

school (Sundqvist & Olin-Scheller, 2013, p. 329), which may improve students' speaking, listening, writing, and reading skills (De Wilde et al., 2020, p. 175; Sukri et al., 2018, p. 291), in addition to vocabulary (De Wilde et al., 2020, pp. 179-180; Sundqvist, 2009, pp. 155-156).

A study by De Wilde et al. (2020, p. 173), investigated what level of English proficiency 780 Dutch-speaking students, aged 10-12, could acquire in out-of-class contexts prior to formal English lessons. The study also explored what type of input was most important for their English proficiency (De Wilde et al., 2020, p. 171). The result showed large language gains within each language skill for a significant number of children. In addition, 10%-25% of the children, depending on which language skill, obtained an A2-level, which indicates that some of them are a basic user of English (De Wilde et al., 2020, p. 175). The vocabulary test had a mean score of 65%, indicating that a large amount of vocabulary can be gained when learners are exposed repeatedly to English during informal activities, where they focus on understanding and not language learning. The most beneficial types of input for students' English proficiency were social media in English, gaming in English, and lastly, speaking English. These types of exposures are interactive, involve authentic use of language, and are multimodal (De Wilde et al., 2020, pp. 179-180). This study points out that informal incidental language learning can lead to large language gains, even without formal training, thus proving how effective L2 learning will be when learners combine formal learning with OILE.

Social media can be beneficial for informal language learning, but it could also be negative. Social media is a place where new terms emerge, English grammar norms are regularly disregarded, and a place for spelling inconsistencies. Many linguists look at the harmful effects social media can have on students' English language, with particular reference to the regularly violated grammatical rules and inconsistent spelling (Al Jahromi, 2020, p. 24). In addition, Al Jahromi (2020, p. 26) points to the negative effect acronyms and abbreviations may have on students' spelling. Acronyms and abbreviations (e.g. tbt=Throwback Thursday) liberate the writer from the constraints of traditional writing and thus make the writing process go faster and easier. Al Jahromi states that students who read and write a lot on social media can become too accustomed to the informal way of expressing themselves, and thus struggle to write formal texts correctly. Similarly, Lin et al. (2016, p. 143) pointed out that the form of English used on the internet is viewed as less coherent and less correct than other forms of English, such as the English learned in school.

2.5.1.1 Vocabulary learning from social media

Until now, the focus has been on informal acquisition of English, and teachers' responsibility to motivate and promote learning of English inside and outside of class. Further on, there will be a focus on vocabulary learning from social media. This is because vocabulary is an essential part of reading, listening, writing, and speaking skills (Nation, 2013, p. 218). Vocabulary is also considered central to overall language proficiency and development in second language teaching and learning (Uchihara & Clenton, 2020, p. 540).

One of the reasons why the internet increases learners' vocabulary is that they get more time and amount of English input than they usually receive from classroom settings (Peters et al., 2019, p. 749). Additionally, Sundqvist (2009, pp. 155-156) discovered that all activities related to the use of the internet were one of the most important extramural English activities in relation to vocabulary, and that the longer time spent on extramural English activities on the internet, the greater one's vocabulary became. In addition, Lee and Dressman (2018, p. 439) argued that the more varied online informal English activities students engaged in, the better vocabulary they obtained.

2.5.1.1.1 Picture content on Instagram and Snapchat

Instagram and Snapchat are both platforms that involve sharing photos, which can have text captions added on. Based on studies on Instagram, there is a possibility that students can learn new vocabulary from Instagram and Snapchat. Singh et al. (2021, p. 257) stated that students acquire vocabulary better from words and pictures in picture-based methods, such as Instagram, than from words alone from word-based methods. This is because pictures can help students to fully absorb and understand words, and help produce a long-lasting mental picture memory of the words. The mental picture memory will make it easier for the students to retrieve words for later use. This statement is supported by Lestari and German (2021, p. 177), who concluded that vocabulary learned through interesting posts on Instagram lasts longer in one's memory than vocabulary learned through glossaries or other forms of memorizing of words. This is because it is more difficult to remember vocabulary that is taken out of context than vocabulary in a particular context. Students who struggle with recalling the meaning of words or expressions will, with the help of visual aids, be able to guess the meaning based on the context. With sufficient exposure to authentic English,

students will eventually remember the meaning and often associate the word with a specific image.

2.5.1.1.2 Video content on YouTube, TikTok, Instagram, and Snapchat

YouTube, TikTok, and Instagram are video-sharing platforms with the option of having automatic captions. Additionally, along with Snapchat, users have the option to write their own captions. A meta-analysis of the effectiveness of captioned videos for vocabulary learning and listening comprehension (Perez et al., 2013, p. 731), showed that captions had a large effect on vocabulary acquisition. The positive effect of captions may be due to captions helping L2 users of the platforms to segment the speech stream and tell apart separate words (Peters et al., 2016, p. 135). Thus, captions help L2 users to know what words are being spoken (Ashcroft et al., 2018, p. 136). Captions also make one pay more attention to words and the form of words, especially when new expressions and words are used (Winke et al., 2013, p. 268). When listening to videos that use unfamiliar words, one is more likely to notice that word or chunk of words when using captions, thus increasing the likelihood of learning the word or words and adding it to one's vocabulary (Peters et al., 2016, p. 145). Videos with captions also support the construction of a form-meaning link, that is, the construction of a link between a meaning, a form, and the connection between both, since the language will be visually supported, thus aiding the understanding of what is being said (Ashcroft et al., 2018, p. 136; Winke et al., 2010, p. 81).

In order to learn vocabulary from videos on YouTube, TikTok, Instagram, and Snapchat, the videos must contain some kind of caption. Research on the effect of captions and no on-screen text, found that the groups with captions learned more word meaning compared to the groups without on-screen text (Nation, 2013, p. 165). This is often due to the fact that, unlike videos with captions, videos with no on-screen text cannot go back to previous sentences or words, making it more difficult to guess from context (Peters et al., 2016, p. 134).

Additionally, Brown et al. (2008, p. 154) discovered that no on-screen text had the least amount of vocabulary learning compared to reading subtitles or captions while listening.

2.5.1.1.3 Reading content on YouTube, TikTok, Instagram, and Snapchat

YouTube, TikTok, Instagram, and Snapchat involve reading, either through comments, L2 captions on videos, or as a written description for a picture. L2 vocabulary learning can occur

during reading. Usually, only small amounts of vocabulary are gained from such an activity, but "small amounts can become big amounts if learners read large quantities of comprehensible text" (Nation, 2013, p. 218). Furthermore, by reading, learners increase their vocabulary, thus finding it easier to speak because of a large wordbank (Sundqvist, 2009, p. 31). And when one's oral skills increase, so do one's writing skills, as learners often represent ideas in vocal or thought-form before written form, and can sometimes speak during the writing process (Dyson, 1983, p. 3).

2.6 Previous research

Previous research in Norway and Sweden has acknowledged that students' use of the internet may have a positive effect on vocabulary acquisition, and a study from America has acknowledged that social media can be a language learning tool.

In his master's thesis, Estensen (2021, pp. 86-87) conducted a study on Norwegian 6th graders' extramural English activities and their vocabulary acquisition. The data were collected from 45 sixth graders through a language diary, a vocabulary test, and a questionnaire. The results showed that the most frequent extramural English activities among 6th graders were playing digital games, TikTok, watching movies and TV series, and YouTube. His findings indicated that students with the most positive view of English, and with the strongest beliefs in their own English skills, had the highest vocabulary proficiency. The findings also indicated a positive correlation between a high amount of exposure to extramural English and vocabulary proficiency.

Additionally, in Sundqvist's (2009, p. 6) Ph.D., she examined Swedish 9th graders' extramural English activities and the possible effect such activities may have on their oral proficiency and vocabulary. Data were collected from 80 students with the use of a questionnaire, two language diaries, five speaking tests, and two vocabulary tests. The results showed that the total amount of exposure to extramural English correlated positively with students' level of oral skills and size of vocabulary. The correlation was the strongest between extramural English and vocabulary. Findings also showed that extramural activities where students need to be productive and rely on their English skills, such as playing video games, using the internet, and reading, influenced their vocabulary more than activities where one is passive, such as listening to music and watching movies and TV series.

Lomicka and Lord (2012, p. 54) conducted a study on American university students to investigate whether Twitter could be used as a French-language learning tool. These students were part of a French-language class, and they were to communicate with students in France with the use of Twitter. The researchers concluded that Twitter had great potential as a language learning tool. Some of the findings indicated that students were able to assume meaning from the tweets due to the context, that students gained confidence in their French language skills, and that students improved their French reading skills.

Moreover, Eilertsen (2020, p. 62) conducted a study on Norwegian upper secondary English teachers' beliefs about EE learning in her master's thesis. The data were collected with the use of five interviews and 14 questionnaires. The results showed that teachers largely agreed that students' extramural English exposure had a positive effect on their English-language learning and development. Additionally, they believed that extramural English was a great supplement to their traditional classroom teaching, as it could broaden students' English knowledge. But in the classroom, teachers would still be the main source of grammatically correct English, as they were not satisfied with the use of English in extramural activities.

By comparing Norwegian primary school English teachers' opinions and experiences, the current study will contribute to the field of OILE and vocabulary learning from social media. This is due to previous research on Norwegian teachers' beliefs on EE and their role as teachers, as far as I know, has focused more on teachers who work higher up in the Norwegian school system. Therefore, by interviewing English teachers in primary school, this thesis will contribute to a broader understanding of Norwegian teachers' beliefs. This thesis will also fill a gap, as previous studies have not focused on the combination of social media and vocabulary learning, thus, not asked primary school English teachers about their beliefs regarding vocabulary learning from social media.

