Degree Project with Specialization in English Studies and Education

15 Credits, Second Cycle

How Can English Teaching Benefit from Students’ Extramural English in Secondary School 7-9?

*Hur kan engelskundervisningen dra nytta av elevernas extramurala engelska i grundskolan 7-9?*

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Abstract

This empirical study investigates how students in secondary school 7-9 learn the English language outside of school, in an informal setting, and how they can benefit from it in a formal setting in school. The usage of digital technology is more common nowadays amongst youngsters than it used to be before. Digital technology has become a part of young people’s daily lives, whether it is for social media, schoolwork, gaming or blogging. Most students in Swedish secondary schools have their own computers, mobile phones, and have the opportunity to borrow an iPad from school, if needed.

For this reason, it is relevant and interesting to investigate how students use their informal knowledge of English in a school setting, and how teachers take advantage of that knowledge. The research focused primarily on how the incorporation of extramural English can be used as a motivating factor for students to develop their English language in a formal setting.

The results showed that students who are given the opportunity to use their previous knowledge in the classroom, appeared to be more encouraged to engage in classroom activities. They were also more motivated to work with the assignments handed to them. Teachers who involved students’ interests and previous knowledge in the classroom were experienced in the use of different media in the classroom and had good knowledge about students’ daily lives and experiences, something that helped them establish a positive teacher-student relationship.

Keywords: extramural English, out-of-school English, teaching materials, motivation, informal- and formal settings, students’ perceptions.
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1. Introduction

The aim with this paper is to research students’ attitudes and perceptions of extramural English activities in the English classroom in secondary school 7-9. Also, I will compare the students’ answers to how teachers use students’ pre-knowledge in their English teaching. In other words, how can teachers make use of students’ knowledge in order to give them the opportunity to benefit from it?

Extramural English is defined as English learned outside of school from different medias such as social media, blogs, digital games, TV, movies and so on. It has been suggested that it can be used as an umbrella term for different terms when discussing second language acquisition (Sundqvist & Sylvén, 2016, p.3). Sundqvist & Sylvén (2016) state that a Swedish national survey for fifth graders showed that many students feel that they learn as much or more English outside of school. The internet is regarded as the media used for many of the activities that students use for their development of English skills. Extramural English has made changes in the English classroom where teachers are no longer the main source of English for students and must deal with the great amount of extramural English exposure among students (Sundqvist & Sylvén, 2016, pp. 4-5).

Young people are surrounded by the English language in their everyday lives, whether it is used in gaming, social media, music or movies. YouTube is the most used source for news among all social network services for children between the ages 9–14, where Instagram was the leading network service for young people between the ages 15–24. In 2019, 63 per cent of the population in Sweden had access to subscribed streaming service for television, such as Netflix. The same percentage of the population had a subscribed streaming service for music or podcasts, such as Spotify (Nordicom, 2020).

According to the Swedish Media Council rapport, Ungar & medier 2017 (2017), the proportion of young people who use the internet more than three hours a day has more than doubled (Ungar & medier 2017, 2017, p. 3). A published article in the Swedish Media Council (2019), explains that the majority of boys, both before and after adolescence, play more videogames than girls, where girls use of social media tend to dominate more than boys. The concept “high consumers” have been used for youngsters who use the internet more than three hours a day, which has become more natural nowadays. The article also highlights that the use of smartphones has
increased, and that social media is still dominating among youngsters, where Instagram takes the lead among the ages 9-16 (Swedish Media Council, 2019).

One of the main focuses for language teachers is language development. The use of modern technology and different media forms in a classroom setting should be an efficient tool to language development. In Sweden, all students and teachers have high access to modern technology in school which makes it possible to incorporate students’ extramural English in a formal setting.

Many youngsters are active in the digital world, whether it is on social media or playing digital games. Playing digital games online, where they get introduced to new roles, new game rules and new vocabulary, can become a challenge for second language learners. The difference between the formal school setting and playing digital games is that youngsters choose to play games on their own initiative while in a formal setting it is the teacher who has the initiative to teach (Sundqvist & Sylvén, 2012, p.303).

Four statements from the curriculum for compulsory school were highlighted in the research. The core content of English 7-9 states that students should have the opportunity to develop their ability to:

- [s]poken English and texts from various media
- [d]ifferent ways of searching for, choosing and assessing texts and spoken language in English from the internet and other media
- [o]r.al and written information, as well as discussions and argumentation for different purposes, such as news, reports and newspaper articles
- [s]trategies for understanding details and context in spoken language and texts, such as adapting listening and reading to the type of communication, contents and purpose. (Skolverket, 2018, p. 37)

Alexandersson & Hasson (2011) states that the motivation to learn is connected to the social-cultural perspective. It is important to keep in mind that the socio-cultural perspective, where a social interaction and a social society are strongly linked to the developing individual, and the connection between these two results in the driving force for learning (p. 28). Students’ development of personality, language, knowledge and democratic education can be achieved by incorporating modern technology in school (p. 27).
The main purpose of this research is to illuminate how students can incorporate and benefit from their wide knowledge of different media forms in their learning. During my time as a teacher, I have noticed that many students tend to play digital games on their computers or mobile phones, and others are active on social media most of their breaks. That made me wonder to what extent they are exposed to the English language and how that can benefit their second language learning.

1.1 Purpose and research questions

As I mentioned above, my main research questions are concerned with students’ and teachers’ perception of learning English in school. The main questions are:

- How can students benefit from their extramural English in a formal setting at school?
- How do teachers make use of students’ pre-knowledge, from different media, in their English lessons?
2. Background

In this section I will define key terms and present different theoretical concepts, both older and new theories supporting extramural English. In the discussion section I will discuss their relevancy and implication to my research question. The following section will explain these key terms: extramural English, students’ pre-knowledge of digital technologies, meaningful and relevant learning, informal learning and interaction hypothesis. Further discussion of the curriculum is included at the end of this section.

Extramural English is defined as English learned outside of school from different medias such as social media, blogs, digital games, TV, movies and so on. It can be used as an umbrella term for different terms when discussing second language acquisition (Sundqvist & Sylvén, 2016, p. 3).

Pia Sundqvist (2016) introduced the concept extramural English when she discovered the lack of a term that covered her research question, whether the time Swedish teenagers spent on English-mediated activities outside of school in some way had a connection with their oral proficiency and vocabulary in English. Extramural is an adjective where the Oxford English Dictionary explained it as happening or existing outside or separate from a place or organisation dedicated to education (Sundqvist & Sylvén, 2016, pp. 5-6).

