Master's thesis

NTNU
Norwegian University of Science and Technology
Faculty of Humanities
Department of Language and Literature

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The use of extramural English among French youth and its impact on listening comprehension

Master's thesis in Language Studies with Teacher Education
Supervisor: Nicole Busby
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Abstract

The positive relationship between English outside of school (extramural English) and learners' language skills is well-researched (Sundqvist, 2009; De Wilde et al., 2019). Most studies, however, focus on vocabulary; there is little research on the connection between extramural English and other communicative skills, especially listening comprehension. Furthermore, while previous research has investigated extramural English in many European countries, few studies have ever looked at France. The main objective of this study is to investigate what types of audiovisual extramural English are consumed by French secondary school students (age 15-18), and how much, as well as investigate whether the level of engagement with extramural English relates to their listening comprehension skills. Secondary motivations are to investigate whether motivation and age of first school instruction might affect listening comprehension scores. The current study includes 41 participants in France, who are all native French speakers between the ages of 15 and 18. They were given an online questionnaire to map their extramural English habits, their motivation, and attitudes towards learning English. They were also presented with a listening comprehension test. The findings suggest that most participants used some extramural English weekly, and that music, social media, and online video content were the most popular activities. TV and gaming were less used. The results also indicate that extramural English consumption is positively related to listening comprehension skills. There was also a positive relationship between reported motivation to learn English and listening comprehension. Finally, the results found that there was no significant difference in listening comprehension scores between participants who started English school instruction in primary school versus those who began in lower secondary school. The results of this study suggest that a higher amount of extramural English consumption can be beneficial for English acquisition among young learners, specifically listening comprehension.

Sammendrag

Det positive forholdet mellom engelsk utenfor skolen (utenomskolsk engelsk) og elevers språkferdigheter er godt dokumentert (Sundqvist, 2009; De Wilde et al., 2019). De fleste studier fokuserer dog på vokabular, og lite er kjent om forbindelsen mellom utenomskolsk engelsk og andre kommunikative ferdigheter, spesielt lytteforståelse. Mens tidligere studier har undersøkt utenomskolsk engelsk i flere europeiske land, er det i tillegg få som har undersøkt Frankrike. Hovedpoenget med denne studien er å undersøke hva slags typer audiovisuell utenomskolsk engelsk blir brukt av franske videregåendeelever (alder 15-18 år), hvor mye tid de bruker på disse aktivitene, så vel som å undersøke om mengden bruk av utenomskolsk engelsk har betydning for deres lytteferdigheter. Sekundære mål er å undersøke om motivasjon samt alder ved begynnelsen av engelsktimer kan påvirke deres lytteferdigheter. Denne studien undersøker 41 deltakere i Frankrike, som alle er mellom 15 og 18 år og har fransk som morsmål. De ble gitt et online spørreskjema for å kartlegge deres bruk av utenomskolsk engelsk, deres motivasjonsnivå, og deres holdninger mot å lære engelsk. De ble også gitt en lyttetest. Funnene viser at de fleste deltakerne brukte noe utenomskolsk engelsk hver uke, og at musikk, sosiale medier, og online videoinnhold var de mest populære aktivitetene. TV og dataspill var mindre brukt. Resultatene viser også at utenomskolsk engelsk er positivt knyttet til lytteferdigheter. Det var også en positive relasjon mellom motivasjonsnivå og lytteferdigheter. Til sist var det ikke betydelige forskjeller i lytteferdigheter mellom deltakerne som begynte med engelsk på barneskolen, mot de som begynte på mellomtrinnet. Resultatene impliserer at et høyere forbruk av utenomskolsk engelsk kan positivt påvirke engelsktilegnelse hos unge, herunder spesifikt lytteferdigheter.

