SLA in Gaming, Social Media, and Other Extramural Contexts
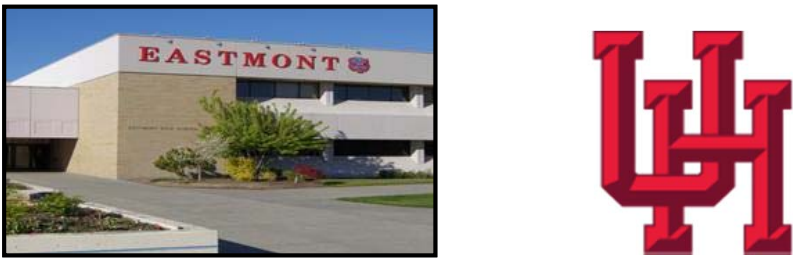
SLA: New flavours
Ghent University
26 October, 2016

Pia Sundqvist
Karlstad University, Sweden
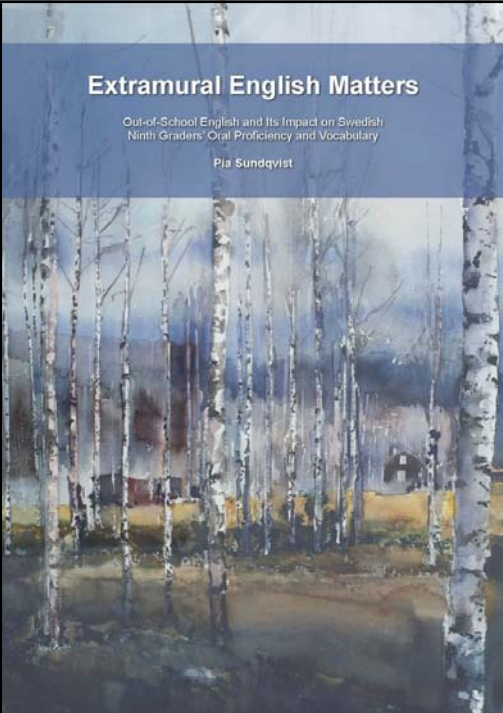
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Dissertation (2009)

Extramural English Matters
Out-of-School English and Its Impact on Swedish
Ninth Graders' Oral Proficiency and Vocabulary

Pia Sundqvist

- **Extramural English** (EE)
  - *extra* (Lat.) = 'outside'
  - *mural* (Lat.) = 'wall'

- TV/Films
- In
- game
- Social m

Definition of EE

"In our definition, *extramural English* corresponds to 'English outside the walls' and by that we mean the English that learners come in contact with or are involved in outside the walls of the classroom. This contact or involvement is *not* initiated by teachers or other people working in educational institutions; the initiative for contact/involvement lies with the learner himself/herself or, at times, with someone else, such as a friend or a parent. Thus, in general, contact/involvement is voluntary on the part of the learner, though there is also the possibility that learners engage in specific EE activities because they feel pressured to do so, for whatever reason. Moreover, some learners will take charge of their own learning of English and in this respect, EE is linked to the theory of learner autonomy (Holec, 1981). It is also possible that learners, through engagement in EE, develop a genuine interest in learning English in out-of-school settings."

(Sundqvist & Sylvén, 2016)

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Outline of talk

Extramural English (in particular Gaming)

…in SLA research…problem(s)…

Theoretical frameworks

Research results and pedagogical implications

Time for questions

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Where is English learned?

In school	Outside school
• Formal learning	• Informal learning

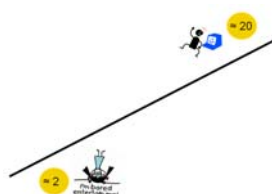Extramural English

An imbalance with an effect
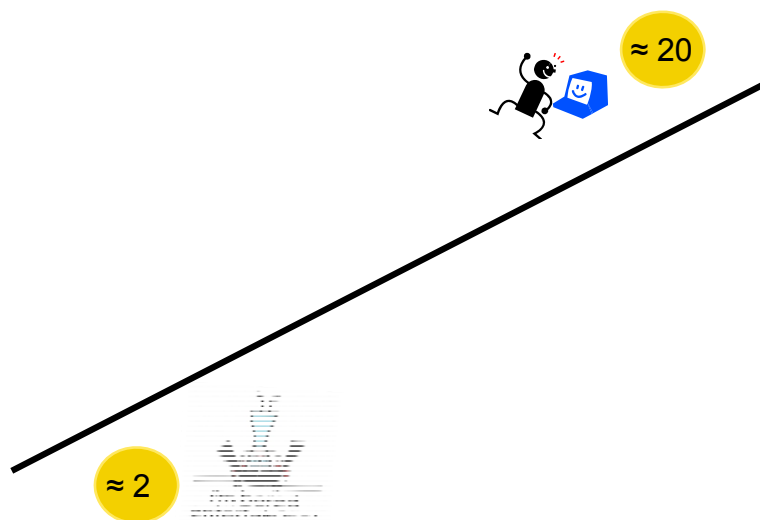
≈ 20

≈ 2

5

"…many students seem to dislike studying English or invest little effort in their formal English lessons, even if they may engage with English informally outside school… The motivational dissonances between students' in-class and out-of-class contexts of encounters with English represent a significant critical challenge for teachers working in settings where English has become a major medium of youth culture, entertainment and recreational activity."

(Ushioda, 2013, p. 233)

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Gap

- **Partly quantitative**

- **Partly qualitative**
  – Students' experiences of English in the classroom lack the authenticity of out-of-school encounters (Henry, 2013)
  – Students describe two "cultures": school English and extramural English (School's Inspectorate, 2011; cf. Ushioda, 2013)
  – Too few challenges; too few opportunities for teaching qual Inspectorate,

  Bridging between these two 'cultures', and making the use of English as natural in school as out of school, is of the greatest importance.
  (School's Inspectorate, 2011, p. 8)

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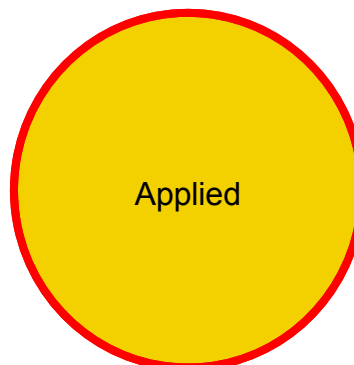Faculty of Arts and Social Sciences | Pia Sundqvist | 2016-10-26
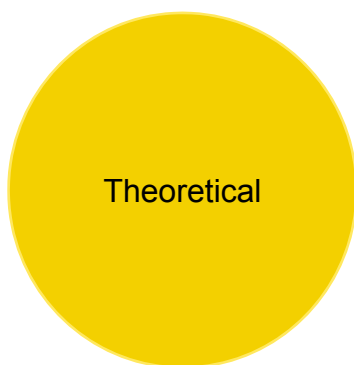
To be able to bridge between English in and
outside school, we [researchers and teachers]
need to learn more about learners' EE habits and
possible relations between EE and learning.

Second language acquisition (SLA)

Second language development (SLD)

Linguistics

Theoretical

Applied

First and **second language acquisition**, literacy,
multilingualism, language planning and more…

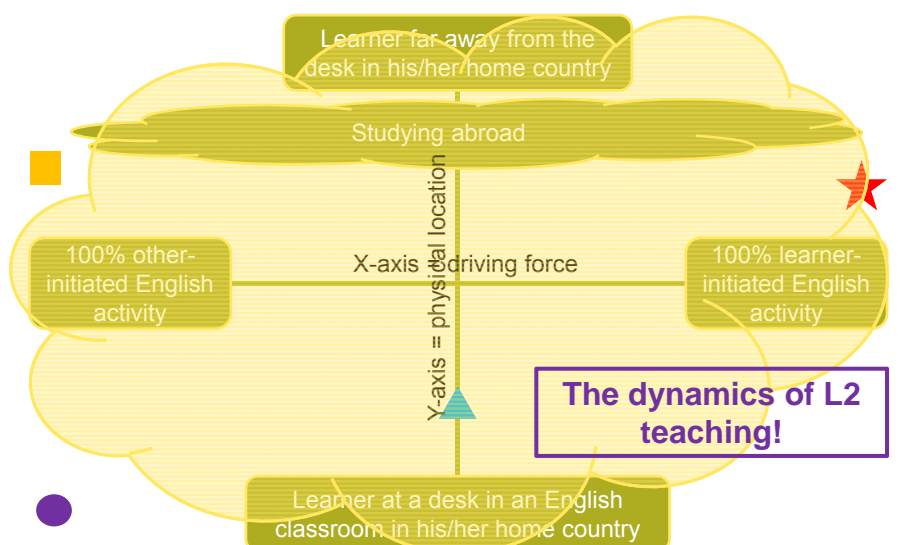# Terms and concepts closely related to *extramural English*

- *Out-of-class learning* (Benson, 2011)
  - *Self-directed naturalistic learning*
  - *Out-of-school learning* (Lamb, 2004)
- *Incidental language learning* (Laufer & Hulstijn, 2001, p. 10)
  - "the learning without an intent to learn, or as the learning of one thing, e.g. vocabulary, when the learner's primary objective is to do something else, e.g. to communicate."
- *Implicit language learning*: "language learning taking place 'without either intentionality or awareness'" (Ellis, 2009, p.7)
- *Unintentional learning*; *Extracurricular influence* (Forsman, 2004)
- *Online informal learning of English* (*OILE*) (Sockett, 2014)
- *Extramural English* is a suitable umbrella term (Sundqvist & Sylvén, 2016)

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Model of L2 English learning

Learner far away from the desk in his/her home country

Studying abroad

X-axis = driving force

Y-axis = physical location

100% other-initiated English activity

100% learner-initiated English activity

The dynamics of L2 teaching!

