

MÁSTERES de la UAM

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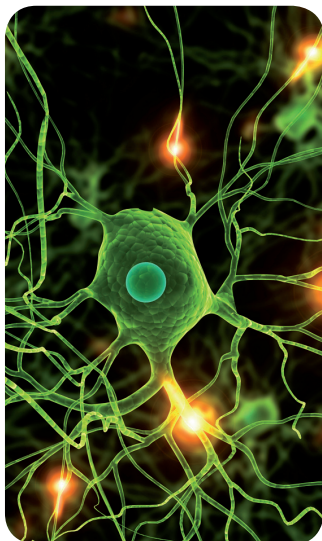
(MESOB)

Especialidad de Inglés



**Extramural English
and L2 Proficiency.
Case Study of Spanish
Secondary Students
at Isaac Albéniz High
School**

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MÁSTER EN FORMACIÓN DE PROFESORADO DE EDUCACIÓN SECUNDARIA OBLIGATORIA,
BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZA DE IDIOMAS

ESPECIALIDAD: INGLÉS

CURSO 2015-2016

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Abstract

The process of learning a foreign language usually takes place within the four walls of a classroom. However, when talking about a language as international as English, learners are not merely exposed to it at school but also outside of it, especially thanks to the Internet. Several studies carried out in different contexts have demonstrated that this extramural exposure has a positive impact on learners' L2 proficiency. Consequently, I wanted to see if these beneficial effects appeared also among Spanish ESL students. For that reason, I designed a questionnaire to learn about students' L2 extramural exposure and I compared the results to their learning outcomes at school. I also wanted to compare the motivation and confidence of Bilingual Program and Bilingual Section students towards their L2, and see if these differences might be somehow related to their Extramural English (EE). Despite the limitations, it was concluded that there is indeed a positive correlation between students' EE and their L2 proficiency, and that the higher their level of English, the higher their motivation and frequency of EE. This study addresses the importance of engaging students in suitable EE activities that may help them improve their L2 outside of the classroom.

Keywords: Extramural English (EE), EE activities, L2 Proficiency, Motivation, Confidence

Resumen

Por lo general, actualmente el proceso de aprendizaje de una lengua tiene lugar dentro del aula. Sin embargo, cuando hablamos de un idioma tan internacional como el inglés, los estudiantes no están solo expuestos a él en el instituto, sino que, gracias a Internet, pueden acceder a una gran variedad de contenidos en su segunda lengua. Algunos estudios previos han demostrado que el contacto ambiental tiene efectos positivos en el nivel de inglés de los alumnos. Por consiguiente, queríamos ver si estos mismos efectos se manifestaban entre estudiantes españoles. Así, diseñamos un cuestionario para conocer su nivel de exposición extraescolar y comparamos los resultados con sus notas de clase. También comparamos la motivación y la sensación de seguridad hacia el inglés de los alumnos de Sección y Programa, para ver si dichas diferencias podrían deberse a su contacto ambiental. A pesar de las limitaciones, concluimos que existe una correlación positiva entre el contacto ambiental con el inglés y el nivel de los alumnos, un nivel que también contribuye a su motivación y a su exposición extraescolar. Con este estudio pretendemos reflejar la importancia de hacer que los alumnos estén en contacto con el idioma fuera del aula para así seguir aprendiendo.

Palabras clave: Contacto ambiental con el inglés, Actividades en inglés fuera del aula, Dominio de la L2, Motivación, Seguridad

1. Introduction

In the past, the field of education used to give teachers a role that was limited to the classroom and to what happened within those four walls. However, I believe that there is much more to the job of a teacher than just explaining contents and asking students to do some homework: teachers should be able to make the learning process student-oriented and to take it out of the classroom.

In addition, it has been proven that, regarding Second Language Acquisition, it is essential for students to be exposed to as many hours of their Second Language (L2)¹ as possible. I understand that this exposure is often limited to the time they spend at school (especially for students who are not part of a total immersion program, as it generally happens in Spain). Of course, these hours of exposure increase when students attend a Bilingual School —whether they belong to the Bilingual Section (BS) or to the Bilingual Program (BP), as they have five hours a week of English as a Second Language (ESL) lessons in addition to a number of subjects in English—, but this is still a limited amount of exposure to the L2.

Nevertheless, thanks to globalization and new technologies, learners nowadays have a wide variety of resources at their disposal to improve their L2 when they are at home. What is more, these resources are almost unlimited, as they encompass from TV shows, to videogames, language exercises, books, and so on. Therefore, most students already take the language out of school every day and engage in activities in their L2.

Taking all this into consideration, it seems obvious that teachers should be aware of this reality and look for a way of embracing it and making it part of their teaching methodology. If educators manage to discover their students' interests and provide them with appropriate material that may captivate them, it may happen that learners turn these materials into their new hobbies —in case they do not have already acquired a certain habit of using their L2 in their free time. Hence, teachers only need to find a way of making the most out of that extramural exposure in order to engage students, make them learn and, what is even more important: make them enjoy the learning process.

¹ For a clearer understanding of the abbreviations used in the present paper, consult Annex I.

We are aware of the fact that, nowadays, many students at Isaac Albéniz High School (both in Bilingual Program and Bilingual Section) are already members of the international technological community, so they are frequently exposed to contents in English thanks to the Internet. Cundick (2007), Sundqvist (2009), MacLeod and Larsson (2011), as well as Bahrani et al. (2014), among many others, have already been able to demonstrate that those students who spend more time in contact with their L2 in informal contexts (regardless of their gender, background or native tongue) are also the ones who show a higher L2 proficiency in the classroom, but I would like to see if the same results apply to a specific context: native Spanish ESL students attending a Bilingual high school in Madrid.

Benson and Reinders (2011) remind us that we still need to learn a lot about students' learning outside the classroom:

[...] it is also common knowledge among teachers that the progress made by students who learn languages *only* in the classroom tends to be limited [...]. Well-rounded communicative proficiency, it seems, depends to a large extent on the learner's efforts to use and learn the language beyond the walls of the classroom. For this reason alone, settings for language learning beyond the classroom deserve much more attention in research than they have received hitherto. (Benson & Reinders, 2011, p. 2)

More specifically, this paper will be focused on the role of English in our current society, on the importance of input or exposure in Second Language Acquisition (SLA)—particularly on extramural exposure to English (the so-called “Extramural English”)—, and it will also review very briefly the importance of motivation when learning a language. Given this theoretical background, I will first of all shape the focus and core of the study and then I will explain on what it consisted and what the results were. I sincerely hope that this research will contribute to the field of second language teaching, and more specifically to Extramural English (EE), as I believe it is a research area with a lot of potential that still needs to be explored and harnessed.

Of course, I understand that this study is limited in time and resources, and that is precisely why I chose to narrow down my goal: I decided to focus on observing if those students who are voluntarily more exposed to English during their free time (in informal settings) perform better at ESL classes than those who do not. In other words, we may

say that the main objective of this research consists of observing if there is a positive correlation between students' extramural exposure to the English language outside the classroom and their level of English at school.

On another note, I believe that the results of this research may have certain implications in the field of Second Language Teaching, as I expect to provide teachers with a clearer insight of the importance of students' involvement in English-related activities after school hours. As it has already been mentioned, my hypothesis derives from the idea that, if we manage to engage students in hobbies in which they would need to use their L2 (by means of reading, writing, listening or speaking), we will see how their linguistic skills improve considerably compared to those of learners who would rather participate only in mother tongue (L1) activities.

2. The Current Omnipresence of English: Teaching Implications

Nowadays, the omnipresence of the English language makes it impossible for us to consider it a Foreign Language anymore. Instead, at least in our society, we should be talking about English as a Second language², since it functions as a global *lingua franca* and, therefore, it is present in our daily lives. It started being taught in Europe around the 1950s in primary and secondary education (Sundqvist, 2009), and since then it has managed to achieve a high position in the hierarchy of subjects.

In addition, it is the language *par excellence* on the Internet, which is very significant if we take into account the fact that current secondary students are “digital natives” or, as Marc Prensky (2001, p. 1) puts it, they “are all ‘native speakers’ of the digital language of computers, video games and the Internet.” That is to say, English learners are surrounded by this language whether they find themselves at school, on the streets or at home, especially now that they have smartphones, tablets, laptops and some other portable digital devices with Internet connection.

As a consequence, every teacher knows (regardless of his or her area of expertise) that it is in our students’ best interests to learn Shakespeare’s language so that they can be part of the international community and thrive in the globalized world we live in. However, most students in our society are not aware of the importance of their education, and of the weight that the English language has. Therefore, they feel unengaged and uninterested in the classroom, since they do not understand the usefulness of their L2.

This situation has tormented ESL teachers for years, as they see themselves unable to motivate students and make them progress. Fortunately, literature has proven that there are many strategies to engage students in the learning process. The present study focuses on one possible source of motivation: students’ interests and their exposure to English outside the classroom.

In a certain way, my final goal is to prove that we can take advantage of the omnipresence of the English language in order to bring our students’ hobbies into the classroom or to get them involved in extramural activities in English. This would allow

² That is precisely why, from now on, non-native English learners will be referred to as English Second Language (ESL) learners, students or users. Up until a few years ago, English was considered a foreign language in every country belonging to Krashu’s (1997) expanding circle —where English was not traditionally present, and it started being used as a *lingua franca*—; but given its current significance in the international scene, it is nowadays closer to being a second language rather than a foreign one.

us to make them feel engaged in our lessons and, of course, to make them learn in a more amusing way, as they would be acquiring a new language without even realizing it. This objective comes from the idea that the role of the teacher is not limited to his or her time in the classroom with the students, as teachers should be able to provide learners with the resources they need to keep on learning once the school hours are over.

