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**Extramural English and Motivation**

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**Comparing and contrasting language learners' motivation for  
video games and films**

verfasst von / submitted by

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## List of abbreviations

CALL	Computer assisted language learning
EE	Extramural English
EFL	English as a foreign language
ELF	English as a lingua franca
ESL	English as a second language
L1	First language
L2	Second language
MMORPG	Massive multiplayer online role-playing game
SDT	Self-determination theory
SLA	Second language acquisition

# 1. Introduction

Language learning has developed a great deal over the last decades. From initially mainly focussing on conscious language learning, emerging linguistic research has prompted teachers to prioritize unconscious language acquisition and communicative approaches to learning a new language. Additionally, the emergence of extramural English, combined with the integration of modern technology into language learning, has gained popularity as an effective way to enhance language skills, alongside classroom-based language learning. As shown by research (Benson 2011: 11), it can also have a significant effect on learners' motivation, by letting them pick their language input autonomously based on their own needs and interests. Motivation is one of the most important resources for any learning process (Dörnyei 2015: 72). However, not only the quantity is important, but also the quality of motivation, as it makes a crucial difference whether learners do something out of their own interest and curiosity, or they just do it because others tell them to (Ryan & Deci 2000: 50). The field of extramural English and the use of films and video games within such an EE environment has been explored thoroughly by scholars over the last years. However, while there are already numerous studies to prove the benefits of the extramural use of watching films and playing video games to language acquisition and learner motivation, there is still a lack of studies showing as to why language learners choose to use those two media to advance their language learning. Therefore, the aim of this diploma thesis is to investigate this topic and provide insights that can be further elaborated on.

This diploma thesis mainly consists of two parts. Firstly, it will provide a review of the field specific literature in chapters 2 to 5. This review aims to explain essential concepts and terms, regarding the topics of extramural English learning, language acquisition and motivation. In the second part, a quantitative study conducted by the author will be analysed in order to find out information about participants' use of EE, their motivation to choose this approach to learning the English language. This part will span from chapter 6 to chapter 8. At the very start of the literature review, in chapter 2, the readers

are introduced to the concepts of language acquisition by Krashen (1981, 1982), as well as given a brief overview about the most relevant motivational theories within the field of psychology (Dörnyei 2009a, 2009b; Ryan & Deci 2000, 2008). Chapter 3 then introduces the reader to digital language learning and familiarizes them with the relevant terminology, like web 2.0 technologies, CALL (computer-assisted language learning) and multimedia learning. Furthermore, the differences between the two generations of digital natives and digital immigrants (Prensky 2001) will be explained. Subsequently, chapter 4 introduces the main concept of this diploma thesis, extramural English (EE), a term coined by Sundqvist (2009), describing the use of English outside the educational setting. This concept will be elaborated on in close detail, describing its benefits, as well as the most common EE resources among young learners. These EE resources include films and video games, which are two of the most frequently used ways to improve language acquisition outside of school (Sylvén and Sundqvist 2017: ii). Those, however, will be described in chapter 5, as they are elaborately discussed. For this purpose, this diploma thesis will give an overview of the benefits for language learning, as well as motivation these two media can potentially provide for learners of English.

After this insight into the literature surrounding the essential concepts regarding language acquisition and extramural English, the study, which was conducted in the course of this thesis, will be presented. The study used a quantitative approach to collect data, via a questionnaire. The aim is to explore the reasons and motivations participants have to engage in extramural use of films and video games in the English language. As these motivations can potentially differ quite drastically when comparing the two media, but also when including other factors like the age and gender of the participants, the gathered data will be analysed and compared along these features. Due to the fact that the comparison between films and video games, when used in an EE context, has the potential to exceed the limits of this thesis, four main research questions were formulated, in order to limit the scope of this thesis and keep



the research more focussed and, hence, more detailed. Those research questions are the following:

- RQ1: What are the reasons of participants to watch films or video games? Do participants show more intrinsic motivation for video games than for films?
- RQ2: Does a higher frequency of EE use correlate with more intrinsic motivation?
- RQ3: How does the EE use of younger participants compare to older participants?
- RQ4: Do participants who prefer EE video games show higher results in self-assessment of English proficiency than participants who prefer EE films?

To provide the desired information, a questionnaire was created and filled out by university students, as well as students of an Austrian commercial college (HAK). The findings will then be presented, including illustrations provided by the statistical programme SPSS. Subsequently, the results will be discussed and supported or contradicted by the linguistic and psychological concepts explained earlier, in order to find an answer to the diploma thesis' research questions.

## 2. The psychology of language learning

As this thesis covers the motivation of language learners to go beyond learning a language at school and even – consciously or unconsciously – improve their language skills at home, it is crucial to understand the basics of language learning first. Hence, this chapter provides the essential knowledge about the process of language acquisition and, additionally, aims to highlight this information from a psychological perspective, due to motivation – the core theme of this thesis – being heavily rooted in psychology.

### 2.1 Second language acquisition

When it comes to language learning, linguists regularly make use of the term *second language acquisition* (SLA). This term, however, can occasionally cause confusion as it can refer to two different fields or purposes. According to Sundqvist (2009: 10), SLA describes the process of learning a new language after the first language – or mother tongue – has already successfully been acquired. This does not necessarily have to be the second language, hence, learning a third, or even fourth language, too, falls into the field of SLA. The term, however, is also often used to describe the linguistic field that studies the process of learning a second language. Within second language acquisition, linguists use different terms to describe more or less the same phenomenon. SLA is also often referred to as L2 acquisition. However, when it comes to the acquisition of English as a target language, linguists regularly use the terms ESL (*English as a second language*) and EFL (*English as a foreign language*). These two terms are more or less used interchangeably. Nevertheless, Sundqvist (2009: 10) among others, points out a minor difference. She argues that, whereas EFL is commonly used to describe English that is mainly learned in a classroom context inside schools, “ESL would be English taught to students with another mother tongue than English and in an English context, such as in countries where English is the dominant language of institutions and in the community.”

### 2.1.1 Language learning vs. language acquisition

The before-mentioned explanations of the term SLA show a strong connection to intentional language learning, which suggests that there might be a fundamental flaw within the term *second language acquisition*. As described by Krashen (1982: 10),

[I]language acquisition is a process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. The result of language acquisition, acquired competence, is also subconscious.

As opposed to language acquisition, language learning is a conscious process in which the learner intentionally learns a language, by studying vocabulary, grammatical patterns, etc. Hence, SLA technically refers mainly to language learning, rather than language acquisition. Here lies the big difference between learning a first and learning a second language. Whereas an L2 is mostly learned consciously, the L1 – or mother tongue – is mainly acquired unconsciously, suggesting major differences between L2 acquisition and L1 acquisition (Krashen 1982: 10). According to Lightbown and Spada (2013: 20), referring to Noam Chomsky's findings, the acquisition of a mother tongue happens automatically in every person and that "children are biologically programmed for language and that language develops in the child in just the same way that other biological functions develop." While a supportive surrounding can undoubtedly be beneficial, first language learning is an innate process, similarly to learning how to walk.

This distinction between acquisition and learning closely resembles the concept of implicit and explicit learning. Ellis (2009: 3) describes implicit learning as a learning process that is unaware to the learner. Hence, knowledge can be gained without the demand for attentional resources. Explicit learning, on the other hand, requires high amounts of attention towards the study material and a conscious effort to memorize it. Therefore, it can be argued that an L1 is acquired implicitly and unconsciously, while an L2 has to be learned consciously and explicitly, for the most part. However, in his

acquisition-learning distinction, Krashen (1982: 10) argues that second languages can and should also be learned implicitly and, hence, 'acquired'. How this can be done is explained in his SLA hypotheses.

### **2.1.2 SLA hypotheses**

When it comes to how second language acquisition works, much of the groundwork has been laid by Krashen and while his hypotheses are generally outdated, they nevertheless provide significant insights on understanding the process of second language acquisition. Therefore, this chapter will mainly discuss his five SLA hypotheses.

In the first hypothesis, Krashen (1982: 10) highlights the importance of the distinction between learning and acquisition. Following his assumption that implicit language acquisition is more decisive for learning a new language than explicit language learning, Krashen (1981: 101) points to qualitative intake – “input that helps the acquirer acquire language” – being the most important factor for effective language acquisition. Krashen (1981: 102) further explains that the most valuable source of intake in L1 acquisition, which should be tried to be adopted to L2 acquisition, is the so-called ‘caretaker’ speech, used by parents to communicate with their children. The primary intention of caretaker speech is not to teach a language, but to convey a message. It is always adjusted to the language level of the child, starting simple and becoming progressively more complex and, lastly, caretaker speech always provides context to assist the learners, as caretakers almost always describe surroundings.

In his second hypothesis – the natural order hypothesis – Krashen (1982: 12-14) argues that language learners tend to acquire certain grammatical patterns in a similar and predictable order. While for example the plural /s/ is usually learned very early on, something like the third person /s/ tends to be acquired rather late. This, however, does not mean that language learning should be structured according to this natural order, but rather that the focus should be averted from this phenomenon and students should freely develop the language on their own.

In his monitor hypothesis Krashen (1982: 15-16) describes how exactly acquisition and learning affect language production. According to him, “acquisition ‘initiates’ our utterances in a second language and is responsible for our fluency” (Krashen 1982:15), while learning only works as a monitor for the produced language, to correct mistakes or consciously change the final output, further stressing the importance of acquisition over learning.

In his input hypothesis, Krashen (1982: 21) argues that language proficiency can only be improved if the students are provided with input that is above their current language level. Keeping the natural order hypothesis in mind, students can only improve if they are exposed to language patterns they have not acquired yet. Similar to the caretaker speech, this input should primarily be focussed on communication and additionally convey the required context for students to grasp the meaning. Sources of input can be native speakers or teachers that modify their speech to ensure comprehension, but also other, more advanced, language learners (Krashen 1982: 24).

The fifth and, in the context of this diploma thesis, arguably the most relevant hypothesis is the affective filter hypothesis and describes the optimal environment for successful language acquisition. This ideal environment is created by the concurrence of three factors: motivation, self-confidence and anxiety. Krashen (1982: 31), as well as other scholars, proposes that students become most receptive to language acquisition if they are highly motivated, are self-confident and have low anxiety. These factors will be discussed in more detail later.

## **2.2 Individual factors influencing language acquisition**

Besides the just mentioned hypotheses that can affect the learning environment, there are also individual factors and personal traits further influencing language acquisition.

### **2.2.1 Learner agency**

Martin (2004: 135) defines agency as, “the capability of individual human beings to make choices and act on these choices in a way that makes a difference in their lives.” In other words, learner agency determines whether learners take initiative to expose themselves to the target language or not. Agency can for example be shown by participating in the English class, or searching for opportunities to communicate with native speakers of English (Fogle 2012: 21-22). It can also depend on the personality of the learners and how outgoing they are. As mentioned previously in the affective filter hypothesis, self-confidence can be crucial in affecting language acquisition. According to Krashen (1981: 31) self-confidence and an outgoing personality are connected to improved language acquisition, as studies show a significant correlation to better grades. The reason for this is that these language learners tend to be more willing to engage in communication in the target language. On the other side of the spectrum, language learners who are shy or show high levels of anxiety usually avoid such situations, as they are afraid of failing and embarrassing themselves, which negatively affects language acquisition (Krashen 1981: 29). Anxiety can further cause negative emotions like fear or distress, which, according to Dörnyei (2009a: 184), are agreed to strongly influence behaviour, cognition and motivation.

Anxiety can manifest itself in many forms of fear – a fear of speaking; a fear of misunderstanding others, and a fear of being misunderstood; a fear of being laughed at – and it can also induce other negative feelings such as worry, embarrassment, and self-consciousness. (Dörnyei & Ryan 2015: 176)

Sundqvist (2009: 16) supports the claim of extrovert personalities having an advantage over introvert personalities, as they are more inclined to take risks, participate in conversations in the target language and, thus, show agency for language acquisition.

Additionally, learner agency may also be dependent on the learner’s attitude towards the target language. As stated by Lightbown and Spada (2013: 87) a positive attitude towards the second language tends to correlate with more

willingness to learn and to keep learning, in addition to communicating actively in the target language. Furthermore, a positive attitude towards the target language community can result in the portrayal of L2 native speakers as role models for what the learners are ideally aiming for, in terms of language proficiency (Dörnyei 2009b: 27). These benefits are also true for the attitude towards the classroom and language teacher, as a positive attitude is usually a good indicator of both successful language learning, as well as acquisition, of students (Krashen 1982: 33-34).

### **2.2.2 Learner aptitude**

Another key component in terms of language learning and acquisition is 'learner aptitude'. Often synonymously used with the term 'intelligence' and 'learning ability', the concept of aptitude describes a learner's cognitive ability to think, reason and process information (Dörnyei & Ryan 2015: 35-36). In the context of language learning, it is possible to distinguish between four subcategories of learner aptitude. Phonemic ability, i.e. the ability to structure unfamiliar sounds in order to memorize them, grammatical sensitivity, i.e. the ability to determine the function of a word within a sentence, inductive language learning ability, i.e. the ability to use previously learned words and structures to generate new sentences, and associative memory, i.e. the ability to identify similarities between one's L1 and the target language (Sundqvist 2009: 18). However, this is only one way of defining the concept of learner aptitude. As Dörnyei and Ryan (2015: 36-37) argue, aptitude is an immensely ambiguous concept that has been defined by scholars of linguistics and psychology in multiple different ways and is, therefore, lacking a universally accepted definition. It is agreed upon that aptitude describes "a natural, innate ability to learn an L2 that varies significantly from individual to individual" (Dörnyei & Ryan 2015: 37). Nonetheless, when analysed in greater detail, the meaning of the concept remains rather fuzzy and language teaching experts, as well as scholars of psychology, still struggle to reach mutual understanding when conceptualizing aptitude.

## 2.3 Motivation

After mentioning motivation multiple times already throughout this chapter, it is now time to finally focus on arguably one of the most important variables, not only in language learning, but perhaps learning in general. Ford (1992: 3) defines motivation as, “the organized patterning of three psychological functions that serve to direct, energize, and regulate goal-directed activity: personal goals, emotional arousal processes, and personal agency beliefs.” While this is a rather complex definition, a more straightforward explanation for the phenomenon of motivation is given by Ryan and Deci (2000: 54), who say that, “[t]o be motivated means *to be moved* to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated towards an end is considered motivated.” This shows that motivation does not only play a crucial part in initiating a learning process, but also in maintaining this process until successful completion (Dörnyei & Ryan 2015: 72). Nowadays, the importance of motivation for L2 acquisition seems obvious. However, this has not always been the case, as successful learning had been attributed to effective teaching and learner aptitude, in the past (Dörnyei & Ryan 2015: 74). Dörnyei and Ryan (2015: 72) try to diminish this notion by arguing that,

[w]ithout sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula or good teaching enough on their own to ensure student achievement. On the other hand, high motivation can make up for considerable deficiencies both in one’s language aptitude and learning conditions.

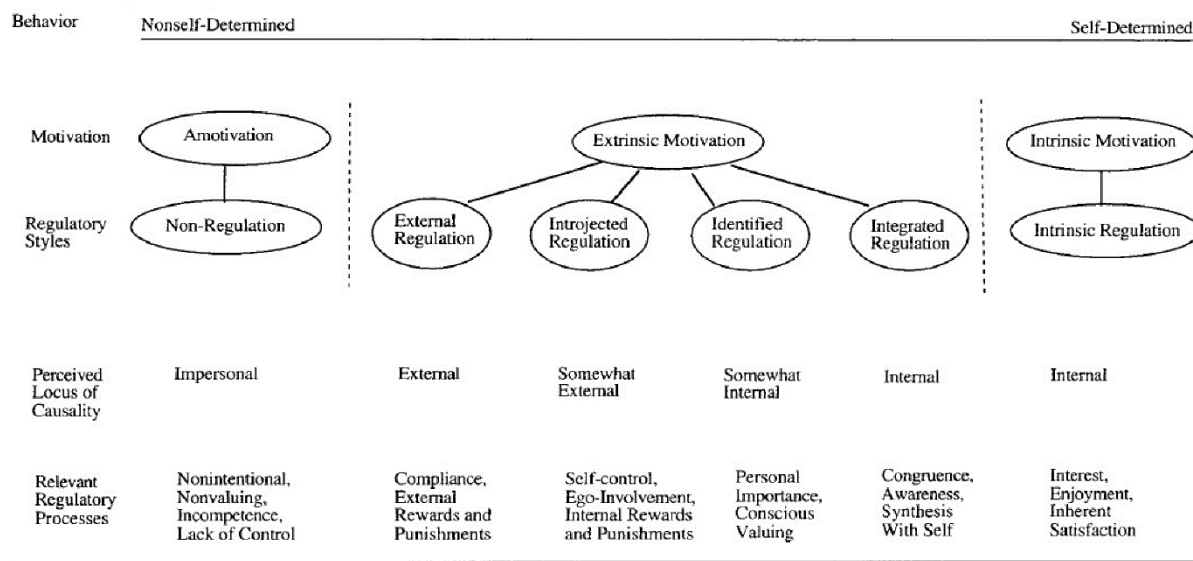
While motivation is without any doubt a crucial factor to achieve success in language learning, scholars in SLA differentiate between two different types of motivation for language learning, *integrative motivation* and *instrumental motivation*. If learners are driven by *integrative motivation*, this means that they aspire to be a part of the community speaking the target language. The pursuit of this goal should lead them to interact with native speakers or consume authentic language input. This way they are subject to extensive language exposure, which positively affects language acquisition (Krashen 1981: 22).