Learner at a desk in an English classroom in his/her home country

(Sundqvist & Sylvén, 2016)

Results from research

Several studies and lots of data…

EE in **9th grade** – oral proficiency and vocabulary (Diss.)

Gaming in **9th grade** – vocabulary in free writing

EE in **5th grade** – gaming, comprehension, vocabulary

EE in **4th grade** – gaming & social media, comparison w/ Swe

Gaming in **9th grade** – Large scale (vocabulary and more)

More than **200 interviews**… (**from 5-yr-olds to 16-yr-olds**)

Overarching RQs

- What relation is there between EE and learner results in school/English proficiency?
    - Mapping EE habits for learners of different ages
        - Types of activities?
        - Time spent on EE in total and on separate EE activities?
    - The role of Gaming
    - Describe the relations
        - Quantitative and qualitative methods

Dissertation
(Sundqvist, 2009)

RQ

Does extramural English have an
impact on students'
oral proficiency and vocabulary?

Extramural English Matters

(short version: Sundqvist, 2011)

Sample, 9th grade

External attrition: 9/89 (10%)

80
36+44

1 20
10+10

2 18
10+8

3 22
9+13

4 20
7+13

Skola 1

Skola 2

Skola 3

L1 Swedish: 73 (91%)
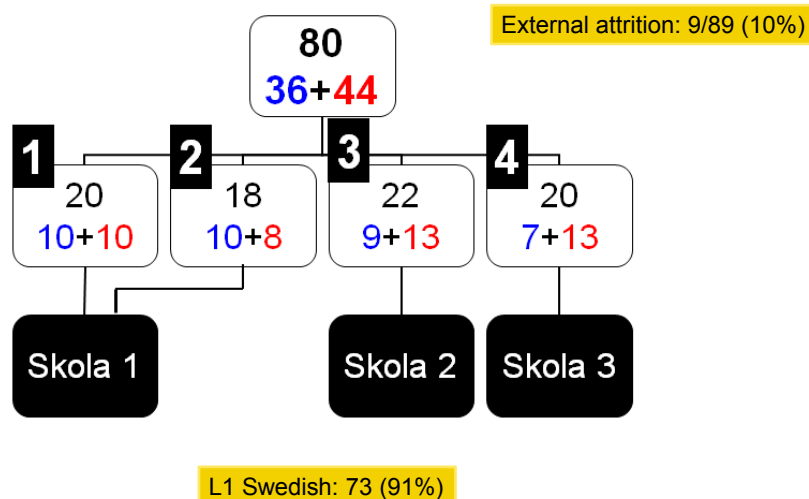
Data collection

Questionnaire	Language diary (2)	Speaking tests (5)
Assessment oral proficiency	Written vocabulary tests (2)	National test results
School leaving certificate	Interviews (selection)	NP-essays

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Fredag __8/9__

Language diary

ENGELSKA

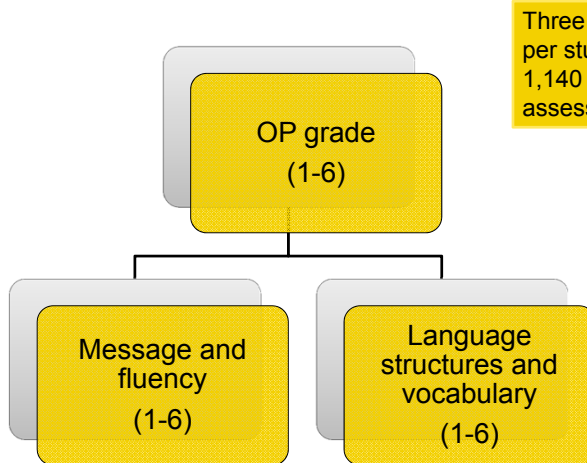Fyll i varje typ av kontakt du har haft med engelska under dagen, både i skolan och på fritiden.

		Totaltid Skriv timmar & minuter. Om du t.ex. läser i 25 min skriver du 0 tim 25 min.	
		I skolan	På fritiden
Läst bok (Skönlitteratur, t.ex. biblioteksbok. Inte vanliga skolböcker!)	Titel:		
Läst tidning:	Namn: ~~Hector Rosty~~		~~0 tim 2 min~~
Sett TV-program *Skriv S, E eller O efter varje program! Se nedan**	Namn: ~~————~~ ~~————~~ väliner 2 avsnitt av väliner		1 tim
Sett film (på bio, TV, video, DVD, dator, etc) *Skriv S, E eller O!**	Namn:		
Surfat på nätet	Sidor:		
TV-/Dataspel	Namn: The Sims 2 (E)		2 tim
Lyssnat på musik	Artist(er):		
Annat	Exempel: ~~——~~		

* S = Svensk text. E = Engelsk text. O = Otextad.

Reliability

Oral Proficiency grade (OP grade)

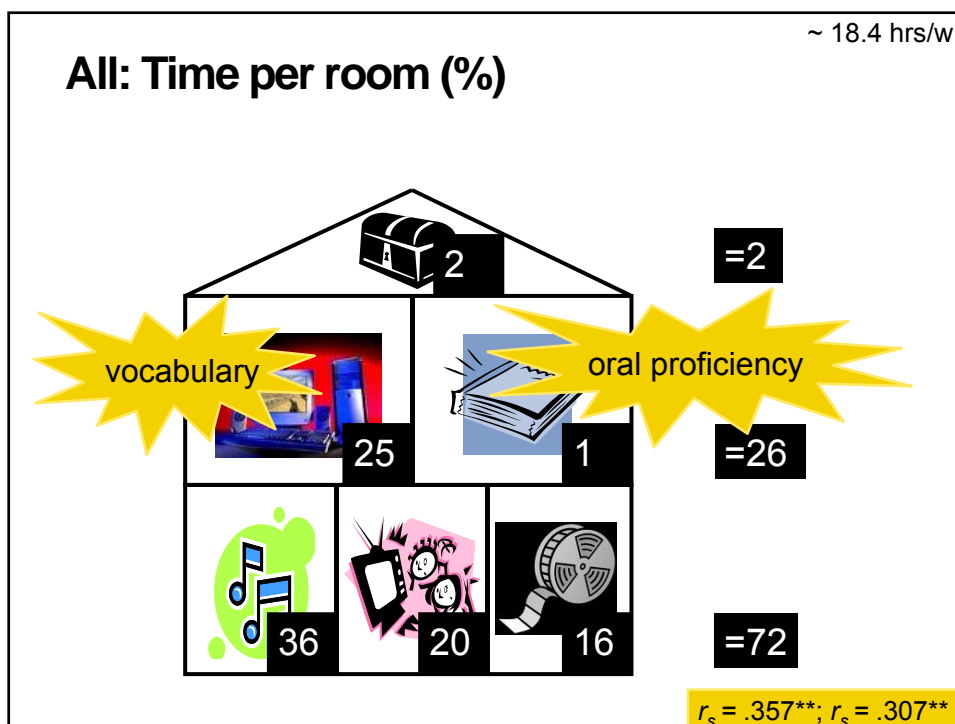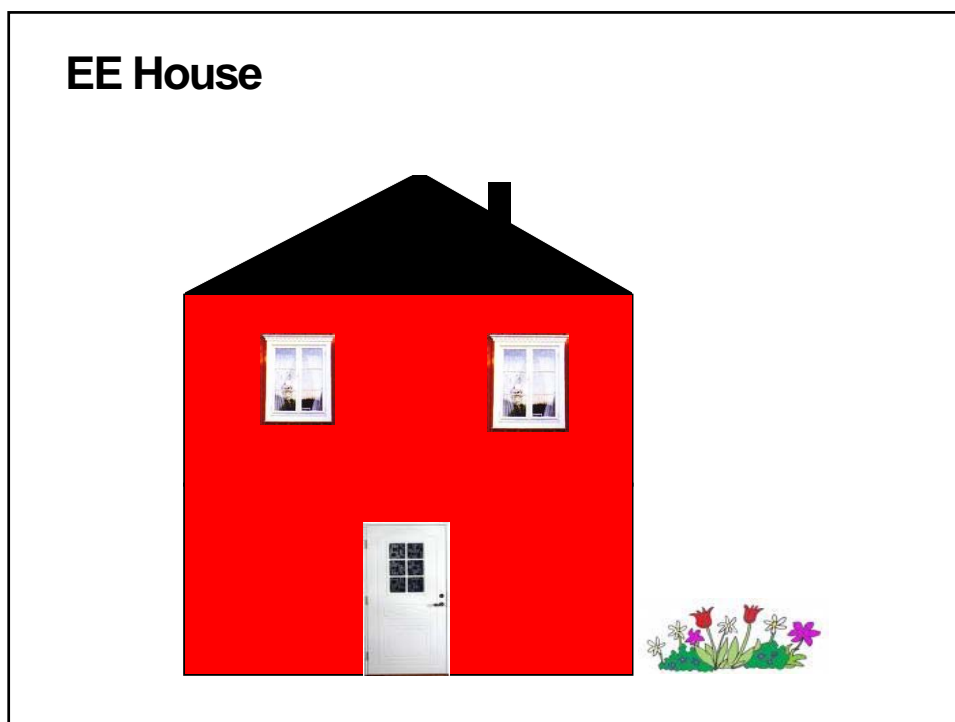Three external raters per student and test: 1,140 forms of assessment