2.1 Extramural English

Sundqvist and Sylvén (2016) define the term, extramural English, as the English that learners come in contact with or are involved in outside the walls of the classroom, where the contact or involvement is not initiated by the teachers but often with friends or parents outside of school. Furthermore, Sundqvist states that the involvement is voluntary from the learner and some learners tend to develop an interest in learning English in out-of-school settings, such as: watching films, playing video/digital games, listening to music and following people on social media (pp. 6-7). Sundqvist and Sylvén (2016) state that the types of extramural activities differ from males and females, the English classroom can be regarded as heterogenous. It is more common that male games tend to play video games more than female gamers (p. 33).
Moreover, Sundqvist and Sylvén (2012) state that individuals choose the activities in their spare time by their own which lead to high motivation to perform well. In this sense, motivation plays an important role in individuals’ learning process. They also state, that in order to play online video games, individuals must understand the language used in the games. This results in non-native speaking individuals, will acquire the knowledge of the second language in gaming through interaction and negotiation for meaning (Sundqvist & Sylvén, 2012, pp. 303-305).

Sundqvist and Sylvén (2016) emphasize that extramural English incorporates input, output, and/or interaction in English, which are the central components for second language learning. Individuals who have access to the Internet, have very wide opportunities for extramural English, where others who lack an online connection have limited opportunities (Sundqvist & Sylvén, 2016, p. 7).

Sundqvist and Olin-Scheller (2015) state that even though the circumstances in schools nowadays should be exceptionally favourable for teaching in English, it is very rare that teachers make use of their students extramural English. Some of the consequences are that many students might not feel challenged in the classroom, demotivated or lose the desire to learn. A gap of authenticity occurs when students relate the out-of-school English as more authentic compared to the English they encounter in school (p. 54).

Sundqvist and Olin-Scheller (2015) argue that studies have shown that language teachers are the source of demotivation among learners, in other words, many students blame their lack of motivation on the teacher. Teachers have the key role for students’ motivation, teachers are the focus group who can motivate students through various strengthening second language exercises in the classroom (p. 57). Studies in educational science have shown that teachers experience of perceived teacher empowerment is associated with high levels of professionalism and sense of autonomy. Also, studies have shown that teachers and their teaching are crucial for students’ goal achievements, and that perceived teacher empowerment and successful language teaching are associated (p. 59).

Bridging activities is a pedagogical model for teachers made by Thorne and Reinhardt (2008). The purpose of the model is to incorporate students’ everyday knowledge and curiosity in different digital contexts. In consequence, the teacher includes their special knowledge in their teaching in order to increase students’ involvement. The main purpose of this type of bridging activity is to make the teaching process more relevant for students. One way of activating
students in the process is allowing students to choose own texts from the internet, instead of the teachers choosing texts, to increase their involvement and motivation in the classroom (Sundqvist and Olin-Scheller, 2015, p. 59-60).

In relation to Thorne and Reinhardt’s (2008) bridging activities, Henry (2019) states that research has shown that the development of targeted skills and the increase of students engagement and motivation in the classroom can be achieved when teachers are open to students’ out-of-school lives, and when students’ popular cultural experiences are incorporated in the learning process. Henry (2019) defines three connections for motivational practices: the substantive relationship, the pedagogical relationship, and the interpersonal relationship (p. 29).

The first connection is the substantive relationship which highlights the importance of incorporating students out-of-school experiences in their learning process. Henry (2019) states that activities associated to popular culture, that encourages students to make use of their out-of-school experience and knowledge, can increase motivation and engagement in their learning activities. A study made by Henry (2019) showed that bridging between contexts of experience became a key factor in teachers’ planning (p. 30-31).

The second connection is the pedagogical relationship which highlights the importance of relevant and interesting activities. Henry’s (2019) study showed that creating lesson plans with activities that allows the use of different social media platforms resulted in engaged and creative students. These kinds of activities gave students the opportunity to show their skills and knowledge from their out-of-school interests. The third connection is the interpersonal relationship, where Henry (2019) emphasizes the importance of a positive teacher-student relationship, a key factor when it comes to how students perceive the activity and the meaning that they attribute to it (p. 31-32).

2.2 Students’ pre-knowledge of digital technologies

Elsa Dunkels (2018) is critical of the norm in school teaching and states that schools usually focus on investigating students’ weaknesses in a formal setting, in order to adapt their learning process, instead of focusing on their strengths. She argues that this type of investigation in a formal setting is not necessarily a good approach. A better approach would be to highlight the things the student is good at and start from there. Dunkels (2018) emphasizes that the teaching
profession should include the possibility to find students’ strengths in the subject and support them to benefit from it in their future learning process (p. 96).

Dunkels (2018) highlights the amount of learning many students encounter through computers and the internet, that adults do not know of. She explains that many pedagogues have stated that many young people have shown advanced English language acquisition through playing video games and understanding instructions, watching movies, editing pictures and such. Adults preconception of what young people do in front of the computer is often that they play videogames all day or hang out over the internet without considering the amount of learning that occurs during that time (p. 96).

Collective learning is a way of searching for and collecting the information an individual need, explains Dunkels (2018). She further explains that young people online tend to support each other with information and increase each other’s knowledge in different areas. This is, Dunkels (2018) states, in alignment with what is stated in the Swedish curriculum where you take inventory of the pre-knowledge of the group and support each other to move forward and achieve the goals they have set. Every individual should be viewed as an asset and knowledge is seen as being in constant progress (p. 97).

Luci Pangrazio (2019) states that young people represent their identities on social media through posts, social interactions, associations and visual representations (p. 72). Identity is defined by Judith Dorothy (2014) as two different phenomena related to each other. The first one is individual identity: the individuals own perception of himself in contrast to other individuals. The second is social identity: what type of individual someone is and his role in society (Pangrazio, 2019, p. 73). Pangrazio (2019) summarizes identity as a representation and interpretation of the two terms, the individual and the collective (p. 73).

According to Pangrazio (2019), young people who use digital media should not be regarded as a homogenous group, they are rather unique in their experiences with various skills, resources, and motivation (p. 11). Two discourses about young peoples’ digital understanding and practices were highlighted by Pangrazio (2019). These are the digital native discourse and the protectionist discourse. The digital native discourse is explained as young people, born after 1980, who have high skills in using technology. The protectionist discourse is explained as a safety movement against, for example cyber bullying and stranger danger, with cybersafety programmes in order to increase privacy and security practices (pp. 33–34).
Pangrazio (2019) explains that the problem in school is that they assume that young people have enough digital skills. Therefore, she suggests two ways that schools could support the development of digital literacies. The suggestion is to encourage schools to take more responsibility in developing young people’s technical knowledge and skills. Schools should bear in mind that young peoples’ use, and experiences of digital technologies are centred around social networking, entertainment and searching for information. Pangrazio (2019), highlights the importance of teachers’ knowledge about young peoples’ use and previous knowledge of digital technologies in order to develop relevant resources to meet their needs (p. 156).

The second suggestion is an approach by Gehl (2014) called reverse engineering of social media, which has it focus on platform interface. Reverse engineering contributes to a detailed understanding of the new forms of sociality and how these can be critically analysed. This approach could motivate young people to acknowledge what works and how it could be developed to become better (Pangrazio, 2019, p. 157).