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1. Introduction

Ever since the early 20th century, English has increasingly served as the world's lingua franca. Today, English is a core part of the second- and/or foreign language curriculum in many western countries (Seidlhofer et al., 2006). Furthermore, English is increasingly common in daily life also outside of countries where it serves as official language. Movies, television series, mainstream music, video games and more are commonly produced in English to reach a wider audience, and with the advent of the internet and social media around the turn of the millennium, English has furthermore established itself as the lingua franca of technology. Altogether, English has gained a large presence outside the walls of the classroom, even in countries where it is not an official language.

Extramural English as defined by Sundqvist entails "English outside the walls […] it refers to the English that learners come in contact with or are involved in outside the walls of the classroom." (Sundqvist 2009, p. 24). This is more than merely learning English outside the bounds of the classroom – Sundqvist's extramural English specifically occurs outside of a learning context, without a deliberate effort to acquire (parts of) a language (Sundqvist 2009, p. 25). Given the dominance of anglophone pop culture in the western world, most people will at some point engage with extramural English, be it in the form of television, music, gaming, social media, or other. It is this definition of 'extramural English' that will be followed throughout the thesis, which will be shortened to 'EE'.

Given this backdrop, it follows that young people today have more, and more varied, interaction with English than preceding generations. This exposure has proven a possibly vital component of language acquisition - regular and varied exposure to the target language does not only facilitate learning, but also increases the acquisition speed (Appel & Vermeer, 1998). For learners of a second language (L2), this exposure will often be introduced in, and limited to, the school classroom, where a teacher has prepared pre-determined themes and exercises. While schooling may help build a baseline of proficiency, EE can help improve learners' skills further than the classroom alone (Ina, 2014; Jensen, 2017; De Wilde et al., 2019; Brevik, 2019; Zhang et al., 2021; Busby, 2024; Sylvén, 2019; Schurz & Sundqvist, 2022).

For the consumption of most EE media, listening comprehension is important. Considering how much of daily communication is oral, listening comprehension is in fact one of the most vital communicative skills – yet also one of the skills we know the least about. It has historically been the 'forgotten friend' in the ESL/EFL classroom, often passed over in favour of writing and grammar skills (Gilakjani & Ahmadi, 2011; Gilakjani & Sabouri 2016). Many learners also specifically cite listening as one of the most challenging aspects of language learning (Graham, 2006). There have also been few studies on the relationship between listening comprehension and EE (Wouters et al., 2024). Even the exact term 'listening comprehension' can be difficult to define (Spear-Swerling, 2016). This study will follow the definition by Kim & Pilcher (2016): "one's ability to comprehend spoken language at the discourse level – including conversations, stories (i.e., narratives), and informational oral texts – that involves the processes of extracting and constructing meaning" (Kim & Pilcher 2016, p. 3).

Having established the importance of EE, its range and effects have already been studied in numerous European countries such as Sweden (Sundqvist, 2009; Sundqvist, 2019), Denmark (Stæhr, 2009; Jensen, 2017; Jensen, 2019), Norway (Brevik, 2016; Brevik, 2019; Busby, 2020; Busby, 2024), the Netherlands (Leona et al., 2021), and Belgium (Kuppens, 2010; Peters et al. 2016; Peters & Webb 2018; Peters et al. 2019; De Wilde et al. 2019, Wouters et al., 2024). However, some countries in particular are still somewhat understudied. One such example is France, despite its interesting linguistic context: it is typically dedicated to preserving the French language (Académie Française, n.d.), restricting the use of English in the public sphere (Ministère de la Culture, n.d.), and is stereotypically averse to English influence and anglicisms (Edwards, 2015). However, the general population's relationship with English has rarely been studied to any great extent.