OP grade
(1-6)

Message and fluency
(1-6)

Language structures and vocabulary
(1-6)

(Hasselgren, 1996)

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Total EE

•Individual variation
•Lack of research
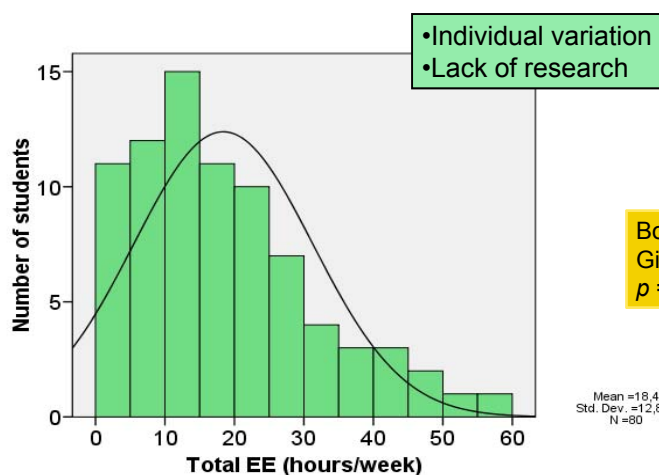
Boys: 20.8 hrs/w
Girls: 16.4 hrs/w
p = .136

Mean =18,4
Std. Dev. =12,881
N =80

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EE House

All: Time per room (%) ~ 18.4 hrs/w

vocabulary 25

oral proficiency 1

2 =2

=26

36 20 16 =72

$r_s = .357^{**}; r_s = .307^{**}$
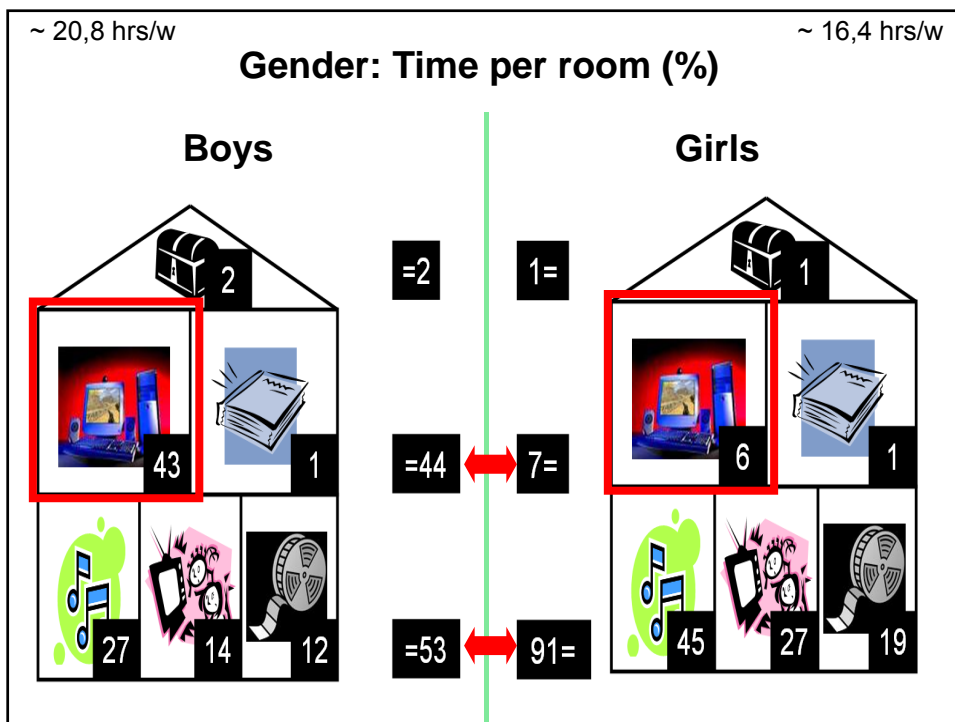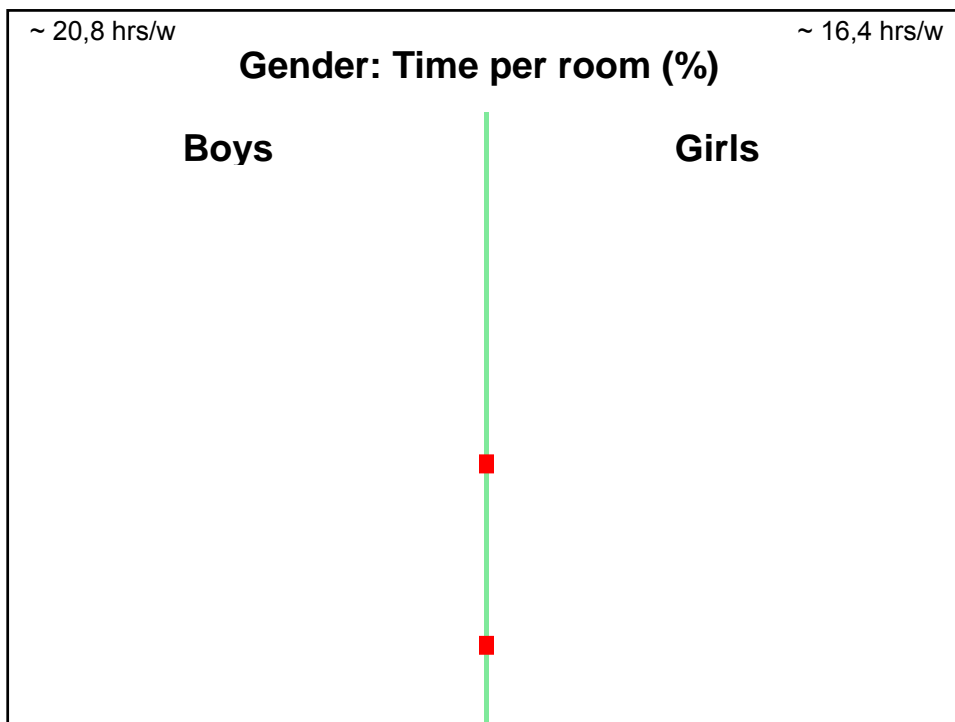
Some important conclusions

- Significant positive correlation EE – oral proficiency/ vocabulary at sample level
  - Yes, EE is important
- Gender-related difference
  - Stong significant positive correlations for the boys
  - Negligible and non-significant correlations for the girls
- EE-activities *playing computer games, using the Internet & reading* (i.e., learners have to be "active", rely on one's own linguistic ability) were more important for the results in school than *listening to music, watching tv or films* (i.e., learners do not necessarily have to be "active")
- The boys spent more time on gaming and using the Internet than the girls
  - Therefore, EE had a greater effect on the boys' results than it had on the girls'

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I also examined…

- The correlation between socioeconomic background variables and oral proficiency
  - Traveling abroad
  - Parents' educational background
  - Residency (urban vs. rural area)
  - Cultural capital (number of books in the home)
- Oral proficiency was clearly connected to these variables
- …but EE was not
- Conclusion: EE is a possible path to progress in English for any learner, regardless of his or her socioeconomic background

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Sundqvist & Wikström (2015)

System 51 (2015) 65–76

Contents lists available at ScienceDirect

System

journal homepage: www.elsevier.com/locate/system

ELSEVIER

Out-of-school digital gameplay and in-school L2 English vocabulary outcomes   **ESSAYS**

Pia Sundqvist, Peter Wikström [1]

Faculty of Arts and Social Sciences, Karlstad University, SE-651 88 Karlstad, Sweden

CrossMark

ABSTRACT

The aim of the present study is to examine the relation gameplay and in-school L2 English vocabulary measures ar originally collected from a sample of 80 teenage Swedish a questionnaire, language diaries, vocabulary tests, asse observational post-hoc design, three Digital Game Gro frequency of gameplay: (1) non-gamers (0 h/week), (2) (3) frequent gamers (≥5 h/week). Results show that D used the most advanced vocabulary in the essays, an followed by DGG1, while DGG2 trailed behind. For the lowed by DGG2 and DGG1, indicating that gameplay alig test scores than vocabulary indicators drawn from essays. D non-gamers (predominantly girls) and frequent gamers (ex aim is to investigate how gameplay correlates with outcomes fo correlations were found for gameplay–vocabulary tests/English ga
© 2015 Elsevier Ltd.