2.7 Summary

This chapter has presented literature that has argued that online English language activities offer learning and development within one's ZPD (Jensen, 2019, p. 80), as it contains essential components needed for second language learning (Sundqvist & Sylvén, 2016, p. 7). These components are input, output, interaction, and exposure to real language in real

contexts (Sockett, 2014, p. 81; Sundqvist & Sylvén, 2016, p. 7). Moreover, learners will receive an even greater progress in acquisition if they encounter English within a field of interest (Cole & Vanderplank, 2016, p. 32), and have a social and higher cognitive motive for using and learning English (Jensen, 2019, p. 75). For those who lack a field of interest or have lower cognitive motives, teachers are responsible to motivate those students and promote learning, so that they can over time take more independent initiatives regarding their own English learning (Sundqvist & Sylvén, 2016, p. 14). One area that may promote engagement and motivation for L2 learning is social media, which is also proven to have an impact on young learners speaking, listening, writing, and reading skills (De Wilde et al., 2020, p. 175), in addition to vocabulary acquisition (De Wilde et al., 2020, pp. 179-180; Sundqvist, 2009, pp. 155-156).

3 Methodology

This chapter presents information about the current research. Section 3.1 describes the research design and research method. Section 3.2 explains how the participants were sampled and present each participant. Section 3.3 elaborates on how data were collected and analyzed. Section 3.4 describes the validity and reliability of the study. And finally, in section 3.5, the ethical considerations of this thesis are clarified.

3.1 Research approach

3.1.1 Qualitative research

This study had a qualitative research approach as this research design provides an in-depth, complex, and comprehensive understanding of meanings, actions, behaviors, attitudes, and intentions (Cohen et al., 2018, p. 288). *Qualitative research* is an umbrella term for a large number of choices or approaches on how to do qualitative research (Merriam & Tisdell, 2016, p. 23). Merriam and Tisdell (2016, p. 23) state that the most common type of qualitative research in education is a *basic qualitative study*. The purpose of this approach is to uncover and interpret participants' responses regarding how their meanings are constructed and how they understand their lives and the world (Merriam & Tisdell, 2016, p. 25). For basic qualitative studies, data are collected through observations, interviews, or document analysis (Merriam & Tisdell, 2016, p. 24). Since this is a thesis about teachers' opinions regarding OILE and vocabulary learning from social media, data were collected through interviews to

uncover and interpret their beliefs and experiences. Merriam and Tisdell (2016, p. 25) also state that during data analysis, researchers are to identify recurring patterns or themes that define the data, as these are the findings. Furthermore, they state that discussion and conclusion will be the researcher's understanding and interpretation of the participants' understanding of the topic of interest.

3.1.2 Semi-structured interview

To answer my research questions, semi-structured interviews were used. This was because it allowed my interview questions to be pre-determined and in a specific order, but also allowed me to make changes, if needed, to the interview guide during the interviews (Cohen et al., 2018, p. 511). Such changes can be to adjust the order of the questions, rephrase questions if the participant seems to have misunderstood, or ask follow-up questions if the answer is vague or one wants more in-depth responses from the participants (Cohen et al., 2018, p. 513). Therefore, I felt that semi-structured interviews would provide me with in-depth responses about English teachers' opinions on OILE, and vocabulary learning from social media.

The interview guide used in my semi-structured interviews was divided into four themes: "About the participant", "OILE as a phenomenon", "Social media and vocabulary", and "The role of the teacher" (see Appendix 1). Each theme had a set of open-ended questions that were informed and motivated by relevant literature. In the interviews, these questions were asked to be able to answer the research questions, in addition to see if the responses from the participants corresponded with existing literature or deviated.

The first part, "About the participant", included questions that provided background information, such as age, years of professional experience, current and past grade level teaching, and academic credits in English. The second part, "OILE as a phenomenon", consisted of questions that were intended to uncover teachers' opinions about OILE, and their students' involvement with OILE, and to discuss the limitations of classroom teaching. The third part, "Social media and vocabulary", included questions that were meant to uncover what teachers know about their students' social media use, the extent to which they believed social media could increase vocabulary, and whether they had experienced that social media affected students' vocabulary and grammar. The last part, "The role of the teacher", consisted of a question that was asked to get a sense of how they view the role of English teachers, in

the context of social media and OILE. With this question, I tried to understand whether teachers acknowledged students' informal learning of English, and spend some time during their lessons correcting common spelling and grammar mistakes that stem from social media, or whether they taught English without acknowledging students' OILE.

3.2 Sampling

Merriam and Tisdell (2016, p. 96) state that there are two basic types of sampling in qualitative research: probability and non-probability. In the case of non-probability sampling, the researcher has selected a particular section of the wider population to be included in the sample (Cohen et al., 2018, p. 214). The group of participants can only represent themselves, and therefore the findings cannot be generalized beyond the sample (Cohen et al., 2018, p. 217). In probability sample, every member of the population has an equal chance of being included or excluded in the sample (Cohen et al., 2018, p. 214). For this thesis, non-probability sampling was used.

There are several types of non-probability sampling, and the most common form is purposive sampling (Merriam & Tisdell, 2016, p. 96). In purposive sampling, researchers hand-pick knowledgeable participants with certain characteristics to be included in the sample, in order to receive in-depth answers about the field of study from those who are in a position to give it (Cohen et al., 2018, pp. 218-219). My selection criteria when choosing participants were that they had to be English teachers from primary school, teaching in 6th or 7th grade, or recently taught in 6th or 7th grade. I also needed to balance gender. The reason for selecting 6th or 7th grade teachers were that they taught a group of students that were closest to the age limit on several apps. In Norway, children must be at least 13-year-olds, or get permission from their parents, if they are to use an app that collects personal information (Jansen, 2019). However, speaking of experience, minors tend to use an app without parents' consent, as one can give incorrect information about one's age, or lie and tell the app that one got parents' permission.

The second reason for selecting 6th or 7th grade teachers is that they are teachers for a group of students who are more likely to use apps like Instagram, TikTok, Snapchat, and YouTube. The third reason for selecting 6th or 7th grade teachers is that they are teachers for a group of students who should be the ones in primary school with the most English skills. Therefore, 6th

and 7th grade students may have the English competence needed to respond and participate in various ways on social media, and to informally learn English from social media.

There are different ways to do purposive sampling. For this thesis, *convenience sampling* and *snowball sampling* were conducted to find the right participants. Convenience sampling involves choosing individuals among those the researcher has easy access to (Cohen et al., 2018, p. 218). Furthermore, snowball sampling involves selecting a small group of participants who meet the criteria, and after the interview ask them to get in touch with others who qualify and may agree to be part of the study (Merriam & Tisdell, 2016, p. 98). My participants were contacted via e-mail and text message. Teacher A was contacted through text message and introduced me to teacher F. Teacher B was contacted through e-mail. Teacher C, teacher D, and teacher E was contacted via text messages. In the e-mails and the text messages, it was specified that the interviews would be in Norwegian and that I would later translate their responses into English. Additionally, it was decided, between the teachers and me, that the interviews would be conducted within their working hours.

Cohen et al. (2018, p. 203) state that researchers often wonder how large their sample should be, as there is no correct and simple answer on the size in qualitative research. Size is influenced by the purpose of the study, and can therefore vary from a few to many (Cohen et al., 2018, p. 224). This thesis consists of six participants, as this was the size I believed would give me enough data to answer my research questions.

Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F
26 years old	47 years old	29 years old	30 years old	27 years old	29 years old
Female	Female	Female	Male	Male	Male
Teacher in 7 th grade	Teacher in 6 th grade	Teacher in 6 th grade	Teacher in 6 th grade	Teacher in 7 th grade	Teacher in 7 th grade
Teacher in Oslo	Teacher in Viken	Teacher in Oslo	Teacher in Viken	Teacher in Viken	Teacher in Oslo
2 years of experience	7 years of experience	3 years of experience	4 years of experience	1 year of experience	1 year of experience
60 study credits	30 study credits	60 study credits	60 study credits	60 study credits	120 study credits

Table 1: Participant characteristics

3.3 Data collection and analysis

3.3.1 Audio-recording

The interviews were conducted individually and in person with the use of *Nettskjema-diktafon*. This is a dictaphone app for recording audio on smartphones. For privacy and security issues, the recordings are impossible to play directly on one's phone. Instead, the app sends the audio files to the profile at Nettskjema.no which the app is linked to, and one can listen to the audio recordings from this website (Universitetet i Oslo, 2021).

Cohen et al. (2018, p. 523) point out that audio recordings filter out contextual factors and neglect the visual aspects and the non-verbal communication of the interview. For me, this was not an issue, as my research questions investigated teachers' opinions and experiences. I felt that I got the answers I needed without reflecting on or interpreting contextual factors, visuals, and non-verbal aspects.

3.3.2 Transcription method

After recording the interviews, the researcher must decide the style of the transcription. There are two basic transcription styles; *intelligent verbatim transcription* and *full verbatim transcription* (Bucholtz, 2000, p. 1; McMullin, 2021, p. 2). Intelligent verbatim transcription adapts audio recording to written norms, and allows the researcher to grammatically correct sentences and delete irrelevant or repeated words (Eppich et al., 2019, p. 91; McMullin, 2021, p. 2). Additionally, this style excludes pauses, laughter, and fillers such as "um", while preserving the meaning of what was said (Eppich et al., 2019, p. 91). One can still use quotes, but they would be more readable (McMullin, 2021, p. 5). Full verbatim transcription makes the written form reflect the oral origin by including utterances, repetitions, mistakes, and grammatical errors (McMullin, 2021, p. 2). Based on the theoretical background, research questions, and data analysis, the transcriber must decide between which of the two types of styles to use, by considering which is most appropriate for the study (McMullin, 2021, p. 5). Since I did not need to focus on phonological details to answer my research questions, I decided to use intelligent verbatim transcription.