Pangrazio’s (2019) suggestions are in line with what the Swedish curriculum for secondary school, pre-school class and school-age education states:

   The school should contribute to pupils developing an understanding of how digitalisation is affecting the individual and the development of society. All pupils should be given the opportunity to develop their ability to use digital technology. They should also be given the opportunity to develop a critical, responsible attitude towards digital technology, so that they can see opportunities and understand risks, and also be able to evaluate information. The educational programme should thus provide pupils with conditions to develop digital competence and an attitude that promotes entrepreneurship. (Skolverket, revised 2018, p. 8).

Pangrazio (2019) argues that young peoples’ development of self-reflection about their use of digital media should have its starting point in schools in order to give young people another perspective on their use of digital media (p. 157).

2.3 Meaningful and relevant learning

Dewey states that students’ needs and interests are an absolute starting point for learning, where learning is built by the students’ activity. Without having any knowledge or interest about how
the students’ world looks like, all pedagogy will become shallow, instrumental and oppressive. Therefore, teachers should build bridges between the cultural way of teaching and the students’ conception of the world around us (Forssell, 2011, p. 104).

Dewey claims that the problem with schools is that they are isolated from conditions and motives of life. Therefore, schools must be renewed and transformed into the world in which the students’ live. He also explains that teachers should view the school as an embryo to future society instead of shaping school assignments that are abstract and in distant reference for a possible future life (Forssell, 2011, p. 105).

Lundahl (2009) explains that Deweys’ learning by doing aims that there should be a connection between goals and methods. Learning should be experienced as meaningful and relevant to the students, and students must be involved in the decisions about content and working methods. Lundahl (2009) states that teachers understanding and knowledge about youngsters informal learning, interests and linguistic ability can be operationalized in a formal setting as long as they are based on the curriculum and the teachers insight in language- and knowledge development (p. 46).

2.4 Informal learning

Stephen Krashen (1982) is the pedagogue who has made a distinction between formal and informal learning. Krashen (1982) claims that language development occurs only in an informal setting where it is natural, authentic, and voluntary. Krashen (1982) explains that language acquisition occurs when students are given the opportunity to speak freely without any language rules, such acquisition is unconscious and is compared to a child’s acquisition of its first language. In schools, by contrast, learning is more constructed and controlled, which makes it a conscious process where the teacher uses grammatical rules and corrects the students when they make mistakes. According to Krashen (1982) language acquisition does not develop in formal learning (Lundahl, 2009, p. 39).

On the other hand, Lundahl (2009) explains that language skills and language use go hand in hand and should be made to cooperate instead of seen as two different entities. Grammar is important and necessary, explains Lundahl (2009), the building blocks of the language must be put together in a certain order to have a functioning communication (p. 39).
2.5 Interaction hypothesis

The interaction hypothesis was created by Michael Long (1996) who explained it as language acquisition through interaction with others. Long (1996) explains that the learners’ required support for language development occurs when people adapt their language in order to achieve mutual understanding. Learners’ comprehensible input, with wider vocabulary, new phrases and structures, is achieved through the adaptation process (Lundahl, 1009, p. 155).

Longs’ (1996) modified interaction hypothesis emphasizes the connection between input, environmental factors, and learning factors. The modified interaction hypothesis explains that interaction supports language learning in case of lack in communication when learners participate in negotiating for meaning. When language learners do not understand or cannot make themselves understood, reformulations or clarifications are forced to take place. The linguistic adjustments that follow provide comprehensible input and direct or indirect corrections (Lundahl, 2009, p. 156).

2.6 Further discussion of the curriculum

In the section below, I will discuss some quotes of interest, taken from the Swedish curriculum for English in compulsory school.

The syllabus for English in the Swedish curriculum for secondary school states that

[P]upils should be given the opportunity to develop an all-around communicative ability. This ability means understanding spoken and written English, being able to formulate and interact with others in speech and writing and to be able to adapt one’s language to different situations, purposes, and recipients. (Skolverket, revised 2018, p. 34).

This quote emphasizes the importance of giving students the opportunity to develop their language skills through communication with others, whether it is spoken or written.

Students have various experiences and learning methods when speaking about the English language, both from school and outside of school. The teacher’s role in school is to make the students benefit from their outside of school knowledge in the English classroom. The syllabus
for English further states that: “In the meeting with spoken language and texts, pupil’s should be given the opportunity to develop the ability to put the content in relation to their own experiences, living conditions and interests” (Skolverket, revised 2018, p. 34).

The syllabus for English also emphasizes the use of different media in order to develop students’ knowledge from different sources: “[P]upil’s should also be equipped to be able to use different tools for learning, understanding, creation and communication” (Skolverket, revised 2018, p. 34).

One of the fundamental values and tasks of the school is to provide an equivalent education for each student. The curriculum states that, “Teaching should be adapted to each pupil’s circumstances and needs. It should promote the pupil’s further learning and acquisition of knowledge based on pupil’s backgrounds, earlier experiences, language and knowledge” (Skolverket, revised 2018, p. 6).

The curriculum highlights in the previous quote, the importance of adapting teaching in order to reach every student in the classroom. The adaptation will benefit students who struggle with the learning process and develop students’ knowledge and motivation to learn. In addition, the curriculum further states that “Every pupil has the right to develop in school, to feel the joy of growth and experience the satisfaction that comes from making progress and overcoming difficulties” (Skolverket, revised 2018, p. 9). The incorporation of students’ extramural English in the classroom can be used as an encouragement for students’ motivation to learn in a formal setting.
3. Method

The aim in this empirical study is to search for, assemble and analyse research and theories that emphasize the benefits of using students’ previous knowledge from outside-of-school English and language development in the English classroom.

Two empirical studies were conducted to investigate the main research questions in this thesis:

- How can students benefit from their extramural English in a formal setting at school?
- How does teachers make use of students’ pre-knowledge, from different medias, in their English lessons?

The method used in this thesis is mixed methods in classroom research. According to Dörnyei (2007) classroom environment is very complex where we can find two broad dimensions. The first dimension is the instructional context where it is influenced by for example the teacher, students, learning tasks and teaching method. The second dimension is the social context which explains the classroom as a social arena where students experience friendship, love and identity formation. Both dimensions have major impacts on the learning process since both are interdependent and interact simultaneously (Dörnyei, 2007, p. 186). Therefore, I chose to combine both qualitative and quantitative research methods to investigate both dimensions.

The instructional and social contexts can be regarded as two dimension that are depended on each other, where one must be in line with the other to achieve learning. I observed students and teachers in a classroom setting and used questionnaire surveys where students had to answer questions.

The observations were conducted with three teachers teaching in 7th, 8th, and 9th grade. I observed and studied how the lesson plans were structured, if the teaching materials were relevant and interesting, students’ engagement in the classroom, the adaptation of the lesson plans for struggling students, and whether teachers included students’ previous knowledge in their teaching.