Dörnyei (2009b: 22-23) adds that this form of motivation further implies a very positive and respectful opinion of the language and culture of the community, which is a sign of legitimate passion for the target language. *Instrumental motivation* on the other hand identifies language proficiency as main motive for starting the learning process. This usually indicates that the target language is learned as a means to an end, rather than out of personal interest (Krashen 1981: 22). In other words, the language is mainly an instrument or tool for success in career, profession or similar ambitions (Dörnyei 2009b: 28). Due to this fact, *integrative motivation* usually offers a lower affective filter, while *instrumental motivation* tends to have a higher affective filter. This leads to *integrative motivation* being argued to be more beneficial and successful for language acquisition in the long run, as the learners feel more at ease when exposed to language input (Krashen 1981: 26-28).

### **2.3.1 The self-determination theory**

Very similar to the distinction between integrative and instrumental motivation used by Krashen and Dörnyei, the self-determination theory (SDT) – used by a great number of experts, especially in the field of psychology – also aims to classify different types of motivation. However, rather than reflecting on the motive of the motivated person to belong to a community or achieve proficiency, the self-determination theory, proposed by Deci and Ryan, measures motivation according to how meaningful and self-fulfilling an activity is. As stated by Deci and Ryan (2008: 182), “The initial idea was that the type or quality of a person’s motivation would be more important than the total amount of motivation [...]” Additionally, the SDT does not only cover the extreme ends of motivation, but provides a spectrum reaching from amotivation, over extrinsic motivation, to intrinsic motivation. Sheldon, Osin, Gordeeva, Suchkov and Sychev (2017: 1215) explain that this continuum or spectrum of motivation is based on the autonomy and the sense of self-fulfilment an activity is pursued with.



**Figure 1.** Self-determination continuum (Sheldon et al. 2017: 1216)

According to Ryan and Deci (2000: 55), arguably the highest level of motivation is intrinsic motivation. This type of motivation is defined as, “the doing of an activity for its inherent satisfactions [*sic*] rather than for some separable consequences” (Ryan & Deci 2000: 56). Hence, intrinsically motivated behaviours or actions do not follow long-term plans, but are carried out for the purposes of amusement and pleasure. Ryan and Deci (2000: 56) also compare intrinsic motivation to the sense of curiosity and exploration of a child. Due to the fact that this form of motivation is highly dependent on individual interests and preferences, there is no recipe for it, but it can still be fostered by providing autonomy. While intrinsic motivation can be improved with positive feedback from others (Deci & Ryan 2011: 419), it can also be reduced or diminished by adding external regulatory factors, like deadlines, surveillance or performance pressure in general (Sheldon et al. 2017: 1216).

Right below intrinsic motivation lies extrinsic motivation. After childhood, humans show a significant decrease of intrinsically motivated behaviours, caused by various societal demands and constraints. In this period, actions are increasingly motivated by external rewards on the one hand, or external pressure on the other hand. Extrinsic motivation can, hence, closely be compared to the concept of instrumental motivation, described earlier in this

chapter, as an action is pursued, not because of the value of the action itself, but because of the reward it presents (Ryan & Deci 2000: 60). As can be seen in figure 1, extrinsic motivation can be differentiated into four sub-categories, depending on the degree to which a person can identify with the external regulation. At the lower end of the spectrum, *external regulation* describes behaviours or activities that are just performed to please other people or comply to certain rules. Next, *introjected regulation* mainly includes actions that are performed only to avoid a guilty conscience and sustain pride. The sub-category of *identified regulation* is still regulated externally. However, individuals have identified the importance of a certain behaviour for themselves. The next step is then *integrated regulation*, which represents the most autonomous sub-category of extrinsic motivation and implies that a person has fully integrated a behaviour to one's life and personal values (Ryan and Deci 2000: 61-62).

Lastly, the lowest level of motivation is the complete lack of motivation, also referred to as *amotivation*. In this state, there are neither internal nor external factors that boost the intentionality of a person to commence an activity. Amotivation is often caused by the lack of belief in a certain action or its reward, or alternatively the lack of self-confidence in oneself to successfully complete a certain task (Ryan & Deci 2000: 61).

### **2.3.2 How to increase students' motivation**

After the attempt of defining exactly what motivation is and what different types of motivation there are, we can identify how students' motivation can be increased to ensure successful language acquisition. Following the principles and values of the self-determination theory, the most effective way to increase motivation – and also improve the quality of motivation – is to increase the amount of autonomy when learning a language.

As defined by Noels (2013: 20), “Autonomy refers to a learner’s capacity to freely choose to engage in activities.” A term that is often synonymously used with autonomy is self-direction (Berofsky 2010: 199), which indicates that autonomous learning allows learners to freely structure their learning experience to their own liking, without having to stick to externally regulated patterns (Benson 2011: 11). However, not all learners are able to create such a learning experience on their own, which is why it is crucial for teachers to provide them with the necessary skills, mindset and strategies to enable autonomous learning (Godwin-Jones 2011: 4). Due to the freedom it offers, autonomous or self-directed learning has the potential to increase intrinsic motivation, as it gives learners the opportunity to choose authentic learning material that reflects their own interests, as well as enjoyment. According to Ryan and Deci (2000: 57), exactly those two factors – interest and enjoyment – are the main ingredients for intrinsic motivation. Once such a learning process is started, learning does not only happen consciously, but mostly unconsciously and implicit, and becomes acquisition, leading back to Krashen’s (1982: 10) differentiation between learning and acquisition. One form of autonomous learning – *extramural English* – presents the core topic of this diploma thesis and will be discussed in more detail in a later chapter.

While, it is true that autonomous language learning can have a great impact on learners’ motivation, there is also a downside to this learning approach. In order to facilitate and maintain autonomous learning for a longer period of time, learners already need some motivation to initiate the learning process. According to a study described by Noels (2013: 19), there is a correlation between students’ motivation levels and their engagement in learning. This suggests that the lower students’ motivation levels are, the less they engage in language learning. Consequently, they are more likely to stop learning and generally have a very negative perception of their language competence. Hence, there is a high risk that unmotivated students cannot use the potential of autonomous learning.

Ryan and Deci (2000: 57) suggest that there is no ‘one’ specific learning method or approach that generates intrinsic motivation in everyone. This

means this form of motivation is highly dependent on the learners' interests, and not every student can be motivated intrinsically for the same topic or subject. In order to accomplish successful learning anyway, those students should be motivated extrinsically in the form of *identified regulation*. They have to find a goal or purpose for the learning process they can identify with (Berofsky 2010: 209). In the context of second language acquisition, Dörnyei (2009b: 32) calls this goal the ideal L2 self, which is how they envision themselves once they successfully acquired the target language. He claims that this visualization of the ideal L2 self can act as a highly effective motivator for language learning as it gives the learners a clear goal to aim for and, additionally, lets them imagine what it would be like reaching this goal.

Aristotle defined the image in the soul as the prime motivating force in human action; he believed that when an image of something to be pursued or avoided was present in imagination, the soul was moved in the same manner as if the objects of desire were materially present. (Dörnyei 2009b: 16)

When striving for the ideal L2 self, having a clear vision of the aimed for competences and skills helps to increase motivation. Although of extrinsic nature, as this process aims to fulfil a personal goal or vision, it is nevertheless internally regulated, which makes it extremely beneficial for language learning. In order to keep this vision alive, Dörnyei (2009b: 37) advises to provide an engaging atmosphere for the learner and to remind the learners of their ideal L2 selves. This can be done by engaging in cultural aspects of the target language community, inviting role models, or simply watching native speakers in films and, this way, getting extensive exposure to authentic language input.

### **3. Language learning in the digital world**

Today's digital world offers a completely new array of opportunities to approach second language acquisition. This chapter aims to apply the principles and ideas of SLA, which were explained in the previous chapter, to this new environment. Furthermore, it will be discussed how digital language learning affects the learners and how it provides new opportunities to improve L2 acquisition

#### **3.1 Defining the field**

As already mentioned, technology has improved greatly over the last decades offering more opportunities to learn and interact with other people. However, with the development of modern technology, children growing up in this age and their learning styles have changed as well. This chapter aims to provide the required foundation to elaborate further on the topic of digital learning.

##### **3.1.1 Digital natives**

There are many terms aiming to describe the same phenomenon. Two of the most prominent ones within the field of research are *digital natives* and *Net generation*. Both describe people who grew up being surrounded by technology. They spent their whole childhood using computers, mobile phones and other tools that provided them unlimited access to the extensive knowledge of the internet. Due to the fact that they grew up in these digital surroundings, Prensky (2001: 2) refers to this generation as *digital natives*, suggesting that they are native speakers of this digital language. People who did not have access to modern technology from an early age on, he calls *digital immigrants*. Using this technology, Prensky (2001: 3) implies that – similar to immigrants – they have to adapt to this foreign environment and while they may be able to master the digital language, they will not be able to fully lose their 'accent'. However, with technology not arriving suddenly, but gradually over time, there is no clear age limit that separates the two groups.

Having unlimited access to technology has resulted in numerous changes in how many digital natives behave and learn. According to Mthembu and Roodt (2017: 81), this leads to a natural aptitude and high skill concerning modern technology. Furthermore, Prensky (2001: 2) argues that being surrounded by technology can also affect the development of the brain, resulting in many digital natives processing information in a different way and manner as for example their digital immigrant parents. With unlimited access to technology comes permanent availability of the vast knowledge of the internet and instant connectivity with other people. Due to this, digital natives tend to require immediate response to occurring questions and generally aim for instant gratification, making interactive learning tools extremely attractive to them. Additionally, digital natives tend to use linear thinking rarely, but rather make use of their high capacity of multi-tasking. However, permanent availability of the vast knowledge of the internet also makes digital natives extremely reliant on their technological devices, such as computers and mobile phones (Mthembu and Roodt 2017: 91).

These differences to the previous generations constitute a relevant issue not only for language learning, but also learning in general. Prensky (2001: 3-4) argues that a major problem is that students in schools are still taught by teachers who are digital immigrants and, therefore, speak an entirely different language. Those teachers are not used to students learning from technological media like music or films and, therefore, do not trust new teaching methods. They predominantly rely on outdated teaching concepts and approaches, which were successful in the past, but fail to help this new generation fulfil their potential. As Gobel and Kano (2014: 23) put it,

digital immigrant teachers prefer a slow and controlled release of information, singular tasking (as opposed to multi-tasking), text over pictures, sound and video, linear and sequential presentation, standardized testing, and delayed rewards. Digital native students, on the other hand, prefer multimedia, parallel processing and multitasking, pictures and video before text, immediate relevance, and instant gratification.

Because of all these changes in behaviour and studying technique, teachers have to adapt to their new type of students. To engage this new audience, changes in teaching methodology and teaching content should be considered in order to incorporate skills and learning strategies of digital natives. Firstly, in terms of methodology, teachers should change their step-by-step approach to teaching, in favour of a faster paced, parallel way of introducing new content. Secondly, content taught in today's classes should be more relevant to students. This means that traditional content, such as classical books and writing, should not be completely excluded, but at least reduced. Instead, the focus should shift towards more digital content that is relevant to students' future (Prensky 2001: 4).

There are numerous ways of adapting to the needs of digital native students. Muhammad, Mitova and Wooldridge (2016: 61-62) suggest that learning should become more active and personalized. In an active learning approach, teachers should not strictly guide students through a learning process, but “provide opportunities toward developing deeper understanding, applying content knowledge, and gaining immediate feedback” (Muhammad, Mitova & Wooldridge 2016: 62). This allows for creative thinking and an improvement of problem-solving skills. Personalized learning aims to individualize the learning process, providing them with the opportunity to personally base content on their own interest, as well as choose their ideal learning pace. All of these ideas should ideally include digital tools, and should preferably make use of web 2.0 technologies.

### **3.1.2 Web 2.0 technologies**

When discussing the learning process in the digital environment of the internet, scholars regularly use the term Web 2.0 technologies to describe certain media of modern technology. The term – coined by O'Reilly – lacks a clear and concise definition. According to Davies, Otto and Rüschoff (2012: 32), “the term Web 2.0 was an attempt to redefine what the Web might potentially



achieve or had become: a social platform for collaboration, knowledge sharing and networking.”

Thus, Vandergriff (2016: 3-4) argues that web 2.0 technologies allow for the creation of online communities, in which everyone can participate, add content and collaborate with other people. This concept is most prominent on social media platforms – e.g. Facebook, Instagram, Youtube – where the majority of the content is created by users, with the developers only creating a framework for interactions between users. However, web 2.0 is also present on platforms like wikis, where everyone is allowed to share information, as well as to receive information, collectively creating a large accumulation of knowledge. As opposed to the first generation of the internet, web 2.0 allows users to become creative consumers, meaning they can produce as well as consume content on the internet. To cover the majority of functions web 2.0 technologies can fulfil, Vandergriff (2016: 4) classifies those webpages into the following categories: social networking, content sharing, collaborative authoring, online news media and language learning platforms.

Needless to say, web 2.0 technologies offer near limitless amounts of authentic input, covering different types of topics for language learners to use. They can easily communicate with other people and even join target-language communities, providing them with something very close to real-world encounters with native speakers. Learners can practice their communicative skills, negotiate meaning and receive immediate feedback from conversational partners. Furthermore, engaging in communication with native speakers provides them with language role models, leading to them envisioning their ideal L2-self, which, consequently, results in increased motivation levels (Vandergriff 2016: 5-6). Additionally, web 2.0 platforms provide the ideal circumstances for successful language learning, especially for digital natives. They can be accessed without problems in the classroom, but also at home. They give learners countless opportunities to personalize their learning experience by following their own interests. Moreover, they make use of students' technological aptitude, by letting them learn in an environment they

are comfortable in, while also providing immediate feedback for learners and instructors (Muhammad, Mitova & Wooldridge 2016: 62-63).

One web 2.0 platform that offers great value when it comes to language acquisition is the video sharing website *Youtube*. Relying solely on user-generated content, it offers a wide variety of authentic language input, covering a multitude of different topics. This input ranges from informal, everyday uses of English, displaying different accents and slangs, to more formal uses of English, for example discussions and speeches. Furthermore, by using a video format the platform creates attractive and interesting learning material for digital natives, who generally prefer audio-visual input. It offers learners not only audial input, but combines it with visual information like gestures, movement and pictures to improve comprehension even further. By doing this, it is extremely effective in improving multiple language skills, especially listening skills (Alwehaibi 2015: 122). Additionally, Mthembu and Roodt (2017: 1) argue that by catering to the interests of students, while also creating an enjoyable learning atmosphere, *Youtube* features a particularly low risk of students being distracted during the learning process. While all of those benefits can be conveniently incorporated into language learning classes, Ranga (2017: 868-869) argues that the use of *Youtube* as a language learning tool is most effective when used as an additional source of input students can rely on in an out-of-school context.

### **3.2 Digital language learning**

In terms of language learning, it is crucial to adapt to the needs and adhere to the strengths of digital natives, to ensure successful L2 acquisition. An ideal way to do this is by incorporating web 2.0 technologies into the learning process, in order to make language learning more digital. According to Vandergriff (2016: 22-23), the integration of technology helps to complement the language learning process by providing two additional levels to it, which will be discussed in this chapter. Firstly, technology allows for multimodal language input and output, which can improve acquisition. Secondly, modern

learning technology can provide immediate feedback and also adjust the difficulty of the input to the language level of the user, to offer an individual learning experience. Furthermore, technology can be a highly effective means to improve students' motivation, as it has the potential to allow for a more fun and game-like learning environment.

### **3.2.1 Concepts in digital language learning**

When talking about digital learning, more than one relevant concept is discussed within the field of linguistics in general and SLA in particular. Because it is neither possible, nor necessary to describe every single one of them, this chapter will be limited to the two recurring concepts of multimedia learning and computer-assisted language learning (CALL).

Mayer & Moreno (2002: 110) mention that multimedia learning environments are essentially aimed at providing more than one medium of input, in order to optimize reception of the learner. More specifically, multimedia input offers not only verbal input, but also visual input, hence combining words with pictures. However, it can further be distinguished between written or spoken words and static and moving pictures. This way, learners process input via two different channels, making multimedia learning effective for visual as well as auditory learning types (Rudolph 2017: 2-3). According to Rudolph (2017: 1), some forms of instructional multimedia input can be "graphics in textbooks, PowerPoints with audio, listening or watching a narrative presentation, animation, and educational video". This illustrates that multimedia learning does not only occur in digital learning, but can also be incorporated in a more traditional learning environment. However, the emergence of technology offers an abundance of opportunities and easier accessibility of multimedia learning for teachers in classes as well as students learning on their own. One argument for that is, according to Rudolph (2017: 7), that moving pictures, such as animations or videos, have a greater effect on retention of information. Furthermore, modern technology allows multimedia learning to be increasingly more interactive, leading to more engagement of the students. They are

provided with the opportunity to apply their knowledge in a meaningful way and are provided with immediate feedback (Rudolph 2017: 8).