This study aims to contribute to filling the knowledge gap on two fronts, by providing more information on listening comprehension specifically, as well as French EE habits and how this affects their English listening skills. The study is grounded in the following overarching research question: *What is the relationship between EE use and L2 English listening comprehension among French youth?* Through surveying a sample of 41 French teenagers aged 15-18, this thesis will map their use of audiovisual EE, and assess their listening skills via a listening comprehension test using 3 different video clips. It will also discuss other factors that could help

or hinder their learning, including motivation and age of acquisition. Chapter 2 will provide a background context, focusing especially on the role of English in French daily- and school life. Chapter 3 will present an overview of the available literature on language acquisition, listening comprehension, and previous studies on this topic. Chapter 4 explains the methods used in this study, including how the participants were recruited, the survey, and the analysis of the data. Chapter 5 presents the results, followed by a discussion in chapter 6. To limit the scope, the study will be restricted to audiovisual extramural English media, and examine its relation to the general listening comprehension defined by Kim & Pilcher (2016).

2. Background

2.1. English in the French linguistic context

There is little research regarding the usage of English in French daily life, and even less on the effect it has on their proficiency. The research that is available also gives the impression of a rather different language context compared to other Western and Northern European countries like Belgium, the Netherlands, Norway, Sweden, and Denmark. English is not nearly as omnipresent in France (Schulz & Sundqvist, 2022), and France's official stance on English has typically been negative towards English influence (Walsh, 2015, pp. 26-29; Académie Française, n.d.; Edwards, 2015).

France furthermore has a very limited amount of English outside of the English classroom. The so-called Loi Toubon [Toubon Law] of 1994 (named after the then-Minister of Culture Jacques Toubon, who proposed the law) mandates the use of French in all government publications, public announcements, commercial advertisements, and others (Loi Toubon, 1994, §2-3). While it does not cover non-commercial media, there is also the requirement that all broadcast audiovisual programs must be in French; concerning radio, 35% of the total songs played must be in French. While 'smaller' European languages such as the Scandinavian languages and Dutch rely on subtitling English-speaking media, France has an extensive dubbing culture. As a major European country with a large population, there is also a relatively larger French market for entertainment, compared to countries with smaller populations like Sweden and Norway, making it less necessary to turn to English-language media.

2.1.1. English in French education

While not present to a great degree in daily life, English is present as a foreign language in French public school. To better understand the exact role that English plays, it is useful to first have an overview of the compulsory schooling, as outlined in Table 1. Compulsory schooling takes place from age 3-15, divided into four cycles across three different schools: *École maternelle, école élémentaire,* and *collège*, which are roughly equivalent to kindergarten, primary school, and lower secondary school, respectively.

Table 1: Overview of French compulsory education

	School	Classes	Ages
Cycle 1	*École maternelle*	PS, MS, GS	3-6
Cycle 2	*École élémentaire*	CP*, CE1, CE2	6-9
Cycle 3	*École élémentaire* *Collège*	CM1, CM2 6e**	9-12
Cycle 4	*Collège*	5e, 4e, 3e	12-15

English instruction can begin here.
****English instruction must begin here, if not already started.***

Within the compulsory education, there is great variation in when English instruction can begin. French children are required to learn a 1st foreign language (*langue vivante 1,* shortened to LV1) from the first year of *école élémentaire,* called *Cours préparatoire (CP),* at 6 years old. At *collège 6eme,* approximately age 11, a second foreign language is introduced. This can either be a secondary language (shortened to LV2), while the language chosen in CP continues as the main foreign language; alternatively, the language chosen in CP is delegated to LV2 status, and the newly chosen foreign language becomes the main focus. English only becomes obligatory at this point, if it has not already been chosen (Ministère de l'Éducation Nationale, 2023a). It is reported that as much as 95% of schoolchildren choose English as their LV1 in *6e* (Ministre de l'Éducation nationale, 2020). During *collège,* they will spend between 2.5-4 hours per week on English education (Ministère de l'Éducation nationale, 2023b). If English is their LV1 in *CP*, however, they will only spend 1.5 hours each week (Ministère de l'Éducation nationale, 2023a).