3.3.3 Thematic analysis

To analyze the data, I used *thematic analysis*. This is a method for identifying, organizing, analyzing, describing, and reporting themes within one's qualitative data. It is a useful method to look into the perspectives of one's participants, and point out their similarities and differences. Furthermore, it is a method that can handle large data and produce organized reports (Nowell et al., 2017, p. 2). Braun and Clarke (2006, p. 80) argued that a lot of analysis is actually thematic but is labeled as *discourse analysis* or *content analysis*. There are six phases of thematic analysis: 1. Familiarizing oneself with one's data, 2. Generating initial codes, 3. Searching for themes, 4. Reviewing themes, 5. Defining and naming themes, 6. Producing the report (Braun & Clarke, 2006, p. 87). In the current study, all six steps were followed. In the next paragraph, the first five phases are explained.

I familiarized myself with the data in the process of transcription. During this process, I also wrote down comments, ideas, and possible patterns that I could go back to when creating codes. I printed out my transcriptions and wrote comments directly on the hard copy, and used six different highlighters and post-it notes to create my initial codes. The codes were sorted into three main themes and nine sub-themes. The main themes are based on the research questions and the pre-existing categories from the interview guide. The sub-themes are based on the various questions from the interview guide and the answers given. The main themes and sub-themes are:

Main Theme	Sub-theme
4.1 Opinions and experiences concerning OILE	4.1.1 Teachers' beliefs regarding the benefits of OILE 4.1.2 Teachers' beliefs regarding the disadvantages of OILE 4.1.3 Teachers' beliefs regarding the necessity of OILE
4.2 Opinions about social media as a vocabulary learning platform	4.2.1 What teachers like about social media 4.2.2 What teachers dislike about social media 4.2.3 Teachers' beliefs regarding who will benefit the most from social media

	4.2.4 Teachers' beliefs regarding who will benefit the least from social media
4.3 Their role as English teachers	4.3.1 How to get unmotivated and lower-achieving students to engage with English 4.3.2 Teachers' beliefs on the function of teachers in the digital age

Table 2: Teachers' responses organized into themes

3.4 Validity and reliability

"Validity refers to how well a scientific test or piece of research actually measures what it sets out to measure, or how well it reflects the reality it claims to represent" (Bell & Waters, 2018, p. 316). Much qualitative and quantitative research abides by different principles of validity (Cohen et al., 2018, p. 247). In qualitative research, Merriam and Tisdell (2016, p. 242) state that validity must be assessed in terms of credibility and not in terms of reality, as one can never really grasp reality as it is multidimensional, holistic, and constantly changing. Furthermore, reliability is the degree to which the study can be repeated and give the same results (Merriam & Tisdell, 2016, p. 250). Instead of trying to achieve the same result, it is better to analyze the data collection process to determine if the findings and results are dependable and consistent (Zohrabi, 2013, p. 259). As there can be several interpretations of the same data, qualitative researchers want others to conclude that the results make sense, are dependable, and are consistent with the data collected (Merriam & Tisdell, 2016, p. 251). Credibility, dependability, and consistency can be achieved through similar strategies: triangulation, peer examination, and researcher's position.

Triangulation involves the use of multiple methods of data collection, multiple sources of data, and multiple investigators (Merriam & Tisdell, 2016, p. 244). In this thesis, I used interviews and documents as my methods of data collection. As Merriam and Tisdell (2016, p. 245) point out, what the participants say in an interview can be confirmed and checked against documents that are relevant to the field of study. For this thesis, participants' responses were checked against the "literature review" so that I could pick out sources that could later be used in the discussion to confirm or contradict their answers. This thesis also had multiple sources of data as I had data from six individuals with different perspectives. A limitation regarding this thesis is that I was the only researcher involved with this project,

with the sole responsibility for collecting and analyzing the data. I tried to solve the issue by having peer examination. That is when one involves another person to scan some of the data and assess the findings (Merriam & Tisdell, 2016, p. 249). For this study, I piloted my interview guide on another person, got another student to help me code my data, and got someone to read through my final thesis so they could comment and assess my findings.

Researcher's position is a strategy where one explains how far one's biases, assumptions, or values affect the research (Cohen et al., 2018, p. 249; Merriam & Tisdell, 2016, p. 249). A form of bias in this thesis may be to ask questions during the interviews where one aims for a specific response. And my assumptions and values may be that I am positive about online informal learning of English, and I believe students learn a lot of vocabulary from social media. Thus, I might have made an interview guide that shows this view, but I have also made an effort to include questions that asked about the negative aspects. Researcher's position also involves explaining the reason for doing the study, the design of the study, and the participants (Zohrabi, 2013, p. 259). All this is described earlier in the thesis. The reason for writing about this topic was explained in the introduction, section 3.1 described the design of the study, and section 3.2 described the participants.

The researcher could also exclusively ensure dependability and consistency by addressing audit trail, which is a detailed description of how the data were collected and how the data were analyzed (Zohrabi, 2013, p. 260). This was explained in section 3.3. Similarly, researchers can exclusively increase the credibility of one's findings by member checking and adequate engagement. Member checking is to confirm and get feedback on one's understanding of what the participants said during the interview. This is an important step to do, so one can avoid misinterpretation and misunderstanding (Merriam & Tisdell, 2016, p. 246). During the interviews, I asked additional questions if something was unclear to avoid misinterpreting. I also repeated some of their answers to see if I understood them correctly. But most importantly, having audio-recordings abled me to transcribe exactly what they said, without making any mistakes that could impact the credibility of my research. Furthermore, adequate engagement in the data collection means getting as close as possible to the participant's understanding of the field of study (Merriam & Tisdell, 2016, p. 246). This can be achieved by having as many participants as needed until one begins to hear the same things in the interviews, and no new information is surfacing (Merriam & Tisdell, 2016, p. 248). After my 6th interview, I felt that I had heard the same answers enough times to know that it

was unnecessary to conduct a 7th interview. The teachers had lots of similar views and opinions, and the answers did not differ a lot. When someone said something surprising, I highlighted this in my notes, and remembered to use it later to create a contrast in my discussion.

3.5 Ethical considerations

The research project had to be notified to the Norwegian Centre for Data Research (NSD). I filled in NSD's digital notification form as I was to interview teachers with the use of a dictaphone, thus, processing personal data in my research project. Personal data is, for example, a person's voice on an audio-recording (Norsk senter for forskningsdata, 2021). NSD evaluated the project and ensured that the planned research was in accordance with data protection legislation, and addressed ethical considerations. This project was approved by NSD in mid-November 2021 (see Appendix 2). When the thesis has been submitted and graded, NSD will remind me to delete the audio recordings from Nettskjema.no.

In general, the safest approach to focus on ethical matters is to create an information letter and a consent form. Then one can get the participants to read and sign the form, and have no doubt that they understood their rights and the study. Having an information letter and a consent form can protect the researcher, the supervisor, and the university from any problems (Murray & Beglar, 2009, p. 33). For this thesis, the participants were not given the interview guide, but prior to data collection, an information letter was given to the participants (see Appendix 3). The letter contained information about the purpose of the study, who is responsible for the study, why one are asked to participate, what does it mean for one to participate, that it is voluntary to participate, how we store and use one's information, what happens to one's information when we end the research project, what gives us the right to process personal data, one's rights, and included a written consent form.

Several ethical concerns were addressed in the information letter. The participants were informed that OsloMet and NSD had approved the project to be in accordance with the privacy policy, and they were informed that I wanted to conduct interviews and for the interviews to be audio-recorded. Further, they were told that if they chose to participate, they could withdraw their consent at any given time without giving any reason. In addition, they were told that only my supervisor and I would have access and ownership of the data, and that

I would process personal information confidentially, and in accordance with the privacy policy. This would be ensured by replacing names and contact information with a code, and having the data material saved in OneDrive, without being synchronized to a private computer. Participants were also told that they would not be traceable or recognized in the thesis, as only the county they worked in, gender, age, professional experience, and academic credits in English would be published. Later, as I was writing the thesis, I decided to label each participant with a letter to differentiate between them. Lastly, they were informed that the audio-recording would be deleted at the end of the project.

4 Results

In the following chapter, data from the interviews conducted with the 6th and 7th grade teachers are presented. The results are divided into three parts, with each part being linked to one of the research questions:

1. What are primary school English teachers' opinions and experiences concerning online informal learning of English?
2. What are primary school English teachers' opinions about social media as a platform for learning vocabulary?
3. What are primary school English teachers' opinions about their role as English teachers, in the context of social media and online informal learning of English?

The first part presented in this chapter presents the results for research question 1. The second part presents the results for research question 2, and the third part presents the results for research question 3.

4.1 Opinions and experiences concerning OILE

4.1.1 Teachers' beliefs regarding the benefits of OILE

Teacher A expressed that she valued OILE, as it provides more authentic English than what schools can give students. She further explained this by stating that the English students learn at school is not a form of English they would always use in their everyday lives. Teacher B answered more thoroughly by pointing out that students are exposed to a much greater amount of English when they have an interest and voluntarily seek English on the internet.

Likewise, teacher E uttered, "I think the more sources students can acquire English skills from, the better. (...) Especially if there are sources that promote motivation, then it can be motivating to learn and acquire English."