One of the most popular digital learning programmes that makes use of multimedia learning is CALL, which stands for computer-assisted language learning. CALL was introduced to language teaching in the 1950s and essentially aims to adapt learning to the needs of digital natives and integrate technology – mainly computers – into the language learning process (Wanyi, Taogang, Fengwen & Sumin 2011: 1-2). In its early days, CALL was mainly used as means to present learners with language items that would then be tested, with the computer programme offering immediate feedback for the learners (Gündüz 2005: 197). However, with the development of technology, CALL has developed as well, as it now offers multiple tools to create an individualized and independent learning environment for learners (Godwin-Jones 2011: 7). By using multimedia input offered by modern computers, CALL can be used to create authentic language learning situations for students to improve their communicative skills. It allows them to immerse themselves into the environment of the target language, encountering progressively more difficult language input, which adheres to Krashen's natural order hypothesis (Wanyi et al. 2011: 2). Additionally, CALL has the potential to elicit numerous other advantages. While potentially improving various language skills, CALL offers multimodal language learning with provided feedback, a personalized learning experience for different interests and learning styles, exploratory learning, as well as improving students' computer skills (Gündüz 2005: 205-207). CALL is able to achieve these benefits by adhering to the modern learners' intrinsic motivation for of a many young people for games (Sadhegi & Dousti 2013: 15). However, there are not only advocates for computer-assisted language learning. While most experts refer to CALL as all language learning that is done with the help of a computer, Jarvis and Krashen (2014: 5) point out that CALL only includes intentional and explicit learning with the use of language learning applications or programmes and, therefore, argue for a more appropriate term.

### **3.3.2 Relevance of digital language learning**

In general, all of these computer-based learning concepts are designed to update language learning, in order to adjust to the needs of the modern, digital native language learners, by profiting from their natural technological aptitude. Although some benefits of a digital learning environment have already been mentioned, the aim of this chapter is to relate multimedia learning and CALL to the concepts discussed in previous chapters, leading to them having a positive effect on learner motivation. By doing so, the language experience becomes much more natural for learners and, therefore, also more enjoyable. It allows young people to learn in the environment they are used to and feel comfortable in. Going back to Krashen's (1982: 31) affective filter theory, this helps to reduce learners' anxiety and, consequently, improves self-confidence and motivation levels, while also having a positive effect on language acquisition. This is further supported by positive impact multimedia input can have on learners' emotions, via different colours, shapes and sounds (Um, Plass, Hayward & Homer 2012: 486)

Besides providing a comfortable learning environment, Heim and Ritter (2012: 180) argue that modern computer technology drastically improves the availability of learning resources, while also simplifying interaction with other learners or even native speakers of the target language. This results in the learners becoming more independent and autonomous in constructing their learning environment. However, autonomy is not something learners just naturally have, but also a skill that has to be learned. It is, therefore, crucial for teachers to support students in developing their autonomy, by helping them develop strategies for individual learning and finding appropriate learning resources (Godwin-Jones 2011: 4-5). This claim is supported by Oxford and Lin (2011: 158) who state that, "[...] effectiveness in digital language learning does not magically occur. To be a successful digital language learner, an individual must use relevant language learning strategies".

However, digital learning does not only have the potential to increase motivation, but also to improve the quality of motivation. This can be done by

improving learners' agency, which has a direct effect on their intrinsic motivation (Vandergriff 2016: 89). As argued by Vandergriff (2016: 88),

[L]earner agency, at its core, describes learners taking action, that is, a way of learning in which learners take the initiative, set goals for themselves, find a way to make progress toward their goals, and stay focused and motivated, all of which are associated with language-learning success. Rather than reacting, for example, by processing received input, the learner is taking an active role in the different phases of learning.

When practicing digital learning, by using CALL or otherwise making use of Web 2.0 technologies, learners can self-regulate their own learning process. This is a crucial difference to traditional language learning in the classroom, where the curriculum is out of reach for students, resulting in a lack of agency (Vandergriff 2016: 87).

### **3.2.3 Limitations of digital language learning**

Despite the numerous benefits attributed to digital and multimedia learning there are also some factors and limitations that might hinder the development of its full potential. Some of the most obvious limitations to introducing digital language learning into the language classroom to a greater extent are listed by Sadeghi & Dousti (2013: 16) and can be summarized to two main reasons. Firstly, digital language learning requires investments into technological equipment, which many schools cannot afford. Secondly, digital immigrants are still not convinced of the potential of this modern way of learning, as parents are still uncertain of its relevance and many teachers lack the affordable technological competences to include digital learning into their lessons effectively. Hence, the ideal use of digital language learning remains outside of the classroom.

One major advantage of digital learning is the great amount of autonomy learners experience. As previously mentioned by Godwin-Jones (2011: 4-5), autonomous learning has to be guided by teachers in order to be effective. However, the digital environment naturally takes away this guidance, leaving

learners without someone to help them organize, execute and reflect on their learning experience (Oxford & Lin 2011: 166). Consequently, a lack of appropriate guidance can easily result in learners being overwhelmed by the vast amount of potential learning materials, or choose resources that do not correspond with their own language proficiency level (Günduz 2005: 207).

The importance of the selection of appropriate multimedia language learning resources is further described by Rudolph (2017: 4) as well as Oxford and Lin (2011: 160). They support the benefits connected to digital and multimedia learning. However, they also stress the risk of poorly designed digital learning materials, causing a cognitive overload in learners. As stated by Rudolph (2017: 4), “[b]ecause learners can only process a limited amount of information at a time the information presented to the learner should not contain unnecessary content”. This, however, can often be the case with flawed multimedia learning resources. They sometimes contain for example animations or graphic presentations that do not add to the value of the material, but rather confuse and distract the learner from the actual input, resulting in split attention (Oxford and Lin 2011: 160). Thus, the goal of selecting appropriate digital learning resources is finding a happy medium between an overly simple and monotonous material and overly busy and distracting material.

#### **4. Extramural English**

The English language has long been established as the most frequently used language of communication within Europe (Berns 2007: 2). Until recently, however, language learning mainly happened inside the classroom, because as Nunan (2017: 143) fittingly mentioned, “[t]raditionally, the classroom world was where language was learnt, and the world beyond the classroom was where language was used.” Due to the rise in popularity of communicative language teaching, which changed the overall style of teaching and favoured a more productive and communicative approach to language learning, as well

as technology offering far more opportunities for active use of the target language outside the classroom, extramural English became more and more popular. But what exactly is extramural English?

## 4.1 The importance of English in Europe

As Berns (2007: 13) points out,

English plays a special role in the European context because it is the most frequently used language of communication in interactions between two Europeans or a European and another speaker of English – whether a native or non-native speaker – from anywhere in the world,

with more than 51% of Europeans being able to speak English. According to Kennedy (2012: 45), globalisation is a major factor for English becoming the dominant language it is today. Resulting developments like technological advancement, mobility of the population, as well as business and commerce transgressing national boundaries pushed English more and more in the foreground, leading to governments introducing English as the first foreign language in their educational systems (Kennedy 2012: 50). To describe the prominent position of the English language, linguists have coined numerous terms – differing from each other only in slight details – such as Global English, English as a lingua franca, English as an international language, International English and World Englishes, to mention only a few (Sundqvist 2016: 20).

One of the most commonly used terms by linguists is the term *English as a lingua franca* (ELF). ELF refers to English used as a means of communication or as ‘contact-language’ by people who share neither the same first language nor the same culture, but are able to communicate in the English language (Seidlhofer 2005: 339). However, ELF not only refers to people who speak English as a second language, but also includes conversations between native speakers and non-native speakers of English, as they do not share the same language or cultural background, and use.

To get a closer understanding in which countries English is used as a lingua franca, Kachru circle-model can be taken into consideration, which classifies



the different functions English has within a country (Murray 2012: 119). In his model, Kachru defines and categorizes countries into three different circles. The 'inner circle' contains only countries, where English is a native tongue – e.g. the United Kingdom, Australia et cetera. In 'outer circle' countries, English is not a native language but was established mainly during the time of colonization and therefore is treated as high-prestige language used in politics for example. The last of the three circles is the 'expanding circle' consisting of countries, which have no specific relations to the English language (Murray 2012: 318).

Austria would be categorized in the 'expanding circle', according to Kachru's model, which means that although English is not an official language of the country, it is, nevertheless, seen as the most important international language to learn. In fact, these expanding circle prove the relevance of English as a global language, as the majority of English-speaking people are not native speakers from inner circle countries, but people from the expanding circle, who learned English as a foreign language. Hence, countries in the expanding circle value the significance of English and put great emphasis on learning English as a foreign language in schools as early as possible (Sundqvist 2016: 23). However, due to the fact that authentic English input, as well as productive English communications are becoming a part of everyday life, even in the expanding circle, English is not that foreign anymore (Sundqvist 2016: 24).

One major reason for this development is the distribution of American pop culture all around the world, via the means of television, film and music. This way not only the English language but also American culture and values are conveyed to people on a global scale, as language and media are closely interwoven. Berns (2007: 14) argues that audiovisual media plays an integral role in the development of social values and especially concerning young people, as these media and modern technologies are an essential part of their lives. Hence, the great exposure to mass media that is shaped by the English language and patterns of Anglo-American pop culture contributes to the development of "stereotypical beliefs, attitudes and behaviours" (Berns 2007: 12), as people take over those values from their role models on television.

## 4.2 Different types of English language learning

Generally, language learning appears in two dimensions, inside or outside the classroom, as argued by Richards (2015: 5). However, as this description only refers to the location where the language learning occurs, a further distinction of the field can be found in Sylven & Sundqvist (2017: i-ii), who further distinguish between language learning in extracurricular and extramural contexts, within the dimension of out-of-class learning. The following passage will elaborate on the three types of language learning: *classroom-based*, *extracurricular* and *extramural* English learning, in order to define them, as well as distinguish between them and ensure the proper understanding of the terms in the following chapters.

### 4.2.1 Classroom-based language learning

Although language learning outside the classroom is becoming more and more prevalent in today's world, the English classroom still remains the place where students of English start their language learning journey. Language learning inside the classroom – also referred to as *classroom-discourse* (Nunan 2017) or *classroom-based* language learning (Richards 2015) – has long been the major focus of language teaching. Hence, the major interest of research and theory in the field has been the design of syllabuses, the improvement of teacher training and how to “exploit the classroom as a source of meaningful input to learning as well as of opportunities for authentic communication and language use.” (Richards 2015: 6).

Nunan (2017: 144) argues that classroom discourse can be highly beneficial for language learning, especially in the earlier stages of the learning process. The topics and contexts discussed in class are mostly safe and predictable and the simple rituals and routines combined with the basic and well-instructed use of the target language provide a structured and hierarchical environment. Even though this environment offers numerous advantages for beginners, more advanced students require a wider range of discourse types that cannot

be found in textbooks, but only outside of the classroom in real-world contexts, to optimize their language learning (Nunan 2017: 144). At this stage, the language learning classroom reaches its manifold limitations.

Besides the lack of authentic material discussed by Nunan, Richards (2015: 6) mentions three more limitations of classroom-based language learning. Firstly, classes in some countries can contain up to 50 students. Although this number sounds highly unlikely for western countries, a class-size of 20 people is still too big for teachers to cater to the individual needs of their students. Secondly, the school curriculum often limits English classes to only a few lessons a week. Thirdly, many of these lessons are then used to prepare students for the numerous exams in a test-driven curriculum (Richards 2015: 6). Hence, Richards (2015) and Nunan (2017) agree that the classroom can be effective when starting to learn a language, but quickly becomes limited, by the restricted range of discourse and literary practices.

#### **4.2.2 Extracurricular English**

Although *extracurricular* language learning has already left the classroom setting, the connection to the educational settings of school or university remains (Sylvén & Sundqvist 2017: ii). According to Kardiansyah and Qodriani (2018: 61), *extracurricular* activities are activities students do outside regular classes that are, however, still part of the educational setting of the school and are mainly there to help students develop their potential. Despite the involvement of teachers – who are occasionally needed to guide the learning process – the students are free to follow their interests and passions. Hence, extracurricular activities aim to emphasize the learners' "needs of knowledge enrichment, potential development and skill exercising outside of classroom [...] to support students' skill development in the classroom." (Kardiansyah & Qodriani 2018: 61). Examples for such extracurricular English activities are language clubs or evening schools (Sylvén & Sundqvist 2017: ii). However, the downside of extracurricular English activities are that the offer of such

activities is fairly limited in a great number of schools. In addition to that, the initiation of the learning process is once more reliant on a teacher or instructor.

#### **4.2.3 Extramural English**

At first glance, extramural English and extracurricular English can be easily mistaken with one another, as they both present opportunities of language learning outside of the regular English classroom. However, there is one major criterion to distinguish between the two. Whereas extracurricular English is still connected and dependent on the framework of school and requires the deliberate intention of a student to learn the target language, extramural English is completely void of any ties towards the educational system. This is even implicated in the name of the term *extramural English*, as the expression stems from the Latin words *extra*, meaning 'outside', and *mural*, meaning 'wall', and was originally used to refer to instances happening outside the walls of a city. The term extramural English, therefore, covers all activities that intentionally or unintentionally expose the learner to the English language, outside of the English classroom (Sundqvist 2009: 24).

As best defined by Sundqvist (2009: 25) herself,

In extramural English, no degree of deliberate intention to acquire English is necessary on the part of the learner, even though deliberate intention is by no means excluded from the concept. But what is important is that the learner comes in contact with or is involved in English outside the walls of the English classroom. This contact involvement may be due to the learner's deliberate (thus conscious) intent to create situations for learning English, but it may equally well be due to any other reason the learner may have. In fact, the learner might not even have a reason for coming in contact with or becoming involved in extramural English.

Extramural English is, however, not the only term to describe self-initiated language learning outside of school. A similar concept has been introduced by Benson (2011: 11) called 'self-directed naturalistic' learning, where the learner "sets up a naturalistic learning situation with the intention of language learning, but once engaged in the situation, switches the focus of attention to communication, enjoyment or learning something other than the language itself." (Benson 2011: 11). This concept, however, presumes the learner to

start a language learning process intentionally. In contrast to this approach, Ellis (2009: 3) introduces 'implicit language learning', during which the learner is not aware of the learning process that is happening and language learning is, thus, taking place unintentionally.

Rather than determining a significant difference between the above-described terms, Sundqvist (2011: 107) uses extramural English as an umbrella term, as the term includes both intentional learning and unintentional learning, as long as this language learning process is autonomous and self-directed by the learner. This means that the learning process takes place without intervention of a teacher or instructor (Benson 2011: 12) and the learners themselves have to take charge of their own progress out of school, whether this be due to their own motivation, or pressure through others (Sundqvist 2011: 107).

### **4.3 Relevance of extramural English**

After defining the general terms connected to the principle of extramural English learning, it is necessary to highlight the relevance and significance to integrate this learning approach into one's language learning journey.

Language learning inside the classroom definitely has its justification, as it helps learners to start their language journey and teaches them the basics of grammar and vocabulary. It does come, however, with numerous limitations, as mentioned previously. Out-of-school language learning, on the contrary, actually offers learners opportunities to use the language in authentic situations (Kalaja, Alanen, Palviainen & Dufva 2011: 47).

Extramural English is the ideal way to overcome classroom limitations and, hence, constitutes a valuable addition to the traditional language learning process (Richards 2015: 6). Furthermore, it has the potential to create ideal circumstances for language learning, as it fulfils the criteria of the affective filter hypothesis discussed earlier. It has the potential to raise motivation, self-confidence, while lowering anxiety and pressure (Krashen 1982: 31).

### 4.3.1 Motivation

One of the biggest reasons why extramural English is becoming increasingly popular is the high potential that it can have on students' motivation. As mentioned by Inaba (2019: 11), motivation is one of the most crucial factors for language learning and especially for autonomous language learning. Besides the importance of English for a future career, or to communicate in other countries, Inaba (2019: 11) argues that enjoyment and interest play an even bigger role in increasing students' motivation to learn English. Therefore, the autonomous and self-directed nature of extramural English allows students to create their language learning environment themselves and follow their own interests, for example by watching their favourite TV show in English, with or without any intention to learn, providing the ideal circumstances for high motivation.

The appeal for extramural English is greater than ever before, as the internet, technology and modern media provide an abundance of opportunities for people to gain access to authentic English language input (Richards 2014: 6). Inaba (2019: 12) supports this claim, adding that the high interest of young people in American pop-culture plays a vital role in language learning beyond the classroom. As said by a participant of a study conducted by Kalaja et al. (2011: 52), focussing on the agency of language learners both inside and outside the classroom,

[y]ou can hear English all the time – on television, on the radio, you see it on the internet, in newspapers, etc. I'm sure you learn something even in a passive language contact situation like this, at least the language starts to sound familiar. Above all you understand how ubiquitous and important a language English is!

Due to this exposure to the English language and the great variety of the input, there is a great chance that learners enjoy the practice and become intrinsically motivated to continue. Students are intrinsically motivated when they decide to perform a task out of their own interest, without external motivation through other people, or a bigger goal (Sheldon, Osin, Gordeeva, Suchkov & Sychev 2017: 1216).