In upper secondary education, the paths diverge even further, and will only be explained in summary in this thesis. In simple terms, students go on either to *lycée* to obtain one of three different *baccalauréat* (the national academic qualification), or to *Centre de Formation d'Apprentis (CFA)* to get a *certificat d'aptitude professionnel (CAP)* [certificate of professional aptitude]. The presence of English depends on which of the possible upper secondary paths is chosen, which specialization course they follow within these directions, whether a student has English as their LV1 or LV2, and/or whether a student, if applicable, chooses to study English in-depth or not.

Regarding learning outcomes, the French ministry of education bases their foreign language goals on the Common European Framework of Reference for Languages (CEFR). In the CEFR, language proficiency is commonly divided into six levels: A1, A2, B1, B2, C1, and C2. The full explanation for each level can be found at the Council of Europe (n.d.), and can be briefly summarized: Levels A1 and A2 indicate a basic users, B1 and B2 are independent users, and C-levels are proficient. According to the French department of education, the goal for English at *école élémentaire* (if chosen) is to achieve at least A1 level, with A2/B1[1] obtained at the end of obligatory schooling (Ministère de l'Éducation nationale, 2020b, p. 37). Upon exiting trade school with a *CAP,* the expected proficiency is A2 (Ministère de l'Éducation nationale, 2019). Upon exiting *lycée,* one is expected to be at B2 level in the LV1, and B1 in the LV2. If a LV1 or LV2 is studied in depth, the expectations are C1 and B2, respectively (Ministère de l'Éducation nationale, 2010). Table 2 gives an overview of the age during, and expected proficiency after, English instruction at the various levels. It should be noted that, while expected proficiency after *lycée* is B2, only 14% of French students actually achieve this result (European Commission, 2012).

Table 2: A simplified overview of the expected learning outcomes after various stages in French public school.

Level of schooling	Age at start	Age at end	Expected proficiency
École élémentaire*	6	11	A1
Collège **	11	15	A2/B1
Lycée, CAP	15	17-18	A2
Lycée, LV2	15	18	B1
Lycée, LV1	15	18	B2
Lycée, in-depth, LV2	15	18	B2
Lycée, in-depth, LV1	15	18	C1

*English optional **English obligatory from this point on

The amount of English in formal schooling is thus highly dependent on when, and what form, of English instruction was chosen. France is similar to the Netherlands and Flanders in this regard,

[1] A2 is the minimum expectation, with B1 a 'possibility' in several language skills

where the former also has a potentially late English start at age 10/11[2], and the latter at age 11 as an L3. This is also a somewhat stark contrast to e.g. Norway, where English is introduced as an obligatory L2 at the age of 6 and taught for the full 10 years of obligatory schooling, as well as at least one year in upper secondary schooling.

Regarding content of the English classes, the French curriculum for LV1 and LV2 holds that students should "acquire written and oral competences that allow them to understand, express, interact, transmit, and create" (Ministère de l'Éducation nationale, 2020b, p. 35, my translation). This implies that they should have well-rounded basic skills in all aspects of English, including listening. In practice, however, teachers have reported to put more emphasis on explicit language teaching, and less on the natural acquisition of language (Schurz & Sundqvist, 2022). Notably, French teachers in France report not placing a high value on EE, integrating it less into the lesson plan than countries with a higher EE presence (e.g. Sweden). They also perceive it as less useful, or even detrimental to acquisition (Schurz & Sundqvist, 2022).

2.1.2. English proficiency in France

Typically, France tends to score lower on English proficiency than many of its European counterparts. According to Education First's English proficiency index, France scored a total of 531 points of 699; they were placed 43rd of 113 countries worldwide, but only 30th of the 34 European countries that participated (EF, 2023, p. 4). This put them in the 'moderate' category, which is equivalent to the lower half of B2 proficiency (EF, 2023a, p. 23). This is consistent with EF results from previous years, where France hovered between 'moderate' and 'low' proficiency, increasing to 'high' proficiency in 2020, and since then annually decreasing (EF, 2023b).