As it has been previously mentioned, the process of learning a second or foreign language usually takes place within the four walls of a classroom. However, just as Sylvén and Sundqvist (2012a) pointed out, when we talk about a language which is as international as English, learners are not merely exposed to it at school or in any other formal learning context, but also outside of their classrooms.

This type of extramural exposure to English is undoubtedly reduced in countries such as Spain, where we have a long and firm dubbing tradition, so movies and TV series are mostly dubbed into Spanish and hardly ever subtitled³. Besides, as Spanish is the second most spoken language in the world (Lewis, M. P. et al., 2016), Spanish ESL students do not always feel the urge to use their L2 (at least not as much as Swedish, Finnish or Rumanian students, for example).

Nevertheless, thanks to the Internet, people can access a lot of different contents (videogames, music, movies, books, newspapers, chats...) in the language of globalization: English. As a consequence of this entire new-21st-century context, a question arises: does this extramural exposure have some type of impact on students' L2 proficiency?

Among other authors, Sylvén and Sundqvist, have been studying the effects of extramural exposure to English in ESL students for years, and their studies are very revealing and interesting for the whole teaching community. One of their main focus of research is gaming, because, due to the development of new technologies, young ESL students are constantly in contact with digital games in English, especially massively multiplayer online role-playing games (MMORPGs), which provide them with the perfect opportunity to use English to interact with other gamers around the world and

³ Attempts have been made to change this situation, but the issue remains a controversial one. In big towns, some cinemas show movies in Original Version with Subtitles in Spanish, but, even if this practice is increasing year by year, it is still unusual in our country.

even with the game itself (characters, tools, settings, lore, tutorials...). Besides, these types of games are a very good way of learning the L2 in a naturalistic setting.

Following this same line, these two authors have even compared playing MMORPGs such as *World of Warcraft (WoW)* to being involved in a Content Language Integrated Learning (CLIL) Program (Sylvén and Sunqvist, 2012b). This study allowed them to claim that there were a lot of similarities between *WoW* and CLIL, as they both integrate the learning of an L2 within a certain context. In fact, they stated that “what CLIL claims to do intramurally, that is, in the classroom, *WoW* and possibly also other massively multiplayer online role-playing games seem to accomplish, at least to some degree, extramurally” (Sylvén and Sunqvist, 2012b, p. 113).

Thanks to their research, Sylvén and Sundqvist have been able to correlate a high level of extramural exposure to English to a good L2 proficiency, particularly regarding vocabulary (Sylvén and Sundqvist, 2012b). On the other hand, this correlation was also noted in gender differences: as male teenagers usually spend more time playing videogames than their female counterparts, their L2 proficiency, namely in vocabulary, is greater (Sylvén and Sundqvist, 2012a).

We could say that these two authors are pioneers in the field of Extramural English. In fact, Sundqvist herself was the one who coined the term “Extramural English” in her final dissertation at Karlstad University (Sundqvist, 2009). However, the vast majority of their studies focus on northern European learners, and there are hardly any papers referring to the effects of Extramural English in southern European learners, particularly in Spain.

As a result, I would like to contribute to shed some light over the situation of Extramural English in Spain with this study. For that, first we need to review the role of exposure in SLA (in general, and extramural exposure in particular), and the concepts of intrinsic and extrinsic motivation, as they are closely related to the topic at hand —since learners are voluntarily involved in Extramural English, so their involvement is expected to draw on a certain degree of motivation.

2.1. The Role of Exposure/Input in Second Language Acquisition

The role of input in language learning has been thoroughly studied throughout the years as its importance in triggering the process of acquiring a language is unquestionable. In this sense, one of the essential figures in the field of language input is Krashen, who developed his theory based on the Input Hypothesis (1981). According to this author, in order for the acquisition of a second language to take place, learners must be exposed to a certain amount of comprehensible input, i.e., input which is slightly above their current level of that language. This theory has been underpinned and resumed by other authors, like Long, who supported the Interaction Hypothesis (1996) and the idea of interactionally modified input (input which is made comprehensible through interaction).

Nowadays, there is no doubt about the significant role input plays in the acquisition of a language. Nevertheless, second language input has different features and characteristics. According to Wang (2010), optimal input has to be comprehensible, interesting, in sufficient quantity and authentic. Taylor (1994) reminds us of the fact that the term “authentic” in the field of second language acquisition has always been a bit controversial, but we can take Nunan’s definition to understand what it means:

[...] Nunan (1999) defined authentic language materials as spoken or written language material that has been produced in the course of real communication and not specifically produced for the very purpose of language teaching. (Bahrani et al., 2014, p. 1)

Although it is very hard to reproduce a native-like context, second language learners should also be exposed to English as a native speaker would, with real and authentic materials. Authentic TV shows, online videos, articles and books are not adapted for the particular needs that learners might have. Instead, these materials are designed for native speakers—or, given the international role of the English language, for the whole world in general—, so they usually are not either linguistically or culturally adapted. Consequently, we may say that comprehensible, interesting, authentic resources such as the ones ESL learners are exposed to outside the classroom can be considered a really good example of second language input.

Having said that, now it is time to focus on the idea of extramural exposure to English. In the next section we will analyze what it is and its already-proven effects on the process of SLA.

2.2. Extramural Exposure to English

Given the expansion of mass education, the context of learning a foreign or second language is nowadays often considered to be limited to the classroom. However, if we think about it, this is not, and it has never been, the most natural way of learning a language. In spite of that, most of the studies carried out in the field of second language acquisition, learning and teaching have been based on in-classroom education.

Nevertheless, as we live in a globalized interconnected world, it seems unreasonable to leave aside the learning that takes place outside the classroom, in informal and usually naturalistic contexts. Just as Benson & Reinders (2011, p. 1) state:

We are also aware of the risk of treating the world beyond the classroom as an alternative to the classroom, as if classrooms were the natural place for language learning to take place and the world beyond the classroom a strange and hostile territory in which languages are learned with difficulty, if at all.

On another note, it must be said that researching the relevance of extramural exposure to English is not a way of disrespecting in-classroom learning, but a way of expanding the role of teachers and trying to foster students' involvement in their own learning process. Therefore, it is in learners' and teachers' best interests, that both extramural and in-classroom learning are considered and integrated.

Going back to the concept at issue, we must first of all say that the term "Extramural English" was coined by Pia Sundqvist in 2009. As she says, this concept refers "to the English that learners come in contact with or are involved in outside the walls of the classroom" (Sundqvist, 2009, p. 24). Originally, she took this idea from another author, Benson (2001), who used terms such as "out-of-class learning" or "self-directed naturalistic learning". However, as Benson tended to refer to events which were intendedly created by the learner with the advance intention of learning the language autonomously, Sundqvist decided to use a different and wider term, Extramural English

(EE), which also contemplates the idea of unintended learning produced by being voluntarily exposed to the language in an out-of-class context.

Therefore, we should highlight the idea that EE derives from an interest that the learner has in getting voluntarily involved in English activities in an informal setting. As a result, autonomy⁴ also plays an important role in EE, as ESL learners may feel interested in improving their English by getting involved in EE activities. However, I will not go into any further detail with the concept of autonomy because, in this field, it is often related to students' will of learning, and we are referring to learning English as a usually-unintended or transversal outcome of being exposed to the language through L2 activities outside the classroom.

As it was mentioned before, the effects of EE in ESL students have been mainly studied in countries such as Sweden, where learners are exposed to the language on a daily basis because, among other things, American films and TV series are not dubbed. Indeed, the Eurobarometer (2006) shows that 94% of Danish and Swedish, and 93% of Finnish people prefer watching films in original version with subtitles, whereas in Spain this figure goes down to 27% (which means that 73% would rather watch dubbed films). Coincidentally, as we can see in Annex III, it is also in these countries where we find a higher number of people who claim to be able to maintain a conversation in a foreign language (from 40% to 100%). These results make us wonder if the usual exposure to the language is what makes people feel more comfortable with it and encouraged to use it, which is an issue we will deal with later on.

On the other hand, the latest Eurobarometer (2012)⁵ shows a very significant result regarding exposure to other languages. This document proves that this exposure takes place in different settings and through many different activities (Annex IV), especially travelling abroad on holidays (46%), watching films/television or listening to the radio (27%) and communicating with friends (27%). If we have a closer look, we can see that "While studying languages" is one of the least regular options (13%).

⁴ The term "Autonomy" can be defined as "the learner's psychological relation to the process and content of learning—a capacity for detachment, critical reflection, decision-making, and independent action." (Little 1991, p. 45, in Collentine 2011, p. 51).

⁵ We must say that this document is issued at a European level so it refers to "foreign languages" in general, but it also states that English is, by far, the most widely spoken Second Language (with a percentage of 25%, followed by German with a 7% of foreign speakers).

In other words, even if we are moving in a still uncertain territory, it is safe to say that extramural exposure is a fact and that it seems to have positive effects when it comes to learning another language. Nevertheless, we still need to do some more research, particularly in the Spanish context.

2.3. Extrinsic and Intrinsic Motivation

Before entering the core of the research, I consider it important to review briefly the concept of motivation, as it is closely related not only to every learning process but also to EE activities. I am aware of the fact that “motivation” is a very broad concept, but in this study I am only going to deal with the two most well-known types of motivation: extrinsic and intrinsic motivation.

On the one hand, extrinsic motivation refers to an external driving force: the impulse that drives someone to do something because he/she expects to get a certain award, may it be money, praise, grades, or any other thing. On the other hand, intrinsic motivation is defined as doing an activity for the mere satisfaction and pleasure the person gets from doing it.