Furthermore, when learners are genuinely interested in something, they themselves aim to get the most out of their situation and take charge of their learning process, leading to high learner autonomy (Sundqvist 2009: 32). One often cited example for the effectiveness of learner autonomy is the famous “hole-in-the-wall” experiment by Sugata Mitra and his colleagues, in which computers were installed in slum areas in India, leading to children using those computers to learn on their own, without a teacher or instructions (Sundqvist 2009: 32).

#### **4.3.2 Benefits for language learning**

Besides the undeniable aspect of motivation, extramural English also brings along further benefits to language learning. Nunan (2017: 154) argues that – due to the variety of authentic input – additional out-of-class exposure to English can help students to develop language and communicational skills, improve confidence to actively use the English language, foster personal development, as well as raise intercultural awareness. Furthermore, extramural English can encourage students to manage their own learning experience and become independent learners, while also providing a positive and enjoyable learning atmosphere, reflecting the learners’ interests and out of school hobbies (Richards 2015: 20).

Although it cannot be undoubtedly claimed that out-of-school exposure to English can improve students’ grades, Jakobsson (2018: 64) discovered a positive correlation between extramural English and the students’ attitude towards the language. This consequently resulted in students being more comfortable and willing to use English. As argued by Jakobsson (2018:64) the attitude towards English has a significant impact on the grade, as a positive attitude results in good grades, while a negative attitude results in poor grades in English, hence, supporting the idea that English outside of the classroom can be beneficial for different language skills, depending on the medium of use. More specifically, Inaba (2019: 10) and Sundqvist (2009: 202) argue that extramural English can improve students’ oral proficiency, as well as their

vocabulary acquisition. In her study with Swedish ninth graders, Sundqvist discovered a correlation between the total amount of time they were exposed to English and their oral proficiency and vocabulary size. As the improvement of vocabulary size was stronger and more straightforward than the improvement in oral proficiency, indicates that extramural English is especially beneficial for students' vocabulary acquisition.

As already mentioned earlier, with the help of extramural English, students are able to learn English autonomously and are in charge of creating their own language learning environments. They can choose to set up explicit learning situations, or learn English implicitly, by following their interests using English media, providing them with an immense variety of input and the freedom to choose from it on their own will (Ellis 2009). Students are, therefore, able to learn English without even intending to do so, resulting in incidental language learning (Laufer & Hulstijn 2001).

#### **4.4 Variety of extramural English media**

After defining extramural English and establishing its relevance in language teaching, it is now finally time to describe how students can take advantage of it. As there is an almost innumerable variety of possibilities to use extramural English, this chapter will focus only on the most commonly mentioned media by specialists in the field. Additionally, the effect, benefits and motivational factors of TV and films, as well as videogames, in extramural English will be discussed in more detail in a later chapter, as they represent the main interest of this diploma thesis.



#### **4.4.1 Books and articles**

Reading offers a great variety of possible sources of authentic language input, as students can choose from a variety of books, ebooks, as well as articles in newspapers and online. In contrast to the intensive reading approach often used inside the classroom, extramural English focusses on extensive reading and while both of these forms of reading are important for language learning and developing reading strategies, extensive reading is generally neglected at school. Therefore, extensive reading should occur as an addition outside of school (Nunan 2017: 146-148).

According to Nunan (2017: 146), intensive reading usually provides learners with short text passages that feature various comprehension exercises, in order to enhance vocabulary and develop reading skills and strategies. This can, however, lead to students feeling pressured and, hence, unmotivated. Extensive reading on the other hand goes away from reading for detail. As stated by Nunan (2017: 146), “reading is best developed through reading rather than talking about reading.” Students are provided with longer texts or books, which they should read for their own enjoyment and without feeling tested. Using this approach, readers become more flexible while reading, they become more efficient in identifying the main idea of a text and also learn how to interpret the meaning of an unknown word from the context it occurs in, without constantly relying on a dictionary (Nunan 2017: 148). Adding to this, Inaba (2019: 19) argues that students may also experience progressive motivation when reading extensively, meaning, the more successful experiences they make, the more they will be motivated to continue reading. Lin (2014: 49) also provides evidence that extensive reading in the target language can be beneficial as it exposes learners to grammatical patterns and generally improves their vocabulary, as it increases their autonomy, independence and long-term reading interest. Furthermore, as students read for their own pleasure, these skills and strategies are learned incidentally. However, it must be pointed out that especially when it comes to vocabulary acquisition, incidental learning has its flaws. Zou and Yan (2019: 40) report that extensive reading can be relatively beneficial for learning high-frequency

words that are crucial for understanding a text, whereas low-frequency words like technical or academic terms are often not retained well and are better learned using an intentional learning approach.

However, in order for extensive reading to be beneficial and successful the reading material has to be easy enough for students to enjoy it and not be overwhelmed. Furthermore, learners should have the option to choose freely from a great variety of books. "If texts are imposed on the reader, levels of interest, and consequently motivation, are likely to be reduced." (Nunan 2017: 148). Finally, as the name implies, learners should read extensively, as much as possible to maximise the learning outcome.

One downside of reading books, however, is that nowadays they are not as popular for students anymore. Both Sundqvist (2009: 128) and Jakobsson (2018: 62) report in their study that, although students understand the value and benefit of the descriptive language in books, many of them are reluctant to use books for extramural English learning, due to the high expenditure of time connected to reading. According to Sundqvist's (2009: 130) study, none of her participants resorted to reading on a daily basis, but only weekly or monthly, while the majority almost never read in English out of school. Those participants who did read, however, mentioned to mostly read books and newspaper readers where even rarer.

#### **4.4.2 Music**

Connected to the rise of the American pop-culture, also the majority of today's music has English lyrics, with studies showing that German radio programmes for teenagers can contain around 95-100% of their music in English, indicating a strong preference for English rather than local German music, especially for young people (Berns et al. 2007: 34). However, despite these high numbers, Jakobsson (2018: 61) argues that the actual number of teenagers using music as form of extramural English is not as high as he expected, with girls using this medium significantly more often than boys do. This is attributed to the

difference in interest between the two genders, with girls being more interested in rhythmical activities like dance.

In contrast to Jakobsson's survey, Hahn's (2017: 78-79) study on Viennese students reports that, 70% of the participants listen to English music on a regular basis – several times a week – with more than 50% even doing so daily. In addition to this, she discovered that 70% of the questioned students do not only listen to the music, but also sing along to it and, hence, reproduce the English input they get, proving even more beneficial.

Referring to Krashen's 'affective filter hypothesis' Engh (2013: 117) claims that music offers close to ideal circumstances for language learning, as it can lower anxiety, helps students relax, as well as raise self-confidence and motivation. This positive effect on motivation can be allocated to the authenticity of music, as a language learning material, featuring lyrics about real-life situations or closely resembling conversations without adaptation to the students' language level. Furthermore, modern pop songs can be beneficial for language learning due to their simplicity. They offer valuable input like new vocabulary, grammatical patterns or even accents, while being only about half the speed of normal conversation and using frequent repetitions. Additionally, the rhythmical pattern can even further support language acquisition, as it helps students stick to the flow of the music (Jakobsson 2018: 63).

According to research compiled by Engh (2013: 118), music can also have beneficial effects, not only on vocabulary acquisition, but also on the recall of vocabulary. "Distinctive intonation, rhythmic and stress patterns can accompany each formulaic unit when incorporating the multiple formulaic lexical phrases found in songs, making it easier for the learner to remember and apply." (Engh 2013: 119). In other words, newly learned words are stored in the memory together with musical and rhythmical patterns, which allows the learner to recall these lexical items more easily. This can not only help with recall of vocabulary items, but with the pronunciation of them as well.

### 4.4.3 Podcasts

The term podcast is a blend of the two words *pod* – derived from Apple’s iPod – and *broadcast*. They are audio or video files that are easily accessible for all people on the internet (Hasan & Hoon 2013: 128). Similar to other discussed sources of extramural English, podcasts boast a huge variety of authentic English input, which can prove beneficial for both autonomy, as well as language learning motivation.

Similar to the extensive reading approach used with books, podcasts – and also audio books – can be used for extensive listening. According to Alm (2013: 267) extensive listening is dependent on the three principles of variety, frequency and repetition.

As already mentioned, learners have access to a huge variety of different podcasts, including all different topics and interests. This ensures students’ exposure to different forms of English input. The great variety covers different fields of vocabulary, structural patterns, idioms as well as varying degrees of difficulty. Additionally, students encounter the differences between formal and informal language, but also between everyday English and academic English. The principle of frequency focusses on regular learning via extensive listening. Students should integrate podcasts into their daily routine for 5 minutes to one hour. Repetition makes use of the pause and replay feature of digital learning tools. If students encounter difficult passages or fail to understand certain words, they can pause, repeat or even slow down the audio file to overcome those problems (Alm 2013: 267-268).

According to Hasan and Hoon (2013: 130-131) podcasts are especially helpful tools to improve students’ listening and grammatical skills, but also show potential to educate students culturally, depending on the topics they are engaged in. Furthermore, due to the positive attitude towards podcasts, shown by many students, the relatively modern learning tool is capable of lowering anxiety and, consequently increase willingness to exposure to the English language. Alm (2013: 276) reports that this extensive listening approach helped participants of her study to increase their comprehension, be less

reliant on replaying passages or using dictionaries and that “[h]earing the sounds of the language and the way people talked allowed them to tune into the natural rhythm of the spoken language.”

However, similar to other extramural media, podcasts do not come only with benefits, but also with some drawbacks. As Alm (2013: 268) points out, the selection of appropriate podcasts can be problematic. Due to the authentic nature of the medium, the mostly native-speakers converse relatively fast and often on a demanding language level. Additionally, many podcasts can exceed the one-hour mark, making them too long for the average student. This can be overwhelming for a great number of language learners and quickly lead to frustration, which makes it even more important to find the right podcast for the right language level.

While the above described learning approach has mainly been studied in connection with podcasts, media like audiobooks and Ted talks can be used similarly, as all these media put an emphasis on extensive listening. Richards (2015: 14) points out that Ted talks also provide an abundance of variety for students, as they can choose from different genres and topics, according to their own interest. To increase effectiveness, the platform also provides written transcripts of all talks, so language learners can use both written and spoken texts to maximise language acquisition.

#### **4.4.4 Internet and social media**

This category covers a rather broad variety of extramural media that can reach from newspaper articles and online blogs to picture captions and even English learning websites. This diversity of media further leads to the focus on completely different language skills. Hence, this chapter will discuss the common benefits the internet and social media can provide for extramural English learning.

The first advantage of this wide range of possible learning opportunities is that each and every language learner has the opportunity to find the tool that is

most suitable for his or her interest. As stated by Wang and Hemsley (2008: 109), “[s]tudents’ individualized autonomous learning gets realized. In this context, learners can actively choose what they wish to learn, how, when and where to learn [...]”. This fosters autonomous learning in students and further increases motivation, as they themselves are the directors of their own learning process. With the exception of learning websites, most of the different sources of extramural English on the internet contain authentic language input (Nunan 2017: 151). Depending on their interest, students can use this authentic aural and written material to improve every core language skill – listening, speaking, reading and writing – evenly (Wang & Hemsley 2008: 109), while it is also possible for them to work on their grammar, pronunciation and discourse (Nunan 2017: 151). This form of learning can become especially beneficial when engaged in unconsciously. As mentioned by Richards (2015: 13), social media places a crucial part in most young people’s lives, which can subsequently lead to unintentional English learning.

#### **4.4.5 Travelling**

An additional way of using English out of school is to travel to other countries. Despite rare mention by scholars when discussing extramural English, de Bot, Evers and Huibregste (2007: 62-63) discovered that around 66% of teenagers in her survey used English when travelling to another country. They then go on to say that this does not only apply to English speaking countries, but also non-English speaking countries to enable mutual understanding, which further supports the position of English as a lingua franca. Although it could be argued that using English in another country is one obvious target of learning the language, it nevertheless remains a valuable method of learning English. Language learners are enabled to put the practiced English to use and, hence, further improve their skills while using the target language in authentic situations.

## **5. Films and video games in extramural English**

After talking about some of the most common media for extramural English use, it is now time to focus on the two essential media concerning this diploma thesis. Films have proven beneficial for a longer time, with a great amount of research having been done around the topic. One of the models and prime examples of EE use of films, that is often referred to by scholars, is the use of English language films in many Scandinavian countries. Other than films, the topic of video games in EE emerged in the academic discourse more recently, however, already boasts an abundance of research, supporting the claims for its positive effects on language acquisition. Both of those media will be discussed elaborately in this chapters, which also aims to compare and contrast the two media.

### **5.1 Films in extramural English**

According to Berns et al. (2007: 30), the dominance of English language media, even in countries that do not use English as an official language can be asserted to the rise of American pop culture. With the centre of the world market for television and film production being in Hollywood, the media content is originally produced in the English language and then spread all around the globe. Although larger countries in Europe like France and Germany prefer to dub English films and series, smaller countries like Sweden and other Scandinavian countries, but also the Netherlands do not provide a translation of foreign movies' audio; they do, however, provide subtitles for most English media. On the one hand, this is due to the costs of dubbing, but on the other hand, dubbing is sometimes regarded as cultural barbarism (Berns et al. 2007: 32). This results in television being a daily contact point with the English language for people living in smaller linguistic communities. As Berns et al. (2007: 33) state, "Dutch TV viewers will get at least one hour of English on average every day". This regular exposure to the English language can have major implications for the language learning progress of these communities.

### **5.1.1 Benefits of films for language learning**

The exposure to foreign language films and series brings along numerous alleged benefits, making them an attractive way for language improvement that should also be considered by people in countries dubbing their films and television shows. Aliyev and Albay (2016: 13) argue that films can be a source of authentic English language input, produced by native-speakers, while also providing a relaxed and calm language-learning environment. By using real life contexts, they are successful in making learning relatable and also enjoyable for learners, and can, consequently, be considered intrinsically motivating. These statements correspond with Krashen's (1982) low-affective filter, highlighting high motivation and self-confidence and low anxiety as essential factors for a positive learning atmosphere. Thus, it can be argued that films are beneficial for language acquisition. Besides providing motivation and a positive atmosphere for language learners, English films, however, are proven to have significant benefits for the improvement of language skills as well. They can be used to improve listening comprehension, expand learners' vocabulary and also help them gain more knowledge about stress and intonation of the target language (Aliyev & Albay 2016: 13). "Films are often criticized for not teaching the Standard English such as vocabulary and grammar usage, however the role of films in the development of lexical knowledge and grammatical structure cannot be underestimated." (Aliyev & Albay 2016: 17). Ljubojevic et al. (2014: 278) mention that using films to increase students' motivation and provide them with a more satisfactory learning experience, can even have a positive effect on their grades at school.

Besides being motivating and enjoyable, foreign language films and videos manage to achieve these benefits due to their multimedia nature. They represent an entertaining way to expose learners to audial and visual input and, when used with subtitles, even textual input. "Videos are a tool for engaging the verbal (linguistic), visual (spatial), and musical (rhythmic) intelligence of the students in the learning process [...]" (Ljubojevic et al. 2014: 277).



### **5.1.2 Subtitles**

When it comes to watching English films with the intention of language learning, it is often discussed whether it is more beneficial to watch them with or without subtitles.

Napikul, Cedar and Roongrattanakool (2018: 104) argue that subtitles are definitely beneficial for language learning, as they add another form of input – textual input – to the video format and, thus, watching films with subtitles presents the most complete and advantageous way of using this medium. It was, further, discovered that using subtitles in the first language of the learner is more beneficial than using English subtitles. Napikul et al. (2018: 105) explained these findings by saying that learners reported to feel more at ease when watching movies with subtitles, as the captions provide some form of reassurance for them. They make watching English films less tense and more enjoyable, while also preventing learners getting lost in the plot and being overwhelmed by difficult language input. Sylven and Sundqvist (2017: iii) support the claims of English films being beneficial for language acquisition, by referring to a study conducted at a Japanese university. This study found out that using films as EE input has a significant potential to improve language proficiency. It does, however, not support the claim of subtitles adding to this value, as both study groups improved comprehension, the group watching with subtitles, as well as the group watching without subtitles.

### **5.1.3 Films as an EE resource**

Films have been used in language learning for a long time, but learners living in countries which dub all their television programmes, were faced with problems accessing English films for a long time. However, with the emergence of internet television, films and TV series have become relevant sources of English language input outside of school. Language learners can now access English language input to spend time by using their smartphone and various online streaming services. This creates the potential of extensive

and regular exposure to the target language via extensive viewing, which can help learners to improve their listening skills and expand their vocabulary in their free time (Richards 2015: 18). Richards (2015: 18-19) mentions numerous reasons and benefits for the EE use of films and series. Because of their great accessibility, students have the opportunity to watch English video content at all times, resulting in a high potential of extended periods of language input. As language learners enjoy autonomy when choosing their EE material, this also provides them with the possibility to watch informal, as well as formal content, reflecting their own interests, creating more flexibility, entertainment and, consequently, leading to more motivation.

## **5.2 Video games in extramural English**

Besides music and television, gaming presents the most popular extramural English activity, as mentioned by Sylven and Sundqvist (2017: ii). By offering a huge variety of different types of games, reaching from instructional games in an educational setting to commercial single- and multiplayer games, modern digital games, boosted by the development of web 2.0 technologies, provide a completely new way of game-based language learning (Lai, Ni & Zhao 2012: 183-184).