Although Belgium and the Netherlands have similar school systems to France in regards to when English is introduced, they scored much higher on the English proficiency rankings. Belgium, itself a French-speaking country, was placed 7th overall and 6th in Europe; the Netherlands was ranked the highest in proficiency overall, with 647 points out of 699. Denmark, Norway, and

[2] The exact age for English instruction in the Netherlands varies, as the law only establishes an upper limit; schools may offer English instruction as early as *Groep 3* (age 6), but most schools do not begin instruction before it becomes mandatory in *Groep 7* (age 10-11) (SLO, 2023).

Sweden were also all placed in the top 6 (EF, 2023a, p. 4). This indicates that the school system is not necessarily the most important factor for language proficiency.

3. Theoretical background

A language is not a single, solid mass. Being able to use and understand a particular language requires insight into all its aspects. There are many ways of categorizing these, the most common is the division between *receptive* and *productive* skills: Among receptive English skills, one can count all skills that require the student to understand a particular type of input, be it written or spoken; productive English skills include the ability to produce the language orally and written. Commonly, these skills are labelled reading and listening comprehension, and oral and writing skills. Mastery of the different skills is not always proportionate; depending on the focus, it is possible to be a better writer than speaker, or a better reader than listener.

Common for all language skills is that they require a particular level of vocabulary and grammar knowledge. It is estimated that a learner needs at least 95% word coverage to be able to comprehend a given input sample (Nation, 2001; Webb & Rodgers, 2009), with as much as 98% being suggested as an optimal level (Hu & Nation, 2000). This would account for approximately 8000 word families depending on the context (Laufer & Ravenhorst-Kalovski, 2010), where a word family "consists of a base word and all its derived and inflected forms that can be understood by a learner without having to learn each form separately" (Bauer & Nation, 1993, p. 253). The noun *scout,* for example, will share a word family with the plural *scouts* as well as the verbs *scouts, scouted,* and *scouting*, among others. The higher the L2 proficiency, the larger the knowledge of which words are included in the different word families (Nation, 2001, p. 47), including less-obvious members. For example, the connection between *be* and *being* may be easier to discover than the connection between *be* and *was,* which requires more knowledge about irregular verb conjugation.

Furthermore, word knowledge can be split into *productive* and *receptive* vocabulary. Understanding a word does not immediately entail being able to use it independently in different contexts. In receptive discourse, it is possible to rely on context to interpret meaning; this is not possible when one produces language themselves. Receptive vocabulary also tends to be larger than productive vocabulary (Fan, 2000; Laufer 1998; Webb 2008).

3.1. Second language listening comprehension

While the importance of vocabulary knowledge cannot be denied, listening comprehension is more than simply 'understanding spoken words'. To be able to make sense of spoken input involves knowledge of a language's phonology, morphology, semantics, syntax, discourse, and pragmatics (Stæhr, 2009; Spear-Swerling, 2016). Non-language specific skills also play a role; for example working memory capacity has also been found important for word processing and storage (Fay & Buchweitz, 2014). One of the most comprehensive and influential frameworks for listening comprehension is Richards' (1983) list of 'micro-skills', 33 individual skills needed for casual conversation (plus another 18 skills for academic comprehension in particular, which will not be expanded upon here). These skills range from being able to retain chunks of spoken language in the working memory, to distinguishing word boundaries, detecting sentence constituents, inferring connections between events, and being able to formulate an appropriate response (this is a very brief summary; see Richards, 1983, pp. 228-230 for the full list). These micro-skills are hierarchical in nature: One needs to master each micro-skill *n* in order to learn *n+1*. Rost built on Richard's framework by introducing three overarching groups: Perception of utterances; interpretation of their meaning; and the ability to choose an appropriate response (Rost 1990, cited in Lynch & Mendelsohn 2010, p. 186). For clarity, 'the ability to choose an appropriate response' does not involve the ability to produce it, merely decide what type of response is fitting to the input received. The comprehension process is largely automatized in native speakers and proficient foreign language speakers, but less proficient learners require more effort before they are automatized enough to understand spoken discourse (Buck, 2001, p. 7; Fay & Buckweitz, 2014).