Additionally, teacher B had observed that engagement with English on the internet, had great value for her students' writing skills, vocabulary, and oral skills. She had noticed that students who were quiet and not very involved during lessons, had an impressive oral language when they were forced to contribute. She was certain that this was due to them being on the internet. She also expected OILE to benefit reading skills. Teacher C and D saw similar benefits. Teacher C was certain that the informal English-language used on the internet would benefit her students' English development: "I think OILE is very good because I do not think that one can stop students from being on the internet, and once they are, they get a learning benefit from being on it." She mentioned that some learning benefits are better oral skills and a greater vocabulary. Similarly, teacher D believed that "due to the internet, students consume more English than they did in the past. Therefore, they get a very good oral comprehension, learn pronunciation quickly, and get a vocabulary that is influenced by the context in which they learn it."

Similar to teacher D, did teacher F also recognize that English skills are increasing due to the internet: "I notice that students' English skills are higher than they were before the internet became common in every home. Since students are so good in English now, I think informal English is only positive."

4.1.2 Teachers' beliefs regarding the disadvantages of OILE

Teacher A focused more on the positive aspects of OILE than the negatives, "this is because I think they learn something from the internet, and I have more often than not seen someone have a positive development due to online sources." Someone less positive was teacher B. She had noticed, as a result of social media and other websites, that students became too used to the informal use of English: "I have sometimes seen in school, in students' texts, that students write with a total absence of punctuation." She expressed that students have become too accustomed to a grammatical form of English, which negatively affects their English. This was also something that teacher F believed could happen: "One can be exposed to content that give an incorrect understanding of grammar."

Teacher C had experienced that many students were exposed to English content that they were too young to understand: "They are exposed to things that I think are too early for them to know about: sexualized content, a lot of bad languages, porn (...), and violence." She expected that much of such content came from TikTok and YouTube and was intended for an older audience. Therefore, when her 12-year-old students saw such things, the language used was way beyond their current level of English competence. This caused them to misunderstand much of the content:

Teacher C: When one later talks to students who have said something inappropriate at school, it quickly becomes clear that the student has misunderstood the definition. Much of what the student said in English, the person did not know what meant in Norwegian, or how serious it was.

Teacher E had similar concerns as teacher C. He did not think that online content would slow down his students' English development or cause serious grammatical problems. However, he was concerned about how social media would affect his students: "I think online content can harm people, especially content from social media. I know that there has been a lot of talk about decreased appearance satisfaction and insecurities from influencers on social media."

Teacher D believed that OILE would only benefit some skills and not contribute to the development of others. This is because, "most of what they consume of English is in spoken form. They do not read as much as they listen to the language. So, there is a big gap between oral skills and reading and writing skills."

4.1.3 Teachers' beliefs regarding the necessity of OILE

Teachers were asked if there is enough time at school to get a good vocabulary in English, where they think students learn the most English, where they think students learn the most correct form of English, and how much time they believe their students spend online.

Teacher A stated that there is not enough time at school to learn English and that students need to use their spare time: "We only have English for 2 hours a week. That is a short amount of time. (...) one will not get far with 2 hours a week." For her students to increase their English vocabulary, she knew they had to set aside time in their spare time to engage with English. She guessed that her students spent more than 5 hours every day on English

media, which is more time than they have of English lessons, and she was pleased with that since she believed they learned more English, and a better English, from the internet.

Teacher B expressed that "there are not enough English lessons at school for one to become a good English language user." At her school, they only had 2 hours of English lessons. Due to too little time to teach English, she believed that her students would learn more English from online spare time activities and engagement. She did not know how much her students spent on such activities, but guessed it varied a lot depending on the student. Unlike teacher A, teacher B revealed that she thought students learned the most correct form of English from websites and schools: "I think there is a bit of both when it comes to fluency, sentence structure, and chunks of words."

Teacher C explained that they had 2 hours of English in 6th grade, and that was not sufficient for one to learn a language:

Teacher C: We cover what we need to from the curriculum, but it is not enough to learn a language. I think it is crazy that they only have two English lessons to learn the language. In addition, the learning goals are extremely high. So there is a real lack of common sense when they expect students to learn so much, but not enough time has been set aside to make it happen.

Fortunately, teacher C believed that her students learned an extremely large amount of English outside of school, and that everyone, every day, encountered English for several hours. She believed that those who were interested in English learned the most from YouTube and social media. Additionally, she stated that students learn the most correct form of oral skills outside of school, but sentence structure is best learned in school. And for those who write phonetically, writing is best learned in school.

Teacher D stated that they had 1 hour and 30 minutes of English a week. He believed that was not enough time for him to teach his students what they needed to learn, therefore, "my students' English would have been much worse if they had not been on social media." He did not know how much time they spent on social media each day, but he felt it was enough to believe that his students got most of their English vocabulary from out of school.

Additionally, he stated that students learn the better and more correct form of English at

school. He thought that grammatical rules learned in school facilitate more learning outside of school. He explained that without grammatical rules, students would not know the structure of the language and struggle with future self-learning. So, students would not have learned as much in their spare time if they had not been to school.

Teacher E explained that "for those who are lower-achieving students, it might not be enough with 2 hours of English a week." Nevertheless, he believed that everyone spent a lot of time online, especially on social media, and that students got most of their fluency and vocabulary from online. But just like teacher D, he believed that the best and most correct form of English was taught in school. At school, students would learn about grammar and rules, which would make it easier for them to learn English.

Like the rest of the participants, teacher F had noticed that 2 hours of English was not enough. "Since there are not enough lessons, I think it is excellent that they get English from outside." He said that he did not know how much time his students spent with English content, but told students who did well in the subject to "continue with whatever they do in their spare time, as it works quite well." Additionally, he explained that he was taught in university that students got most of their English competence from extramural activities, yet, he believed that the best English was learned at school, as this was the most grammatically correct English.

4.2 Opinions about social media as a vocabulary learning platform

4.2.1 What teachers like about social media

Teacher A expressed that social media gave students a lot of new vocabulary from specific fields, such as football or gaming, but also gave students many common everyday words they would benefit from. Teacher A, B, and E pointed out the benefits of social media platforms using captions. Teacher A stated that "having captions is great as students can see what people on screen are talking about. They can listen, read L2 captions, and some have the opportunity for Norwegian subtitles." She stated that, in this way, her students learned words in English and Norwegian. Teacher B said that such platforms, with lots of audio and L2 captions, are the best vocabulary learning content on social media. And teacher E gave YouTube as an example of a platform with the opportunity to have captions. He stated that captions help students acquire a bit more English language skills.

Teacher B also expressed that social media gave students a lot of new vocabulary from specific fields, especially computer technical terms. Furthermore, she noticed that social media could teach students correct formulations: "One has to say some specific chunks of words to make the sentence sound more native. This is very important to learn, and is something native speakers on social media can unknowingly teach my students."

Teacher C, D, E, and F mentioned that social media exposed one to unfamiliar words often used by natives, and the words are put in contexts that make it easier for one to learn and remember them. Teacher D explained it by saying, "they hear new words, they may also hear it many times in certain contexts, and they end up associating the words with what they see and hear in that context." Teacher C, F, and E stated that in order to become sufficient in English and continue learning, one must be exposed to English at all times. Teacher E said, "English teachers try to give students as large a vocabulary as possible, but it is easier for them to pick up words from when they are on social media, as they are always exposed to English there." Teacher E had students who used terms like "sadge" and "based", and teacher F had students who used words like "dilapidated". They knew that their students had picked up these words from gaming content on YouTube and TikTok.

Additionally, teacher E believed that social media could motivate students to improve their English and increase their vocabulary: "Some may experience that they understand English content better the greater their English becomes. And I think most students want to develop their English in order to understand all the content they come across on social media."

4.2.2 What teachers dislike about social media

Similar to what teacher C expressed in section 4.1.2, teacher A noticed that social media could promote bad language, that one does not want young children to use. In addition to presenting spelling and grammatical errors. Additionally, she had experienced that those who watched and read American content on social media had an American-English accent, and this clashed with her school, since they promoted British-English. So many students had a mixed vocabulary consisting of American-English and British-English words.

Teacher B expressed earlier in section 4.1.2 that students become too used to the informal use of English. In this section, she elaborated on this statement by saying that she teaches her students about what words to use when, since they struggled to switch between formal and

informal writing styles, and struggled to make formal texts formal enough. This problem occurred as a huge part of their vocabulary was learned from informal sources. Furthermore, she believed that social media gave students a simpler form of vocabulary, consisting of words that are not suitable to use in every context. Teacher E and F had also experienced that their students' vocabulary was very informal and involved lots of slang and new terms. Teacher E said, "sometimes, my students can come to me with words that I am not familiar with, or do not understand because it is slang." So he, like teacher B, had to teach his students when certain words could be used and how to write formal texts. Teacher F said, "their language is very informal and involves a lot of slang, so such a vocabulary affects their formal English in terms of grammar." He mentioned that English has certain rules one needs to follow, grammatical rules, and a specific sentence structure, but being around a lot of informal sources makes one break those rules.

Teacher C explained that students who use their reading skills more than their listening skills when they are on social media, may think that they know how to pronounce certain written words. However, when they arrive at school, they are told by the teacher that the words are pronounced differently. Additionally, she said that when students learn words from social media, they may think they know the meaning of the word because they have understood it in a particular context. But when they come to school, it turns out that they may not have understood the word, and that it has several meanings and variations. "So, I have listened to words being used in incorrect ways at school, some of them are pretty funny mistakes."

During lessons, teacher D had problems with students unconsciously use of slang and abbreviations: "My students spend a lot of time on TikTok, and are in that phase where they copy everything they hear. So, they have learned and based a lot of their vocabulary on TikTok-slang." He also talked about his students' use of abbreviations like "PLZ" instead of "please", and the letter "U" instead of "you":

Teacher D: Even though they are told that they are not allowed to write in abbreviated forms during writing tasks, they try to do so. When I confront them and tell them how they should write the word, they are shocked that this is the form it should be written. They are not aware of the correct form.