The questionnaire surveys were designed to investigate students’ usage of various medias, students’ perceptions of the teaching their receive in school, if students are given the opportunity to use their previous knowledge in their learning process, and if they find the teaching materials as meaningful, relevant and interesting.
3.1 Participants
The study was conducted in a Swedish secondary school 7-9 in Malmö, where I currently work as an English teacher. The participants where three English teachers in secondary school. The teachers will be anonymous for this study and I included in Table 1 what subjects they teach, their work experience, the grades they teach and the dates of the conducted observations I have made in their lessons.

Table 1.

Conducted teacher observations

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Subject</th>
<th>Grades they currently teach in English</th>
<th>Work experience</th>
<th>Date for the conducted observations in classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>English &amp; social science</td>
<td>8th and 9th graders</td>
<td>8 years</td>
<td>12 October 2020</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>English</td>
<td>6th and 9th graders</td>
<td>9 years</td>
<td>06 October 2020</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>English and Spanish</td>
<td>5th, 7th and 8th graders</td>
<td>5 years</td>
<td>14 October 2020</td>
</tr>
</tbody>
</table>

The students who participated in the questionnaire survey were students from grade 7, 8, and 9. Table 2 shows the total number of students participating in the questionnaire with their gender is specified, in order to see if there are any differences between the genders, and the date of the conducted questionnaires.
Table 2

Conducted students’ questionnaire surveys

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total number of students</th>
<th>Girls</th>
<th>Boys</th>
<th>Date of the conducted questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>29</td>
<td>15</td>
<td>14</td>
<td>21 October 2020</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>16</td>
<td>13</td>
<td>19 October 2020</td>
</tr>
<tr>
<td>9</td>
<td>30</td>
<td>14</td>
<td>16</td>
<td>20 October 2020</td>
</tr>
</tbody>
</table>

3.2 Data

This is a mixed-method research where I use data triangulation including observations in classroom, lesson plans as a source and a survey research in the form of a questionnaire. Hatch (2002) explains data triangulation as an effective and powerful method that includes different sources that strengthens the study with deeper understanding (p.117-134). As shown in the next section, results and analysis, the use of triangulation method in collecting data from various sources added more insight and deeper understanding to my findings in this research.

The observations in classroom were focused on both teachers and students. One part of the observation was how teachers used media in their lessons and how the usage of students’ pre-knowledge about different subjects took place, depending on the lesson plan. The second part of the observation was on students’ participation in the classroom and how they actively took part of the lesson. The observations in whole classroom setting did not give any satisfying results for my research thesis, whether students benefit from the pre-knowledge from extramural English in the classroom or not.
In order to achieve a broad understanding of the investigation and enhance the ability to draw conclusions (Dörnyei, 2007, p. 186), I chose to combine the observations with a questionnaire survey research. The survey was made with an online Google form, since the students are already familiar with it.

3.3 Procedure

The observations took place in each grades’ classroom. An observation schedule (see Appendix A) was made for each grade where I filled in the activity of the class, teacher instructions, student participation, and whether the students worked with the tasks individually or in groups. The observation schedules are included at the end of the paper as appendices for each teacher and grade.

The questions I chose (see Appendix B) for the online Google form survey were focused on students’ interests and their use of media in their daily life. The purpose of the questions was to investigate if there were any connections between students’ pre-knowledge of English and the teaching they receive in school. The Google form was made individual and anonymous in order to achieve usable results in relation to my research questions. In order to investigate if there are any differences between the genders, the students had to specify their gender, girls or boys, at the beginning of the survey.

The collected data from the students Google forms has been transformed to a single document in the form of a table (as shown in Appendix 2) to clearly see the differences between different grades and gender. The teacher observations have been noted in an observation schedule (as shown in Appendix 1). The results are further analysed in the results and discussion sections. Lesson plans from all three teachers has been provided to me in order to have an insight before the planned lesson. The structure of the lesson plans differed from each teacher which is worth mentioning for more analysis. One of the goals in the revised curriculum for compulsory school (2018), is to provide students, individually or as a whole class, with structured teaching under the supervision of the teacher (Skolverket, 2018, p. 11).
3.4 Ethical considerations

While conducting this research, four main guidelines for conducting a research from Vetenskapsrådet (2002) have been in consideration. The four main guidelines in consideration are: the information requirement, the consent requirement, the confidentiality requirement, and the requirement of usage (Vetenskapsrådet, 2002, pp. 6–14).

Before I started my research at my school, I contacted the assistant principal for grade 7–9 to give an overview of the research and the purpose of it. Also, I explained that the school, teachers, and students will remain anonymous. Once I received the consent from the assistant principal to start the research, I contacted three of the English teachers, in compulsory school 7–9, in person.

The teachers have been introduced to the research questions and the purpose of the research. I informed the teachers that it is voluntary to participate and that it is possible to disengage. The teachers were also informed that the observations will be confidential and that the students answers of the questionnaires will be anonymous. All three teachers gave their consent to participate and gave me the permission to observe their lessons and to use my questionnaire with their students. The teachers informed their students that I will be visiting their classroom for observation and that it is voluntary to participate in the questionnaire. Since the questionnaires were anonymous, all students agreed to answer and found it interesting to investigate the matter.
4. Results and analysis

The result section will be divided into two sub-sections, the observations in classroom and the questionnaire survey. In order to achieve more clarity, I will divide the observation for each teacher and the questionnaires for each grade.

4.1 Observations in the classroom

4.1.1 Observation 1

The first conducted observation was in grade 9 with Teacher 2. The teacher came early to the classroom in order to see if there are any electronic issues with the whiteboard or computer. This way, the teacher can assure that no time will be wasted of the lesson. Once everything is on place, the teacher started to collect students’ smartphones and make sure they had all their needed materials, in this case, computers and computer chargers.

The lesson plan was to introduce the students to the US election and work with where each candidate stands on key issues. A list of issues has been handed to the students after the introduction and the task was to choose two issues and search for information on the internet. The teacher started the lesson by introducing the subject of the lesson and then asked the students if they had any pre-knowledge about the US elections. Many students participated and were active in the discussion in whole class. Afterwards, the teacher introduced the instructions for the task and some students asked for clarifications, in order to fully understand the task, and the teacher provided them with it. Some students discussed the task with their neighbor, where others started to work with the task individually.

The teacher adapted the task for students who struggled with the English language in order to give them the possibility to succeed and achieve their goals. Both the teacher and the students spoke English in the classroom, clarifications were also given in English. The teacher made an exception was with the struggling students, where clarifications were sometimes in Swedish in order to make sure they have understood the task.

The teacher was experienced in using media in the classroom and was very confident and relaxed in her role. The relationship between the teacher and students was good, since the teacher has been teaching the class since 7th grade. The lesson was well structured and the
students payed attention to the teacher during the introduction of the lesson and task instructions.