Depending on the game type, they can offer an abundance of benefits for language learning. They offer learners autonomy in improving their language proficiency, provide a good learning atmosphere by lowering the affective filter, and most importantly, they are fun to consume for large number of language learners. Especially for digital native learners, they are an effective way for goal-directed, task-based language learning (Butler 2014: 91-92; Lai, Ni & Zhao 2012: 183).

### **5.2.1 Language learning with instructional games**

While being a very popular pass-time activity for young people, video games have also been used as learning tools in the educational setting. By using instructional games, teachers aim to adjust to the needs of their digital native students in order to motivate them (Butler 2014: 91). However, in order to adhere to the needs and preferences of students, games have to fulfil certain criteria. Therefore, Butler (2014: 97-99) created a list of characteristics an instructional game needs to motivate learners, while also formulating elements that should be adhered to, to maximise language learning.

In order to make games more enjoyable, it is important to establish clear rules and give learners goals and objectives to aim for. Furthermore, they should have a competitive nature, make the learners face obstacles and provide instant feedback. Students also place a lot of emphasis on the game's story and the implementation of unrealistic or supernatural elements. In order to motivate learners, they should also be given control of the way they play and indicate their learning progress. When it comes to maximising language acquisition, these games should combine text with images or animations, while also giving the learners some extent of freedom and autonomy. They should further include social elements, making the students work together and collaborate with other people to reach goals. Lastly, especially when improving vocabulary or grammar, games should incorporate many repetitions to consolidate language improvement (Butler 2014: 97-99).

While the idea of using instructional games to increase learner motivation is a positive development in education, students' autonomy to self-direct their learning process is still limited, and instructional games often seem boring, especially when students compare them to the games they play in their leisure time (Chik 2014: 91).

### 5.2.2 Video games as an EE resource

Whereas instructional games are generally used as CALL resource and have a strong tie to the educational systems, the use of commercial video games in an extramural English setting has also gained in popularity among language learners, as digital games are enjoyed by a great number of people in their free time (Scholz 2017: 40). As the main reason for language learners playing video games in an EE setting is entertainment, the intrinsic motivational factor is undeniable, leading to extensive exposure to the target language. Because of this high amount of language input learners are getting, language patterns and words are often repeated, resulting in a positive effect on vocabulary learning. This effect is significant, as gamers have to really concentrate and focus on the input, as it could convey information that is vital for advancing the game (Jensen 2017: 13-14). Sylven and Sundqvist (2012: 304) support the benefits of gaming for vocabulary learning and add that they can even enhance oral proficiency. However, when discussing the benefits of video games, it is essential to point out that games occur in a huge variety of genres, which means that not all of them are suitable for language learning.

Therefore, Sylven and Sundqvist (2012: 304) suggest the use of six activity models to describe video games: “Active, Explorative, Problem-solving, Strategic, Social, and Creative play” put forward by Kinzie and Joseph (2008). The more of these characteristics a video game has, the more it is effective in improving learners’ language skills. While a game like *The Sims* only possesses two of those features – strategic and creative – and provides only textual input, it is arguably not ideal for language learning. The MMORPG (Massive multiplayer online role-playing game) *World of Warcraft*, however, features all of the six characteristics, making it a great source for EE language input. In order to achieve ideal circumstances for L2 acquisition, the target language input should be slightly above the language level of the learner, in order to adhere to Krashen’s (1982) input hypothesis (Sylven and Sundqvist 2012: 304).

### 5.2.3 Online multiplayer video games

In the last few years, researchers have especially been interested in the use of online multiplayer video games and their effects on language acquisition. There are numerous advocates for using online games as an EE resource, who list an abundance of interesting benefits. This chapter will focus specifically on MMORPGs as a subcategory of online multiplayer games.

As mentioned before, how much video games can improve L2 acquisition is extremely dependent on the type of video games learners play. However, when looking at these types, it is mandatory to make a distinction between offline single player games and online multiplayer games. While in single-player games, the learner is completely dependent on the game to deliver language input, multiplayer games add another level of language learning input. They also motivate or sometimes even force the consumer to communicate with other players. As mentioned by Scholz (2017: 41), the online games challenge the player to collaborate with others, using the target language.

According to Peterson (2016: 1182), “MMORPGs are a class of network-based role-playing game[s] where large numbers of players interact in real time within the context of a persistent theme-based 2D or 3D simulated virtual world.” He continues that MMORPGs are designed to immerse the player into a digital fantasy world. By choosing an avatar – representation of the player within the game – the player can interact with the avatars of other people. The aim of the game is to improve one’s avatar by completing progressively challenging quests. Sylven and Sundqvist (2012: 307) argue that the identification with one’s avatar is a great source of motivation for engaging in video games. The learners envision their avatar as their ideal L2 self, completely taking over its role in the virtual world. The gameplay of MMORPGs is designed to facilitate collaboration between players, as some quests could be too difficult to complete alone. This social interaction between two or more people provides an ideal opportunity for communication in the target language (Peterson 2016: 1182). In comparison to an MMORPG, an offline single-player game like *The*

*Sims* features no language output, produced by the player, and offers no potential for communication with other players in English (Sylvén & Sundqvist 2012: 306). MMORPGs on the other hand feature a variety of different input.

“Rather than relying solely on text as a means for providing critical information about the virtual environment, computer games leverage sophisticated graphics to generate images, sounds, gestures, and objects that take on different meanings relative to the context of the game.” (Rankin et al. 2008: 45). Besides fulfilling all six activity modes mentioned by Sylvén & Sundqvist 2012: 304) and, therefore, providing a high density of language input, online multiplayer games can have numerous further benefits for language acquisition. According to Ryu (2013: 286), “[t]he relationship between gaming and learning is found not only in the interaction between players and games, but also in the interaction amongst players who enrich their gameplay through online discussions and collaboration.” By engaging in online multiplayer games, learners are likely to be integrated into a community. This community, however, is by no means limited to the game, but can be extended beyond, as many games encourage discussions on online forums or other platforms (Ryu 2013: 286-287). Scholz (2017: 41) also argues that the integration into a community of like-minded people who speak the target language is an integral part of online games. Players can share their interests with other friends, while playing a game they all enjoy. This presents an extremely effective tool for language learning, but also for integrative motivation.

The fact that MMORPGs increase the willingness of language learners to engage in English conversations has also been proven by a study of Reinders and Wattana (2014: 115), who say that even students who shy away from using the English language in the classroom reported to be more communicative in the target language when gaming. Those students also argued that they felt less anxiety and more confidence when talking to other players within the game, indicating a low-affective filter. Another factor to increase the willingness of players to take part in conversations in the target language is the fact that they can remain anonymous for as long as they want (Lai et al. 2012: 184). They do not have to be afraid that any of their potential

mistakes can be traced back to them and, hence, have no reason to be embarrassed. Such an environment makes online games an effective way of practicing English for both introverted as well as extroverted learners (Rankin et al. 2008: 45). Furthermore, Rankin et al. (2008: 45) argue that the immersive virtual world produced by the game, proves an opportunity for real-life use of the target language by players, and is not just an exercise.

### **5.3 Comparing and contrasting films and video games**

As established above, video games as well as films consumed in English can provide numerous benefits for language learners, when used outside of school. However, as the medium of video games comes in a number of different genres that all have varying effects on language improvement, this comparison will focus on games that are rich in language input. This means that the mentioned games should feature visual and aural, but also textual input. Some categories this would apply to are for example role-playing games and adventure games.

Both EE activities offer good circumstances for language learning as they lower students' affective filter. This means they lower their anxiety levels, while boosting self-confidence and motivation (Jensen 2017: 13; Lai et al. 2012: 183; Aliyev & Albay 2016: 13). Furthermore, they provide language learners with the autonomy to pick their authentic English language input according to their own interests and they can choose from a huge variety of different topics and genres (Butler 2015: 91). This can result not only in increased motivation, but potentially also in extensive exposure to the target language (Jensen 2017: 14). Consequently, this exposure to English input can have numerous benefits for learners' language proficiency. Research supports that both films and video games can improve vocabulary learning, awareness of grammatical patterns, as well as oral proficiency (Sylvén & Sundqvist 2012: 304; Jensen 2017: 13; Aliyev & Albay 2016: 13, 17; Ljubojevic et al. 2014: 278).

There are nevertheless differences between the two media regarding extramural English learning. A study by Sundqvist (2009: 25) found out that video games are more conducive to L2 acquisition than films. Considering the benefits mentioned by scholars – which include increased willingness to use the target language and providing an immersive learning environment – it could be argued that video games provide a more active learning experience (Reinders & Wattana 2014: 115; Lai et al. 2012: 185), while films are consumed more passively. This may be due to the fact that video games are more interactive than films and provide learners with objectives to reach, while also making learning more competitive and sometimes even facilitating collaboration with other people (Butler 2015: 97). Whether online or offline, learners have to listen carefully, to then be able to react to the given information and potentially pick an appropriate answer, which can act as additional motivation to pay attention (Jensen 2017: 13-14). Online multiplayer games arguably offer an even greater potential for intrinsic motivation, as English is necessary to communicate with others, with the language learner being able to join a community in the target language. This leads to learners being more open to conversations in English, which consequently has benefits for their active language skills (Reinders & Wattana 2014: 115). Films, on the other hand, focus rather on the development of receptive language skills.

## **6. Methodology**

The aim of this chapter is to present the design and procedure of my study, which was conducted from October to December 2019. Additionally, the corresponding material, as well as the participants of the study, will be described in detail. Furthermore, this chapter highlights the relevance of the conducted study and how it fits in with the already existing research.



## 6.1 Description of the study

The main focus of the study is to gain more information about language learners' extramural English behaviour, with the focus lying on films and video games, while also identifying the motives for why they are using those two sources of extramural English. As described in the previous chapter, there is already an abundance of evidence supporting the benefits those two media can provide for language learning. However, there is still a lack of research to determine for which reasons language learners decide to use these EE activities. This study tries to shed some light on this gap in research and determine the reasons as to why people choose to watch films, and/or play video games in English, rather than in their first language. Furthermore, this study aims to determine whether learners use English films and video games to consciously improve their language skills, or they use them as a form of entertainment and receive language learning benefits unconsciously.

The results of the study will be presented in the following chapter. Firstly, the questionnaire elicits general information about the participants and their EE habits, for example their age, gender, what genres of films or video games they use, how often they use the two media, but also how the participants themselves would evaluate the effect of films and video games on their language skills. Secondly, the participants mention their reasons for choosing to use the media in English and not in their native language, by picking from preselected motives. Thirdly, those results will be compared according to different factors such as age, gender, frequency of usage and the preferred media of the participants. To do so, nine comparisons are formulated to tackle all areas of interest. These comparisons already provide some information and insight towards the answer to the main research questions. To recap, those main research questions are:

- RQ1: What are the reasons of participants to watch films or video games? Do participants show more intrinsic motivation for video games than for films?

- RQ2: Does a higher frequency of EE use correlate with more intrinsic motivation?
- RQ3: How does the EE use of younger participants compare to older participants?
- RQ4: Do participants who prefer EE video games show higher results in self-assessment of English proficiency than participants who prefer EE films?

However, they will be answered and discussed in chapter 8, including support and background information from the literature of the field of linguistics and psychology. To deliver these findings, the study uses a quantitative approach, in which the participants share their EE habits and motivations in a provided questionnaire. This questionnaire was made available online on the website [soscisurvey.de](http://soscisurvey.de), which specialises in online questionnaires and provides tools to easily create and share questionnaires.

## **6.2 Questionnaire**

The only instrument used to collect data for this study is a questionnaire<sup>1</sup>, which was distributed in two different ways. Firstly, in an online forum to specifically target university students. Secondly, it was distributed in an Austrian commercial academy (HAK). This was done to cover a wider age span, to provide the necessary results for comparisons. As the main target audience for this research are Austrian students, the questionnaire is written in German to ensure perfect understanding from participants. Furthermore, the data was collected anonymously, with the participants only having to give personal information about their age, gender and first language.

The questionnaire consists of two separate questionnaires – one for the EE use of films and one for the EE use of video games – which are structured almost identically, with only minor variations considering the questions.

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<sup>1</sup> The full version of the questionnaire can be found in the appendix.

The questionnaire consists of three different parts. In the first part, the participants share information about their own habits concerning the particular EE medium. These include the subtypes of the media they use, for example short videos, TV series or films, their favourite genres, for example role-play games, action games or shooters, and most importantly how frequently they use the particular medium. Furthermore, it will be elicited whether participants prefer to watch English films with or without subtitles and whether they prefer gaming online or offline.

The second part of the questionnaire completely deals with the main interest of this thesis, namely the reasons and motivations of participants to use English films or video games. Therefore, the participants will report on the applicability of 11 preselected motives via a four level Likert-scale. One example of what this looks like is: "I watch English films, because I want to improve my language skills", which would be answered by selecting one option ranging from "1 = This reason does not apply for me" to "4 = This reason applies for me". The answer options 2 and 3 provide a fluent transgression along this spectrum. The preselected motives further provide information about the participants' motivation, as they show a distinction between intrinsic or extrinsic motivation, as well as intentional and unintentional learning. The second part, however, also gives the participants the opportunity to add additional motives that were not preselected. Furthermore, they are asked to share a ranking of their three most important motives. The ranking is not mandatory, but optional.

The third and last part of the questionnaire aims to collect data about the improvement of participants' language skills that can be attributed to the use of English films and videogames. This section is based on the questionnaire of a study conducted by Reinders and Wattana (2014). Via a Likert-scale, the participants will give information about their improvement in a number of skills and say if the statements and descriptors provided by the questionnaire apply to them or not.

### 6.3 Participants

The target group for this research are people who have experience with the use of films and video games in the English language and, therefore, can give information about motives, as well as a self-assessment of their language improvement using these media. The total number of participants that filled out the questionnaire is 191. However, this number also includes three participants who are native speakers of English. Hence, the number of participants that was used for the statistical analysis is 188. This sample consists of 58% females (n=109) and 41% males (n=77). The reason for these numbers not adding up to 100% is the option of diverse gender, within the questionnaire. This gender option was, however, only chosen by 0.5% (n=1) of the participants, which makes it too small to be taken into consideration in this quantitative study. This group is not representative for the statistical analysis and will, therefore, not be further considered.

The participants of this study consist of two different groups. Group 1 are participants who took part in the study online. They were contacted via an online university forum and, therefore, mostly consist of university students, aged 20 and older. The participants of group 2 are solely students of an Austrian commercial academy (HAK). They were chosen to present a young sample group, providing an age contrast to the other participants.

Overall, the age of participants ranges from the youngest participant at 18 years, to the oldest participant who contributed to the study at an age of 51. This is, however, only one outlier, as the average age can be determined at about 21 to 22 years. For the sake of comparisons in the following chapter, the participants will be divided in a young and an old age group. However, the data will not be separated in university and HAK students, but rather be split in half at the average age in a group of participants who are 21 years and younger, and another group with participants who are 22 and older. This should approximately resemble the difference between digital natives and digital immigrants. However, as this concept described by Prensky (2001) does not provide a clear date for separation of those groups, and the technological

revolution can be assumed to have happened gradually and not abruptly, the data analysis will stick to these two age groups.

All of the participants were of age at the time of filling out the questionnaire. Although the research was conducted in Austria, participation was neither limited to Austrian citizens, nor to German native-speakers. Thus, the participants of the study show a wide range of first languages. However, it was still mandatory for them to have learned English as a second language. Hence, the data of all English native-speakers who filled out the questionnaire was erased before analysis, in order to ensure valid results. The most prominent mother tongue is of course German, but some other first languages appearing within the group of participants are Turkish, Hungarian, Albanian, Romanian, which was to be expected, considering the multicultural history of Austria. Some rather unexpected and more exotic mother tongues that were mentioned are Urdu and Farsi. Furthermore, when analysing the data, there was no difference made between participants who grew up as monolinguals and those who grew up in a bilingual environment, as this would have exceeded the limits of this study.

## **7. Data analysis**

In this chapter, the data that was gathered via the questionnaire will be analysed and the results will be presented in three different parts. The first part will provide information about the use and the behaviours of the participants with the extramural English media film and video games. These include the medium participants prefer and use more often, what subtype of the two media they enjoy the most, how much time they invest in each EE medium and more. The second part will then uncover the motivations of the sample group to engage in EE activities, and try to identify the most dominant motives. Another aim is to uncover the type of motivation participants are driven by – extrinsic or intrinsic – and whether they are aware of the language learning they are doing, or whether it is just a positive side effect to

an entertaining leisure time activity. The third and final part of this chapter then takes the insights from the first two parts and compares different subgroups and the information they share. Here the participants will be divided in groups according to their gender, their age and their frequency of use – meaning how long they use each medium. Additionally, the two media film and videogames will be compared with each other, in order to find further correlations. This part will also show a comparison of the participants' self-assessments and determine which medium is more beneficial for language learning, and for which skills specifically.

The data analysis was done with the help of the programme SPSS (Statistical Package for Social Sciences), which is one of the most commonly used research tools in the field of second language research (Larson-Hall 2016: 3). Due to the questionnaire being targeted at mainly Austrian participants and, thus, being in German, the tables and figures in this chapter, which were automatically generated by SPSS, will also be in German, as it was the language of data input. Some of the descriptive statistics, which were created separately to improve illustrations, can be provided in English. Furthermore, the tables presented in this analysis do not portray the data in the sequence the answer options were given, but from highest to lowest percentage.