4.2.3 Teachers' beliefs regarding who will benefit the most from social media

Teacher A responded by saying that those who had the greatest benefit were high-achieving students who were interested in English, and took English lessons seriously. Her students who were like that saw the value of English, and were interested in things that were in English, and that motivated them to try to understand the content. She talked about some boys "where the goal is to be a professional football player, thus, they need to have an English that makes it possible for them to play abroad. Therefore, they deliberately encounter a lot of English, especially English football content."

Teacher B, C, D, E, and F focused on students' interests and motivation. Teacher B stated that she was interested in authentic learning environments: "English must come in a natural context where students have an interest and achieve something for their own sake. As soon as they have an interest and motivation, they will subconsciously learn English." She saw that those of her students who were interested in something, in which they found more and better content in English, spent a lot of time with English content and had the largest vocabulary. Teacher C pointed out that those who benefited the most from social media and spent the most time with English-language content, were students who had the greatest English comprehension and who were interested in the language. Teacher D expressed that having an interest is the most important thing for students when encountering English: "When students with an interest have trouble understanding certain things, they are so motivated and interested in the topic, that they look up words they do not understand. This self-learning, make it possible for them to learn from social media." Teacher E and F believed that those who benefited from social media the most, were high-achieving students with an interest in topics that are unintentionally on English. Their focus is not to engage in the content because of the use of English, but to engage with the content itself. As they are higher-achieving students, they will not struggle to incidentally learn English.

4.2.4 Teachers' beliefs regarding who will benefit the least from social media

Teacher A, D, and F believed that lower-achieving students would deliberately avoid English in their spare time, as they would struggle with the language. Teacher A explained that she had some students that struggled with English lessons and did not want to participate. She believed that since they struggled at school, where teachers can adapt assignments to their level of English competence, they would also struggle outside of school with content that is not adapted. Teacher B had a different opinion, as she thought it was more about one's interest

than academic level: "Those who have decent English skills, but use social media less than others, use more Norwegian words and have more incorrect sentence structures." She believed this was because they had less English input and had not listened to the language as much as others to understand how the language flowed.

Teacher C and E agreed that students who struggled with English would not consciously seek English. In addition, they believed that students may get a negative association with the language, since they find it difficult to acquire, and therefore would not be interested and motivated to try to change the situation. Teacher E stated that "students who struggle with English are students who, if not consciously, but subconsciously, avoid English sources. This is because there is no motivation for those who do not understand."

Teacher C said: They have not fully understood how English works. They find it difficult to read, and have not fully understood how sound and words are connected. I think they have a negative association with English, and are therefore not very interested in the language.

4.3 Their role as English teachers

4.3.1 How to get unmotivated and lower-achieving students to engage with English

Teacher A, D, and F encouraged students to watch English-speaking movies and/or series, in addition to reading English books. Teacher A tried to motivate the girls, in particular, to engage and encounter more English by recommending movies they should watch. She also tried to uncover their interest, so she could find English literature from the school library that they would like and would want to understand. Teacher D stated that he would be careful about recommending social media, and instead used to recommend his students to read English literature, and watch English-speaking movies and series with closed captions. He recommended having closed captions as it is about seeing the words while hearing them. In this way, one could practice connecting these two. Teacher F said that "it is just about being exposed to English. At any level. It is better than nothing." However, he expressed that he usually got his students to start watching English-speaking movies and series with captions, and encouraged them to read English literature.

Teacher B wanted unmotivated and low-achieving students to read literature. "It is a bit difficult for us teachers to encourage them to be online, as many parents think their child is already too much on the internet." Instead, she liked to encourage her more unmotivated and lower-achieving students to read adult or children's literature: "There are no limits to what reading provides in terms of benefits. You get almost everything for free, whether it is vocabulary, syntax, grammar, or writing skills."

Teacher C had conversations with parents of unmotivated and lower-achieving students about what they could do at home. She gave concrete examples such as reading English literature, reading to a parent, listening to audiobooks where one can see the words and listen to the pronunciation at the same time, watching movies with L2 captions, using YouTube, and practicing high-frequency words with flashcards.

Lastly, just like teacher A, teacher E tried to find out his students' interests so that he could make his lessons more interesting and engaging. He believed that if he had more interesting lessons, then lower-achieving students would be more interested and involved in the English subject, and be motivated to increase their English skills. By trying to motivate such students in class, he believed that he could guide and help them more than if he had encouraged them to seek English outside of school.

4.3.2 Teachers' beliefs on the function of teachers in the digital age

Teacher A had a different opinion than the rest of the teachers. She believed that English teachers in the digital age should incorporate digital media, that their students are engaged in, into their lessons. This is because one gets the impression that students find English lessons boring, and including things they like may improve their engagement for the subject and increase learning. The rest of the participants believed that they had become an adviser, guide, or mentor for their students, and had different understandings of what that meant.

Teacher B believed that teachers and English lessons should be seen as amplifiers, a correction, and a supplement for students' informal English knowledge. From informal English, students may learn many words, expressions, and how to communicate orally. "When they come to school, they can get an explanation of why things are the way they are, get some mis-learning fixed, and can be pushed to the next level of competence." Therefore, she believed that informal and formal learning of English supplemented each other, and that

students needed both arenas to become skilled in English. Additionally, she expressed that teachers need to incorporate reading and writing, as she believed that these were the skills that students used the least outside of school.

Teacher C viewed teachers in the digital age as advisors, who guide their students on the way to a language they can use, and which works in everyday life. She believed teachers accomplished this by building on students' informal English by giving them additional knowledge and skills. She also believed that teachers "should set aside time to help students with writing skills, by focusing on sentence structures, and aiming at being able to convey speech to written words and sentences."

Teacher D believed that teachers in the digital age should focus more on grammar, writing, and reading "since they get so much oral input and oral comprehension outside of school." Additionally, he believed that teachers should use lessons to correct students' speech errors and use of slang as "no one corrects them when they are on social media, or when they speak English during gaming or other activities."

Teacher E stated that teachers should have a guiding role, where they help students to understand the content they encounter, help students to understand how English is structured, teach them grammar rules, and help students who struggle with specific things. Also, "if some students have mis-learned some things, help them to correct it or help them understand why it is wrong." He pointed out that schools and teachers have to a lesser extent become the place and source from which students learn English: "We have become the source where they learn what is wrong and what is right." Teacher F had similar beliefs as he stated that "I am not responsible for main learning." He believed that teachers should use what their students already know to guide them forward to a better English. Teachers should help students where they need it the most, and generally help them improve grammar, sentence structure, and how to use the language most effectively.

5 Discussion

This chapter discusses the results in relation to the theoretical framework presented in chapter 2. Towards the end, there will be a section that discusses the implications the findings may

have for English teachers. The following chapter is organized according to the research questions (see section 1.1), and they will be answered during this section.

5.1 Teachers' opinions and experiences concerning OILE

All of the teachers in this study stated that they had between 1,5 - 2 hours of English lessons a week, and they stated this was not enough time for them to teach a second language.

Therefore, they all believed that their students learned more English outside of school, and this is confirmed by studies that imply that many learners spend more time learning English informally from sources outside of school than they do in the classroom (Toffoli & Sockett, 2015, p. 7). For instance, teacher D expressed that without his students' use of the internet, they would have had much poorer English, and teacher E believed that most of his students' fluency and vocabulary were learned from the internet. Their beliefs are in line with research that claims that learners need more time and amount of English input than they usually receive from school if they are to develop a large vocabulary (Peters et al., 2019, p. 749). Furthermore, the teachers showed a varying degree of awareness regarding how much time their students spent on English online activities each day. Some teachers reported that they had no idea, some said "several hours", and others said an exact number of hours. Their answers were slightly different from Jensen (2017, p. 9), who discovered that Danish children, between age 8 to 10, spend an average of six hours a week on online English-language activities. The various answers indicate that some teachers are unaware of how much time students spend on these online activities and underestimate the degree of engagement. Reinders and Benson (2017, p. 571) state that it will affect students negatively if teachers are unaware of or underestimate the time students spend on extramural activities, as teachers' beliefs influence students' learning.

Although everyone believed that students learned more English outside of school, not everyone believed that the internet had the most correct form of English. Teacher A was the only one who believed that her students learned more and better English from the internet. Her statement shares similarities with Sockett (2014, p. 123) who points out that it may no longer be useful to view classrooms as the dominant language learning arena. Teacher B and C believed that the most correct form of English was learned when one had classroom teaching and used the internet after school. This is in line with research that states that formal learning and informal learning supplement each other (Krashen, 1982, p. 20; Reinders &

Benson, 2017, p. 571). And teacher D, E, and F believed that their students got the most correct form of English at school. The opinions of the latter teachers are similar to Lin et al. (2016, p. 143), who points out that the form of English used on the internet is viewed as less correct than other forms of English, such as the English learned in school. In addition to sharing similarities with Eilertsen's (2020, p. 62) master's thesis, since her participants also stated that they would be the main source of grammatically correct English, as they were not satisfied with the use of English in extramural activities.

Even though some teachers believed the internet had a less correct form of English, teacher B, C, D, and F stated that OILE had great value for their students' English language skills, vocabulary, English comprehension, and pronunciation. According to Sundqvist and Sylvén (2016, p. 7), this is due to OILE has the opportunity for input, output, and interaction in English, which are components necessary for second language learning. However, teacher B and F also saw the disadvantages of being exposed to informal use of English, such as students mirroring incorrect grammar usage and the absence of punctuation. This is something that was pointed out by Al Jahromi (2020, p. 24), who argues that informal English activities violate English grammar norms, and informal use of English may affect one's formal writing. Additionally, teacher D stated that OILE would only benefit some skills and not contribute to the development of others. However, in a study by De Wilde et al. (2020, p. 175), social media was proven to have an impact on a substantial number of children's speaking, listening, writing, and reading skills. This may imply that teacher D does not have the knowledge of the effect of OILE, or the knowledge of the informal English language skills students bring to class.