4.1.2 Observation 2
The second conducted observation was in grade 8 with Teacher 1. The teacher was in the classroom early to make sure that there are no electronic issues and started to prepare for the lesson. Students smart phones were collected by the teacher at the beginning of the class and they had the needed materials for the class. The lesson plan is to make a podcast in small group where students discuss English in their lives and as a world language. Students are supposed to answer a few questions prepared by the teacher. The discussion questions shed light on the impact of the English language, what affects it has on one’s life and in the future, where students use the English language, and discussing the variation of the English language. The teacher started by asking the class what role the English language has in their lives and asked them to reflect about the question for two minutes. The whole class participated in the discussion and each student described their pre-knowledge of the English language and where they usually use the language the most. Many students mentioned playing games, reading blogs on the internet and being active on social media, mostly on Instagram and Snapchat.

After the discussion, the teacher started to introduce the task for the students and highlighted that it is important to include their pre-knowledge of the English language in their individual tasks. The students found this task interesting since they could freely express their own experiences of the English language. Students with difficulties had an adapted and easier version of the task in order to give them the possibility to succeed and achieve their goals. Both the teacher and the students spoke English in the classroom, clarifications were also given in English. The teacher made an exception was with the struggling students, where clarifications were sometimes in Swedish in order to make sure they have understood the task.

The teacher was experienced in using media in the classroom and was very confident and relaxed in her role. The teacher and students had a good relationship since the teacher has been teaching the class since 6th grade and is the mentor for the class too. The lesson was well structured and the students payed attention to the teacher during the introduction of the lesson and task instructions.
4.1.3 Observation 3

The third conducted observation was in grade 7 with Teacher 3. The teacher came to the class 10 minutes late and stressed into the class. Students went in the classroom while the teacher was struggling to start the computer and the whiteboard. Many students started to talk to each other, open their computers and play video games, others watched movies on mute or played games on their smart phones. During the stressful moment of being late, the teacher forgot to collect students’ smart phones.

The lesson plan was to read a text in a textbook, choose vocabulary for the vocabulary test, answer the questions in the exercise book, and finally write a short summary of the text. The teacher started to introduce the lesson plan while most students are still playing video games or occupied with their smart phones. A few students payed attention to the teacher while the teacher asked the rest of the class to pay attention to her instructions. After several requests from the teacher, many of the students started to pay attention while some continued with their video games.

The teachers brief instruction for the task resulted in many questions from the students who did not understand what to do or were busy playing video games. While the teacher tried to clarify the instructions, many students started to discuss the task very loudly which made it difficult to hear the teachers’ clarifications of the task.

The students started to work with their tasks in groups instead of individually as instructed by the teacher. Many students expressed in whole class that the task is boring, not interesting, and they did not feel motivated to work with it. This resulted in confusion and tension in the class where a few students refused to work with the task. The teacher explained that all students must do the task since it would be assessed, but it did not seem to matter for some students who refused the task. It was a problematic situation for the teacher.

The teacher and student relationship did not seem to work very well, even though the teacher is a mentor for the class. The teacher has been teaching this class from the beginning of the autumn term 2020. The teacher is not very experienced with media and usually uses printed teaching materials, such as textbooks, with which she is more confident. The materials were not adapted for students who have difficulties with the English language. The language used in the classroom was a mixture of Swedish and English, where the most part was in Swedish. The
students spoke only in Swedish and no invitation to speak in English from the teacher took place.

4.1.4 Summary of observations
Both Teacher 1 and Teacher 2 were well-experienced in the usage of digital medias in their classrooms. The teachers had good knowledge about their students’ daily lives, interests, and difficulties. Teachers knowledge about their students made it easier to create relevant and adapted teaching materials that captured students’ interests. The adaptation of teaching materials provided students with difficulties the opportunity to succeed. Students in those classrooms were engaged in the classroom and motivated to work with the handed assignments.

The results of the observations, for Teacher 1 and Teacher 2, showed that both teachers incorporated students’ previous knowledge in their teaching and created relevant teaching materials in agreement with students’ interests. This is a good example of the bridging activities model by Thorne and Reinhardt (2008) and Henry’s (2019) three connections for motivational practices.

The third teacher was less experienced in the usage of digital medias in the classroom. The teachers’ lack of knowledge about students’ daily lives, interests, and difficulties made it difficult to create and adapt teaching materials according to their level of knowledge. Students were less engaged and demotivated in the classroom and found the assignments boring and irrelevant. The lack of adaptation in teaching materials was problematic, as it did not provide students with difficulties the opportunity to succeed. The curriculum states that “Teachers should stimulate, guide and offer extra adaptations or special support to pupils who have difficulties” (Skolverket, revised 2018, p. 13).

4.2 Questionnaire survey
4.2.1 Grade 7
In 7th grade, the total number of students is 29, 15 girls and 14 boys. The result of the questionnaire showed that all of the boys (14) played online video games, a few girls (5 of 15)
played online video games whereas the majority of girls (10 of 15) are active on social media platforms.

Both girls and boys use streaming services when they choose to listen to music, podcast, or watch movies and TV series. More girls (9 of 15) than boys (2 of 14) use online E-books or newspapers. 6 of 15 girls feel that they always use the English they learn outside-of-school and 8 of 15 girls feel that they sometimes use their extramural English in school. In comparison, half of the boys (7 of 14) answered that they always use the English they learn outside-of-school in school.

Most girls and boys who answered that they sometimes use their extramural English in school, commented that they did not feel confident in using their pre-knowledge of English in school because of the fear to say something wrong, and that they are not sure how to make use of their knowledge from out of school context in school-based tasks. The result shows that some students, regardless of gender, encounter confusion and insecurity about the use of their pre-knowledge in school. Therefore, teachers should provide all students with adequate support of how to use their pre-knowledge in school contexts.

When asked if students get the opportunity to show their skills in the tasks, the majority of girls (10 of 15), experienced that they feel that they have the opportunity to show their skills where 5 girls commented that they feel more confident to show their skills if it is an individual task. Most boys (10 of 14), felt that they could show their skills, whereas 3 boys commented that they do not get enough support to be able to show their skills.

The results show differences on students’ perceptions of using their pre-knowledge in a formal setting, where girls lack the confident and boys needed more support on how to apply it in a school context. One approach is to highlight students’ strengths and support students on how they can benefit from their strengths in a school context (Dunkels, 2018, p. 96).

Many boys and girls in 7th grade did not feel that their lessons nor tasks are interesting which makes them often demotivated to work with the tasks. Some of the students commented that some of the teacher materials used in class are old and have no relevancy for their daily lives. The lack of interest and knowledge in students’ pre-knowledge and daily lives, results in shallow and irrelevant pedagogy, according to Dewey (Forsell, 2011, p. 104).
4.2.2 Grade 8

The total number of students in 8th grade is 29, 16 girls and 13 boys. The results of the questionnaire showed that all boys (13) in 8th grade play online video games, whether it is on computer or smart phone, in comparison with 3 of 16 girls who play online video games.