The same sample as in dissertation

Commercial off-the-shelf (COTS) games

(Van Eck, 2009)

Previous studies

- Informal language learning in out-of-school contexts has grown increasingly common (Forsman, 2004; Kuppens, 2010; Lindgren & Muñoz, 2012; Olsson, 2011; Piirainen-Marsh & Tainio, 2009; Rankin, Gold, & Gooch, 2006; Sundqvist, 2009; Sylvén, 2010; Sylvén & Sundqvist, 2012; Turgut & Irgin, 2009)
- The important role of English in many spare time activities outside of school (extramural English, Sundqvist, 2009) – in many countries (e.g. Sockett & Toffolli, 2012: 149; Forsman, 2004; Simensen, 2010; Kuppens, 2010)

Digital gameplay and L2 learning

- The affordances of some types of games, such as massively multiplayer online games, may be **Types of games played** for L2 learning than others, such as single player games by, e.g., Kuppens, 2010; Peterson, 2012; Rankin et al., 2006; Reinders & Wattana, 2011; Sundqvist & Sylvén, 2012)
- Positive relation between out-of-school gameplay at Internet cafés and use of vocabulary (Turgut & Irgin, 2009)
- Positive relation between out-of-school gameplay and vocabulary size among 12-year-olds (Sylvén & Sundqvist, 2012)
- Young Francophone L2 English learners in Canada playing a mini-game in school: vocabulary gains, **Time spent playing** of lexical access; longer periods of gameplay necessary consolidate learning (Cobb & Horst, 2011)

Three Digital Game Groups (DGGs)

Digital game group	N	%	Time interval (hours/week)		Mean (hours/week)	SD
			From	To		
1 (non-gamers)	35	44	0	0	0	0
2 (moderate gamers)	26	32	>0	<5	2.0	1.5
3 (frequent gamers)	19	24	≥5	≤42	13.9	9.5
Total	**80**	**100**	**≥0**	**≤42**	**3.9**	**7.3**

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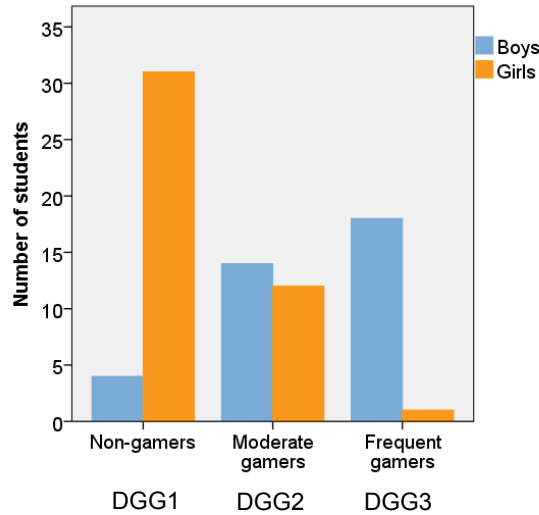Faculty of Arts and Social Sciences | Pia Sundqvist | 2016-10-26

Digital Game Groups (DGGs)

≥ 5 hrs/w
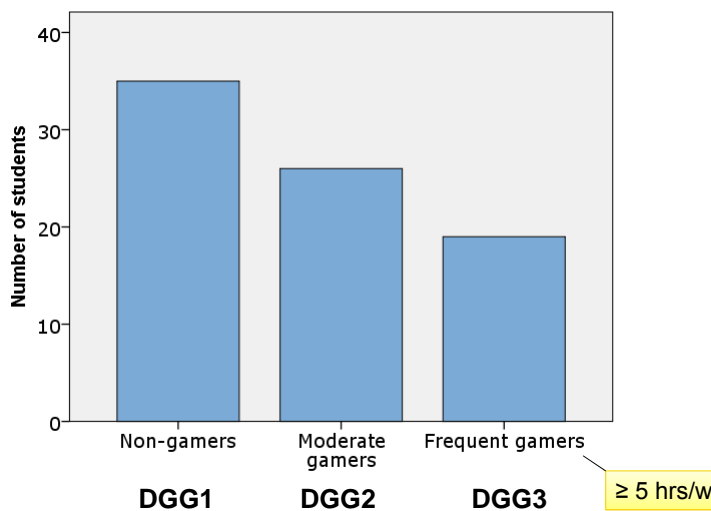
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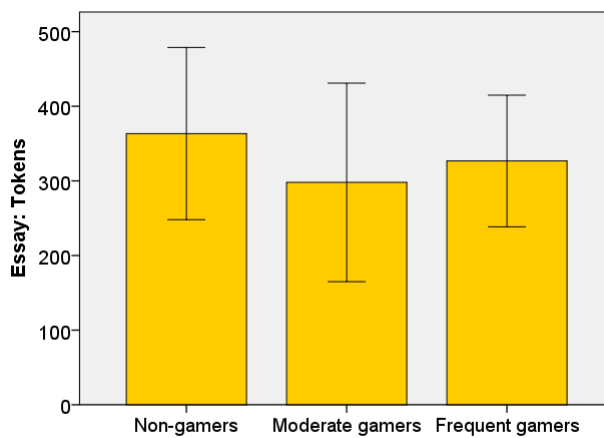Faculty of Arts and Social Sciences | Pia Sundqvist | 2016-10-26

Gender distribution across DGGs

Chi-2:
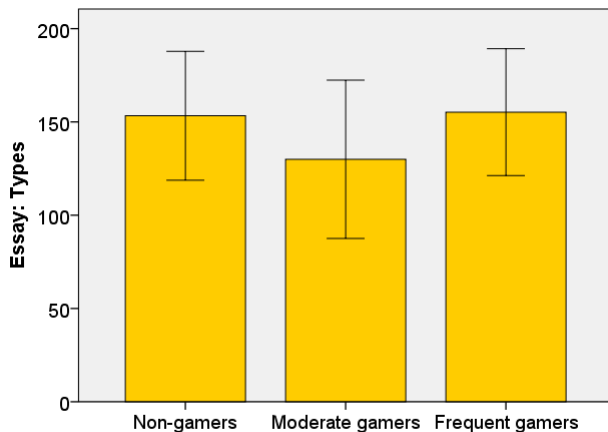p = .000
Phi_c= .668 (M-L)

Overall tokens (text length)

Error bars: +/- 1 SD

ANOVA:
p = .104
η^2 = .059 (M)

Gabriel's (p < .05):
n/a

Overall types (~vocabulary size)

Error bars: +/- 1 SD

ANOVA:
p = .034
η^2 = .087 (M)

Gabriel's (p < .05):
DGG3 > DGG2
DGG1 > DGG2

Polysyllabic types
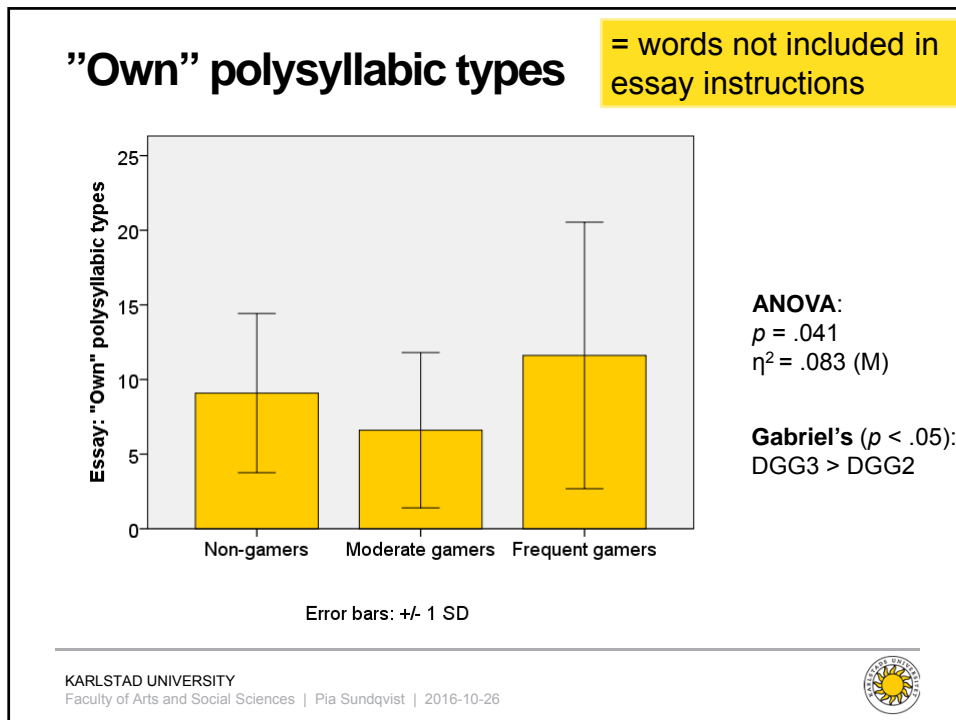
≥ 3 syllables; indicator of advanced/infrequent vocabulary

Error bars: +/- 1 SD

ANOVA:
p = .029
η^2 = .091 (M)

Gabriel's (p < .05):
DGG3 > DGG2

"Own" polysyllabic types

= words not included in essay instructions

Error bars: +/- 1 SD

ANOVA:
p = .041
η^2 = .083 (M)