Some teachers in this study acknowledged that the use of the internet made students consume a lot more English than people did in the past, and they appreciated the change. As pointed out by Cole and Vanderplank (2016, p. 31), due to the internet, English is a part of the everyday life of non-native speakers. And this provides learners the opportunity to use the internet to go beyond the English they learn in school, and seek target language communities, texts, and users that are relevant to themselves (Cole & Vanderplank, 2016, p. 31; Toffoli & Sockett, 2015, p. 8). By consuming English on the internet, one is also exposed to authentic English in real contexts, which is one of the most essential things for second language learning (Sockett, 2014, p. 81; Sundqvist & Sylvén, 2016, p. 7). Additionally, teacher A viewed OILE as a more authentic English than the English she taught her students at school.

This shows that she made a gap between extramural-English and school-English, where she considers the English outside of school to be authentic (Sundqvist & Olin-Scheller, 2013, p. 332). This also indicates that she views subconscious language acquisition as more important than conscious language learning (Krashen, 1981, p. 1), and believes, just like the monitor hypothesis, that formal language learning plays a small part in second language performance (Krashen, 1982, pp. 15-16). Contrarily to some of the teachers, teacher C and E were not as pleased with the use of the internet for incidental language learning, as they were concerned about the content available on the internet, and the consequence it could have for young learners. For example, teacher C had noticed that content that was popular among her students often had an English level that was way beyond their current level of English competence, and this caused some of them a lot of confusion and misunderstandings. The input hypothesis argues that one understands a language that is a little beyond one's current level, as one can use context, prior knowledge, and extra-linguistic information to understand (Krashen, 1982, p. 21). However, if the English level is way beyond, it may be too difficult for the learner to understand the content, unless one is motivated by social and higher cognitive motives (Jensen, 2019, p. 78). If not, one will be dependent on adult guidance or more competent peers to be able to learn and develop one's ZPD (Vygotsky & Cole, 1978, p. 86).

5.2 Teachers' opinions about social media as a vocabulary learning platform

All the teachers in this study acknowledged several benefits of using social media as a vocabulary learning platform. Teacher A and B thought that social media gave students a lot of new vocabulary within specific topics of interest, and gave them common everyday words and chunks of words that a native user would use. As stated by Cole and Vanderplank (2016, p. 32), learners who access English within a field of interest, can receive great progress in acquisition. That is why teacher A and B might have felt that students learned a lot of new vocabulary. Additionally, in line with research on authentic language, social media is beneficial for students' English proficiency as it is interactive and involves authentic use of language (De Wilde et al., 2020, pp. 179-180). When learners are exposed to English in authentic settings, learners can see how English is used to communicate and how English is used by native speakers (Sockett, 2014, p. 81), thus they can learn common everyday words and chunks of words. Moreover, teacher C, F, and E stated that in order for learners to be sufficient in English, they must be exposed to English at all times. For instance, teacher E said that it was easier for students to pick up words from social media than at school, since they

are always exposed to English there. Their beliefs shares similarities with Sundqvist (2009, p. 6), who states that extramural activities where students need to be productive and rely on their English skills, such as using the internet, influence students' vocabulary more than activities where they are passive, and the longer time spent on online extramural English activities, the greater one's vocabulary become.

Additionally, teacher A, B, and E saw the benefits of social media when content had captions. Teacher A said that captions made it possible for students to listen to English and read the audio, teacher B stated that content with audio and L2 captions was the best vocabulary learning content on social media, and teacher E believed YouTube was great for vocabulary learning, as it provides users the options to have captions. This is in line with what previous research have concluded (Ashcroft et al., 2018, p. 136; Perez et al., 2013, p. 731; Peters et al., 2016, pp. 135-145; Winke et al., 2010, p. 81; 2013, p. 268), as it states that captions have a large effect on vocabulary acquisition, and this may be due to captions segment the speech stream and tell apart separate words, makes one pay attention to words and notice expressions, and aid the understanding of what is being said. Additionally, teacher C, D, E, and F stated that video content on social media exposed one to unfamiliar words, but since the words are used in a visual context, it makes it easier for one to learn and remember the new words. This is supported by Lestari and German (2021, p. 177), who state that memorizing vocabulary taken out of context is more difficult to remember than vocabulary in a particular context. The teachers in this paragraph focused on unfamiliar L2 words put into a context with the use of videos, but neither thought about unfamiliar L2 words put into a context with the use of pictures. As stated by Singh et al. (2021, p. 257), picture-based methods, such as Instagram, make students acquire vocabulary better, as pictures can help students to fully absorb and understand words, and produce a long-lasting mental picture memory of the words. Therefore, it can be argued that the teachers in this study have limited knowledge about social media and its language learning possibilities.

On the other hand, all the teachers had experienced the disadvantages of students' use of social media. Teacher A and C had noticed that social media exposed students to foul language, as well as spelling and grammatical errors. In addition, teacher C observed that when students learned new words on social media platforms, they had either the wrong pronunciation or the wrong understanding of the word. The damage they state social media has on students' vocabulary is confirmed by Al Jahromi (2020, p. 24), who reveals that the

platform is a place for spelling inconsistencies and violations of grammar norms and rules. Additionally, the majority of the teachers had experienced that their students had a very informal vocabulary with many unknown terms, acronyms, and abbreviations. Teacher F and D noticed that this affected students' grammatical correctness, and teacher B and E saw the need to teach students when to use certain informal words, and how to write formal texts. This is in line with Al Jahromi (2020, p. 26), who states that acronyms and abbreviations liberates one from the constraints of traditional writing, thus, students can struggle to write formally as they are too accustomed to the informal way of expressing themselves.

All of the teachers in this study believed that higher-achieving students or students with an interest and motivation for English would learn the most vocabulary from social media. Teacher A, C, E, and F believed that high-achieving students with an interest, which makes them encounter English, would have the greatest growth in vocabulary. This was because they would struggle less to incidentally learn English since they got great English comprehension, and if they struggle, they will be motivated to try to understand the content. Jensen (2019, pp. 78-79) supported this view by stating that people motivated by social and higher cognitive motives are not reluctant to use English, and are motivated to attempt to understand the content. Teacher B and D did not explicitly state that high-achieving students benefited the most from social media. Instead, they agreed with the rest of the teachers that students with an interest in something, which makes them encounter English, had the largest vocabulary. In addition to being those students who have less trouble understanding specific content due to high motivation, and those who spend the most time with English content, thus, the vocabulary growth. Their latter statement is in line with the research conducted by Jensen (2019, p. 72), who discovered that people motivated by social and higher cognitive motives engaged considerably and frequently with English activities, as both the language and the content of the activities were of personal significance. These learners would frequently engage with English by reading, writing, and listening to online content. Thus, they would get a vocabulary growth, as vocabulary is an essential part of the language skills (Nation, 2013, p. 218).

Furthermore, a common perception among most of the teachers were that lower-achieving students would have the least vocabulary growth from social media. Teacher B was the only one who stated that one could have decent English skills, but if one does not have an interest in seeking English, then one's vocabulary will not expand. The rest of the teachers believed

lower-achieving students would not consciously seek English since there is no motivation for those who struggle to understand. Their beliefs share similarities with findings reported by Jensen (2019, p. 82), who discovered that people with lower cognitive motives are not as motivated to engage with English, and will not purposefully seek out English content, such as students motivated by social and higher cognitive motives. When they do encounter English, they will ignore language that they do not understand. Teacher C also mentioned that it seemed like lower-achieving students had negative associations with English, and therefore avoided the language. This is also in line with the research conducted by Jensen (2019, p. 82), as the study stated that it is common to see a lack of positive identification with English within the group of people with lower cognitive motives, as well as an absence of activities with personal significance. Based on teachers' statements, it can be argued that people with lower cognitive motives are also those who are lower-achieving students.

5.3 Teachers' opinions about their role as English teachers

In this study, teacher B, C, E, and F pointed out that OILE and English lessons should be seen as two things that complement each other, thus, English teachers' responsibility should be to use students' informal knowledge to help them move towards a better English, and to provide students with language skills and knowledge that benefit them the next time they are exposed to OILE. The four teachers' beliefs are linked to the monitor hypothesis, which states that the pedagogical goal is to produce students who can use their learned formal knowledge to supplement their acquired English competence (Krashen, 1982, p. 20). If these teachers focus on, for instance, grammar and sentence structures during their lessons, this will raise students' formal competence, which will benefit students when they later are engaged in OILE. Teacher B stated that when students come to school, they can, based on their informal English knowledge and new formal knowledge, be pushed to the next level of competence by their teacher. This is a central element in Vygotsky's (1978, p. 86) ZPD, where teachers can guide and support L2 learners to achieve a level of English that they otherwise would not have been able to.

Additionally, teacher B and D believed that teachers should focus more on reading skills, as they believed it was one of the language skills that students used the least outside of school. Teacher D further explained that students got a lot of oral input, but less of reading. However, in social media, oral input is often presented along with some sort of written text. YouTube,

TikTok, Instagram, and Snapchat involve reading, for instance, as comments under a video, L2 captions on videos, or as written descriptions for a video (Antonelli, 2020; Holm & Ervik, 2021; Tillman, 2021a, 2021b). Therefore, when teacher D states that students get a lot of oral input, students probably get a lot of reading input as well.