Both boys and girls stated that they prefer to listen to music or watch movies via various streaming services. More girls (6 of 16) than boys (1 of 13) read E-books or newspapers online. Boys (6 of 13) who sometimes read online commented that they usually read online when it is needed to complete school tasks. All girls (16) and most boys (11 of 13) are active on social media platforms, especially on Instagram and Snapchat.

Most girls (13 of 16) and boys (11 of 13) use their extramural English in school. When asked if students get the opportunity to show their skills in the tasks, all girls (16) and most boys (10 of 13) felt that they could express their skills in their tasks. Both boys and girls experience their lessons as interesting and most of the time relevant to their daily lives. The result of the questions whether students use their knowledge from out-of-school and if they are given the opportunity to show their skills, show positive results. The relevancy of the activities used in the classroom resulted in engaged students who found the assignments interesting.

The results of this questionnaire show that there are similarities between girls’ and boys’ perceptions of the lessons and that they can benefit from their extramural English in a school context, if it is relevant to their daily lives and captures their interest. In connection to the observations, teachers’ knowledge about the students and their interests made it possible to create relevant and interesting activities. This corresponds with Henry’s (2019) three connections for motivational practices (p. 29-32).

4.2.3 Grade 9

The total number of students in 9th grade is 30, 14 girls and 16 boys. The results of the questionnaire showed that all 16 boys, compared to only 3 of 14 girls, played online video games.

All girls and boys showed the same results when it comes to the use of streaming services, whether it is listening to music, watching movies or tv series. The results were similar to the
question whether they were active on social media platforms, where all boys and girls were socially active on Facebook, Instagram, Snapchat and blogs.

All girls (14) and boys (16) expressed that they get the opportunity to show their skills in school tasks, whether it is individual or group tasks. Both girls and boys feel confident in using the English the learn outside-of-school in school, where many of them explained that most of the tasks handed to them by their teacher are often relevant, interesting, and gives them the opportunity to express themselves freely.

The results of this questionnaire show that there are similarities between girls’ and boys’ perceptions of the lessons and that they can benefit from their extramural English in a school context, if it is relevant to their daily lives and captures their interest. Teachers’ knowledge about students’ daily lives and interests is a key factor to the success of encouraging students to engage in classroom activities and increase their motivation. It is evident in this questionnaire, that the teacher used the bridging activities model by Thorne and Reinhardt (2008) and Henry’s (2019) three connections for motivational practices, while incorporating students’ previous knowledge and interests during the process of creating relevant lesson plans.

4.2.4 Summary of questionnaires

The results of the questionnaire revealed that more boys than girls play online video games. This corresponds with Sundqvist’s and Sylvén’s (2016) statement that when it comes to video games, male gamers tend to play more video games than female gamers (Sundqvist & Sylvén, 2016, p. 33). Also, an article by the Swedish Media Council (2019) states that more boys, during the pre-puberty and puberty, play more video games than girls; where girls tend to be more active on social media platforms.

Students experience teaching as interesting when the teaching materials are relevant to their daily lives and interests. Students who experienced learning as boring and irrelevant, were students who had old and outdated textbooks with no relevancy to students’ daily lives or interests. The lack of interest and knowledge in students’ pre-knowledge and daily lives, results in shallow and irrelevant pedagogy, according to Dewey (Forsell, 2011, p. 104).

In addition, Thorne and Reinhardt (2008) emphasize that teachers’ knowledge about student interests and their daily lives is a key factor in creating relevant and interesting activities in the
Bridging activities is an important component in the achievement of motivated and engaged students in classroom activities. The main goal with bridging activities is to create activities that students can relate to and find interesting (Sundqvist & Olin-Scheller, 2015, p. 59-60).

Many students expressed that they are given the opportunity to show their skills and previous knowledge in their assignments. Few students preferred individual tasks and others did not know how to incorporate their previous knowledge in their tasks. This is due the lack of support from the teacher.
5. Discussion

The purpose of this study was to investigate two main questions. The first question was to investigate students’ perception of the English in school and how they can benefit from their extramural English activities in a school setting. The second question was to investigate how teachers make use of students’ pre-knowledge in their English lessons.

The result of this research shows that teachers’ knowledge about students’ daily lives and interests, and teacher-student relationships are crucial to their teaching. Knowledge about students’ interests and daily lives has shown to benefit teacher’s ability to create relevant and interesting lesson plans. Teachers who had good relationships with students and good knowledge about students’ interests, could benefit from students’ previous knowledge of English and encourages the incorporation of it in classroom activities.

During my observations, I noticed that two teachers who were well experienced in the usage of media, incorporated students’ previous knowledge, along with creating interesting and relevant materials in the classroom, encouraged students to engage in the activities and increased their motivation to work with their assignments. Also, I noticed that the third teacher who was inexperienced in the usage of media in the classroom, used outdated textbooks or irrelevant materials in the classroom, students were more demotivated to engage in the classroom.

The results showed that students perceptions of the English they encounter in school differed from different grades, where some found it interesting and relevant. Others found it boring and irrelevant due to working with outdated textbooks with no relevancy to their daily lives.

Sundqvist and Olin-Scheller (2015) state that teachers tend to be the reason for demotivation in the classroom. Teachers key role as motivators in the classroom can be achieved through various strengthening second language exercises in the classroom (p. 57). Also, teachers’ knowledge about students and their interests are very important, in order to develop relevant teaching materials. This is connected to Pangrazio’s (2019) suggestion, that teachers’ knowledge about students’ use and previous knowledge of digital technologies is very important to develop relevant resources to meet their needs (p. 156).

In addition, the curriculum for English in secondary school state that “[P]upil’s must also be given the conditions to be able to use different aids for learning, understanding, creation and
communication” (Skolverket, 2011). The curriculum emphasizes the use of different media to develop students’ knowledge from different sources.

Students’ perceptions of learning in a formal setting might shift to positive change if teachers’ knowledge about student’s needs and interests occur. Dewey’s statement, that teaching should be focused on students’ needs and interests, is of high importance. He highlights that teachers should build bridges between the pedagogy in school and students’ interests in order to achieve benefits of learning. School subjects with relevant content to students’ lives should become an important matter for teachers instead of creating abstract assignments with no relevancy to students’ daily lives (Forssell, 2011, pp. 104-105).

Many Swedish researchers have in an empirical school research discussed students’ difficulties in absorbing the abstract knowledge required from school. The researchers explain that the distance between the codified knowledge in scientific concepts that schools convey has little or no relevancy to students’ everyday lives (Forssell, 2011, p. 118).

The pedagogical model, bridging activities, is made by Thorne and Reinhardt (2008) for teachers. The models’ purpose is to connect teachers' special knowledge together with students’ previous knowledge and curiosity in order to increase students’ involvement in the classroom. The aim with the model is to create relevant and interesting classroom activities for students, once the teacher increases its knowledge about students’ interests and daily lives (Sundqvist and Olin-Scheller, 2015, p. 59-60). Moreover, Henry’s (2019) three connections for motivational practices, emphasize the importance of creating relevant and interesting activities, which benefit from students’ out-of-school knowledge, and contribute to a positive teacher-student relationship (p. 30-31).