As a last piece of information, before delving into the results of the research, it has to be mentioned that, although 188 people in total participated in the study, the below mentioned results will not always add up to this number. This is due to the fact that some participants omitted some information, left answer boxes blank or the programme did not accept their answers for other reasons.

## **7.1 Extramural English behaviour**

This first section of the data analysis aims to elicit general information about the participants' EE habits, but also their age, gender, what genres of films or video games they use, how often they use the two media. Due to the fact that it is much more common for language learners to use films, rather than video

games as resources for out-of-school English, there are also varying numbers in participants for each of the two questionnaires. In total, 188 participants filled out the questionnaire. However, not all of them completed both sections about films and video games. While 178 people answered that they have watched English films, only 110 people admitted to having played video games in the English language, showing that video games are not used as much as films when it comes to extramural English. When it comes to the preferred medium, 134 people said that they use films more often, while 53 indicated that they use video games more frequently. Although this does not definitely show which medium is preferred, as not all of the participants have had exposure to both films and video games in the English language, it does indicate that the use of films is more widely spread with regard to extramural English.

		<b>Medien</b>			
		Häufigkeit	Prozent	Gültige Prozente	Kumulierte Prozente
Gültig	Filme	134	71,3	71,7	71,7
	Videospiele	53	28,2	28,3	100,0
	Gesamt	187	99,5	100,0	
Fehlend	nicht beantwortet	1	,5		
Gesamt		188	100,0		

**Table 1: Preferred EE medium**

### 7.1.1 EE use of films

When it comes to the subtypes of films that are favoured by the sample groups, three of the four provided film categories are similarly accepted for consumption in English. With the option to choose more than one of the categories, the participants make similar use of conventional films, television series and short videos with all of them being watched by around 80 percent of them. Sporting events are the least watched in English, which could be traced back to their accessibility. This is, however, just an assumption and not supported by the study.

<b>Types of EE films</b>	
Short videos	85.8%
Films	83.6%
TV shows	82%
Sporting events	32.3%

**Table 2: Types of EE films**

When taking a closer look at the means, which are used to consume EE input, more conclusions can be drawn about the accessibility of English language input for the sample group. Two ways to watch EE films are most common for participants. With 90 percent, the majority of people uses online streaming services like Netflix or Amazon Prime to engage in EE films, closely followed by the video sharing platform Youtube with 85 percent. Very few participants use the cinema as a way to consume English films and even fewer watch English films on television. This can mainly be attributed to the availability of English language input via those means, as most films are dubbed into the German language, other than in smaller linguistic communities.

<b>Means to consume EE films</b>	
Online streaming services	90.7%
Youtube	85.2%
Cinema	36.1%
Television	22.4%

**Table 3: Means to consume EE films**

Concerning how frequently participants use films in an EE context, it can be concluded that films are a very popular medium for authentic English language input out of school, with the highest percentage of participants watching them daily for at least one hour. Furthermore, 44 percent consume EE films weekly, with only a quarter of the sample group admitting to only watching English input more infrequently. This number represents the



accumulation of the valid percent of participants using the media either once or two to three times a week.

		Häufigkeit		Gültige Prozente	Kumulierte Prozente
		Häufigkeit	Prozent		
Gültig	täglich (mindestens 1 Stunde)	57	30,3	31,3	31,3
	2-3 mal pro Woche (mindestens 1 Stunde)	52	27,7	28,6	59,9
	seltener	45	23,9	24,7	84,6
	einmal pro Woche (mindestens 1 Stunde)	28	14,9	15,4	100,0
	Gesamt	182	96,8	100,0	
Fehlend	System	5	2,7		
	nicht beantwortet	1	,5		
	Gesamt	6	3,2		
Gesamt		188	100,0		

**Table 4: frequency of EE film use**

Regarding the number of people who use subtitles while watching films, the majority of participants does not make use of them. Unfortunately, the study does not provide reasons for this interesting result. It can be assumed that this is done to make the content more authentic and focus more on what is said than what is written on the screen. This is just a hypothesis, however, and not supported by this research.

		Untertitel		Gültige Prozente	Kumulierte Prozente
		Häufigkeit	Prozent		
Gültig	Ohne Untertitel	117	62,2	64,3	64,3
	Mit Untertitel	65	34,6	35,7	100,0
	Gesamt	182	96,8	100,0	
Fehlend	System	5	2,7		
	nicht beantwortet	1	,5		
	Gesamt	6	3,2		
Gesamt		188	100,0		

**Table 5: Use of subtitles**

### 7.1.2 EE use of video games

When it comes to video games, there is a large variety of genres that can have different effects on L2 acquisition. As already described in chapter 5, this is due to the varying amount of language input these offer. Some games just provide learners with written language input, while other games can provide multimodal stimulation by delivering aural, visual and textual language input. Voted most popular by participants of the study is the genre of adventure games, which in and of itself can vary considering the different types of input it provides. For this selection, participants could choose multiple genres. The genre of massive multiplayer online role-playing games (MMORPG), which was discussed in chapter 5 to have the greatest benefits on language acquisition, is played by only a fifth of those participants who provided data for the video game based questionnaire.

<b>Genres of EE video games</b>	
Adventure games	37.8%
Shooter games	37.2%
Role-playing games	31.7%
Others	30.5%
Action games	29.9%
MMORPG	20,7%
Sports games	16.5%
Competitive e-sports	11%

**Table 6: Genres of EE video games**

Having supported the fact that online games can provide additional benefits, such as real communication in English, as opposed to games played offline, this form of gaming and language acquisition is used by a great number of participants. Although offline games are still preferred, with an accumulated 83.3 percent of participants playing them, as can be seen on the next table, online games are also played by no less than 61.8 percent. For this comparison, the people who engage in both online and offline games were added to the numbers of each of the two categories.

		online/offline		Gültige	Kumulierte
		Häufigkeit	Prozent	Prozente	Prozente
Gültig	beides	65	34,6	45,1	45,1
	offline	55	29,3	38,2	83,3
	online	24	12,8	16,7	100,0
	Gesamt	144	76,6	100,0	
Fehlend	System	24	12,8		
	nicht beantwortet	20	10,6		
	Gesamt	44	23,4		
Gesamt		188	100,0		

**Table 7: online vs. offline video game use**

Taking a closer look at how often participants make use of EE video games, it can be seen that this way of exposing oneself to English – although certainly beneficial – is still rarely used by language learners. Almost two thirds of the people providing data for this specific question play video games in English language less than weekly. However, with 14% there is still a significant audience for gaming, which plays daily for more than one hour.

		Häufigkeit		Gültige	Kumulierte
		Häufigkeit	Prozent	Prozente	Prozente
Gültig	seltener	101	53,7	62,0	62,0
	täglich (mindestens 1 Stunde)	23	12,2	14,1	76,1
	einmal pro Woche (mindestens 1 Stunde)	21	11,2	12,9	89,0
	2-3 mal pro Woche (mindestens 1 Stunde)	18	9,6	11,0	100,0
	Gesamt	163	86,7	100,0	
Fehlend	System	24	12,8		
	nicht beantwortet	1	,5		
	Gesamt	25	13,3		
Gesamt		188	100,0		

**Table 8: Frequency of EE video game use**

## 7.2 Motivation for extramural English use

The second part of this chapter determines the participants' reasons for choosing to use the discussed media in English and not in their native language, by picking from preselected motives. The two upcoming sections, divided into a section for films and another one for the EE use of video games, will identify the most prominent motives within the sample group. These were determined by the participants rating the applicability of 11 preselected motives on a Likert-scale from one (This reason is not true for my use of EE) to four (This reason is true for my use of EE). These reasons are slightly different between films and video games. Therefore, a detailed list will be given in the individual subchapters. There is an optional ranking in the questionnaire, which does, however, have some flaws that were only recognized when analysing the data. Due to the fact that participants were able to write freely in the textboxes provided, many of them agreed upon the same motive being essential to them, but unfortunately formulated their answers differently. Consequently, the system could not accumulate comparable motives, which made the creation of a final ranking impossible. Therefore, the importance of the motives will be determined by which of the preselected motives were evaluated applicable for the highest number of participants.

Furhtermore, it will be analysed whether the motives chosen by the sample group are predominantly intrinsic or extrinsic in nature. These motives or reasons for EE use differ only slightly between the film and video game questionnaires. Some of the extrinsic motives used in the questionnaires are:

- Using EE media because of teachers or parents
- Using EE media because of friends
- Using EE media to improve English skills
- Using EE media to prepare for exams

Intrinsic motives on the other hand are:

- Using EE media to watch them in the original language

- Using EE media because you like the rhythm and accents of the English language
- Using EE media because you like the English language

By analysing the provided reasons, it is also possible to identify whether or not participants are actually aware of the language progress they make by using extramural English, or whether this happens unconsciously.

### **7.2.1 Motivation for EE use of films**

For this analysis, participants indicated to what extent the following reasons motivate their consumptions of films in English. Those reasons are:

- Using EE films, because teachers or parents told them to
- Using EE films, because friends told them about them
- Using EE films, because they want to watch films in the original language
- Using EE films, because dubbing actors and actresses do not sound good
- Using EE films, because they like the rhythm and accents of English
- Using EE films, because they are interested in traditions
- Using EE films, because they want to improve their proficiency
- Using EE films, because it helps them with learning for exams
- Using EE films, because they are interested in the use of English in conversations
- Using EE films, because they like the English language
- Using EE films, because some films are not available in the first language

With reference to reasons for participants watching English films, there are mixed results regarding the quality of the motivation, as can be seen in the following table. Although the most relevant reason to watch them is the fact that the participants like the English language, which can be considered an intrinsic motivation, the second most relevant reason is to improve their English skills, which is an extrinsic motivation.

However, the reasons right after that: wanting to watch films in the original language, liking rhythm and accent of the English language and wanting to use English in conversations, are all intrinsic in nature. Although the pursuit of language improvement is overall extrinsic, it shows signs of personal importance towards the goal. It can, therefore, be claimed to be in the category of identified regulation, which would still put it high on the spectrum of the self-determination theory (Sheldon et al. 2017: 1216). Thus, it can be argued that the sample group is mainly motivated intrinsically to watch films in the English language. Further proof for this fact is that the three most externally regulated reasons: watching films because of teachers and parents, watching films because of friends and watching them to prepare for exams, are all ranked within the lowest four reasons.

#### Gründe für Filmgebrauch

	N	Minimum	Maximum	Mittelwert	Std.- Abweichung
Motivation: 10. ... ich die englische Sprache mag.	174	1	4	3,45	,801
Motivation: 7. ... ich mein Englisch verbessern will.	174	1	4	3,37	,876
Motivation: 3. ... ich es mag, Filme in der Originalsprache anzuschauen.	174	1	4	3,35	,948
Motivation: 5. ... ich es mag, wie sich die englische Sprache anhört (Rhythmus und Akzent).	174	1	4	3,18	,919
Motivation: 9. ... mich interessiert, wie Englisch in Gesprächen verwendet wird.	174	1	4	3,11	,976
Motivation: 4. ... sich Synchronsprecher/innen in meiner Sprache nicht gut anhören.	174	1	4	2,65	1,127
Motivation: 6. ... ich mich für die Werte und Bräuche anderer Kulturen interessiere.	174	1	4	2,52	1,090

Motivation: 8. ... mir das hilft, für Englisch Prüfungen zu lernen.	174	1	4	2,33	1,103
Motivation: 11. ... die Filme, die mich interessieren, nicht in meiner Sprache verfügbar sind.	174	1	4	2,17	1,065
Motivation: 2. ... meine Freunde mir davon erzählt haben.	174	1	4	2,02	,982
Motivation: 1. ... meine Lehrer/innen oder Eltern mich dazu gebracht haben.	174	1	4	1,52	,824
Gültige Werte (Listenweise)	174				

**Table 9: Reasons for EE use of films**

Some other reasons for watching English films commonly mentioned by participants are that by dubbing the original script some of the meaning gets lost, but especially jokes get lost in translation. It was also mentioned that the people in the study do not want to wait for the release of the dubbed version of their favourite films and series, as they generally air on a later date. As a last interesting reason, one participant claimed that the original language of actors is also a part of their stagecraft.

### 7.2.2 Motivation for EE use of video games

For this section, participants could choose from a similar variety of reasons to consume EE video games, as for EE films. The full list of the reasons is provided here:

- Using EE video games, because teachers or parents told them to
- Using EE video games, because friends told them about them
- Using EE video games, because they want to play them in the original language
- Using EE video games, because they want to improve their proficiency
- Using EE video games, because they like the English language

- Using EE video games, because they like the rhythm and accents of English
- Using EE video games, because it helps them with learning for exams
- Using EE video games, because they are interested in the use of English in conversations
- Using EE video games, because they are interested in traditions
- Using EE video games, because they need English to play with people from other countries.

Regarding video games, the motivation of the sample group is similarly intrinsic as for video games (see table). Although the average for the top voted motives only lies around 2.5 to 3 (as opposed to the average of over 3 for films), saying that the motives do only partly apply to the participants, the four most relevant reasons are all intrinsic. Those are: liking the English language, liking the rhythm and accents and wanting to play games in the original language. However, the sample group also acknowledged the importance of the English language in order to communicate with other gamers when playing online internationally. Only the fifth motive, wanting to improve English skills, shows some extrinsic motivation, but as mentioned before, still displays personal importance for the goal to be achieved. Additionally, the three most externally regulated motives can again be found in the places of the four most irrelevant reasons to use extramural English activities.

#### Gründe für Videospiegelgebrauch

	N	Minimum	Maximum	Mittelwert	Std.- Abweichung
Motivation: 5. ... ich die englische Sprache mag.	132	1	4	2,77	1,258
Motivation: 11. ... ich Englisch brauche, um mit Leuten aus anderen Ländern zu spielen.	132	1	4	2,66	1,307



Motivation: 3. ... ich es mag, Spiele in der Originalsprache zu spielen.	133	1	4	2,62	1,254
Motivation: 6. ... ich es mag, wie sich die englische Sprache anhört (Rhythmus und Akzent).	132	1	4	2,54	1,207
Motivation: 4. ... ich mein Englisch verbessern will.	132	1	4	2,30	1,217
Motivation: 8. ... mich interessiert, wie Englisch in Gesprächen verwendet wird.	132	1	4	2,30	1,170
Motivation: 10. ... die Spiele, die ich spiele, nicht in meiner Sprache verfügbar sind.	132	1	4	2,11	1,240
Motivation: 2. ... meine Freunde mir davon erzählt haben.	132	1	4	1,95	1,148
Motivation: 9. ... ich mich für die Werte und Bräuche anderer Kulturen interessiere.	132	1	4	1,82	1,025
Motivation: 7. ... mir das hilft, für Englischprüfungen zu lernen.	132	1	4	1,59	,882
Motivation: 1. ... meine Lehrer/innen oder Eltern mich dazu gebracht haben.	132	1	3	1,12	,371
Gültige Werte (Listenweise)	131				

**Table 10: Reasons for EE use of video games**

When it comes to video games, the participants of this study have an abundance of further motives to use them in English. Many participants argue that they need to speak English when voice chatting with other international gamers. However, it is also mentioned that when playing with people who have the same first language, it is still crucial for them to use English “callouts”, as they are not translated into other languages. According to the website [splattonwiki.org](http://splattonwiki.org), “[c]allouts are concise phrases designed to broadcast as much information about the enemy as possible in as few

syllables as possible.” Furthermore, it is mentioned that English is used in gaming to enjoy authentic and unaltered conversations of characters and that German translations can sound silly sometimes.

### **7.3 Comparisons and correlations**

The third part of this chapter is now aimed at comparing the gathered data according to different factors such as age, gender, frequency of usage and the preferred medium of the participants. For this purpose, a series of nine comparisons has been tested and correlated with each other. These have been chosen due to the interesting results they bring forward.

The data was analysed with the help of SPSS for Windows. In order to determine if a result was significant, the level of significance was determined at  $p \leq 0.05$ . The analysis required different tests to get optimal results. To find differences in mean value, the t-Test for independent samples was used. However, if the sample size was smaller than 30 and did not feature a normal distribution (identified with the help of the Shapiro Wilks test), the Mann-Whitney-U test was used instead. To compare homogeneities of variances, the Levene-test was used. To test correlations of two variables with interval scale, the Pearson test was used. To test correlations between variables with ordinal scale and interval scale, the Spearman test was used. Lastly, the Chi-square test was used to find statistical independences between variables. When analysing the data, Larson-Hall (2016) was used to provide guidance.

For each of the nine comparisons, a hypothesis was formulated before the analysis. The following pages will determine whether those hypotheses are correct or can be falsified.

### 7.3.1 Age and motivation

This comparison aims to find differences in motivation between the two age groups. The hypothesis that is tested is that young people are more driven by intrinsic motivations to consume EE films or video games. This hypothesis is based on the idea that the younger sample group mainly consists of digital natives, which are claimed to be more used to modern technology and, therefore, also the use of digital EE resources than older people and engage in them for fun. The young group consists of participants aged 21 years and younger, while the old group consists of participants aged 22 and older. The data was analysed via the t-test for independent samples. As can be seen in the table below, there are only significant motivational differences concerning three items. The older group shows a significantly higher average for descriptor number 3 for films. This means they have more motivation to watch films, because they prefer to watch them in the original language. The two other descriptors stand for motivation for the use of both EE films and EE video games in order to learn for English exams at school. This indicates that young people are well aware of the benefits of EE films and video games and use these media to intentionally prepare for upcoming exams at school. This comparison, however, does not completely clarify which group is more driven by intrinsic motivation. Nevertheless, it can be argued that young people definitely have some extrinsic factors to keep them using English media.