Research has also shown that processing an L2 comes with some amount of stress, both from fear of negative evaluation, but also from the added cognitive demands of switching from L1 and L2 (Rost, 2014). Given the immediate nature of spoken discourse – it is impossible to go back and 're-listen' to a particular piece of dialogue when speaking to someone – there may also be additional pressure to perform well immediately. This is less relevant in audiovisual consumption, but may still pose a challenge if the spoken dialogue is perceived as incomprehensible. Depending on the situation, a social interaction can involve the risk of embarrassment and/or losing face if the L2 learner needs frequent repetition and/or clarifications.

Perhaps for these reasons, as well as the knowledge required, listening comprehension is often deemed by students to be a particularly challenging skill **(**Graham, 2006).

3.2. Key principles of language acquisition

Given the aforementioned aspects that involve *knowing* a language, particularly being able to comprehend spoken speech, this section will discuss how these skills are acquired for second language learners. A full discussion of all the underlying mechanisms is beyond the scope of this thesis (and are still disputed), and this chapter will largely focus on the aspects and prerequisites of acquisition that are most relevant for this project. This includes the effects of L2 input, motivation, age, and L1 transfer.

3.2.1. Input and language acquisition

It is relatively uncontroversial to claim that one cannot learn a foreign language – or any language – without sufficient input. After all, one must know what the language sounds like when spoken, and looks like when written, to be able to acquire the language skills. This was the background for Krashen's Input Hypothesis: That in order to learn a language, a learner must be exposed to sufficient amounts of 'comprehensible input' (Krashen, 1982; Krashen, 1985; Krashen, 1989). Krashen's initial theory has received some scrutiny for being vague, sweeping, and/or using non-defined terms (see e.g. Gregg, 1986; Liu, 2015 for more detail); however, there is general agreement that input does facilitate second language acquisition, and the disagreements are rather centred around what kind of input is necessary. Regardless of the finer points of Krashen's input hypothesis (e.g. whether or not L2 grammar is acquired through input, or whether all input must be comprehensible), the role of input in second language acquisition (2LA) has been proven by a number of empirical studies, outlined in chapter 3.4 below.

While usage-based approaches cannot explain all facets of language acquisition and input alone is not enough to fully acquire an L2 (Alahmadi, 2019), research suggests that input at the right difficulty and frequency is an important factor for learning (Ellis, 2002; Bahrani & Soltani, 2012). For example, both written and spoken word recognition is better for higher-frequency words than lower-frequency words (Ellis, 2002), and input promotes both the learning and retaining of new vocabulary (Laufer, 2016). The type of input also has an effect on learning, with input that requires more processing (e.g. news programs) seeming to facilitate more acquisition than less-demanding programs like children's cartoons (Bahrani et al., 2014)

Lastly, from a pedagogical perspective, the use of authentic L2 input has been shown to facilitate learning in a way that classroom-created materials does not, and also exposes the learner to the target language's culture, norms, and values in a natural way (Skiada, 2021). The L2 learning process thus also includes the acquisition of cultural competence vis-à-vis 'pure' linguistic skills.

3.2.2. Motivation

While input is a key factor in 2LA, it is not enough to simply feed a learner with input. Another important aspect is that the learner is sufficiently interested in learning, and that the input is of some interest to them. One of the key distinctions in 2LA is *learning* a language versus *acquiring* a language. Learning occurs in explicit learning settings, often a classroom; acquisition, on the other hand, occurs 'between the lines' as the learner engages with the language independently (Krashen, 1982, p. 10). Learning furthermore implies a tacit knowledge of language rules, while acquisition is the ability to use the language fluently and in context. This framework is similar to the notions of implicit and explicit learning as defined by Bialystok (Bialystok, 1979) and Reber (Reber 1967); explicit being supervised instruction, and implicit being independent (often unnoticeable) engagement leading to learning some facet of a language. With slight modification, the theories appear to hold still today (see Lichtman & VanPatten (2021) for more discussion), and form an important backdrop for the research on extramural English' effect on learning. It is furthermore important that the material is of the appropriate difficulty; both material that is too easy and too difficult can decrease motivation among students (Lens & Decruyenare, 1991).