In the conducted questionnaire, students expressed that they learn more English on their free time than school, although some students emphasized that they learn better grammar in school and that the combination of both is very important. It is clear that schools could benefit from incorporating extramural English in the classroom through the usage of students’ previous knowledge of English and develop that knowledge in a formal setting. The result contradicts Krashen’s (1982) statement that language acquisition develops only in an informal setting where it is more natural and voluntary, and not in a formal setting with grammar rules and corrections (Lundahl, 2009, p. 39).
However, Lundahl (2009) highlighted the importance of cooperating language skills and language use. He explains that in order to have a functioning communication, one must put the building blocks together, and therefore grammar is important (p. 39). Lundahl (2009) also emphasizes that teachers’ knowledge about youngsters informal learning, interests and linguistic ability can be cooperated in a formal setting as long as they are based on the curriculum and the teachers’ insight in language- and knowledge development (p.46).

Students who expressed that they learn more English in their free time, while they play online video games or are active on social media platforms, corresponds with Long’s (1996) interaction hypothesis. In order to achieve language learning, interactions between individuals is necessary. When individuals lack in communication during interaction, they tend to negotiate for meaning in order to achieve mutual understanding. The process of negotiating for meaning entails reformulations or clarifications that provide comprehensible input and direct or indirect corrections (Lundahl, 2009, p. 156). In connection to Long’s (1996) interaction hypothesis, Dunkels (2018) explains that young people online tend to support each other with information and increase each other’s knowledge in different areas (Dunkels, 2018, p. 97).

The second question to investigate was about teachers’ usage of students’ previous knowledge, from different medias, in their English lessons. During my observations, I noticed that two of three teachers used students’ previous knowledge in their teaching during whole class discussions and in assignments. Students were given the opportunity to share their knowledge with the teacher and the rest of the class before beginning with their assignments. The students were used to share their knowledge and experiences with each other, and that gave them a sense of context.

The content in the plan lessons for those teachers were developed according to students’ interests, needs, and involved their previous knowledge. The teachers highlighted that students had to incorporate their previous knowledge in their assignments. The content of the lesson plans, is connected to a statement from the syllabus for English: “In the meeting with spoken language and texts, pupil’s should be given the opportunity to develop the ability to put the content in relation to their own experiences, living conditions and interests” (Skolverket, revised 2018, p. 34).

Both teachers were confident in their role as teachers and had good knowledge about media usage, but most importantly, they had good relationship to their students and knowledge about
their interests. The importance of knowledge about students’ interests and good relationship with students is highlighted by one of Henry’s (2019) three connections, namely the interpersonal relationship. Pangrazio (2019), on the other hand, highlighted the importance of teachers’ knowledge about young peoples’ use and previous knowledge of digital technologies in order to develop relevant resources to meet their needs (Pangrazio, 2019, p. 156).

The third teacher was less confident in her role as a teacher, lacked the knowledge about media usage, and students’ interests. Lundahl (2009) states that teachers nowadays must develop a very secure professional identity in order to manage the complexity of the teaching profession. This development includes to become a fair and confident adult with good leadership qualities (Lundahl, 2009, p. 22).

The material used in the lesson plans were outdated textbook based materials. The students could not relate to the texts and assignments, which resulted in demotivated students. Teachers have the key role for students’ motivation, and they are the focus group who can motivate students through various strengthening second language exercises in the classroom (Sundqvist and Olin-Scheller, 2015, p. 57). As Sundqvist & Olin-Scheller (2015) stated in their article, some of the consequence’s students face are demotivation, unchallenging lessons and a decrease in the urge to learn. Those consequences are the results of irrelevant and uninteresting lesson content, also teachers lack of involving students’ previous knowledge in the classroom (p. 54).

In order to increase students’ motivation and engagement in classroom activities, teachers must increase their understanding about students’ daily lives and interests and bridge between the cultural way of teaching and students’ perception of the outside world, argues Dewey. Teachers should create relevant and interesting classroom activities instead of abstract and irrelevant activities for the student (Forssell, 2011, pp. 104-106). This connects to the results of the presented student questionnaires which revealed that students benefited from their extramural English when the lesson were interesting and relevant to their daily lives. Students were encouraged to use their previous knowledge of the English language and experiences in the classroom. Teachers usage of students’ previous knowledge and experiences can be viewed as an asset to their teaching.

The Swedish curriculum for compulsory school states that “The school should promote the harmonious development of pupils. This should be achieved by means on a varied and balanced
combination of content and working methods” (Skolverket, revised 2018, p. 9). The statements highlight the importance of variation in lesson plans, content and material to promote students’ development.

Another statement from the curriculum states “The aim should be to create the conditions for the pupils’ all-round development, thinking and acquisition of knowledge” (Skolverket, revised 2018, p. 9). In order to create the needed conditions for students’ development and knowledge acquisition, the teaching profession should include the possibility to find students’ strengths in the subject and support them in order to benefit from it in their future learning process (Dunkels, 2018, p. 96). That can be viewed as a starting point to gain insight in everyone’s strengths and highlight these as an encouragement for students to achieve their goals.

In connection to the overall goals and guidelines of the Swedish curriculum for compulsory school, it states that teachers should “organise and carry out the work so that pupils: view knowledge as meaningful and that they make progress in their own learning, receive support in their language and communicative development, use digital tools in a way that promotes the development of knowledge” (Skolverket, revised 2018, p. 13).

The role of teachers is to ensure that students receive the right opportunities for overall development and meet the needs of the students. The incorporation of students’ previous knowledge in the teaching process could benefit the development of both teachers and students. Bridging activities by Thorne & Reinhardt (2008) is a simple, yet an effective way of incorporating students’ extramural English in their language teaching. Involving students in their learning process is of high importance to achieve language development (Sundqvist & Olin-Scheller, p. 59-60).

The teacher I observed in 7th grade, did not adapt the teaching material for students with difficulties. These students were overwhelmed and could not work with the assignment handed to them. Students with difficulties are entitled to special support and adaptation of tasks by teachers in order to get the opportunity to succeed. The curriculum states that “Teachers should stimulate, guide and offer extra adaptations or special support to pupils who have difficulties” (Skolverket, revised 2018, p. 13).
6. Summary & Conclusion

This research investigated the students’ perception of the English teaching they receive in school and how teachers take advantage of students’ previous knowledge of the English in their teaching. The results showed that teachers have a huge impact on students’ perception of their learning process, since teachers must choose interesting and relevant materials for their lesson plans. In order to achieve that, teachers must have a good understanding of students interests and daily lives. A good teacher-student relationship is crucial in the teaching practice.