Of course, there are many different individual factors or aptitudes that contribute to the success (or lack of it) when learning a language. Nevertheless, literature has demonstrated over the years that one of the most important factors is motivation, and more specifically intrinsic motivation (Ryan and Deci, 2000). In fact:

It is also stated by Small (1997) that intrinsically motivated learners usually display intellectual curiosity, find learning fun and continue seeking knowledge even after the formal instruction (classes) and this is the major goal of education. The lack of intrinsic motivation among the learners not only frustrates them, but it also frustrates the teachers who are the cornerstone of the educational process. (Sulaiman, 2006, p. 4)

In line with this statement, the main problem is that, according to the Eurobarometer (2012), the lack of motivation is the second reason (30%) why people do not start learning or have difficulties in learning another language, right after the lack of time (34%). We all know that teachers have always struggled to motivate students; especially

secondary students who are going through adolescence and its subsequent physical and psychological changes. Teachers have tried to foster students' intrinsic motivation through games and competitions, but these strategies do not always work because students do not feel sufficiently engaged, as those activities often take place inside the classroom in a clear learning environment.

Nevertheless, I stated in the previous section that people in general (and students in particular) are exposed to their L2 extramurally when they get voluntarily involved in different activities that require them to use their L2. In other words, students devote their spare time to EE activities, so we may say that it is something they do because of a certain intrinsic motivation (having fun, making friends, enjoying the language...).

For this reason, I believe it is important to bear in mind the role of motivation in the present study, as it is expected to be the driving force that makes learners choose to do a certain activity in English instead of in their mother tongue. In other words, motivation (and especially intrinsic motivation) most likely drives students to spend more time exposed to their L2 outside the classroom, so we may say it is indeed closely related to Extramural English.

3. Research Questions and Hypotheses

As it has been previously mentioned, extramural exposure to English and English learners' L2 proficiency have more than once been proven to be connected. Mainly in Sweden, but also in some other countries, where English is studied as an L2, researchers have found that those learners who spend lots of hours informally (out of formal educative environments) exposed to the English language are also the ones who perform better in English tests.

Therefore, my initial hypothesis, based on previous studies carried out in other countries (Cundick, 2007; MacLeod and Larsson, 2011; Sylvén and Sundqvist, 2012a, 2012b; Bahrani et al., 2014), is that those students who spend their free time doing activities in English experience an increasing improvement in their level of English and end up being more proficient in their L2 than the ones who do not have these types of hobbies; besides, as they see they are improving, they feel more confident and motivated to be more and more involved in EE.

In addition, I assume that in the Comunidad de Madrid bilingual program, low-immersion students (Bilingual Program) do not feel as confident and motivated as high-immersion students (Bilingual Section) when involved in Extramural English activities. In this respect, the second hypothesis of this research is that Bilingual Program students do not spend a lot of time doing activities in English outside the classroom because they do not feel comfortable enough using their L2 —although this hypothesis shows both sides of the same coin, since it also stands for the idea that Bilingual Program students do not feel comfortable when using their L2 because they are not used to being involved in EE.

As a consequence, the research questions for this study are:

- 1) What type of EE activities are students mostly engaged in?
 - Are there differences across educational levels (1st of ESO and 1st of Bachillerato) or programs (BS and BP)?
- 2) Is there a positive correlation between the amount of time students (from both Bilingual Section and Bilingual Program) at Isaac Albeniz High School spend exposed to Extramural English and their L2 proficiency?

3) Is there a difference regarding motivation and confidence between Bilingual Program and Bilingual Section students?

- Is it related to Extramural English and/or students' L2 proficiency?

With these research questions I want, to a certain extent, to resume a question already made by Sundqvist: "Do learners become more proficient thanks to EE, or do proficient learners engage in EE activities to a larger extent than less proficient learners?" (2009, p. 31). I know this research is too limited to provide the whole teaching community with a binding answer, but I hope to contribute even if it is just a little bit, to this vague topic.

4. Methodology

In this section I will address the context in which this study is framed (the high school, the groups of students, the participants' profile and the duration of the research). I will also explain the resources used to collect the information needed and how the process of analyzing that data was developed.

4.1. Context of the Study: High School and Participants

This research was carried out at Isaac Albéniz High School in Leganés, Madrid. The Isaac Albéniz Secondary Education High-School is located in a residential area in Leganés that encloses different neighborhoods: Zarzaquemada, El Carrascal and Leganés Norte. The families that live in this area are mainly middle-income families, since, although this used to be a very humble part of Madrid, nowadays is inhabited by working families. I will not focus particularly on students' personal backgrounds in this study, but I wanted to note them down, because they might be of interest in some future research, as we all know that the academic success of learners is conditioned by many different individual variables, and the family factor is a very important one.

In Madrid's bilingual high-schools, students are divided into Bilingual Section (BS) — where all subjects are taught in English except for Mathematics and Spanish Language and Literature— and Bilingual Program (BP) —where only a few subjects are taught in English— from 1st to 4th of ESO. Then, in 1st of Bachillerato, this distinction disappears: all subjects are taught in Spanish because, at the end of Bachillerato, students need to sit the official Spanish examinations to access University. However, in order to properly contribute to students' learning processes, English teachers in this high school usually divide their pupils into different groups so as to adjust the contents they have to teach to their specific level and their particular needs. It should also be added that, regardless of the program (BP or BS) all students attending bilingual high schools have five compulsory hours a week of ESL classes.

In this study, participants, aged 11 to 17, belonged to three different groups from 1st of ESO and 1st of Bachillerato in both Bilingual Section and Bilingual Program. I decided to include these groups in order to have a certain variety in terms of age, exposure to the

L2 inside the classroom and level of English. On average, the current levels of English of these groups of students according to the CEFRL (Common European Framework of Reference for the Languages) are:

1 st of ESO Bilingual Program	A1
1 st of ESO Bilingual Section	A2+
Former BS 1 st of Bachillerato	B2+

Table 1: CEFRL level of English of each class

I worked with a total of 58 students (9 from BP 1st of ESO, 27 from BS 1st of ESO, and 22 from former-BS 1st of Bachillerato), out of which 22 (37.9%) were boys and 36 (62.1%) were girls. In this particular case, I will not focus on gender differences as some other researchers before me did (like Sylvén and Sundqvist, 2012a), but I wanted to take it into account anyway because it might be relevant at some point of the study.

On another note, as this research was time-limited —since I had only two months to carry it out and students had to follow their syllabus at school, so they could not devote many school hours to the study—, I decided to select two groups from the first grade (1st of ESO) and another one from one of the last grades of high school (1st of Bachillerato) in order to see if there could be a correlation in time or age between their exposure to the L2 outside the classroom, their L2 proficiency and their confidence and motivation.

However, I completely understand that this type of study has many limitations, as several individual factors may contribute to students' improvement through time. Further investigation would be required to follow one group of students over a certain period of time (e.g.: their time in high school, from 1st of ESO to 2nd of Bachillerato) and see if the results of our current study apply in a real follow-up research.

4.2. Questionnaire

During my Practicum at Isaac Albéniz High School I realized that some of my students were involved in EE activities, but I still needed to pass a pretest to confirm if the number of students who spent their free time doing activities in English was big enough for me to carry out my research. On the other hand, I also wanted to see whether those who were involved in EE were aware or not of the fact that they were improving their level of English through this type of activities.

For that reason, I designed a questionnaire (Annex II) which provided me with very interesting information regarding not only students' exposure to their L2 but also their interests and motivations. As this questionnaire was the same for both Bilingual Program and Bilingual Section students, I decided to write it down in Spanish so as for them to clearly understand what they were being asked and not to compromise the study due to any possible misunderstandings.

The mixed questionnaire was composed of three different parts:

- 1) The first part aimed at knowing if students had any type of extramural formal exposure to the language (in private lessons or language academies), and if they were aware or not of their exposure to the language.
- 2) The second part consisted of a rating scale table in which students had to rate from Very Often ("Con mucha frecuencia") to Never ("Nunca") the time they spent doing a series of 10 different activities in English:
 - Watching movies
 - Watching TV series
 - Watching online videos
 - Listening to music
 - Playing videogames
 - Talking to foreign friends
 - Talking to foreign relatives
 - Reading books
 - Reading articles
 - Visiting social networks (9gag, Tumblr, Vine, Instagram, blogs/vlogs...)

We already knew students were engaged in some of these activities and the rest were included to increase the list and make it more exhaustive. In addition, in order to validate the questionnaire, a 1st of Bachillerato student and the tutor reviewed it and gave me some feedback to improve it. Thanks to their comments I decided to eliminate one of the activities I had included at first, reading the newspaper, as they both considered it was not a frequent hobby among secondary students.

Just in case, students were also given the opportunity to write some other EE activities they were involved in, but nobody added anything. Later on, I saw that these were the prototypical activities mentioned in most articles that addressed the topic of Extramural English (like Sylvén and Sundqvist, 2012a; Shvidko, 2012; MacLeod and Larsson, 2011).

- 3) The last part of the questionnaire consisted of four open questions that aimed at knowing why students decided to be involved or not in this type of activities, if they did them for fun and whether they found them difficult or not. As in this part students were free to write down whatever they wanted, the answers obtained were very varied, which enabled me to understand in more detail what lay behind their motivation (mostly intrinsic, but also extrinsic) of engaging in EE activities.

Once the students had filled in the questionnaire, I had to interpret the results obtained from it. For that reason, I divided my analysis in two different parts: a quantitative analysis and a qualitative one. The quantitative part was meant to give an answer to the first two research questions, so it dealt with: the type of EE activities preferred by students depending on their level or program, the frequency of students' EE exposure and its correlation to students' L2 proficiency.

For this, first of all I calculated the percentages for the frequencies of each activity (from "Never" to "Very Often") depending on the total number of students in each group and the number of students who marked each frequency (Annex V, VI and VII). For example, if there are 27 students in the BS 1st of ESO group, and 17 claim that they

listen to music “Very Often”, by a simple rule of three we may conclude that almost 63% of BS 1st of ESO students listen to music very often.