There are several studies that examine the role of motivation, confirming that motive and attitude are possible predictors of how much language is acquired both in the classroom and extramurally (Jensen, 2019; De Wilde et al., 2019; Wang, 2020). On the other hand, anxious or nervous learners with low confidence in their own language skills struggle to fully make use of language input they receive, compared to more confident learners (Krashen, 1982; Krashen, 1985). These factors are predictably also predictors of whether or not extramural English is consumed at all. A student with a negative attitude towards a language and/or bad experiences with the acquisition of said language will likely go out of their way to avoid it, seeking out dubs or native equivalents; someone with a neutral or positive attitude will not consciously avoid English to the same degree, and may even explicitly seek it out.

Apart from motivation, interest is another important factor. Learners are for example more likely to retain vocabulary if they work with material that pertains to their interests (Nation, 2001, p. 118). Personal interest has been found to be a powerful motivator to engage with the language; children and youth who are otherwise uninterested in school instruction can excel in the use of English otherwise, simply because it is necessary for their hobbies (see e.g. Brevik, 2019 for a discussion on the use of English in extramural hobbies).

3.2.3. Age and second language acquisition

Research on the effects of age on second language acquisition has often found that younger learners have an advantage over older ones. Penfield and Roberts (1959) coined the controversial (and by and large discounted) 'critical period hypothesis', popularized by Lenneberg some years later (Lenneberg, 1967). While the notion of a critical period has largely been discounted, there are studies on the effect of age on second- and foreign language acquisition that show the age of acquisition may nonetheless have an influence. Exactly when the age advantage is the most effective is still debated, with claims ranging from anywhere between early childhood to 15 years and beyond, but a general agreement that it steadily declines with age (Johnson & Newport, 1989; Snow & Hoefnagel-Höhle, 1978; Hakuta et al., 2003).

Research is further complicated by the fact that some adult learners *can* still attain a native-like proficiency across some or many domains of language, up to and including the notorious 'nativelike pronunciation' (Birdsong, 1992; Bongaerts et al., 1997; Bongaerts et al., 2000). There is also research to support that adults can acquire a second language at a faster rate than younger children, though young children are more likely to become proficient over time (Krashen et al., 1979). Apart from age, other important factors include the intensity of learning, motivation, and the learner's first language; these factors may be more significant than age in isolation (Bialystok & Miller, 1999).

For listening comprehension specifically, the research on age effects is somewhat more limited. Some studies seem to follow the same path as the other language skills, that younger is better (Stankova et al., 2022; Seright, 1985) – however, the differences studied so far have been among adults, not child learners.

3.2.4. L1 and second language acquisition

A child's first language (mono- or bilingually) can have an effect on the ease of acquisition of another, positively or negatively. One of the possible effects is transfer - as the name suggests, a learner transfers phonological and syntactic knowledge from their first language (L1) to the second language. Whether or not this is favourable, depends on the relation between the L1 and L2 in question. A study by Schepens et al. (2020) found a significant difference in the Dutch skills of non-Dutch L1 speakers: the higher the phonological similarities between the L1 and Dutch, the higher proficiency the learner had. This is especially noticeable in spoken production, but relevant across all language skills (Schepens et al., 2020).

Languages in the same language family tend to be more similar than languages from different families. As part of the Germanic language family, English is more similar to other Germanic languages such as Dutch, German, and Scandinavian languages, but has less in common with languages from the Romance family, such as French (Sylvén, 2019). For example, French and English have many morpho-syntactic differences which can make acquisition difficult; a full list would be far too comprehensive, but Table 3 below outlines a few common cases.