In conclusion, I believe that it is very important that teachers’ development of relevant and interesting teaching materials is crucial for students’ development of knowledge. Also, teachers must ensure that an adaptation of the assignments is made for students with difficulties in order to reach every student in a fair way. All students in school should be given the opportunity to succeed with right amount of support by the teacher. In addition, the curriculum further states that “Every pupil has the right to develop in school, to feel the joy of growth and experience the satisfaction that comes from making progress and overcoming difficulties” (Skolverket, revised 2018, p. 9).

Supported by the literature overview I would like to stress the importance of researching students’ attitudes and expectations of learning the English language in a formal setting. I would like to encourage every practicing teacher or teacher student to have more observations in different classrooms, in order to gain different perspectives from other colleagues, different teaching materials and approaches of the teaching profession. This is a very effective way to increase ones’ knowledge and add it to their “toolbox”. Through the observations and students’ questionnaires, I have gained a richer understanding of how teachers teaching practice incorporated well developed lesson plans, materials and students’ previous knowledge in the English classroom and also how students perceived the teaching.

This research has helped to expand my understanding about the importance of students’ previous knowledge and its benefits to the English classroom. With this research, I hope that more teachers take advantage of students’ previous knowledge and use it as an asset to their teaching practices, along with the development of relevant materials and support.
7. References


## Appendices

### Appendix A. Observation schedule

#### Facts

<table>
<thead>
<tr>
<th>Date:</th>
<th>Subject:</th>
<th>Students/Gender:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Material used in the classroom (teacher materials etc.):          |
| Digital resources in the classroom (whiteboard, computer, etc.): |

#### Registrations (not an analyse)

<table>
<thead>
<tr>
<th>Lesson/Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens in the lesson?</td>
</tr>
<tr>
<td>Register activities</td>
</tr>
</tbody>
</table>

#### Writing task instructions

| When does the teacher start writing activities? |

#### Interactions between students about the writing task

| How does students work together about the writing task? |

#### Individual writing assignments

| When does students work individually with the writing assignment? |

#### Comments

<table>
<thead>
<tr>
<th>Comments and reflections</th>
</tr>
</thead>
</table>

| Ideas to analyse       |
Appendix B. Students’ questionnaire survey

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls:</strong> 15 Boys: 14</td>
<td><strong>Girls:</strong> 16 Boys: 13</td>
<td><strong>Girls:</strong> 14 Boys: 16</td>
</tr>
<tr>
<td><strong>1. Do you play online</strong></td>
<td><strong>2. Do you listen to</strong></td>
<td><strong>3. Do you read online?</strong></td>
</tr>
<tr>
<td><strong>videogames on computer</strong></td>
<td><strong>music or podcasts?</strong></td>
<td><strong>Example:</strong> E-books,</td>
</tr>
<tr>
<td>or smartphone? <strong>Yes:</strong> 5</td>
<td><strong>Example:</strong> YouTube, Spotify.</td>
<td>newspapers, blogs etc.</td>
</tr>
<tr>
<td><strong>No:</strong> 10</td>
<td><strong>Yes:</strong> 15</td>
<td><strong>Yes:</strong> 9</td>
</tr>
<tr>
<td><strong>Sometimes:</strong> -</td>
<td><strong>No:</strong> 14</td>
<td><strong>No:</strong> 9</td>
</tr>
<tr>
<td><strong>Girls:</strong> 16 Boys: 13</td>
<td><strong>Girls:</strong> 16</td>
<td><strong>Girls:</strong> 14</td>
</tr>
<tr>
<td><strong>4. Do you watch TV or</strong></td>
<td><strong>5. Are you active on</strong></td>
<td><strong>6. Do you use the English</strong></td>
</tr>
<tr>
<td><strong>streaming TV?</strong> Example:**</td>
<td><strong>social media?</strong> Example:</td>
<td><strong>you learn outside-of-school</strong></td>
</tr>
<tr>
<td>Netflix, Via Play, SVT Play</td>
<td>**Facebook, Snapchat, Instagram, Twitter</td>
<td>or on the Internet, in school? Why/why not?**</td>
</tr>
<tr>
<td>etc.** Yes:** 15</td>
<td><strong>Yes:</strong> 13</td>
<td><strong>Always:</strong> 6</td>
</tr>
<tr>
<td><strong>No:</strong> 14</td>
<td><strong>No:</strong> 16</td>
<td><strong>No:</strong> 7</td>
</tr>
<tr>
<td><strong>Sometimes:</strong> -</td>
<td><strong>Sometimes:</strong> -</td>
<td><strong>Sometimes:</strong> -</td>
</tr>
<tr>
<td><strong>Girls:</strong> 14 Boys: 16</td>
<td><strong>Girls:</strong> 14</td>
<td><strong>Girls:</strong> 15</td>
</tr>
<tr>
<td><strong>7. Do you get the</strong></td>
<td><strong>8. Do you find the lessons</strong></td>
<td></td>
</tr>
<tr>
<td><strong>opportunity to show</strong></td>
<td><strong>interesting?</strong> Explain why/why</td>
<td><strong>9. Is there anything in English</strong></td>
</tr>
<tr>
<td><strong>your skills and knowledge</strong></td>
<td><strong>not?</strong> Explain why/why not?</td>
<td><strong>that you learn better in school?</strong></td>
</tr>
<tr>
<td>in the classroom or in**</td>
<td><strong>Yes:</strong> 10</td>
<td><strong>Yes:</strong> 13</td>
</tr>
<tr>
<td>the assignments handed to**</td>
<td><strong>No:</strong> 0</td>
<td><strong>No:</strong> 13</td>
</tr>
<tr>
<td>you?** <strong>Yes:</strong> 10</td>
<td><strong>Sometimes:</strong> 5</td>
<td><strong>Sometimes:</strong> 3</td>
</tr>
<tr>
<td><strong>No:</strong> 0</td>
<td><strong>Yes:</strong> 13</td>
<td><strong>Yes:</strong> 13</td>
</tr>
<tr>
<td><strong>Sometimes:</strong> 5</td>
<td><strong>No:</strong> 13</td>
<td><strong>No:</strong> 13</td>
</tr>
<tr>
<td><strong>Girls:</strong> 16 Boys: 13</td>
<td><strong>9. Is there anything in English</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sometimes:</strong> -</td>
<td><strong>that you learn better on your</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>free time?</strong> Explain.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Yes:</strong></td>
<td><strong>Yes:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>No:</strong></td>
<td><strong>No:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sometimes:</strong></td>
<td><strong>Sometimes:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Yes:</strong></td>
<td><strong>Yes:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>No:</strong></td>
<td><strong>No:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sometimes:</strong></td>
<td><strong>Sometimes:</strong></td>
</tr>
</tbody>
</table>

**Note:** The table above presents the results of a questionnaire survey conducted among students across different grades. The survey questions cover various aspects of students' activities, preferences, and learning experiences. The data is organized by gender and grade level, showing the number of students responding with 'Yes', 'No', and 'Sometimes' for each question.