<b>Gruppenstatistiken</b>					
	Alter dichotom	N	Mittelwert	Std.- Abweichung	Standardfehler des Mittelwertes
Motivation: 3. ... ich es mag,	21 und jünger	89	3,11	,994	,105
Filme in der Originalsprache anzuschauen.	älter als 21	85	3,60	,834	,090
Motivation: 8. ... mir das hilft,	21 und jünger	89	2,58	1,020	,108
für Englisch Prüfungen zu lernen.	älter als 21	85	2,06	1,127	,122

**Table 11: Results for age and motivation for films**

### Gruppenstatistiken

	Alter dichotom	N	Mittelwert	Std.- Abweichung	Standardfehler des Mittelwertes
Motivation: 7. ... mir das hilft,	21 und jünger	66	1,91	,988	,122
für Englischprüfungen zu lernen.	älter als 21	66	1,27	,621	,076

**Table 12: Results for age and motivation for video games**

### 7.3.2 Age and frequency

Similar to the previous comparison, the hypothesis that is tested in this chapter is that the younger sample group uses EE films and video games more often than the older sample group. Due to the ordinal scale of measurement, the Mann Whitney U-Test was chosen. The results show a significant difference between young and old participants, when it comes to the frequency of the used media. While the differences in mean ranks for the medium of film are not significant, the group of young participants indicate a significantly higher mean rank for video games, which shows that this group uses video games far less than the older group.

This is relatively surprising, as it is generally thought that video games are preferred by young people. This can, however, be a result of the selection of the sample group, as the older group was selected with the prerequisite of using EE media, which is not true for the younger participants from the Austrian school.

Häufigkeit	Gruppe	N	Mittlerer Rang	Rangsumme
Filme	21 und jünger	84	83,87	7045,00
	älter als 21	79	80,01	6321,00
	gesamt	163		
Videospiele	21 und jünger	91	102,65	9341,50
	älter als 21	91	80,35	7311,50
	gesamt	182		

**Table 13: Results age and frequency**

### 7.3.3 Age and preferred medium

To compare these two factors, the chi-square-test with crosstab was chosen, due to the variables having a nominal scale of measurement. No significance could be found,  $\chi^2(1)=0.156$ ,  $p=.693$ . This means that there is no difference between young and old participants, considering the preferences of films or video games. The hypothesis that video games are mainly popular with the younger sample group can not be supported, as both groups show a similar preference for films.

	21 und jünger	älter als 21
Filme	67	66
Videospiele	25	28

**Table 14: Results age and preferred medium**

### 7.3.4 Gender and frequency of video game use

Due to the ordinal scale of measurement, these two factors are compared using the Mann Whitney U-test, indicating that there is a significant difference between the two genders, when it comes to the frequency of video game use in an extramural English context. Female participants entered a significantly higher mean rank, indicating a rarer use of video games. This means that males are the ones who prefer the medium of video games. The hypothesis that male participants consume EE video games more often than female participants can hence be supported.

		Ränge		
	Geschlecht	N	Mittlerer Rang	Rangsumme
Häufigkeit	männlich	60	48,04	2882,50
	weiblich	103	101,78	10483,50
	Gesamt	163		

**Table 15: Gender and frequency of video game use**

### 7.3.5 Motivation and frequency

This comparison aims to show whether or not there is a difference in the quality of motivation, connected to the frequency of EE use. The hypothesis is that people who use English films or video games more often, show more intrinsic motivation than people who rarely use them. This can, however, not completely be supported via the Spearman test. The analysis found a significantly negative correlation between the frequency of EE film use and intrinsic motivation for films (descriptors 3, 4, 5, 6, 9, 10), as well as a significantly negative correlation between the frequency of EE video game use and intrinsic motivation for video games (descriptors 3, 5, 6, 8, 9, 11). This negative correlation indicates that a higher frequency of use correlates with higher learner motivation. The hypothesis is, therefore, only true for the above listed descriptors. The remaining descriptors show a positive correlation and, thus, do not support the hypothesis.

Filme	Häufigkeit		
	N	Korrelationskoeffizient $r_s$	Signifikanz
Motivation: 3. ... ich es mag, Filme in der Originalsprache anzuschauen.	174	-,416**	,000
Motivation: 4. ... sich Synchronsprecher/innen in meiner Sprache nicht gut anhören.	174	-,352**	,000
Motivation: 5. ... ich es mag, wie sich die englische Sprache anhört (Rhythmus und Akzent).	174	-,323**	,000
Motivation: 6. ... ich mich für die Werte und Bräuche anderer Kulturen interessiere.	174	-,377**	,000
Motivation: 9. ... mich interessiert, wie Englisch in Gesprächen verwendet wird.	174	-,198**	,009
Motivation: 10. ... ich die englische Sprache mag.	174	-,289**	,000
Video	N	Korrelationskoeffizient $r_s$	Signifikanz
Motivation: 3. ... ich es mag, Spiele in der Originalsprache zu spielen.	133	-,620**	,000
Motivation: 4. ... ich mein Englisch verbessern will.	132	-,361**	,000

Motivation: 5. ... ich die englische Sprache mag.	132	-,443**	,000
Motivation: 6. ... ich es mag, wie sich die englische Sprache anhört (Rhythmus und Akzent).	132	-,335**	,000
Motivation: 7. ... mir das hilft, für Englischprüfungen zu lernen.	132	-,286**	,001
Motivation: 8. ... mich interessiert, wie Englisch in Gesprächen verwendet wird.	132	-,332**	,000
Motivation: 11. ... ich Englisch brauche, um mit Leuten aus anderen Ländern zu spielen.	132	-,479**	,000

**Table 16: Motivation and frequency of EE media use**

### 7.3.6 EE media and willingness to communicate

This comparison aims to find out if video games have a more positive influence on participants' willingness to communicate in English. This specifically regards the descriptors number 2: being more confident when speaking English, 3: communicating more easily with other people, 4: being less afraid of making mistakes and 6: being less afraid of not being understood by others, of the self-assessment section. After using the t-test for independent samples, a significant difference between the two media can be found, showing that people who play video games have a higher average for the 4 descriptors. This proves that they indeed feel more comfortable when communicating in English than people who watch English films.

Selbsteinschätzung: 2. ... selbstbewusster zu sein, wenn ich selbst Englisch spreche.	Filme	84	2,29	1,178	,129
	Videospiele	40	3,25	,840	,133
Selbsteinschätzung: 3. ... leichter mit anderen Leuten zu kommunizieren.	Filme	84	2,50	1,177	,128
	Videospiele	40	3,50	,679	,107
Selbsteinschätzung: 4. ... weniger besorgt zu sein, Fehler zu machen.	Filme	81	2,19	1,119	,124
	Videospiele	40	3,00	,906	,143
	Filme	82	2,15	1,124	,124

Selbsteinschätzung: 6. ... mich weniger zu fürchten, dass andere Leute mein Englisch nicht verstehen könnten.	Videospiele	40	2,90	,900	,142
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**Table 17: Results for media and willingness to communicate**

### 7.3.7 Self-assessment and frequency of EE media use

This comparison aims to validate the hypothesis that a high frequency of EE use films and video games positively affects participants' language proficiency. To do this, the data was analysed via the Spearman test, due to the ordinal scale of measurement of the data. As can be seen in the following table, there are significant negative correlations between the frequency of film use and self-assessment of participants, as well as between the frequency of video game use and all self-assessment descriptors. This is true for all eight self-assessment descriptors for both media. This negative correlation indicates that the more participants use each media, the better they assess their own language skills, showing that extensive exposure to authentic English language input improves language skills of learners, or at least their perception thereof.

Items zur Selbsteinschätzung	Häufigkeit	
	Korrelationskoeffizient rs (Filme)	Korrelationskoeffizient rs (Videospiele)
Selbsteinschätzung: 1. ... Leute, die Englisch sprechen, besser zu verstehen.	-,315**	-,369**
Selbsteinschätzung: 2. ... selbstbewusster zu sein, wenn ich selbst Englisch spreche.	-,342**	-,364**
Selbsteinschätzung: 3. ... leichter mit anderen Leuten zu kommunizieren.	-,311**	-,440**
Selbsteinschätzung: 4. ... weniger besorgt zu sein Fehler zu machen.	-,262**	-,335**
Selbsteinschätzung: 5. ... schriftliche Angaben besser zu verstehen.	-,190 <sup>†</sup>	-,314**



Selbsteinschätzung: 6. ... mich weniger zu fürchten, dass andere Leute mein Englisch nicht verstehen könnten.	-,166*	-,341**
Selbsteinschätzung: 7. ... neue englische Wörter kennenzulernen und auch anzuwenden.	-,300**	-,297**
Selbsteinschätzung: 8. ... fließender Englisch zu sprechen.	-,228**	-,437**

**Table 18: Self-assessment and frequency of EE media use**

### 7.3.8 Self-assessment for online and offline video games

For the comparison of online and offline video games in terms of self-assessed language improvement, the Mann Whitney U-Test was chosen. The results of this test show that there is a significant difference for the descriptors 1,2,3 and 8 of the self-assessment section, indicating that people who play online games have significantly higher values than people who prefer offline games. This illustrates that online video games are more beneficial for language acquisition than offline video games.

	Ränge			
	online/offline	N	Mittlerer Rang	Rangsumme
Selbsteinschätzung: 1. ... Leute, die Englisch sprechen, besser zu verstehen.	online	18	40,11	722,00
	offline	42	26,38	1108,00
	Gesamt	60		
Selbsteinschätzung: 2. ... selbstbewusster zu sein, wenn ich selbst Englisch spreche.	online	18	39,81	716,50
	offline	42	26,51	1113,50
	Gesamt	60		
Selbsteinschätzung: 3. ... leichter mit anderen Leuten zu kommunizieren.	online	18	41,50	747,00
	offline	42	25,79	1083,00
	Gesamt	60		
Selbsteinschätzung: 8. ... fließender Englisch zu sprechen.	online	18	39,61	713,00
	offline	40	24,95	998,00
	Gesamt	58		

**Table 19: Results self-assessment online vs. offline games**

### 7.3.9 Motivation for online and offline video games

For this comparison, the Mann Whitney U-Test shows that there are significant differences in motivation between online and offline gamers. Especially the descriptors 4: I want to improve my English, 5: I like the English language and 11: I need English to play with people from other countries, show significantly higher averages for online gamers than for offline gamers. This indicates that motivational levels tend to be higher in participants playing online than in those playing offline.

	Ränge			
	online/offline	N	Mittlerer Rang	Rangsumme
	Gesamt	67		
Motivation: 4. ... ich mein Englisch verbessern will.	online	21	45,31	951,50
	offline	46	28,84	1326,50
	Gesamt	67		
Motivation: 5. ... ich die englische Sprache mag.	online	21	43,36	910,50
	offline	46	29,73	1367,50
	Gesamt	67		
Motivation: 11. ... ich Englisch brauche, um mit Leuten aus anderen Ländern zu spielen.	online	21	48,69	1022,50
	offline	46	27,29	1255,50
	Gesamt	67		

**Table 20: Results motivation for online vs offline games**

## **8. Discussion of the results**

After analysing the results of the study, connected to this diploma thesis, this chapter now aims to use the gained knowledge and information, to answer the four main research questions. Every single one of them will be discussed in detail, as well as supported with the concepts and approaches described with the help of the linguistic and psychological literature introduced in the chapters 2 to 5.

### **8.1 Reasons for the EE use of films and video games**

Primarily, the aim of this thesis is to find out about the reasons people have for using films or video games in an extramural English context. Furthermore, it aims to compare the motivations between the use of the two media in EE. This study found out that there is no significant difference between the two media with regard to intrinsic motivation. Both film and video game users rated intrinsically motivated reasons for their EE media consumption.

The highest rated motives for both media are that participants generally like the English language, especially the rhythm and the variety of accents, and hence, want to watch films and play video games in the original language. Additionally, participants mention watching films in English, as they feel that the story, and especially humour, do not translate well from the original language to their first language. Video games are also chosen because participants need to speak English in order to communicate with other players online. The only exception to this is the participants' intention to improve their English skills. This is not an intrinsic motivation, however, when taking a closer look at the self-determination theory, it can be seen that the fulfilment of a goal that is of personal importance to you is categorized as identified regulation and, thus, still high up on the self-determination spectrum (Sheldon et al. 2017: 1216). Extrinsically motivating factors are rarely picked as reasons for participants' EE activities, which further proves the participants' overall intrinsic motivation of them.

The literature used in this thesis definitely supports the claim that both films and video games have the potential to be intrinsically motivating. This is due to them lowering the affective filter of learners and providing a safe and comfortable environment, in which learners can engage in English content without the fear of being tested by teachers or embarrassed in front of their peers (Reinders & Wattana 2014: 115). Literature suggests that video games have a higher chance of motivating learners intrinsically, because they allow the players to interact with their digital environment (Butler 2014: 97), and online games specifically integrate players into an international community that fosters target language conversations with other real people (Rankin et al. 2008: 45). This can, however, not be supported by the study, as the data show similarly high averages of intrinsic motivation for both media.

## **8.2 Effects of motivation on frequency of use**

The study further wants to investigate the correlation between the frequencies with which participants use EE media to their quality of motivation. Ryan and Deci (2000: 54) claim that intrinsic motivation is the highest form of motivation, as people engage in activities out of their own interests and because they enjoy them. Therefore, this form of motivation is always connected to people keeping up their habits, which would suggest a higher frequency of their media consumption. Furthermore, Dörnyei and Deci (2015: 72-74) also support that a genuine interest in certain activities is connected to learners engaging in these activities more often than if they are just motivated by external factors and that it is an important factor to achieve long-term goals. Although not explicitly mentioned concerning the extramural English use of films and video games, these theories can be applied universally to all different kinds of behaviours, habits and activities.

The connection between an intrinsic motivation and a more regular and frequent use of EE media can, however, not be supported by the analysed data, as it represents no significant correlation between the two factors. This can be due to some flaws of the study, as the sample size of 188 participants

and the quantitative approach can maybe not accurately display this comparison. Arguably a qualitative study could have delivered different results, but this can not be said for certain.

### **8.3 Differences between younger and older participants in EE behaviour**

This section compares the use of younger participants to older participants, with a special focus on which group uses EE activities more often, and which group has a stronger intrinsic motivation to do so. As mentioned when describing the methodology of the study, the groups were separated at the average age of participants to create two groups of the same size. The younger group consists of people who are 21 years old and younger, while the older group contains 22-year-old participants upwards.

According to the literature, there should be a significant difference in both the amount of use and the quality of motivation between the two age groups. Prensky (2001: 2-3), as well as Gobel and Kano (2014: 23), argue that the younger group, which consists mostly of digital natives, should be much more active when using these media as they represent the environment they are used to. Growing up surrounded by technology should provide them with a greater intrinsic drive to pursue language learning via technology. The older group, comparable to digital immigrants, on the other hand should theoretically shy away from such experiences and, therefore, not be so active and frequent in using modern media like films and video games for language learning.

This theory can, however, not be supported with this current study, as the analysed data finds no significant correlation between the frequency of use, as well as the quality of motivation, between the younger and older participants. The differences in results between the study and the literature can mainly be traced back to the selection of the participants, and the classification of the age groups. The literature surrounding the topic of digital natives and digital immigrants hardly ever mentions a specific age when one generation stops

and the other one starts. Additionally, it can be assumed that this change happened rather gradually than instantly, similar to technological progress. Therefore, the classification in the two age groups seems unrepresentative of the concept. Furthermore, the selection of participants constitutes another flaw of the study. Participants of the older age group were all found on university forums. On these online forums, a prerequisite to having used EE activities before was mentioned, consequently, excluding those who do not engage in EE activities at all. The younger group on the other hand, include a high number of students of an Austrian commercial academy (HAK), who filled out the questionnaire without being aware of this prerequisite. Therefore, this group, although mostly consisting of digital natives, possibly included some students, who were not aware of the fact that films and video games can be used as extramural source of authentic English language input.

#### **8.4 Language improvement via EE activities**

The last research question this diploma thesis wants to answer is whether one of the two described EE media is more beneficial for the improvement of language proficiency than the other one. To gain this information, the data was analysed to see which group indicated better results when filling out the self-assessment grid provided by the questionnaire.

According to the consulted literature, both films and video games can have a positive effect on language acquisition. More specifically, they are claimed to improve vocabulary learning, help with the memorizing of grammatical patterns and increase listening skills (Sylvén & Sundqvist 2012: 304; Jensen 2017: 13; Ljubojevic et al. 2014: 278; Richards 2015: 18). These benefits are achieved by lowering the affective filter of language learners, while providing extensive exposure to authentic target language input. This results in raised levels of motivation and implicit language learning that happens without the learners being aware of it (Aliyev & Albay 2016: 13; Rankin et al. 2008: 45). However, while films mostly benefit receptive language skills, video games also have the potential to improve productive skills. Reinders and Wattana (2014: 115)

highlight that because of the collaboration with other people and the resulting conversations in the target language, online multiplayer video games especially have a huge potential to reduce learners' anxiety when it comes to communicating in English.