Furthermore, teacher A stood out by stating that teachers should incorporate digital media that their students are engaged in to improve their involvement in the English subject. Reinders and Benson (2017, p. 571) argue that teachers' beliefs about the connection between classroom learning and extramural activities can influence students learning. As teacher A states that she wants to incorporate digital content, this may indicate that she has a positive view of the connection between classroom learning and extramural activities. As well as demonstrating that she is aware of her students' extramural activities, and that she acknowledges the degree of engagement, and the potential learning outcome.

The teachers of this study had many similar suggestions on how to get lower-achieving and unmotivated students to encounter or engage with English. Five teachers would encourage lower-achieving and unmotivated students to read English literature. Four teachers would encourage them to watch English-speaking movies with captions. Two teachers would advise them to watch English-speaking series with captions. And one would recommend those students to listen to English audiobooks, watch YouTube, or play with high-frequency flashcards. This implies that only one teacher would have encouraged lower-achieving and unmotivated students to be on social media, even though all the teachers had previously stated that they saw the benefits of social media for vocabulary learning. Instead, many of the teachers recommended and encouraged their students to watch English-speaking movies and series with captions. This may signify that many teachers do not know that the most common social media offer English closed captions. Similar to movies and TV series, Instagram, YouTube and TikTok have automatic closed captions (Antonelli, 2020; TikTok, 2021; University of Washington, 2016).

Moreover, teacher B expressed that it was difficult for teachers to recommend online English language activities, as many parents feel that their children are already spending too much time on the internet. However, using digital media to encounter authentic English is also emphasized in LK20 as a basic skill (Ministry of Education and Research, 2019, p. 4). Therefore, since all the teachers have previously stated that there was not enough time at

school to teach English, and students learned more English outside of school, teacher B may need to ignore parents' opinions and encourage lower-achieving and unmotivated students to be online to meet LK20's requirements. Additionally, Sundqvist and Sylvén (2016, p. 14) stated that the goal for a L2 English teacher is to get students engaged with EE activities, so that they can over time take more independent initiatives regarding their own English learning, and be capable of lifelong learning. And since about 90% of Norwegian 12- to 13-year-olds use one or several social media, and English is the dominant language on the internet (Brevik, 2019; Medietilsynet, 2020, p. 26), social media or other online activities are platforms teachers can utilize to get students engaged with EE.

Additionally, teacher E was the only one who would not encourage his lower-achieving and unmotivated students to immediately seek EE activities outside the classroom. First, he wanted to help them in class by finding out what kind of interests they had, so that he could make his lessons more interesting and engaging, thus, motivating them to increase their English skills. Teacher E's statement shares similarities with Jensen (2019, p. 82), who states that people with lower cognitive motives often lack activities with personal significance, are not motivated to engage with English, and will often struggle to understand certain parts of the English language. By increasing students' language skills and motivation for L2 learning, teacher E prepares them for successful informal learning of English outside of class, as Krashen (1982, p. 30) states that motivation is one of three key variables for success in language acquisition.

5.4 Implications for teaching

The reported findings have various implications for English teaching. The findings showed that teachers do not recommend a lot of varied online informal English activities to lower-achieving and unmotivated students, although they were positive about OILE and the use of social media for students' English skills and vocabulary learning. Lee and Dressman (2018, p. 439) argued that the more varied online informal English activities students engaged in, the better vocabulary they obtained. In addition, LK20 highlights digital skills as a basic skill (Ministry of Education and Research, 2019, p. 4), but the teachers expressed that they got too little time to teach English. As a suggestion, English teachers should recommend a variety of digital media to those who need to be more exposed to language learning opportunities, so that they can work on their digital skills after school.

Moreover, the findings also showed that the teachers lacked knowledge about social media and how the platform can contribute to vocabulary growth. The teachers mentioned that video content on social media could provide a vocabulary learning situation, but they did not reflect on other ways social media could get students to learn vocabulary (Singh et al., 2021, p. 257). Furthermore, many recommended lower-achieving and unmotivated students to watch English-speaking movies and series with captions, but captions are also available on many of the most popular social media, not just YouTube (Antonelli, 2020; TikTok, 2021; University of Washington, 2016). Thus, English teachers may need to invest some time to keep up with the changes within social media and its settings that can facilitate vocabulary learning. This is also so that they can be aware of how much English students learn outside of school, where and how they learn English, and make use of the skills and knowledge the students bring to class (Reinders & Benson, 2017, p. 571; Sundqvist & Olin-Scheller, 2013, p. 332). If teachers are unaware, it will negatively affect students' learning (Reinders & Benson, 2017, p. 571).

6 Conclusion

6.1 Main findings

This thesis was a study of Norwegian 6th and 7th grade English teachers' beliefs and experiences concerning online informal learning of English, and vocabulary learning. A qualitative research approach was selected to be able to conduct six interviews, that aimed to answer the three research questions (1) teachers' opinions and experiences concerning OILE, (2) teachers' opinions about social media as a platform for learning vocabulary, (3) teachers' opinions about their role as English teachers in the context of social media and OILE.

As for the first research question, the teachers were generally positive and saw the benefits of OILE. This was mainly due to the fact that the teachers had experienced that there were not enough English lessons throughout a week to teach the students a second language, thus, informal English outside of school could provide students with more opportunities for language learning. This belief was supported by Toffoli and Sockett (2015, p. 7). Overall, the teachers believed that OILE had great value for students' English language skills, vocabulary, English comprehension, and pronunciation. However, some of the teachers were concerned about the quality of the English learned from online informal sources, as they believed that the most correct form of English was learned in school. Therefore, they believed that being

exposed to informal English would give learners more incorrect grammar usage, lack of punctuation, and lots of confusion and misunderstanding, as content on the internet could be beyond their level of English competence. Other disadvantages of OILE were that it would only benefit some skills and not contribute to the development of others. However, the research by De Wilde et al. (2020, p. 175), stated that online activities, such as social media, had an impact on all language skills. Thus, for some teachers in this study, it seemed that they did not have the knowledge about the effect of OILE, and the skills and knowledge students bring to class.

As for the second research question, all the teachers acknowledged several benefits of using social media as an incidental vocabulary learning platform, but also stated similar disadvantages. Some teachers stated that the benefits of social media were that students were exposed to authentic English, making it easy for them to pick up common everyday words, distinctive words within a specific field of interest, and frequently used chunks of words. Their beliefs are in line with research on exposure to authentic use of English (De Wilde et al., 2020, pp. 179-180; Sockett, 2014, p. 81). In addition, all the teachers expressed the benefits of L2-captioned videos for vocabulary learning. However, it seemed that the teachers in this study had limited knowledge about social media and its language learning possibilities, as they only mentioned video content with L2 captions as a vocabulary learning situation. Furthermore, everybody had also experienced that the use of social media gave the students grammatically incorrect language, and increased their informal vocabulary, as they were exposed to a lot of slang, acronyms, abbreviations, and foul language. Some teachers stated that students' informal language affected their formal language, as they struggled to switch from informal to formal writing. This is something that Al Jahromi (2020, p. 26) stated could happen to students. And lastly, every single teacher expressed that when it comes to vocabulary learning from social media, higher-achieving students or students with an interest and motivation for English, would learn the most vocabulary from the use of social media. But social media would not increase the vocabulary of lower-achieving students, as they are not motivated to seek English, and one teacher mentioned that they would avoid English due to negative association. This is in line with research conducted by Jensen (2019, pp. 78-82) on people motivated by social and higher cognitive motives, and people with lower cognitive motives.

As for the third research question, the majority of the teachers reported that OILE and English lessons should be seen as two things that complement each other, with English teachers having the responsibility of using students' informal knowledge to help them move towards a better English, and provide students with skills that benefit them the next time they are exposed to OILE. A teacher elaborated by saying that when students come to school, they can be pushed to the next level of competence by the teacher, based on their informal English skills and what they learn at school. This is in line with ZPD by Vygotsky (1978, p. 86). Furthermore, some teachers reported that one should try to incorporate digital media in the lessons, or focus on improving students' reading skills. Additionally, teachers would use their position to encourage lower-achieving and unmotivated students to engage with English outside of class, by recommending them to read English literature, watch English-speaking movies and TV series with captions, and listen to audiobooks, watch YouTube, or play with high-frequency flashcards. In addition, some would figure out what their learners' interests were, so that they could make their lessons more interesting and engaging. The recommendations did not include a lot of varied online activities, as according to a teacher, many parents protest. Instead, many recommended and encouraged their students to watch English-speaking movies and series with captions. Again, it appeared that the teachers in this study had limited knowledge about social media and its many platforms that can provide automatic closed captions (Antonelli, 2020; TikTok, 2021; University of Washington, 2016).

6.2 Contribution, limitations, and suggestions for further research

The present study has attempted to contribute to a broader understanding of, and fill a gap, within OILE. By interviewing primary school teachers, the findings of this study have contributed to a deeper understanding of teachers' beliefs about informal learning of English, and a deeper understanding of how teachers view their role as English teachers, as these teachers are not represented in similar research. Thus, the findings in my study can help to develop a more precise and general understanding of English teachers' beliefs, and provide knowledge that can possibly improve English teaching, for instance, by seeing areas for improvement such as those mentioned in section 5.4. By interviewing primary school teachers, the findings of this study did also fill a gap, as it investigates Norwegian primary school English teachers' beliefs about incidental vocabulary learning from social media. Thus, the results provide insight into teachers' beliefs and reported experiences.