Gabriel's (p < .05):
DGG3 > DGG2

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Non-gamer	Moderate gamer	Frequent gamer
• important • example • Africa • America • perspective • activities • appreciate • beginning • boundaries • comfortable • connections • differences • discussing • discussions • everybody • experiences • family • international • maturity • military • policy • privileges • relaxing • situation • situations	• activities • example • recycled	• anything • anyway • chemicals • coloring • continue • interest • natural • resources • teenager • accidents • animals • consumers • continued • creation • dangerous • destroying • distances • ...ly • ...ctly • ...osions • factories • furthermore • immediate • important • ...ving • ...ials • opportunities • ordinary • parasite • situations • surrender • teenagers • together • transporting • inappropriate • vehicle

Non-gamer girl: 25 types; 20 "own"

Moderate-gamer boy: 3 types; 2 "own"

Frequent-gamer boy: 36 types; 34 "own"

Some conclusions

- Overall DGG3 (frequent gamers) performed best, but DGG1 (non-gamers) also performed well (DGG3 > DGG1 > DGG2)
- Some of the correlations were not statistically significant, but there was a clear pattern: p-values were a lot lower and correlation coefficients a lot higher for the boys than for the girls

- *If* digital gameplay causes improved L2 English abilities, this effect is limited to the boys, since the girls did not play a lot

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Sylvén & Sundqvist (2012)

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Gaming as extramural English L2 learning and L2 proficiency among young learners

Liss Kerstin Sylvén and Pia Sundqvist

ReCALL / Volume 24 / Issue 03 / September 2012, pp 302 - 321
DOI: 10.1017/S095834401200016X, Published online:

Link to this article: http://journals.cambridge.org/abstract_S095834401200016X

How to cite this article:
Liss Kerstin Sylvén and Pia Sundqvist (2012). Gaming as extramural English L2 learning and L2 proficiency among young learners. ReCALL, 24, pp 302-321 doi:10.1017/S095834401200016X

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Extramural English, 5th grade
(86 students of 102; attrition 16%)

Mean = 9,42
Std. Dev. = 7,855
N = 86
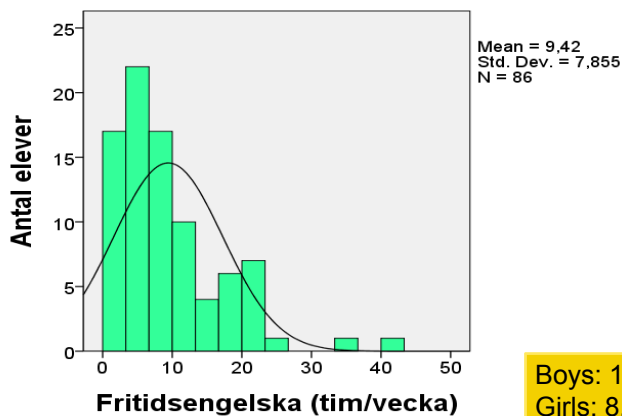
Boys: 10.6 hrs/w
Girls: 8.4 hrs/w
p = .187

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~ 9.4 hrs/w

All in 5th grade: Time per room (%)
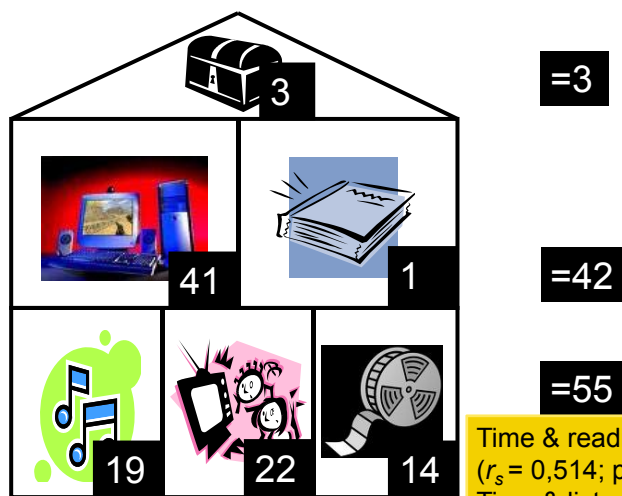
=3

=42

=55

Time & reading comp
(r_s = 0,514; p < 0,01)
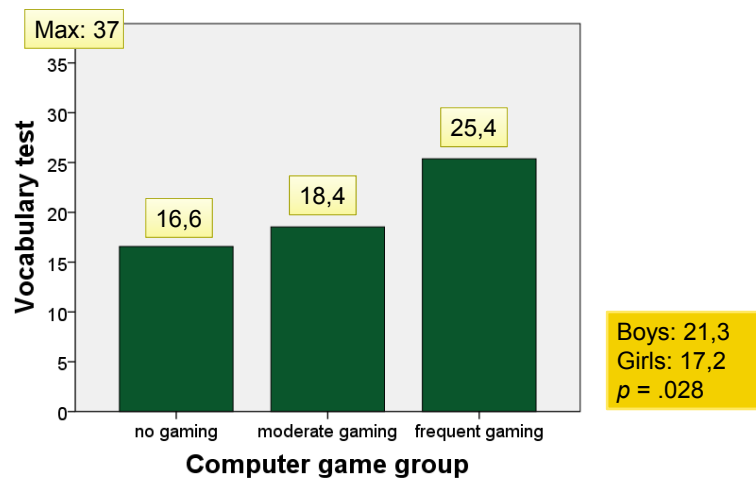Time & listening comp
(r_s = 0,499; p < 0,01)

Three gaming groups, 5th grade
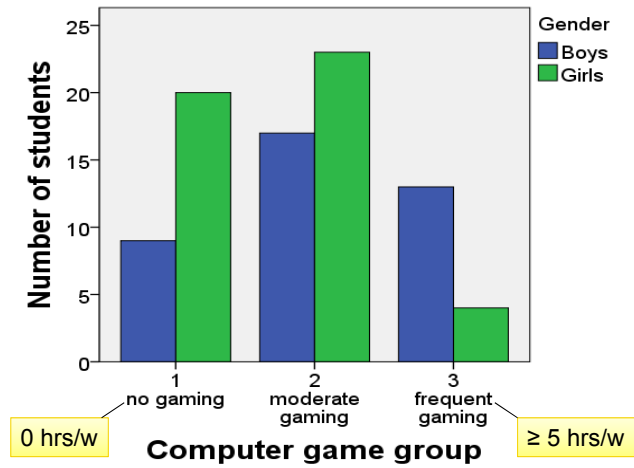
0 hrs/w

≥ 5 hrs/w

Gaming and vocabulary

Max: 37

16,6

18,4

25,4

Boys: 21,3
Girls: 17,2
p = .028

ANOVA: *p* = .007

Sundqvist & Sylvén (2014)

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Language-related computer use: Focus on young L2 English learners in Sweden

Pia Sundqvist and Liss Kerstin Sylvén

ReCALL / Volume 26 / Issue 01 / January 2014, pp 3 - 20
DOI: 10.1017/S0958344013000232, Published online: 15 January 2014

Link to this article: http://journals.cambridge.org/abstract_S0958344013000232

How to cite this article:
Pia Sundqvist and Liss Kerstin Sylvén (2014). Language-related computer use: Focus on young
L2 English learners in Sweden . ReCALL, 26, pp 3-20 doi:10.1017/S0958344013000232

Extramural English, 4th grade
(66 students of 76; attrition 13%)
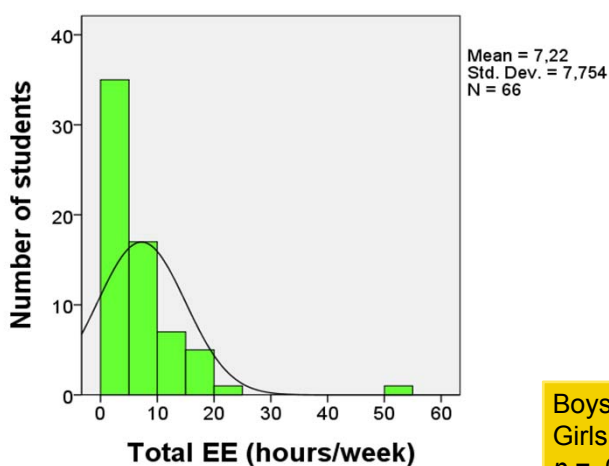
Mean = 7,22
Std. Dev. = 7,754
N = 66

Boys: 11.5 hrs/w
Girls: 5.1 hrs/w
p = .001

Language-related computer use & gender

More gaming in English

More social interaction in Swedish

STUDY PUBLISHED YESTERDAY☺
"Boys spent more time on screen media than girls and were more likely to play videogames while girls preferred using social media." (1,464 Dutch preteens, Duursma et al., 2016)