As for the correlation between students EE and their L2 Proficiency, which will be detailed in the following section, I attributed a value from 0 to 5 to each degree of frequency from “Never” to “Very Often”, respectively. Accordingly, students could get a maximum of 50 points in case they marked the square of “Very Often” in all of the 10 activities suggested, and a minimum of 0 points in case they marked the square of “Never” in every single activity. I added the points obtained in each square marked to get a final punctuation for each student which had to be between 0 and 50. Afterwards, I compared this score to their ESL mark (up to 10).

As for the qualitative analysis (which aimed at answering the last research question), it was carried out in a totally different way, because the questions students were asked were very open, so I did not have a specific point of departure to analyze the questionnaires. Therefore, I looked for common patterns of answers and I clearly saw that there were a few, as all the students gave similar answers, especially regarding their motivations.

4.3. L2 Proficiency: Marks and Skills Analyzed

As previous studies had already correlated EE to the development of specific skills or competences (vocabulary, reading comprehension...), I wanted to do the same to narrow down my study. That is why at first I chose to focus on two skills, namely Listening and Reading, because I considered them to be the main skills required in the activities I had included in the questionnaire. However, as the research went by, I realized that it would be more interesting to consider all four skills in order to analyze students L2 proficiency from a broader perspective.

Moreover, the original idea was to design specific tests to assess students’ level of English, but as it has already been mentioned, I did not have plenty of time to carry out my research and, given that they were actual students who had many other commitments, they could not devote a lot of time to this study. As a result, I decided to work with the marks they had obtained in their ESL exams at high school. Fortunately, their English teacher had their grades divided into small different parts, one for each

skill (listening, reading, speaking and writing) and some others for classroom behavior, effort, grammar exams, and so on.

Given the focus of the present study, I collected the grades regarding the main four linguistic skills: listening, reading, speaking and writing. I considered them as separate chunks (just in case something caught my attention), but I calculated the mean in order to have an average mark for each student so that it would be easier for me to correlate it with the points obtained in the questionnaire.

Consequently, given the data collected, I first carried out the quantitative analysis of the results by interpreting the results of the rating scale table (as mentioned in the previous section), and by comparing the points students obtained in the questionnaire regarding EE (up to 50 points) and their marks in the subject of ESL (up to 10). With this second part of the quantitative analysis I wanted to give an answer to my main research question: is there a positive correlation between the amount of time students at Isaac Albeniz High School spend exposed to Extramural English and their L2 proficiency?

The rest of the study followed a qualitative research that was supposed to answer the last question: is there a difference regarding motivation and confidence between Bilingual Program and Bilingual Section students? And can we claim that it is related to Extramural English?

5. Results

In this section I will present the results obtained in the present study. For the sake of clarity, this section will be divided into different parts. First of all, I will explain the type of EE activities students prefer, as I think they might be of interest for any teacher; then I will continue with the quantitative research by analyzing the effects of EE given its correlation to L2 proficiency. Afterwards, I will move on to the qualitative part of the study in order to analyze the differences observed in motivation and age. With all these points, what I want in the end is to find a way to correlate my three variables: 1) Extramural English, 2) L2 Proficiency and 3) Confidence and Motivation.

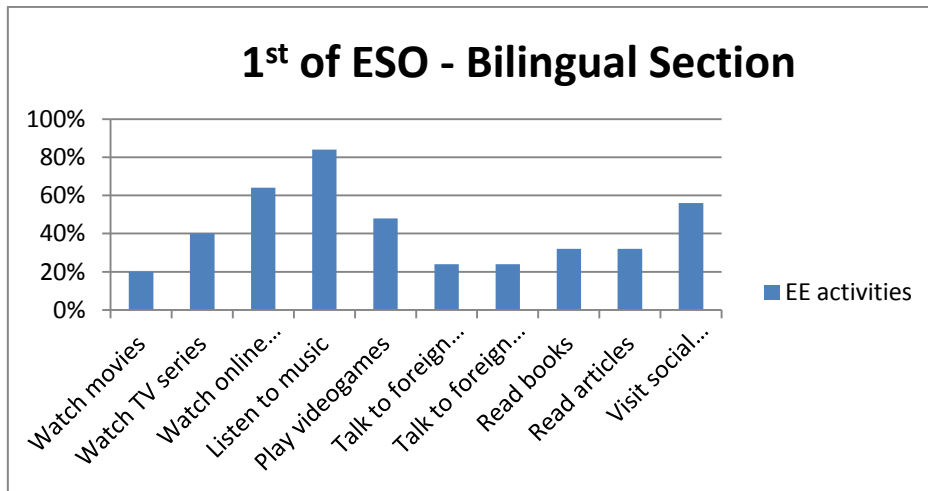
5.1. Most and Least Frequent Extramural English Activities

I decided to work on the topic of Extramural English because during my Practicum at Isaac Albéniz High School I realized that some students enjoyed spending time doing activities in their L2 once the school hours were over. In fact, thanks to my questionnaire, I was able to confirm that every single student was exposed to English to a certain extent after school. Some of them would rather read books, while some others love playing videogames or watching online videos. Lots of different activities with one thing in common: they allow students to be in touch with their L2 outside of the classroom.

When I had a look at the type of activities students were more involved in, I quickly noticed that some activities were, in general, considerably more frequent than others. I also realized that these preferences changed over time, so younger students (1st of ESO) did not prefer exactly the same activities as the older ones (1st of Bachillerato)⁶.

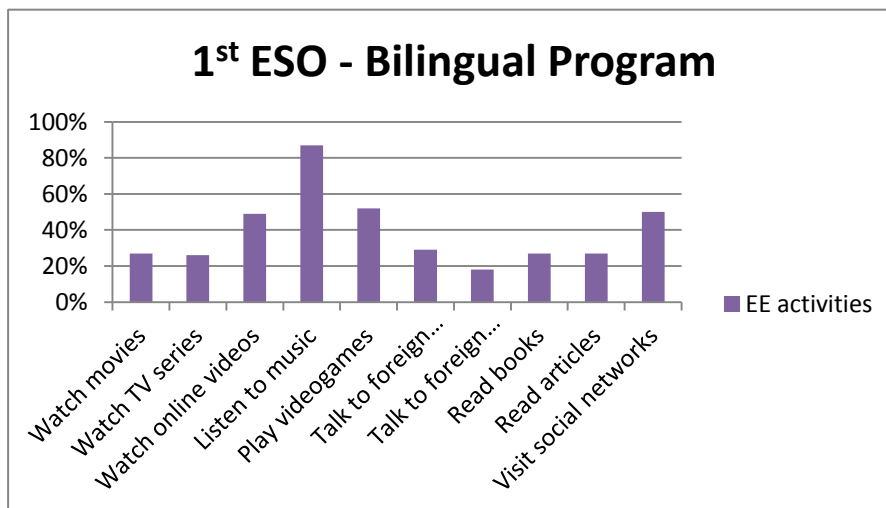
In the case of BS 1st of ESO students (Graphic 1), the most frequent activities (those that students claim to be involved in from “Sometimes” to “Very Often”) were listening to music, watching online videos and visiting social networks. Besides, it should also be noted that none of these activities had a frequency of less than 20%, which means that every student was exposed to their L2 to some extent after school hours.

⁶It must be admitted that, given that I could not follow the same group for a long period of time to see if their particular preferences changed, these differences may be attributed to other individual factors (gender, social background...) and not necessarily their age.



Graphic 1: Most popular EE activities among 1st of ESO students from the Bilingual Section

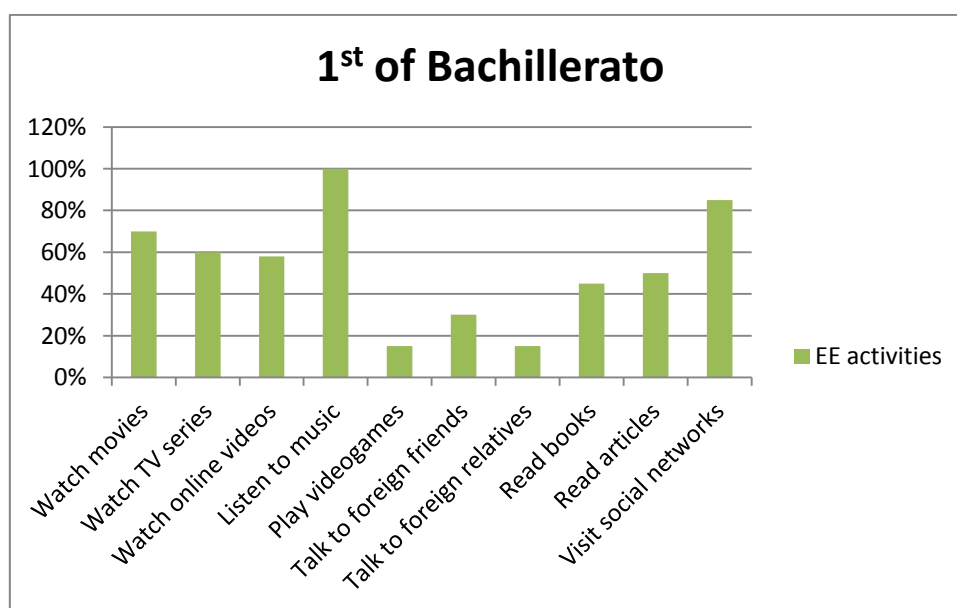
BP 1st of ESO students (Graphic 2) have more or less the same preferences as their BS counterparts, since they marked listening to music, watching online videos and visiting social networks as three of the most frequent activities. However, in this case, Program students do not watch TV series as usually as Section students do.



Graphic 2: Most popular EE activities among 1st of ESO students from the Bilingual Program

On the other hand, the results obtained from 1st of Bachillerato students (Graphic 3) were a bit different. Even if the most frequent activity was still listening to music, this questionnaire allowed us to see that older students devoted more time to watching

movies and visiting social networks than younger students did. In addition, we could clearly see how their interest in watching online videos, talking to foreign relatives and playing videogames decreased. However, it should also be noted that this result may be due to gender-related differences⁷, given that 45% of students in BS 1st of ESO and 67% in BP 1st of ESO were boys, whereas in the class of 1st of Bachillerato there were only 18%.