These results can be supported by the analysed data. The study found out that participants who use English video games have a higher average value of the assessment of their communicative skills than those who use English films. Furthermore, the study can also reinforce the claim that online multiplayer games are more beneficial for language acquisition than offline single player games. For this comparison, participants who prefer online games have a higher average score of their self-assessed skills. To summarize, films and video games both have positive effects on L2 acquisition. However, when ranked, online games have the highest potential to improve language proficiency, followed by offline games and films, which have the least benefits.

## **9. Conclusion**

In conclusion, the aim of this diploma thesis was to gather information on the extramural English use of films and video games of language learners. More specifically, the study conducted in the process focussed on learners' motivation to use those two media to improve their English outside of the educational setting. While extramural English behaviour and the positive effects of films and video games on language learning are well researched topics, only few studies aimed to find out more about learners' motivation to engage in these activities.

Extramural English has been established as an optimal setting for language acquisition to happen beyond the classroom. Researchers (Jensen 2017: 13; Aliyev & Albay 2016: 13) found out that, other than in the regular language classroom, it can lower students' anxiety and motivate them to engage in autonomous learning. Krashen (1982) calls such a setting a low-affective filter and argues it is highly beneficial for L2 acquisition. By giving learners the

opportunity to self-direct their learning process, they can choose their authentic language input following their own needs and interests (Sundqvist 2009: 107; Inaba 2019: 11). Modern media like films and video games, but also other online media like social networks, can be used in this EE context in order to appeal especially to digital natives, a term coined by Prensky (2001) to describe a generation that grew up surrounded by modern technology.

As elaborated on in this thesis, using films and video games can provide language learners with an abundance of benefits. Besides being an excellent source of authentic language input, those two modern media can also have significant effects on learners' motivation to engage in language learning (Butler 2015: 91; Ljubojevic et al. 2014: 78). However, other than just using those media with the objective to improve their language skills, films and video games have the potential to elicit intrinsic motivation from users. This type of motivation is the most effective one, according to Ryan and Deci (2000: 55), and indicates that learners are engaging in the EE activities for their own entertainment and because they have fun, not just to achieve an extrinsic goal. Consequently, language learning does not happen intentionally, but implicitly as an unconscious, positive side-effect.

The study that was conducted in accordance to this diploma thesis manages to support many of those claims. By analysing the data gathered via a questionnaire, it can be supported that participants do indeed show high levels of intrinsic motivation as reasons for engaging in the EE use of films and video games. Most of the participants mentioned to watch English films, or play English games, because they like the English language and want to improve their language skills. They also prefer to consume their media in the original language, which is in most cases English. This is due to the fact that many films and games are poorly translated, as stated by participants, and especially humour does not translate well. Furthermore, the study successfully supported the claim of other scholars that films and video games can have numerous benefits for language learning, and specifically online video games are a good way of improving conversational skills in the target language.



The acquired data could, however, not support the hypothesis that intrinsic motivation automatically leads to a more frequent use of a medium. Results of the study show that the people who are intrinsically motivated do not use EE media significantly more often than those who are motivated more by extrinsic factors. Moreover, the theory that younger participants have more intrinsic motivation to use video games and films as language learning material and, thus, use those media more often than older participants did not find support in the study. The analysis found no significant correlations between the two age groups and, hence, cannot validate this theory. These discrepancies between the consulted background literature and the conducted study, however, may be related to limitations of this research. Especially the comparisons between the two age groups does not hold much value, as the prerequisites of the groups were different. While the older group consists mainly of university students who were explicitly informed to have experience in the use of EE activities, the younger group includes a great number of students of an Austrian school, who participated in the study without this prerequisite. Additionally, the age difference between the two groups was arguably not big enough.

Finally, it should be mentioned that this diploma thesis and the connected study offer a good insight into the motivations of young adult language learners to use English films and video games as language resource, but is not an ideal way to check their language improvement. However, the aim of this thesis has always been to offer insight and maybe motivate other researchers to expand upon this idea. The presented results show that the extramural English use of media like films and video games presents a huge potential for additional language learning outside of school. This potential has to be realised by teachers and students alike in order to optimise their language learning progress. However, care should be taken of how to introduce students to the topic of EE and its benefits, as the intrinsic motivation of EE learners is one of the main reasons for its success in improving L2 acquisition.

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# Appendix

## Fragebogen über das Lernen mit Hilfe von englischsprachigen Filmen und Videospielen

### Haftungsausschluss

Dieser Fragebogen ist anonym.

Die gewonnenen Daten werden nur im Zuge meiner Diplomarbeit verwendet und nicht an eine dritte Partei weitergegeben.

Benötigt werden nur Informationen bezüglich Alter, Geschlecht und Muttersprache, um die gewonnenen Daten auswerten zu können.

Es werden keine Daten in Verbindung mit den Namen der Teilnehmerinnen und Teilnehmer erhoben.

**Hiermit bestätigt die Teilnehmerin/der Teilnehmer, dass die von ihr/ihm bereitgestellten Daten in der Diplomarbeit des Studierenden verwendet werden dürfen:**

**Unterschrift:** \_\_\_\_\_

### Grundlegende Informationen über den Fragebogen

Dieser Fragebogen steht in Verbindung zu meiner Diplomarbeit, die das Ziel hat, die Gründe für den Konsum von englischsprachigen Medien, wie etwa Filme und Videospiele, zu identifizieren.

Der Fragebogen besteht aus zwei Teilen. Der erste Teil handelt von englischsprachigen Filmen, der zweite Teil von englischsprachigen Videospielen. In beiden Teilen werden diverse Fragen gestellt. Diese handeln von den Angewohnheiten im Umgang mit dem jeweiligen Medium, den Gründen weshalb diese in englischer Sprache konsumiert werden sowie Fragen zur Selbsteinschätzung des Sprachfortschritts nach Gebrauch dieser Medien.

Bitte lesen Sie sich die Angaben genau durch. Es gibt keine richtigen und falschen Antworten. Die Resultate dieser Umfrage werden nur für meine Diplomarbeit verwendet, daher bitte ich Sie, die folgenden Fragen so ehrlich wie möglich zu beantworten.

Vielen Dank für Ihre Unterstützung!

### Allgemeine Informationen

Alter: \_\_\_\_\_

Geschlecht:  männlich  weiblich  divers

Muttersprache(n): \_\_\_\_\_

Welches dieser Medien benutzen Sie öfter?  Filme  Videospiele

## Filme/TV Serien

Haben Sie jemals einen Film in englischer Sprache gesehen?

- Ja       Nein

Welche Art von Filmen sehen Sie sich an? (Mehrere Antworten möglich)

- Filme       Fernsehserien       kurze Videos       Sportevents

Wo schauen Sie englischsprachige Filme? (Mehrere Antworten möglich)

- Fernsehen       Youtube       Kino       Online Streaming Portale (Netflix, etc.)

Wie oft schauen Sie englischsprachige Filme?

- täglich (mindestens 1 Stunde)       2-3 mal pro Woche (min. 1 Stunde)  
 einmal pro Woche (min. 1 Stunde)       seltener

Bevorzugen Sie Filme mit oder ohne Untertiteln anzuschauen?

- Mit Untertitel       Ohne Untertitel

### **Motivation:**

Inwieweit sind diese Aussagen Motivation für Sie, um englischsprachige Filme anzuschauen?

Kreuzen Sie das passende Kästchen an.

1... trifft zu    2... trifft teilweise zu    3... trifft eher nicht zu    4... trifft nicht zu

Ich schaue englischsprachige Filme, weil	1	2	3	4
1. ... meine Lehrer/innen oder Eltern mich dazu gebracht haben.				
2. ... meine Freunde mir davon erzählt haben.				
3. ... ich es mag, Filme in der Originalsprache anzuschauen.				
4. ... sich Synchronsprecher/innen in meiner Sprache nicht gut anhören.				



Ich schaue englischsprachige Filme, weil	1	2	3	4
5. ... ich es mag, wie sich die englische Sprache anhört (Rhythmus und Akzent).				
6. ... ich mich für die Werte und Bräuche anderer Kulturen interessiere.				
7. ... ich mein Englisch verbessern will.				
8. ... mir das hilft, für Englisch Prüfungen zu lernen.				
9. ... mich interessiert, wie Englisch in Gesprächen verwendet wird.				
10. ... ich die englische Sprache mag.				
11. ... die Filme, die mich interessieren, nicht in meiner Sprache verfügbar sind.				

Haben Sie noch weitere Gründe, um englischsprachige Filme zu schauen?

Wenn ja, welche?

.....

.....

.....

Bitte erstellen Sie jetzt eine Rangliste der Motivationen/Gründe, die für Sie am wichtigsten sind, um englischsprachige Filme zu schauen. Verwenden Sie dazu sowohl die oben beschriebenen Gründe als auch die von Ihnen hinzugefügten Gründe:

1. ....
2. ....
3. ....
4. ....
5. ....

### **Selbsteinschätzung des Lernfortschritts:**

In diesem Bereich geht es darum, wie sich Ihr Englisch durch das Anschauen von englischsprachigen Filmen verbessert hat. Beantworten Sie bitte die folgenden Fragen, indem Sie ein Kreuz im passenden Kästchen machen.

1... trifft zu    2... trifft teilweise zu    3... trifft eher nicht zu    4... trifft nicht zu

<b>Englischsprachige Filme zu schauen hilft mir dabei,</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. ... Leute, die Englisch sprechen, besser zu verstehen.				
2. ... selbstbewusster zu sein, wenn ich selbst Englisch spreche.				
3. ... leichter mit anderen Leuten zu kommunizieren.				
4. ... weniger besorgt zu sein Fehler zu machen.				
5. ... schriftliche Angaben besser zu verstehen.				
6. ... mich weniger zu fürchten, dass andere Leute mein Englisch nicht verstehen könnten.				
7. ... neue englische Wörter kennenzulernen und auch anzuwenden.				
8. ... fließender Englisch zu sprechen.				

## Videospiele

Haben Sie jemals Videospiele in englischer Sprache gespielt?

- Ja       Nein

Spielen Sie englischsprachige Spiele mit anderen Leuten online oder alleine offline?

- online       offline       beides

Welche Art von Videospiele spielen Sie? (Mehrere Antworten möglich)

- MMORPG       Ego-Shooter       Sportspiele       E-sports (in Wettbewerben)  
 Rollenspiele       Actionspiele       Abenteuerspiele       Andere

Wie oft spielen Sie englischsprachige Spiele?

- täglich (mindestens 1 Stunde)       2-3 mal pro Woche (min. 1 Stunde)  
 einmal pro Woche (min. 1 Stunde)       seltener

### **Motivation:**

Inwieweit sind diese Aussagen Motivation für Sie, um englischsprachige Videospiele zu spielen?

Kreuzen Sie das passende Kästchen an.

1... trifft zu    2... trifft teilweise zu    3... trifft eher nicht zu    4... trifft nicht zu

Ich spiele englischsprachige Videospiele, weil	1	2	3	4
1. ... meine Lehrer/innen oder Eltern mich dazu gebracht haben.				
2. ... meine Freunde mir davon erzählt haben.				
3. ... ich es mag, Spiele in der Originalsprache zu spielen.				
4. ... ich mein Englisch verbessern will.				
5. ... ich die englische Sprache mag.				

Ich spiele englischsprachige Videospiele, weil	1	2	3	4
6. ... ich es mag, wie sich die englische Sprache anhört (Rhythmus und Akzent).				
7. ... mir das hilft, für Englischprüfungen zu lernen.				
8. ... mich interessiert, wie Englisch in Gesprächen verwendet wird.				
9. ... ich mich für die Werte und Bräuche anderer Kulturen interessiere.				
10. ... die Spiele, die ich spiele, nicht in meiner Sprache verfügbar sind.				
11. ... ich Englisch brauche, um mit Leuten aus anderen Ländern zu spielen.				

Haben Sie noch weitere Gründe, um englischsprachige Spiele zu spielen?

Wenn ja, welche?

.....

.....

.....

Bitte erstellen Sie jetzt eine Rangliste der Motivationen/Gründe, die für Sie am wichtigsten sind, um englischsprachige Videospiele zu spielen. Verwenden Sie dazu sowohl die oben beschriebenen Gründe als auch die von Ihnen hinzugefügten Gründe:

1. ....
2. ....
3. ....
4. ....
5. ....

### **Selbsteinschätzung des Lernfortschritts:**

In diesem Bereich geht es darum, wie sich Ihr Englisch durch das Spielen von englischsprachigen Videospiele verbessert hat. Beantworten Sie die folgenden Fragen, indem Sie ein Kreuz im passenden Kästchen machen.

1... trifft zu    2... trifft teilweise zu    3... trifft eher nicht zu    4... trifft nicht zu

<b>Englischsprachige Spiele zu spielen hilft mir dabei,</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. ... Leute, die Englisch sprechen, besser zu verstehen.				
2. ... selbstbewusster zu sein, wenn ich selbst Englisch spreche.				
3. ... leichter mit anderen Leuten zu kommunizieren.				
4. ... weniger besorgt zu sein, Fehler zu machen.				
5. ... schriftliche Angaben besser zu verstehen.				
6. ... mich weniger zu fürchten, dass andere Leute mein Englisch nicht verstehen könnten.				
7. ... neue englische Wörter kennenzulernen und auch anzuwenden.				
8. ... fließender Englisch zu sprechen.				

**Vielen Dank für Ihre Unterstützung!**

Sollten Sie Interesse an den Resultaten meiner Studie haben, melden Sie sich bitte unter:

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## **Abstract**

For a long time, foreign language learning was restricted solely to the classroom. The introduction of extramural English, a term coined by Sundqvist (2009), however, opened up new possibilities of L2 acquisition beyond the borders of the educational system. Nowadays, extramural English is a well-established concept that allows the inclusion of new technologies into a self-directed learning experience of students. Especially popular among the younger learners is the use of films and video games in the English language to consciously, but sometimes also unconsciously improve their language skills. The effects of those two media on the language proficiency of language learners are already well researched, as they provide students with the possibility to autonomously create their learning environment, which results in increased levels of motivation, while also improving various language skills. It is, however, less clear why language learners intentionally or unintentionally choose to consume their films and video games in the English language. This diploma thesis aims to solve this mystery with a quantitative study of language learners' motivations for engaging in EE activities.

This study analysed the data of 188 participants, with the aim of identifying the most important motives for their consumption of films and video games in an extramural English context. These motives were then used to find correlations between the genders and different age groups. Furthermore, the two media were compared with each other, revealing that both films and video games are consumed by the participants out of intrinsic motivation. In other words, participants engage in these activities just for fun, and not to get any benefits from doing so. Additionally, the positive effects of the two discussed media on L2 acquisition could be supported. However, it was discovered that video games, especially online multiplayer video games, have a significantly stronger effect on language learning than films, as they provide a more interactive learning experience for the players.

## Zusammenfassung

Für lange Zeit war das Lernen von Fremdsprachen auf den Unterricht in der Schule begrenzt. Die Einführung von Extramural English, ein Begriff der von Sundqvist (2009) geprägt wurde, eröffneten sich jedoch neue Möglichkeiten für das Fremdsprachenlernen auch außerhalb des schulischen Umfelds. Heutzutage ist Extramural English ein bekanntes Konzept, dass Schülerinnen und Schülern auch erlaubt moderne Technologien zu nutzen um selbstgesteuerte Lernerfahrungen zu sammeln. Unter den jungen Lernern sind besonders englischsprachige Filme und Videospiele beliebt, die es ihnen erlauben bewusst, sowie auch unbewusst ihre Sprachfertigkeiten zu verbessern. Die Auswirkungen dieser Medien auf das Sprachenlernen sind bereits gründlich erforscht. Sie erlauben den Lernern ihre Lernumgebung nach eigenem Interesse zu gestalten, wodurch die Motivation gesteigert wird und sich weiters positiv auf die Sprachentwicklung auswirkt. Was jedoch weniger klar ist, ist wieso Sprachenlerner sich entscheiden Filme, sowie Videospiele, in englischer Sprache zu konsumieren. Diese Diplomarbeit versucht daher diese Wissenslücke zu schließen.

In der Durchgeführten Studie wurden 188 Teilnehmerinnen und Teilnehmer befragt, um dadurch die häufigsten und wichtigsten Motive für den Konsum englischsprachiger Filme und Videospiele festzustellen. Diese Motive wurden dann anhand verschiedener Kriterien wie Geschlecht und Alter verglichen, um Gemeinsamkeiten und Unterschiede zu finden. Zusätzlich wurden die beiden Medien gegenübergestellt, wodurch festgestellt werden konnte, dass sowohl Filme, als auch Videospiele, aus intrinsisch motivierten Gründen genutzt werden. Das bedeutet sie werden aus Spaß an der Unterhaltung konsumiert. Weiters konnte festgestellt werden, dass beide Medien einen positiven Einfluss auf die Entwicklung der Sprachfertigkeiten haben. Jedoch war dieser positive Effekt bei Videospiele, insbesondere online Multiplayer Spielen, deutlich stärker als bei Filmen, da eine interaktivere Lernerfahrung geboten wird.