Three Gaming Groups…
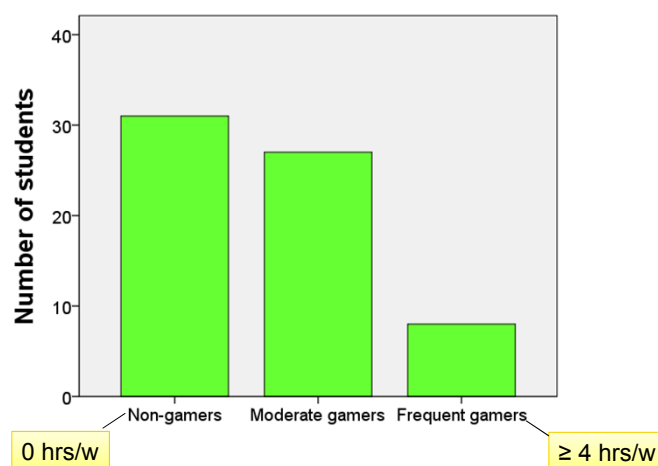
0 hrs/w

≥ 4 hrs/w

L1 Swedish vs. L1 Other

Non-gamers

■ L1 Swedish
■ L1 other

Moderate gamers

■ L1 Swedish
■ L1 other

Frequent gamers

■ L1 Swedish
■ L1 other
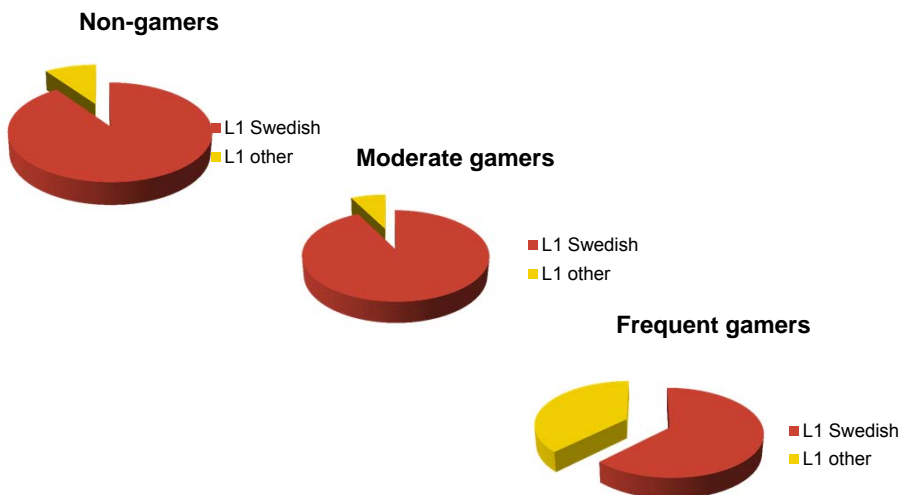
DUTCH STUDY PUBLISHED YESTERDAY☺
Similar findings

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Anxiety – speaking in English

Are you afraid of making mistakes when speaking in English?

■ Yes, very
■ Yes, a little
■ No, not at all
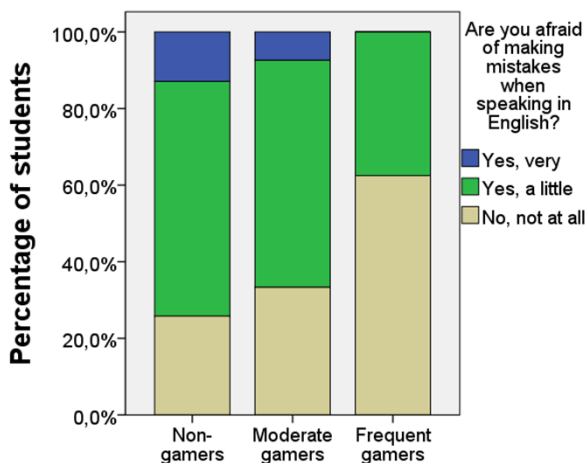
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Self-assessed English ability
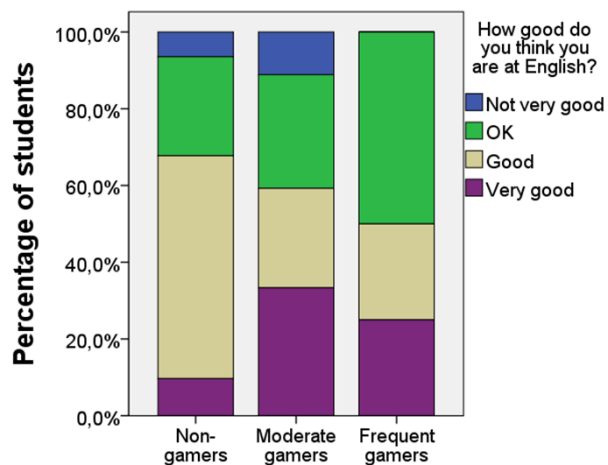
Large-scale study (ongoing)

Sundqvist, P. (2016). *The Scale of Social Interaction in digital games related to L2 English*. Paper presented at the CALICO conference, University of Michigan, East Lansing, MI, USA, 10-14 May, 2016.

The Scale of Social Interaction Model
(Sundqvist, 2013)

| Singleplayer game | Multiplayer game | Massively Multiplayer Online game (MMO) |

Small ← Scale of Social Interaction (SSI) → Large

directly related to the number of players involved in simultaneous gameplay

Potential for learning English
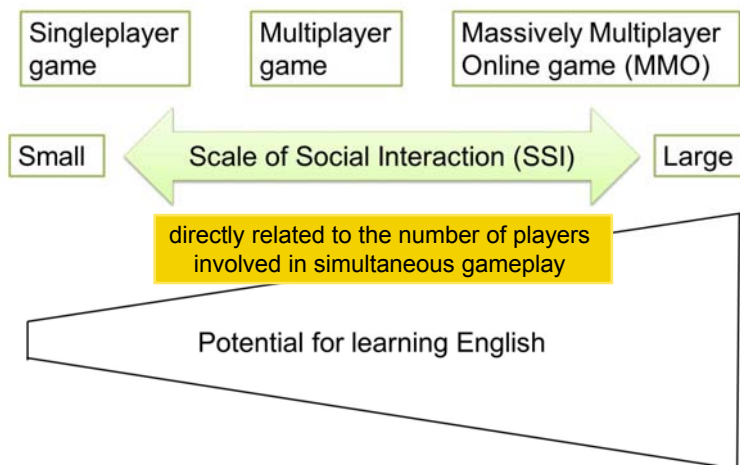
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Types of games

Singleplayer (SP)	Multiplayer (MP)	Massively multiplayer (MMO)
• *The Sims* • *GTA* • *LA Noire*	• *CoD* • *CS* • *LoL* • *Battlefield*-series	• *WoW* • *RuneScape* • *Warhammer online*

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Aim/Research questions

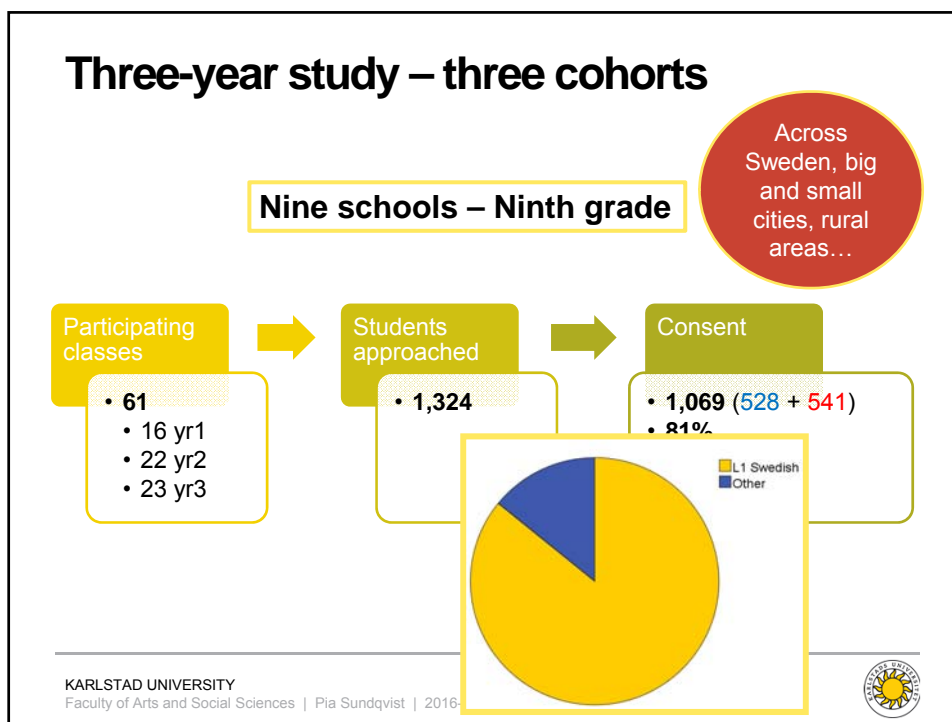1) What is the relation between types of games played (SP, MP, or MMO) and
   a) productive vocabulary?
   b) receptive vocabulary?
   c) self-assessed ability in English?
   d) final grade in English?
   e) beliefs about where English is learned (i.e., mainly in or outside school)?
2) Are there any differences from the perspective of gender?