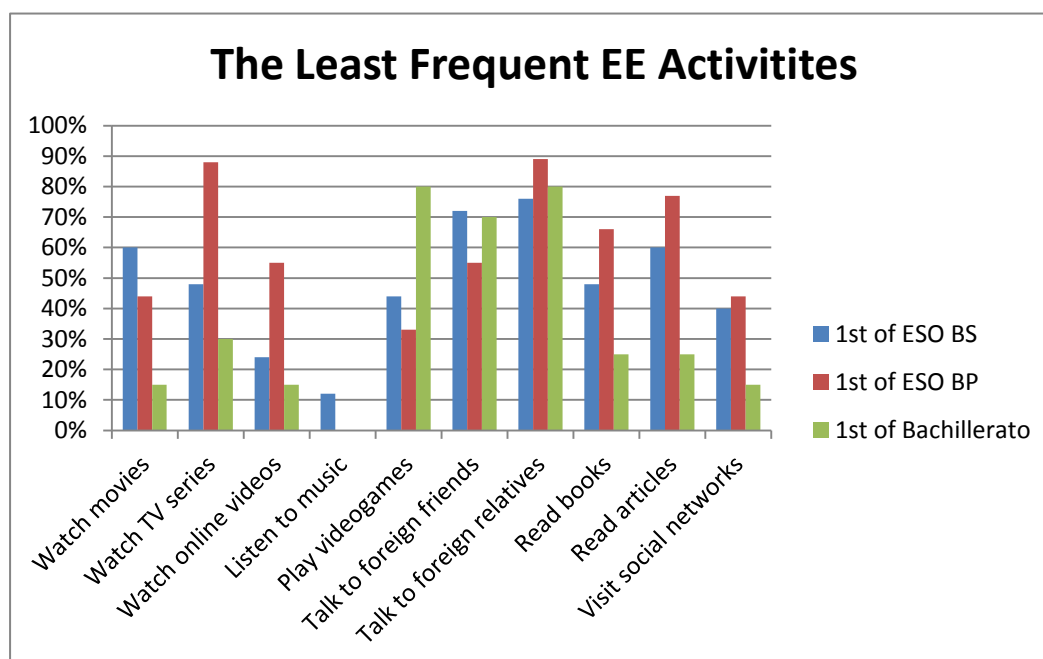
Graphic 3: The most popular EE activities among 1st of Bachillerato students

To sum up, if we observe Graphics 1, 2 and 3, we can see that none of these activities obtained 0%, which means that students in general (regardless of their age or of belonging to the Bilingual Program or the Bilingual Section) are exposed to their L2 outside of the classroom to a certain extent. Nevertheless, it should also be highlighted that when I asked them if they were aware of their contact to the English language outside of the classroom, around 35% of students on average in both BP and BS 1st of ESO groups claimed that they were not in contact with the language. This has some clear implications in the field of EE, as I have proven that it is part of teenagers' lives (even if they are not aware of it), and that teachers can take advantage of that to

⁷ Sylvén and Sundqvist (2012a) have already worked on the role of gender in EE and L2 proficiency, and they have concluded that boys generally perform better in the English class because they spend more time involved in EE activities (namely playing MMORPGs).

motivate students in the classroom, to make them realize how useful their L2 can be and even to help them learn comfortably and having fun during their free time.

On the other hand, I also wanted to see the tendencies of the least frequent EE activities (those students claimed to be involved in “Hardly Ever” or “Never”):



Graphic 4: The least frequent EE activities among the different groups of participants

If we have a look at Graphic 4, we can point out a series of aspects. First of all, in this case we see that there is one activity which obtained a frequency of 0% among BP 1st of ESO students and 1st of Bachillerato students, listening to music, which shows once again what we already knew: that listening to music in English is the most extended L2 activity among Spanish teenagers.

On the other hand, the results of these questionnaires showed that Program students are usually the least involved in EE activities, while 1st of Bachillerato students are, in general terms, the most exposed to EE. These two last statements have important implications in the present study, as they show a possible correlation between L2 proficiency and EE. Coincidentally, the ones with a higher L2 proficiency are the ones more involved in EE, but this is something that will be discussed later on.

5.2. Effects of Extramural English in Students' L2 Proficiency

As it was stated in the section of Methodology, this quantitative part of the analysis aims at comparing students' EE (through the punctuation obtained out of 50 in the questionnaires) and their L2 proficiency (through the mean of their ESL grades, out of 10, in the main four linguistic skills: speaking, reading, listening and writing). Therefore, in an ideal situation, the perfect type of student according to this article would be one who obtained a very high score in both parameters.

The positive correlation between these two variables has been underpinned in various occasions by several authors like Sylvén and Sundqvist (2009, 2012a, 2012b), and MacLeod and Larsson (2011), who have based their studies in the Swedish context; and Cundick (2007), who studied the relationship between out-of-class English and proficiency gains among students from different backgrounds and with different native tongues (mainly Japanese, Chinese and Spanish) who were enrolled at the English Language Center in Utah, USA. In my study I wanted to analyze the same correlation in a different context, the Spanish one, with students who were part of the Bilingual Education program in Comunidad de Madrid.

At first, I wanted to study the correlation between EE and L2 proficiency at an individual level. For this, I carried out a Pearson Correlation in each group taking into account two variables, EE and ESL Marks, and the results obtained were the following:

	BP 1st ESO	BS 1st ESO	1st of Bachillerato
Pearson	-0.42149	0.182009	-0.09047

Table 2: Pearson Correlation between EE and ESL Marks in each group of students.

As we can see, neither of these figures is close to 1 or -1, so my hypothesis should be refuted. Nevertheless, given that I did not have enough data, we cannot consider these results conclusive.

Consequently, I chose to compare two groups of students in each class. On the one hand, the students who obtained the highest punctuation in the EE rating scale (who received the name of Group A) and, on the other hand, the ones who obtained the lowest score (Group B). Unfortunately, when I contrasted their average marks, the results were similar to the ones obtained in the Pearson Correlation.

		ESL Mark (/10)	Standard Deviation
BP 1st ESO	Group A	5.81	1.33
	Group B	6.21	0.68
BS 1st ESO	Group A	8.83	0.71
	Group B	8.71	0.88
1st Bachillerato	Group A	8.41	1.00
	Group B	8.42	0.53

Table 3: Average ESL mark of the students with the highest and the lowest EE score in each class

In the case of Bilingual Section 1st of ESO students, the average mark of the pupils with the highest score was 8.83, contrary to the 8.71 obtained by the ones with the lowest score in EE. The mark was therefore slightly higher in Group A, but not significantly higher. Besides, as far as the standard deviation of both groups is concerned, there is a very subtle difference, as the standard deviation of Group A is 0.71 and that of Group B is 0.88, which means that the second group was slightly less homogeneous than the first one.

Among 1st of Bachillerato students, Group A obtained an ESL mark of 8.41 and Group B, 8.42, which means that the correlation is even faintly negative. In addition, the standard deviation in this case is considerably different, since in Group A it is 1.00 and it goes down to 0.53 in Group B.

Bilingual Program 1st of ESO students also presented a negative correlation, as Group A showed an average of 5.81 and Group B, 6.21. Here the standard deviation was also notably different: 1.33 in Group A and 0.68 in Group B.

In the light of these results, we would have to prove my hypothesis wrong, and claim that there is no solid proof that demonstrates that there is a positive correlation between students' EE and their L2 proficiency. Nevertheless, I tried to address this question from a different perspective: studying each class as a whole.

Indeed, when we compare each group as a whole, we can clearly see a correlation between their EE and their L2 proficiency. As we can see in the table below, Bilingual Program students, who have an average A1 level of English, are the ones who spend less time outside of the classroom doing EE activities, as shown by their mean punctuation which is 16.55. Bilingual Section 1st of ESO students obtained an average score of 21.37, which correlates with a higher L2 proficiency (A2+). Last but not least, 1st of Bachillerato students, with an average B2+, obtained the highest EE score: 25.21.

	BP 1st ESO	BS 1st ESO	1st Bachillerato
EE Frequency (/50)	16.56	21.38	25.21
EE Standard deviation	8.70	10.35	6.39
ESL Mark (/10)	5.54	8.39	8.57
ESL Standard deviation	1.081	1.108	0.69
Level of English (CEFRL)	A1	A2+	B2+

Table 4: Average EE Frequency, ESL Mark and CEFRL level of English of each group of students

Moreover, if we keep talking in terms of average marks, we can see that the grades of students rise coincidentally with the amount of time they spend exposed to their L2 out of the classroom increases. Bilingual Program 1st of ESO students had a EE score of 16.55 and an average ESL mark of 5.54; Bilingual Section 1st of ESO students, for their part, obtained a mean EE score of 21.38 and an average ESL mark of 8.39; and 1st of Bachillerato students had a 25.21 EE score and their mean ESL mark was 8.57. So there is an increase in their ESL outcomes at school which goes hand in hand with the Extramural Exposure of students.

It should also be noted that this EE exposure rises over time, as students get older and achieve a higher level of English. We do not have enough data to confirm if former Bilingual Program 1st of Bachillerato students would show such a significant EE increase; but we do know that EE rises among Bilingual Section students, just as their average marks do. What I cannot either confirm with 100% certainty is if the increase in EE frequency is due to the fact that students get older, if it is more related to a more profound level of English or if it is a combination of both factors. Anyway, I will try to give an answer to this doubt further on in the present study.