However, this study has some limitations that must be addressed. The main limitation is the sample since it was selected using non-probability sampling and included only 6 teachers. In order to generalize the findings beyond the sample and make a stronger conclusion, further research should use probability sampling and interview a larger group of participants. Another limitation is that I was the only researcher involved in this project, with the sole responsibility for collecting and analyzing the data. If multiple researchers were connected to the same study, they would have increased the reliability of the study by ensuring consistent results. Lastly, a further limitation is that this study did not include students' perspectives. It may be desirable to conduct interviews with students to see how they think their vocabulary increased due to OILE, what kind of content in social media they learn the most words from, and whether their experiences with informal language learning correspond to teachers' beliefs and experiences. It could help to provide a deeper understanding and a broader view of OILE and its benefits and disadvantages, and draw a stronger conclusion about social media as a potential vocabulary learning platform for primary school students. Therefore, in addition to choosing a larger sample with the use of probability sampling, and having multiple researchers, further research should also focus on interviewing teachers and their students to get a broader picture.

7 References

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8 Appendices

8.1 Appendix 1: Interview guide

Om intervjuobjektet

1. Hvor gammel er du?
2. Hvor lenge har du jobbet som lærer?
3. Hvor mange studiepoeng har du i engelsk? Eller har du planer om å etterutdannet deg?
4. Hvilke klassetrinn har du undervist i engelsk i årene dine som lærer?
5. Hva slags sosiale medier bruker du selv på fritiden?
 - Har du YouTube, Snapchat, TikTok og/eller Instagram?

OILE som et fenomen

6. Har du hørt om fagbegreper slikt som "online uformell læring av engelsk" eller "extramural engelsk"? De begge referer til engelskspråklig aktiviteter man gjør utenfor skolen og som man ubevisst lærer engelsk av.
7. Hva tenker du angående det at elever kan lære engelsk uformelt fra internett?
 - I hvilken grad tenker du at det er nyttig for elevers språkutvikling at de oppsøker steder på nettet hvor de er nødt til å forholde seg til engelskspråklige personer?
 - For eksempel hva kan norske elever lære av å observere engelskspråklige personer?
8. Tenker du at uformelle engelske aktiviteter på nett forstyrrer elevers utvikling av engelsk, eller ikke? Hvorfor?
9. Tenker du at det er nok tid på skolen til å få et godt ordforråd i engelsk, eller er elevene nødt til å oppsøke engelsk utenfor skolen for å få nok tid og mengde til å etablere et godt ordforråd?
10. Er alle elevene dine like motiverte i å oppsøke engelske aktiviteter på nett på fritiden?
 - Om det er en forskjell bland elevene: Er det på grunn av faglig nivå, er de ikke like glad i engelsk, eller kanskje det er begge to?
 - Hva slags plattformer bruker de/aktiviteter gjør de?
11. Oppfordrer du dine mer svakere elever til å eksponere seg selv for engelsk på fritiden?
 - Om du har noen elever som er lite motivert i engelsk, oppfordrer du eleven til å oppsøke fritidsaktiviteter?
 - Hvis ja: hvilken type aktiviteter oppfordrer du til?

12. Hvor tror du dine elever lærer mest engelsk? På skolen i engelskundervisningen eller på fritiden?

13. Hvor tror du dine elever lærer beste engelsk?

Sosiale medier og ordforråd

En norsk rapport fra 2020 sa at 91% av norske 12-åringer, og 99% av norske 13-åringer har en eller flere sosiale medier. Rapporten sa også at blant 11-14-åringer så var YouTube, Snapchat, TikTok og Instagram mest populære.

14. Vet du om dine elever har disse appene?

15. Hvor mye tid tror du de bruker på disse plattformene hver dag?

16. Vet du om noen elever som møter mye engelsk på disse plattformene?

- Møter de engelsk for å være del av et miljø, møte likesinnede, på grunn av noe som trender, en interesse, en hobby?
- Hvordan er disse faglig i engelsk?

17. Vet du om noen elever som i svært liten grad eller ikke i det hele tatt møter engelsk på disse appene?

- Hvorfor er det sånn? Er det på grunn av de er svake i engelsk eller fordi de ikke har interesse/motivasjon/er engasjert i engelsk?

18. I hvilken grad tror du at sosiale medier som YouTube, Snapchat, TikTok og Instagram er gunstig for utviklingen av elevers engelske ordforråd? Hvorfor?

- Hva gjør disse mediene så bra?

19. Tenker du at det er en ulempe for elevenes engelske ordforråd å bruke mye tid på disse sosiale mediene? Hvorfor?

20. Opplever du at det engelske ordforrådet og grammatikken til elevene dine blir positivt, nøytralt eller negativt påvirket av engelsken fra YouTube, Snapchat, TikTok og Instagram?

- Hvordan bruker dine elever engelsken de har lært på fritiden? Bruker de språket korrekt?
- Hvorfor?
- Hvis positivt/negativt innvirket: Gi noen eksempler
- Hvis positivt/negativt innvirket: Hvilke av disse sosiale mediene tror du har bidratt mest?

21. Tenker du at sosiale medier som YouTube, Snapchat, TikTok og Instagram forstyrrer mer elevers utvikling av et ordforråd, eller at det er et positivt supplement som elevene kan gjøre ved siden av din undervisning?

- Er det mer utfordrende for elevene enn det er hjelpsomt?
- Skal man fokusere på det negative eller positive med sosiale medier?

Lærerrollen

22. Hva tenker du er rollen din som engelsklærer nå som elevene kan potensielt tilegne seg ett engelsk ordforråd fra internett?

- Hva blir det viktigste for deg som lærer?

8.2 Appendix 2: Approval from NSD

Meldeskjema / Norwegian Teachers' Perspectives on Online Informal Language Learning and Social Media / Vurdering

Vurdering

 Skriv ut

Referansenummer
908565

Prosjekttittel
Norwegian Teachers' Perspectives on Online Informal Language Learning and Social Media

Behandlingsansvarlig institusjon
OsloMet – storbyuniversitetet / Fakultet for lærerutdanning og internasjonale studier / Institutt for grunnskole- og faglærerutdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)
Dina Tsagari, dints@oslomet.no, tlf: 67235378

Type prosjekt
Studentprosjekt, masterstudium

Kontaktinformasjon, student
Caroline Blokkum, s324972@oslomet.no, tlf: 47379086

Prosjektperiode
01.01.2022 - 17.06.2022

Vurdering (1)

15.11.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 15.11.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

TAUSHETSPLIKT

Informantene i prosjektet er lærere, og de har taushetsplikt. Det er viktig at intervjuene gjennomføres slik at det ikke registreres taushetsbelagte opplysninger. Vi anbefaler at dere minner informantene om dette i forbindelse med intervjuene.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 17.06.2022.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), og dataportabilitet (art. 20).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1 f) og sikkerhet (art. 32).

OneDrive og Nettskjema er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

<https://www.nsd.no/personverntjenester/fyll-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>


Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

be9c65b36

 Chat med oss på hverdager fra 12-14

Vil du delta i forskningsprosjektet

”Norwegian Primary Teachers’ Perspectives on Online Informal Language Learning and Vocabulary Learning Form Social Media”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut av hvordan norske lærere forholder seg til sine elevers engelskspråklige fritidsaktiviteter. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

I masteroppgaven er formålet å finne ut av hvordan norske lærere forholder seg til online uformell språkopplæring, spesielt med tanke på sosiale medier. Jeg skal prøve å finne ut av hva de vet om dette feltet fra før av, og deres tanker og meninger om at sosiale medier kan utvikle og berike elevers engelske ordforråd.

Hvilke problemstillinger jeg skal analysere:

- Hva er engelsklærere i barneskolen sine meninger og erfaringer med uformell læring av engelsk på nett?
- Hva mener engelsklærere i barneskolen om at sosiale medier kan bidra til læring av ordforråd på engelsk?
- Hva mener engelsklærere i barneskolen om deres rolle som engelsklærere i en tid med sosiale medier og uformell læring av engelsk på nett?

Hvem er ansvarlig for forskningsprosjektet?

OsloMet er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

I dette forskningsprosjektet vil jeg gjerne ha 5-6 lærere fra 6.trinn og/eller 7.trinn. Utvalgskriteriene er at det skal være lærere fra ulike områder i Oslo og Viken. Videre, skal det være mannlige og kvinnelige lærere, i ulike aldre, med ulik arbeidserfaring.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du gjennomfører et intervju. Det vil ta deg ca. 20-25 minutter. Intervjuet kommer til å inneholde spørsmål om dine tanker og meninger om "online uformell språkopplæring" og dine tanker og meninger om uformell læring av engelsk fra sosiale medier. Under intervjuet kommer jeg til å ta lydopptak av samtalen.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Ved OsloMet, vil veileder Dina Tsagari og, meg selv, Caroline Blokkum ha tilgang til dine opplysninger.
- For å sikre at ingen uvedkommende får tilgang til dine personopplysninger, vil jeg erstatte navnet og kontaktopplysningene dine med en kode som lagres på egen navneliste adskilt fra øvrige data. Datamaterialet skal lagres i OneDrive, uten å synkroniseres til privat maskin.

Deltakerne i dette forskningsprosjektet vil ikke gjenkjennes i publikasjonen. De opplysningene som vil bli publisert er fylkeskommunen læreren jobber i, kjønn, alder, arbeidserfaring, og studiepoeng.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er juni 2022. Mobilappen Nettskjema-diktafon brukes til lydopptak og ved prosjektslutt vil disse opptakene bli slettet.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra OsloMet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:

- OsloMet ved Dina Tsagari dintsa@oslomet.no
- Vårt personvernombud: Ingrid S. Jacobsen personvernombud@oslomet.no

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Dina Tsagari
(Forsker/veileder)

Caroline Blokkum

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet ”Norwegian Primary Teachers' Perspectives on Online Informal Language Learning and Vocabulary Learning Form Social Media”, og har fått anledning til å stille spørsmål. Jeg samtykker til:

å delta i intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)