[The SSI Model: Theoretical assumptions]

- The potential for English language learning is hypothesized to be greater the larger the scale of the in-game social interaction
- The larger the scale of social interaction offered by particular digital games, the higher the chances of encountering co-players of different nationalities and, as a consequence, the obvious need for a shared language (English)
- According to sociocultural theory (e.g., Thorne, 2000), intersubjectivity is a necessary precondition if learners are to engage in collaborative target language use (see also Rommetveit, 1985)
- For intersubjectivity to occur in a game setting, it is crucial that a minimum of two players establish and maintain a shared context
- Thus, states of intersubjectivity are definitely possible in multiplayer games and MMOs, but not as easily established in singleplayer games
- The SSI Model suggests that MMOs are more beneficial for learning English than multiplayer games which, in turn, are more beneficial than singleplayer games
- The SSI Model does not imply that no learning will occur in singleplayer games

Three-year study – three cohorts

Nine schools – Ninth grade

Across Sweden, big and small cities, rural areas…

Participating classes

- **61**
  - 16 yr1
  - 22 yr2
  - 23 yr3

Students approached

- **1,324**

Consent

- **1,069** (528 + 541)
- **81%**

L1 Swedish
Other

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Materials

- Written forms of consent
- Short pen-and-paper questionnaire (early fall semester)
  - Teachers had written instructions
  - Mailed to researcher
- Productive levels test, PLT (fall) *I'm glad we had this opportunity to talk*
  - Teachers had written instructions
  - Mailed to researcher and corrected; copied; original tests returned to teachers/st class and a key
- Vocabulary levels test, V
  - The same procedure a
- School leaving certificate including all grades (June)

1.	business	
2.	clock	6 part of a house
3.	horse	3 animal with four legs
4.	pencil	4 something used for writing
5.	shoe	
6.	wall	

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Materials

- Written forms of consent
- Short pen-and-paper questionnaire (early fall semester)
  - Teachers had written instructions
  - Mailed to researcher
- Productive levels test, PLT (fall) (Laufer & Nation, 1999)
  - Teachers had written instructions
  - Mailed to researcher and corrected; copied; original tests returned to teachers/students with compiled scores for each class and a key
- Vocabulary levels test, VLT (spring) (Nation, 2001)
  - The same procedure as for PLT
- School leaving certificate including all grades (June)

Questionnaire (1)

- L1 background
- Using English on the computer / digitally
  - Doing homework
  - Watching clips on YouTube, listening to music etc.
  - Playing digital games
  - Chatting
  - Singing karaoke

  1. *Daily*
  2. *Once or a few times per week*
  3. *Once or a few times per month*
  4. *Never or almost never*

Questionnaire (2)

2. Imagine a normal week, Monday-Sunday. About how much time to you spend on playing video games/computer games/digital games in English? (Tick one box)

$(r_s = .856^{**}; \alpha = .861)$

- ☐ Ingen tid alls, för jag brukar inte spela dataspel på engelsk
- ☐ Mindre än 3 timmar i veckan
- ☐ 3-9 timmar i veckan
- ☒ Mer än 9 timmar i veckan

Ge exempel på spel: *Call of duty, modern warfare 2 och mer*

- Are you afraid of making mistakes when speaking English?
- Where have you learned most of what you know in English?
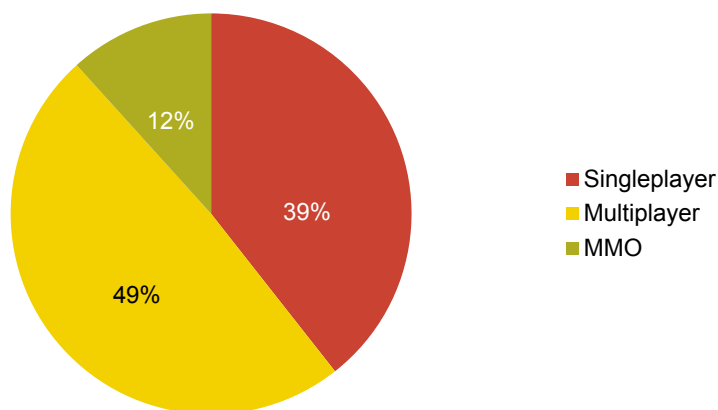- What final grade in English do you think you will receive?

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Many titles…

- *Age of Empires Online, AION, Alice, Amnesia, Anno 1404, ARMA2, Arua Rose, Assassin's Creed, Baldur's Gate, Batman Arkhem, Battlefield-series, Battlestar Galactica, BioShock, Bloon Tower Defense, Borderlands, Bulletstorm, Burnout, Call of Duty (Black Ops, Modern Warfare), Campus Life, Car Crash, Chivalry: Medieval Warfare, Civilization Revolutions, Counter-Strike, Covert Front 2, Crackdown2, Crysis, Dance Central, DarkOrbit, Darksiders, DayZ, DCUO, Dead Block, Dead Island, Dead Space, Deer Hunter 2005, Dekaron, Diablo, Dino Crisis 2, Dirt 3, Dishonored, Dogfight, Don't Starve, Doom 3, Dota2, Dragon Nest, Europa Universalis, FIFA, Football Manager, Forza Motor Sport, Gears of War 3, Ghost, GMOD, Gran Turismo 5, Grand Theft Auto, GRID, Guild Wars 2, Guitar Hero, Guns of Icarus Online, Half-Life 2, Halo: Reach, Happy Wars, Happy Wheels, Harvest Moon Magical Melody, Heavenly Sword, Heroes of Newerth, Hitman, Horse Saga, Impressive World, Katawa Shoujo, Killing Floor, Kingdom Hearts, LA Noire, League of Legends, L4D, LittleBigPlanet, MapleStory, Mass Effect 2, Medal of Honor, Minecraft, Mirror's Edge, Need for speed, NHL, Nox, P3P, Path of exile, PAYDAY2, Pilsner Strip, PlanetsSide, Plants vs. Zombies, Portal, RT3, Reflex, Roblox, Robot Unicorn, RuneScape, S4 League, Saints Row 2, Sega Rally, SF Street Fighter, Shayia, Simpsons, Skate, Sniper-series, Sonic Rush, Splinter Cell Blacklist, Spore, Spyro, Star Wars The Old Republic (Cold War), Starcraft 2, Suburbia, Subway Surfers, Super Mario, Supremacy 1914, Tales of Pirates, Tamagotchi, Team Fortress, Tetris, The Elder-Scrolls-series (Skyrim, Oblivion), The Longest Journey, The Sims, Top Spies, Total War, Uncharted, Warcraft 3, Warhammer Online, Wartune, World of Warcraft, WRC3, Zelda, 50 Cent.*

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136 game titles

Percentage of total game titles

- Singleplayer
- Multiplayer
- MMO

39%
49%
12%

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Coding the participants

	Group	N	%
1	**Non-gamers**	416	38.9
2	**SP**: Gamers who provide only singleplayer game title(s)	77	7.2
3	**MP**: Gamers who provide multiplayer game title(s) and possibly also singleplayer game title(s), but no massively multiplayer game title(s)	338	31.6
4	MMO: Gamers who provide massively multiplayer game title(s) and possibly also singleplayer and multiplayer game title(s)	86	8.0
Total		**1,069**	**100**

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4	**MMO**: Gamers who provide massively multiplayer game title(s) and possibly also singleplayer and multiplayer game title(s)	86	8.0
5	**Unclassified**: Gamers who do not provide any game title (general info or blank)	110	10.3
	Missing	42	3.9
Total		**1,069**	**100**

Groups and hours of gameplay per week

Game-play per week	Non-gamers	SP	MP	MMO	Unclassified	Total
0 hrs/w	416	0	4	0	3	423
< 3 hrs/w	0	42	61	3	55	161
3-9 hrs/w	0	26	102	15	33	176
> 9 hrs/w	0	9	171	68	4	267
Total	**416**	**77**	**338**	**86**	110	**1,027**

χ^2 = 1078.742, df = 9, *p* = .000, φ_c = .626 (M)

Learners who play a lot tend to play multiplayer games and/or MMOs.
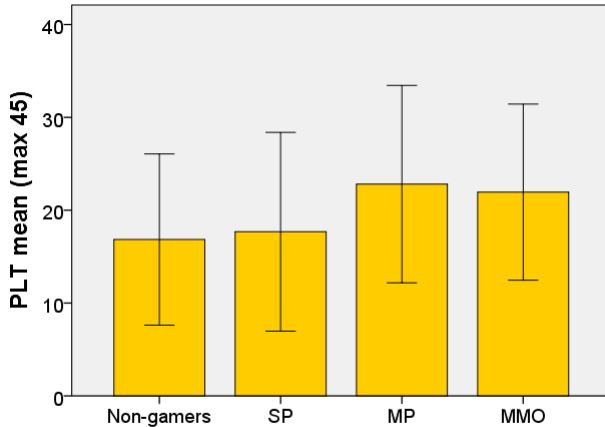
Results

RQ1 a) Gaming and productive vocabulary

ANOVA
p = .000
η^2 = .076 (M)