On another note, it should also be mentioned that certain discrepancies were observed between BS and BP regarding students' involvement in private extracurricular English lessons. Only 20% of students from the Bilingual Section (22% in 1st of ESO and 18% in 1st of Bachillerato) attend private lessons, whereas in the Bilingual Program this figure goes up to 77%. Of course, Section students have been considerably more exposed to the English language than their Program counterparts since they started the formal education. Consequently, it is not surprising that BP students feel the urge to enroll in private lessons in order to increase their exposure to the language in a formal setting on an extracurricular basis and/or to improve their English level so as to be able to follow school lessons.

This additional variable could have been considered in the analysis, but I decided not to include it as a way of narrowing down the study. Once again, in the future it would be interesting to take it into account in order to elaborate a more detailed and exhaustive analysis.

5.3. Motivation and Confidence: Correlation to EE and L2 Proficiency

Our qualitative part of the questionnaire has also allowed me to understand in more depth the personal differences between Bilingual Section and Bilingual Program students within the same educational level (1st of ESO) in terms of self-confidence and motivation. Whereas Section students consider themselves to be good at English and claim that they do not have any difficulties in watching movies or TV series, playing videogames or reading books in English, Program students find themselves unable to do these activities because they cannot keep up with the dialogues, gamers' online chats or the plots of the stories. All this was clearly reflected in Graphic 4, where we could see that Bilingual Program students were the least involved in EE activities. Thanks to their responses in the open questions, now we understand that this lower frequency of some activities may be due to a lack of self-confidence or motivation: they do not feel capable of doing those things and that is why they do not get involved in EE activities.

Consequently, these results make us think that self-confidence and motivation play a very important role in learners' extramural exposure to English: they want to spend their free time having fun and not feeling bad about themselves, obviously. However, the question remains: do they get involved in EE activities because of their self-confidence or because they are motivated to do it? Or have they gained that motivation after acquiring a better English level thanks to EE activities? This is unmistakably a chicken-and-egg situation: which one came first? It would take some deeper research to find out, but we surely are on the right path.

First of all, when analyzing the questionnaires I realized that almost 100% of students enjoyed being involved in EE activities. Only 2 out of 58 (taking into account both Bilingual Section and Bilingual Program students) claimed that they did not like them. On the other hand, when they were asked whether they found them difficult or not, the distinctions between Bilingual Program and Bilingual Section students were made clear. Whereas over 90% of Bilingual Section students stated that EE activities were easy for them (and the other 10% claimed that they struggle with these activities only sometimes), 44% of Bilingual Program students said that they found them difficult because it was hard for them to understand the language. Besides, according to their answers, Bilingual Section students find the way of solving their difficulties by looking up the words and expressions they do not understand, whereas Bilingual Program

students do not seem to care about finding out the meaning of the new terms they come across with.

This idea may also be related to the fact that hardly any student from the Bilingual Program is involved in EE activities as a way of improving their L2 proficiency, whereas around 60% of students in the Bilingual Section explicitly claimed that they did EE activities to improve their level of English. However, this also means that all of the students in the Bilingual Program and about 40% of students in the Bilingual Section are not aware of the fact that they are learning in their free time while being in contact with their L2.

Regarding the reasons why the participants are involved in EE activities, I have to admit that they are very varied. They go from understanding different English accents and registers to a way of avoiding waiting for the translations of their favorite books, TV series or movies.

In general terms, most of the students claimed that they usually watch TV series, movies, and online videos, they listen to music, they read books and articles, and they play videogames in English because they prefer the English versions to the translated ones. This is due to the fact that they can find them easily on the Internet because there is a wider variety of contents in this language, and they can access them almost immediately after they are published, so there is no need to wait for the translated, localized or dubbed version. Besides, as regards social networks, most of the celebrities they follow use English to communicate online, and the posts they find in different social sites are in English. These results come hand in hand with the fact that English is the language par excellence on the World Wide Web.

It has already been mentioned that Spanish ESL students do not feel the same urge to use their L2 as other ESL students may (like Swedish, Finnish or Polish) because Spanish is widely spoken throughout the world and, consequently, they can find a lot of contents in that language on the Internet. However, English remains the most used language on the net, and students usually recur to it in their free time either intendedly, when they are looking for something specific, or unintendedly, when it happens to be the only language in which those contents are available.

As it has previously been said, around 60% of students in the Bilingual Section use EE activities to improve their L2 proficiency. Nevertheless, it should also be noted that there are many reasons why these students consider EE as a good source of linguistic improvement. Some of them think that EE activities are good for increasing their vocabulary, especially regarding different registers—they explicitly mentioned that, for instance, movies and TV shows are good for learning an informal register and slang terms. They also think that EE helps them improve their pronunciation and understand different English accents they are not usually in contact with at school.

Bilingual Program students, on the other hand, claim that they are only involved in those activities they like, and they do not seem to be aware of the fact that they might be learning thanks to them, because they do not say in any case that improving their level of English is one of the reasons why they do EE activities. Besides, some students admit that they do not like these types of activities very much because they find them too difficult and that is why they prefer doing them in Spanish.

In conclusion, the open questions of my questionnaires have allowed us to understand in more detail the reasons underlying students' decision to get or not to get involved in EE activities. As we have seen, all the participants are exposed to EE, but the frequency of this exposure depends on different factors. When comparing Bilingual Section and Bilingual Program students, we see that the main reason why the latter are not as engaged in EE as the first is because they have the feeling that those activities are usually too difficult for them; they do not want to spend their free time struggling to understand a movie if they can just look for the dubbed version and relax watching it in their mother tongue. On the other hand, it is true that Bilingual Program students listen to music in English very frequently, but this is partly due to the simple fact that the global music industry prioritizes the use of English in international songs; so they listen to them without necessarily caring for the meaning of the lyrics.

For their part, Bilingual Section students are usually engaged in EE activities because they enjoy them and they enjoy the English language. Besides, they feel confident enough to choose English over Spanish in their free time (especially if they can find a wider variety of contents in their L2), and they see EE as a way of improving their level of English through the contact with different registers, accents, terminology, and so on.

To put it in other words, with this results we see that there is a clear link between students L2 proficiency and the reasons why they decide to engage in EE activities. Those with a higher level (Bilingual Section students) feel confident enough to be frequently exposed to their L2 outside of the classroom. They do not see the language as a barrier to enjoy their free time. However, Bilingual Program pupils think using English after school hours is sometimes a struggle that prevents them from enjoying their hobbies and having fun in their free time. Consequently, with these results we give an answer to the third research question of the study.

5.4. Differences in Educational Level

It has been said before that this is a study limited in time and resources. Nevertheless, I tried to encompass different variables in order to make it as complete and exhaustive as possible. On the one hand, I wanted to work with Bilingual Section and Bilingual Program groups so as to understand the differences in L2 proficiency (which is higher among Section pupils) and motivation between them —two variables that have already been analyzed. On the other hand, as I could not follow a particular group through time to see how individual students improved or not depending of the frequency of their exposure to EE, I chose to work with BS 1st of ESO and former-BS 1st of Bachillerato students to observe if age could have any type of implications in this study.

Apart from the differences in the type of activities preferred by students and their motivation, which have been commented on before, some other variations regarding frequency have also been noticed. Bilingual Section 1st of ESO students obtained on average 21.37 points out of 50, whereas 1st of Bachillerato students obtained 25.7, which shows that the average frequency of exposure to EE is higher among older students from the same educational program: Bilingual Section.

As it has been said, these differences may be due to several factors, such as educational level, L2 proficiency or even gender. As two different groups are being analyzed, instead of the results of one group over time, it has to be taken into account the fact that individual factors may have something to do with the increase in EE.

Nevertheless, if we compare students of the same educational level, BP and BS 1st of ESO students, we can see that their levels of EE are considerably different: 16.56 and

21.37, respectively. These results make us think that the difference in the educational level might not be the reason why students are more involved in EE, but instead, what seems to mark the difference is their level of English (an average of A1 among BP 1st of ESO students A2+ in the class of BS 1st of ESO students). In other words, it seems that as students L2 proficiency increases, they feel more and more motivated and confident to engage in EE, possibly regardless of their educational level.

However, we ignore what their level of proficiency was when they first engaged in EE activities. So it is difficult to know if they devote their time to do activities in their L2 because they are proficient enough or if they have achieved certain proficiency thanks to EE. What we can indeed claim is that it seems to be a positive correlation between these two variables, regardless of their educational level.

6. Discussion

We live in a globalized world surrounded by technology where English is used as the main language of communication. In this 21st-century context, we come across classrooms of secondary ESL students full of digital natives who were born in the era of the Internet, practically with a smartphone under their arms. They have been surfing the World Wide Web since they were toddlers and they spend a great deal of time in the net, where they are inevitably exposed to their L2: English.

Besides, the contents they access thanks to the net are usually authentic, which means that they are not adapted to learners' specific needs, as they have been created for native speakers or for the world in general. This is a very important aspect of EE, as authenticity is one of the main characteristics second language input has to fulfill in order to be considered optimal. Thanks to this type of materials, students are exposed to their L2 as a native speaker would, even if it is not in a total immersion program. In fact, with activities such as playing videogames it has been proven that students can improve considerably their L2 (Sylvén and Sundqvist, 2012a) because they are learning in a naturalistic environment (Sylvén and Sundqvist, 2012b) where they have to share information in English with other gamers and they have to interact in English even with the game itself.

In this particular case, gaming is not the most frequent activity among our participants, but there are some other activities in which students are involved almost every day, such as listening to music, watching online videos or visiting social networks. Thanks to this, they keep being in touch with their L2 during their free time and they are somehow acquiring new knowledge. For example, those who browse 9gag, Tumblr or some other social sites can learn a lot of slang words and colloquial expressions; students who watch TV series such as *Grey's Anatomy* can learn specific terminology; and the ones who love listening to music and singing can improve their pronunciation by repeating certain words and sounds time and again.

With this study I have tried to give an answer (even if limited) to several questions:

- 1) What type of EE activities are students mostly engaged in?
 - Are there differences across educational levels (1st of ESO and 1st of Bachillerato) or programs (BS and BP)?

- 2) Is there a positive correlation between the amount of time students (from both Bilingual Section and Bilingual Program) at Isaac Albeniz High School spend exposed to Extramural English and their L2 proficiency?
- 3) Is there a difference regarding motivation and confidence between Bilingual Program and Bilingual Section students?
 - Is it related to Extramural English and/or students' L2 proficiency?

Thanks to my qualitative and quantitative study, I have: 1) clarified what the most frequent EE activities among Secondary ESL students are depending on their age and on whether they belong to the BS or the BP; 2) concluded that there is indeed a certain positive correlation between their EE and their L2 proficiency; and 3) confirmed that students' motivation varies across educational levels and programs. Additionally, I have also stated that the three variables observed in this study (EE, L2 Proficiency and motivation) are indeed related.

At first, since 1st of Bachillerato students obtained a higher score than 1st of ESO students, I thought it could be somehow due to the physical and psychological changes they go through during adolescence. In other words, I thought that age could have some type of implications in students' EE. However, I could not find any solid proof that would help underpin this hypothesis.

On the other hand, we have seen that, even if the educational level does not seem to be a conditioning factor in EE, what might influence is their L2 proficiency. Coincidentally, older students (1st of Bachillerato), who have a higher level of English (B2+), are also the ones who spend more time exposed to their L2 in their free time. Nevertheless, when we compare same-age students (1st of ESO students from the BP and the BS) we see that there is a considerable difference regarding EE between these two groups. The ones with a higher level of English are not only the ones with a higher ESL mark, but also the ones with a higher score in EE. This comparison makes us think that L2 Proficiency has more to do with EE than it has to do with the educational level. Having said that, we can support similar studies carried out in different contexts, such as Cundick (2007), Sylvén and Sundqvist (2012a, 2012b) or Bahrani et al. (2014).

However, there is a question which still remains unanswered: “Do learners become more proficient thanks to EE, or do proficient learners engage in EE activities to a larger extent than less proficient learners?” (Sundqvist, 2009, p. 31). We have seen that there is indeed a correlation between those variables, but which one came first? As we do not know if the participants were already proficient when they engaged in EE, this dilemma cannot be answered. For that we would need a broader research extended through time that would allow us to see how students progress depending on their exposure (or their lack of exposure) to EE.

On another note, the teaching implications of this study (and of the field of Extramural English in general) should also be addressed. We have been referring at all times to secondary ESL students who seem to have improved their level of English thanks to their extramural exposure to the language through songs, online videos, TV series, videogames and some other EE activities in which they are voluntarily involved in their free time. Consequently, intrinsic motivation is closely related to their L2 improvement through EE activities. Taking into account the idea that intrinsic motivation is considered the best form of motivation, we may assume that it is good for students to learn also by means of EE. At the end of the day, this exposure allows them to get used to the language and acquire a certain linguistic knowledge (collocations, vocabulary, familiar expressions, slang terms...) even unconsciously.

We, as teachers, can take advantage of that exposure and bring students hobbies into the classroom to make them feel more engaged in our lessons. For example, if they are all hooked on a TV show, we can devote a few minutes every week to discuss what has occurred in the most recent episode, as a way of practicing some speaking skills —since the listening has already been practiced at home while watching the episode, and they might have also done some reading if they had subtitles or if they had read something on the Internet related to the show.

I sincerely believe that teachers should find out what their students’ are interested in as a way of engaging them in the learning process, both inside and outside the classroom. For instance, if we know that some of our students love action movies, we can try to recommend them a few, or devote a couple of lessons a month to watch the kind of movies they like in class. After all, students get more involved in the lessons if the

teacher gives them the opportunity to contribute with something or to choose among a series of options.

On the other hand, knowing about our students' interests may be also useful for us because it would help us recommend them different adapted activities for them to devote their free time at home. There are hundreds of YouTube channels, movies, videogames, TV series and so on that may interest secondary students because of the topics they cover. It is just up to us to mention the most appropriate in class and see if they make them part of their extramural life.

Besides, no one knows better than an ESL teacher the English level of their students. Taking that into consideration, it seems that the ESL teacher could be the perfect person to recommend the most suitable activities for each student or group of students depending on their level of English, their educational level, their interests, etc.

In conclusion, several authors before me have demonstrated that extramural exposure to the English language, also called Extramural English, is related to an increase in students' L2 proficiency. With this study, I just wanted to support this hypothesis in the Spanish context and use my analysis to reflect on the importance it should be given to Extramural English and students' hobbies.

Even if I did not count on a huge number of students to carry out this research, I have been able to identify a positive correlation between students' EE and their L2. We have also seen that motivation plays a very important role in this field. Nevertheless, we need to continue working on this uncertain area of research in order to profit from all the advantages that the digital era puts at our disposal.

7. Limitations of the Present Study

Throughout this paper it has been mentioned more than once that we are dealing with a very limited study due to several reasons. First of all, it was carried out within two months, so there was no possibility of following any of the groups through a certain period of time to compare their improvements in their L2 and the frequency of their EE.

Besides, I worked in a real high school where the English teacher had to follow a very scheduled syllabus, so students could not devote a lot of school hours to the study and, consequently, I could not design specific English-level tests for them to make the study more accurate. I analyzed the marks they obtained on the subject of ESL, but we cannot be a 100% sure if these marks really reflect their L2 proficiency, as they depend on specific tests and their outcomes may be conditioned by many diverse individual factors (stress, preparation, specific requirements...). Therefore, I am well aware of the fact that this may not be the ideal resource to demonstrate students L2 proficiency.

Moreover, I do not know when they started being involved in EE. Consequently, it cannot be known if these students experienced a high improvement once they started being exposed to EE, or if they were already highly proficient in their L2.

Another limitation is that there was limited number of participants (58). As a consequence, the results of this study may not be as binding as the ones obtained from investigations carried out with hundreds of students.

Nevertheless, given the time and the resources, it seems that this study might have provided the Spanish teaching community with some interesting results in terms of EE and its potential among ESL learners. It is up to us, teachers, to embrace and harness that potential in our students' best interests.

For further research, I would propose to follow two groups over time (one from Bilingual Section and another from Bilingual Program) to assess their progress in L2 proficiency and compare it to their EE. This would allow us to understand the differences between BS and BP students and how their exposure to the language determines their L2 proficiency.

8. Conclusions

In today's globalized world, where English is used as a *lingua franca* especially on the Internet, our students are exposed to it every single day after school hours. As a consequence, should not we, as ESL teachers, take into account all this exposure to the language when designing our lessons? Should not we take advantage of the omnipresence of English to help our students learn and enjoy the learning process even when they are not at school? After all, our role as teachers is not limited to what happens within the walls of our classroom.

It has already been stated more than once that the field of Extramural English is still uncertain, and that we still need to make some more research in order to figure out how to profit from our students' extramural exposure to their L2. It was demonstrated among northern European learners that EE was beneficial for students, as it helped them learn with authentic materials. However, as Spanish is the second most spoken language in the world—so it is more present in the international context than some other languages from northern European countries— and Spain has a firm and extended dubbing tradition, I wanted to see if the same hypothesis (the idea that there is a positive correlation between EE and L2 proficiency) applied to our context.

With the present study I have been able to prove that indeed the same results apply to Spanish students. In general, those who spend more time doing activities in their L2 outside of the classroom outperform those who would rather spend their free time involved in activities in their L1.

Nevertheless, as this study was very limited, it would be interesting to follow a particular group through a certain period of time to analyze from a broader perspective how the EE evolves and shapes students' L2. The field of ESL teaching in general and that of EE in particular have still a lot to offer to researchers. Many questions remain unanswered and it is in both teachers' and students' best interests to continue working on this field. There is still a long road ahead of us, but we certainly are on the right path.

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10. Annexes

8.1. Annex I: Abbreviations

BS	Bilingual Section
BP	Bilingual Program
EE	Extramural English
ESL	English as a Second Language
L1	Mother Tongue
L2	Second Language
SLA	Second Language Acquisition

Table 5: Abbreviations and equivalences

8.2. Annex I: Questionnaire

Nombre: _____

Curso: _____

A continuación encontrarás una serie de preguntas sobre tus *hobbies* y lo que haces cuando no estás en el instituto. El objetivo de este cuestionario es ayudar a los profesores a mejorar sus métodos de enseñanza y la forma en la que abordan determinados contenidos y actividades; así que lo mejor sería que fueses lo más sincero/a posible.

Antes de nada, lee el cuestionario al completo para ver si todo está claro. De no ser así, no dudes en preguntarme lo que haga falta.

1. Sabemos que estudias inglés en el instituto, pero, cuando sales de clase, ¿vas algún tipo de academia de idiomas o a clases particulares?

Sí

No

- a. De ser así, ¿con qué frecuencia? (Dos horas a la semana, una hora al día...)

2. Ahora piensa en lo que haces en tu tiempo libre. ¿Dirías que estás en contacto con el inglés en algún momento?

Sí

No

3. ¿Haces alguna de estas cosas en inglés?

	CON MUCHA FRECUENCIA	HABITUALMENTE	A VECES	DE VEZ EN CUANDO	CASI NUNCA	NUNCA
Ver películas						
Ver series de televisión						
Ver videos <i>online</i>						
Escuchar música						
Jugar a videojuegos						
Hablar con amigos extranjeros						
Hablar con parientes extranjeros						
Leer libros						
Leer artículos						
Visitar redes sociales (9gag, Tumblr, Vines, blogs...)						
Si se te ocurre algún otro ejemplo, añádelo aquí:						

4. En el caso de que **hagas** alguna de las cosas mencionadas anteriormente en inglés,

a. ¿Te lo pasas bien? ¿Las disfrutas? ¿Por qué?

b. ¿Te resulta difícil hacerlas? ¿Por qué?

c. ¿Por qué las haces en inglés?