Gabriel's (*p* < .05)
MP > NG, SP
MMO > NG, SP

Error bars: +/- 1 SD

RQ1 b) Gaming and receptive vocabulary
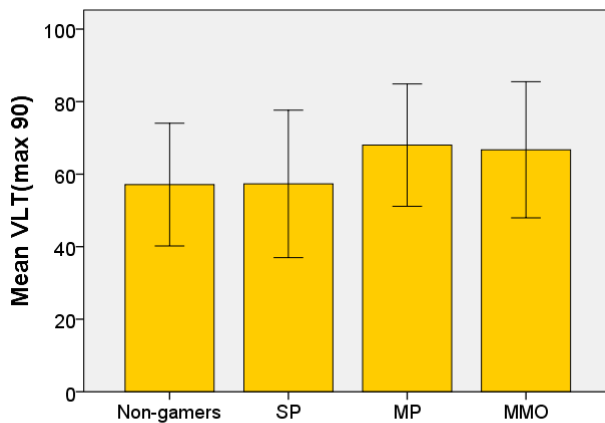
ANOVA
p = .000
η^2 = .085 (M-L)

Gabriel's (*p* < .05)
MP > NG, SP
MMO > NG, SP

Error bars: +/- 1 SD

RQ1 c) Gaming and self-assessed ability
RQ1 d) Gaming and final grade in English

Group		Self-assessed grade (0–5)	Final grade (0–5)
NG			
SP			
MP			
MMO			
Total			
Sig.			
Eff. size			

Group		Self-assessed grade (0–5)	Final grade (0–5)
NG	Mean	3.01	2.93
	N	416	412
	SD	1.3	1.5
SP	Mean	2.71	2.49
	N	75	76
	SD	1.3	1.5
MP	Mean	3.15	3.11
	N	337	332
	SD	1.2	1.4
MMO	Mean	3.08	2.74
	N	84	86
	SD	1.2	1.3
Total	Mean	3.04	2.94
	N	912	906
	SD	1.3	1.4
Sig.	p	.047	.003
Eff. size	Eta^2	.009 (S)	.015 (S)

Great self-confidence!

RQ1 e) Gaming & where English is learned

Percentage (y-axis): 0, 20, 40, 60, 80, 100

Categories: Non-gamers, SP, MP, MMO

Legend: Mostly in school, Mostly outside school
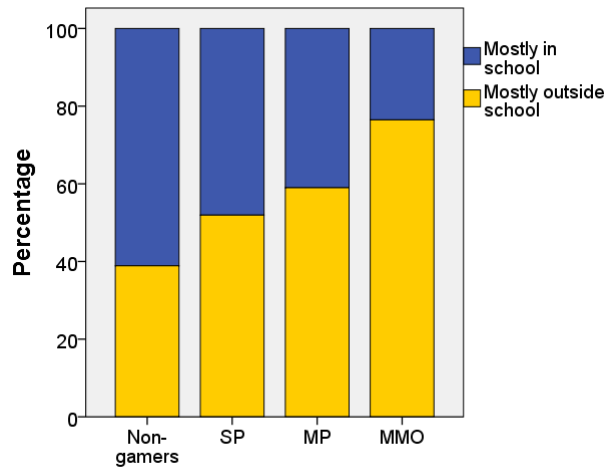
$\chi^2 = 54.666$, df = 3, $p = .000$, $\varphi_c = .246$ (S)

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RQ2) Gender differences

Percentage (y-axis): 0, 20, 40, 60, 80, 100
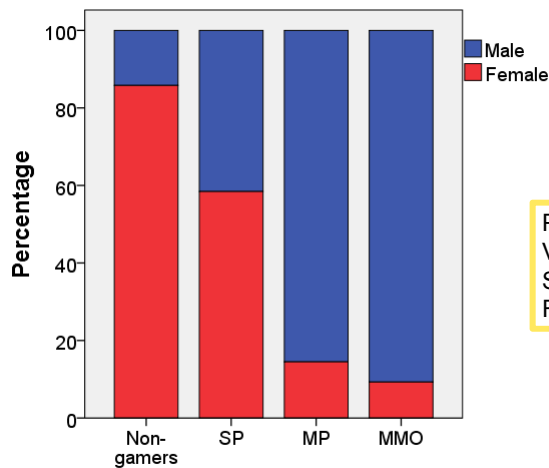
Categories: Non-gamers, SP, MP, MMO
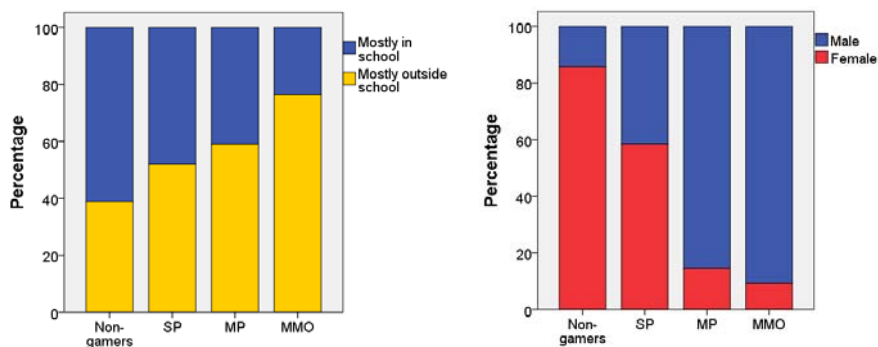
Legend: Male, Female

PLT: M > F***
VLT: M > F***
Self-ass. gr : M < F
Final grade: M < F

$\chi^2 = 443.056$, df = 3, $p = .000$, $\varphi_c = .695$ (M-L)

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Complex relationships

Tentative conclusions

- In terms of possible L2 English development from gameplay, it seems important for learners to move from playing only singleplayer games to also play multiplayer and MMOs
- The SSI Model needs to be slightly revised:
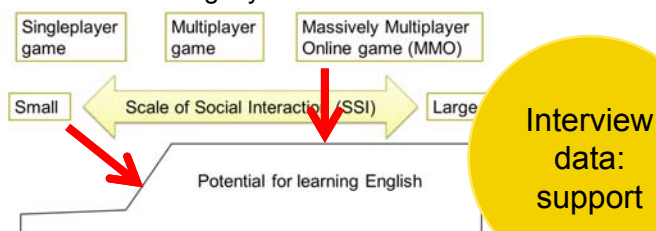
- Great variety with regard to game titles – majority MP
- L2 English vocabulary boys > girls; boys' gaming habits important explanation

Motivation is everything

6 years old

L2 Swedish

Eric
L1 Bosnian

I want to understand!

L3 English

Two years old

(Sundqvist, 2015)

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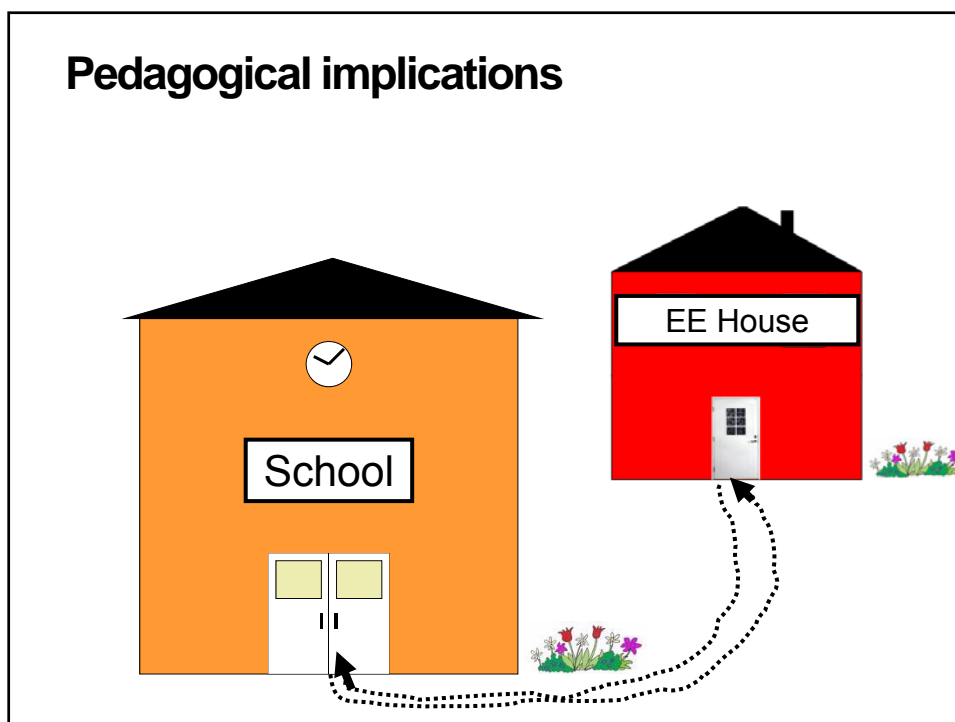Faculty of Arts and Social Sciences | Pia Sundqvist | 2016-10-26

Pedagogical implications

EE House

School

What can teachers do?

Map learners' extramural English
- Questionnaire
- Language diary
- Follow-up tasks (Sundqvist & Sylvén, 2016)
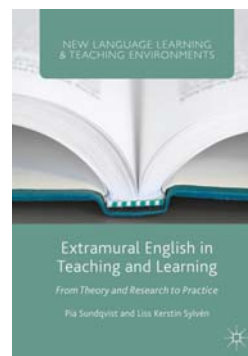
Learn about individual learners' language backgrouond

Bridging activities (Thorne & Reinhardt, 2008) – "*them*-relevant texts" > raise language awareness; base classroom tasks on texts/audio/video/images etc. chosen by the learners

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Thanks for your attention!

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Articles, links etc.

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