5. En el caso de que **no hagas** ninguna de esas actividades en inglés, ¿a qué se debe?

¡Muchísimas gracias por tu tiempo!

8.2. Annex III: Countries Where People Speak More than One Language

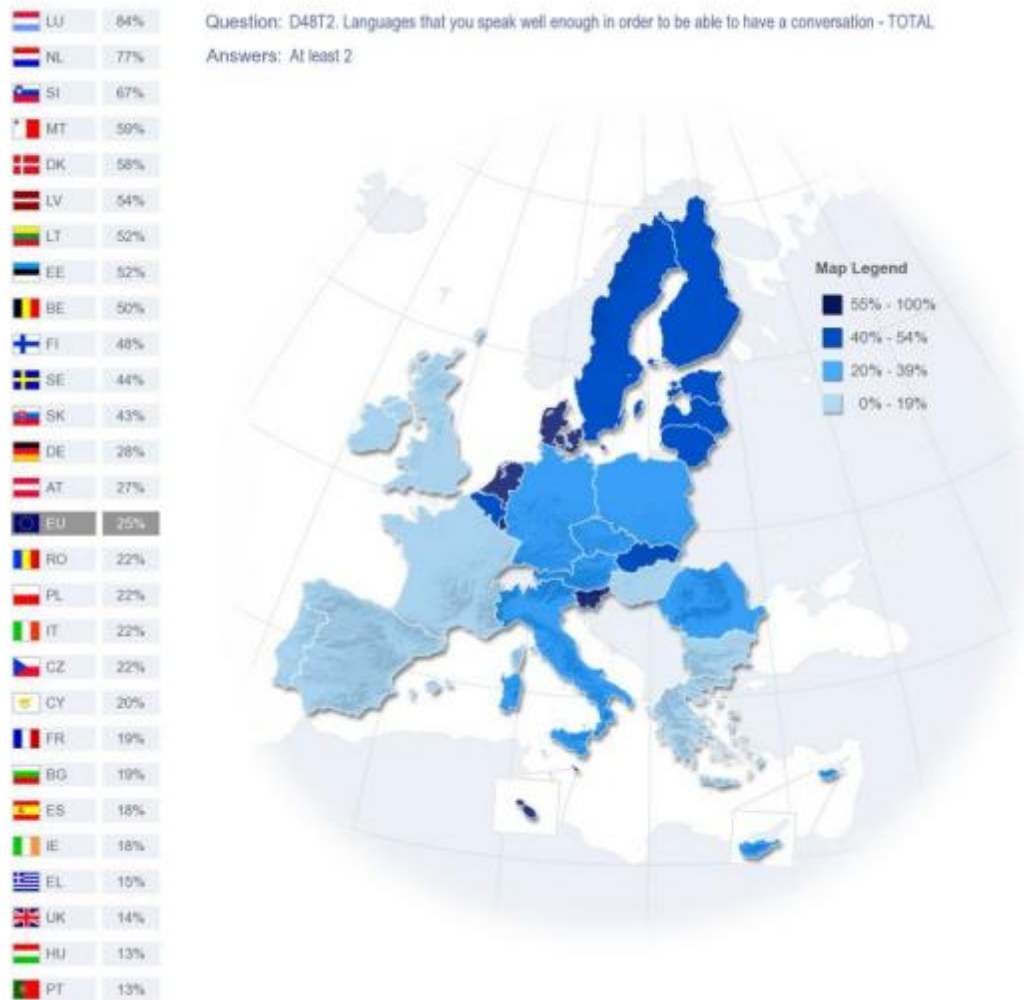


Image 1: Countries where people speak more than one language (Eurobarometer, 2006)

8.3. Annex IV: Contexts Where the Second Language is Used.

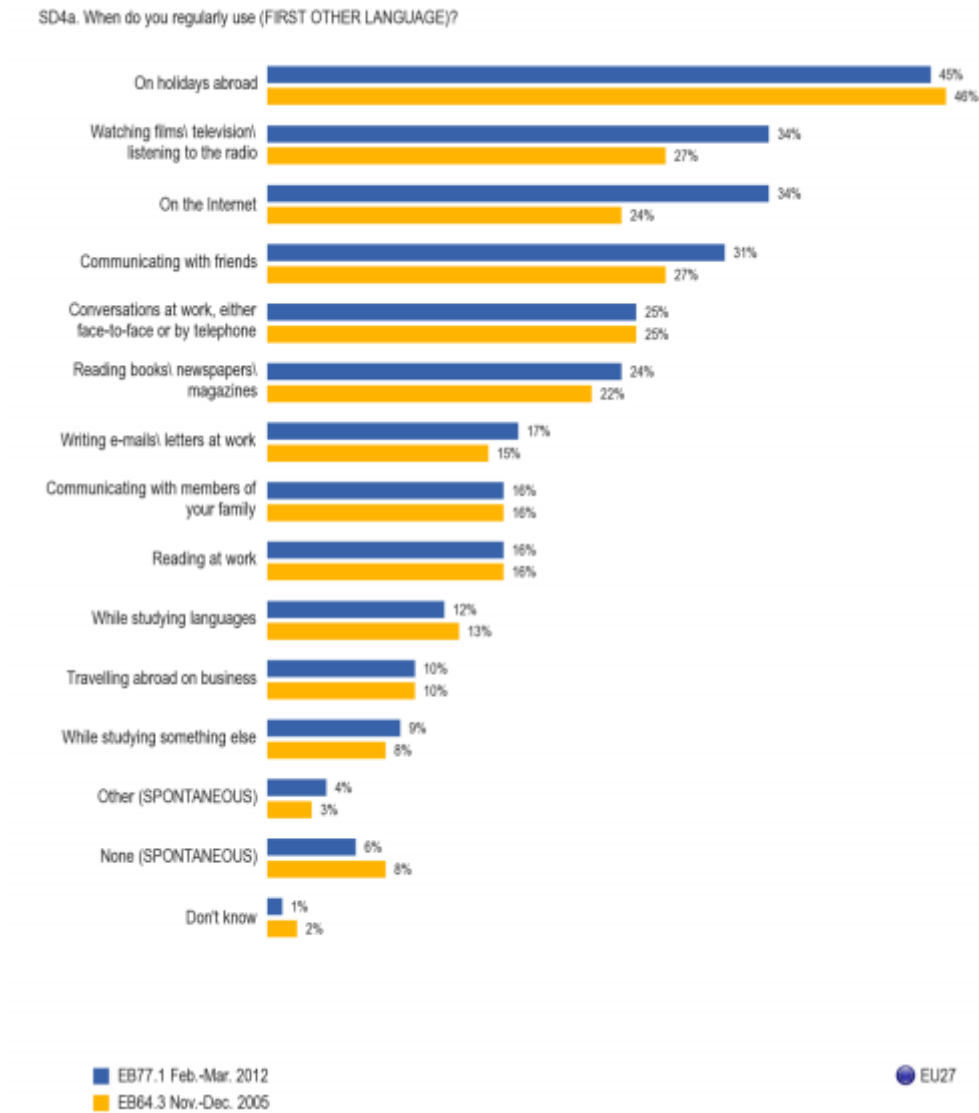


Image 2: Contexts where a second language is used (Eurobarometer, 2012)

8.4. Annex V: Extramural English of Bilingual Section 1st of ESO Students

	VERY OFTEN	OFTEN	SOMETIMES	OCCASIONALLY	HARDLY EVER	NEVER
Watch movies	4%	-	16%	20%	36%	24%
Watch TV series	16%	4%	20%	12%	24%	24%
Watch online videos	20%	20%	24%	12%	8%	16%
Listen to music	64%	8%	12%	4%	4%	8%
Play videogames	12%	28%	8%	4%	12%	32%
Talk to foreign friends	4%	4%	16%	4%	16%	56%
Talk to foreign relatives	20%	4%	-	-	4%	72%
Read books	4%	8%	20%	20%	32%	16%
Read articles	4%	12%	16%	8%	20%	40%
Social networks	28%	16%	12%	4%	28%	12%

Table 6: Extramural English among BS 1st of ESO students.

8.5. Annex VI: Extramural English of Bilingual Program 1st of ESO Students

	VERY OFTEN	OFTEN	SOMETIMES	OCCASIONALLY	HARDLY EVER	NEVER
Watch movies		11%	22%	22%	33%	11%
Watch TV series			11%		44%	44%
Watch online videos			33%	11%	22%	33%
Listen to music	56%	22%	11%	11%		
Play videogames	11%	22%	22%	11%		33%
Talk to foreign friends		11%	22%	11%	22%	33%
Talk to foreign relatives			11%			89%
Read books			22%	11%	22%	44%
Read articles		11%	11%		33%	44%
Social networks	22%		22%	22%	11%	33%

Table 7: Extramural English of BP 1st of ESO students

8.6. Annex VII: Extramural English of Former Bilingual Section 1st of Bachillerato Students

	VERY OFTEN	OFTEN	SOMETIMES	OCCASIONALLY	HARDLY EVER	NEVER
Watch movies	5%	15%	50%	15%	10%	5%
Watch TV series	35%	20%	10%	5%	20%	10%
Watch online videos	30%	35%	20%	-	15%	-
Listen to music	90%	10%	-	-	-	-
Play videogames	5%	-	10%	5%	20%	60%
Talk to foreign friends	-	5%	25%	-	20%	50%
Talk to foreign relatives	5%	-	10%	5%	5%	75%
Read books	5%	10%	30%	30%	20%	5%
Read articles	15%	15%	20%	25%	20%	5%
Social networks	25%	55%	5%	-	10%	5%

Table 8: Extramural English of 1st of Bachillerato students