Table 3: Examples of frequently encountered syntactic differences between French and English. The literal translation of the French sentences are in brackets.

	English	**French**	**Difference in French**
Present progressive and emphatic present	I am walking I walk I do walk	*Je marche* [I walk]	Present progressive does not exist. Emphatic present is rarely used[3].
Object pronoun placement	I love **him**	*Je **l**'aime* [I him love]	Object pronouns precede verbs.
Use of neuter and gendered singular pronouns	**He** is my brother. **He** has a car; **it** is red.	***C**'est mon frère. **Il** a une voiture; **elle** est rouge.* [It is my brother. He has a car; she is red]	Use of neuter and gendered singular first person pronouns are dictated by syntactic

[3] There exist equivalents in the forms *en effet, je marche* [indeed, I walk] or *effecivement, je marche* [effectively, I walk], but are rarer than using the simple present tense. In cases where 'do' expresses correction to a negative question, one may also use *Si, je marche* [Yes, I walk] for the same effect.

			context rather than by personhood.
Ellipsis	They have two ~~(of them)~~	*Ils **en** ont deux.* [They of them have two]	Ellipsis is not allowed for certain verbs, which require an adverbial pronoun to complete the sentence.
	I will go ~~(there)~~	*Je vais **y** aller* [I will there go]	

Furthermore, two languages may have a greater or smaller number of cognates, i.e. words that overlap in spelling and/or pronunciation. An L2 that shares many cognates with an L1 will generally be easier to acquire than an L2 that has fewer (Van der Slik, 2010; Otwinowska & Szewczyk, 2019), and the presence of such cognates help particularly with incidental acquisition (Peters & Webb, 2018). For example, English has a higher relative cognate frequency with Dutch and German than it has with French, showing that language pairs Dutch-English and German-English are closer than French-English (Schepens et al., 2013).

While English and French have historical ties and do share some cognates, one must also take into account the phonological difference. As with most languages, French and English use a different pronunciation for many letters, including phonemes that are present in one but not the other – e.g. the dental fricatives /θ/ and /ð/ which exist in English and not French, and the nasal vowels /ɑ̃/, /ɔ̃/, /ɛ̃/, and /œ̃/ which exist in French but not English. Secondly, French typically stresses the final syllable, while English words have a higher degree of stress variation. To give a few examples, in Table 4 below are three common English-French homographs, that nonetheless vary significantly in spoken speech.

Table 4: Examples of French/English homographs with differing pronunciation

Homographs	English (RP) pronunciation	French pronunciation
Information	/ˌɪn.fəˈmeɪ.ʃən/	/ɛ̃.fɔʁ.maˈsjɔ̃/
Sentiment	/ˈsen.ʈə.mənt/	/sɑ̃.tiˈmɑ̃/
Telephone	/ˈte.lɪ.fəʊn/	/te.leˈfɔn/

Furthermore, the addition of false cognates, or ‘false friends’, might further complicate understanding. Learners might be especially tempted to interpret an L2 word by its

corresponding L1 meaning - English and French share a significant number of these, which can confuse the meaning of utterances and impede listening comprehension. Some common examples are listed in Table 5 below.

Table 5: Examples of common French/English false friends

English word	English meaning	French word	French meaning
Comprehensive	Thorough	Compréhensif	Understanding (adj.)
Deception	A deceptive act	Déception	Disappointment
Souvenir	A physical memento	Souvenir	A memory
Pretend	To act as if	Prétendre	To claim
Ignore	Pretend it is not there	Ignorer	To not know[4]

3.2.5. A brief summary

Language proficiency involves all four language skills, interconnected, and vocabulary knowledge is a particularly important (though not the sole) prerequisite. Listening comprehension in particular can be a challenging skill to master, given the number of skills that must be acquired as prerequisites. In order to learn a second language, a learner must be exposed to sufficient comprehensible input. This may be in classroom settings, which facilitates *learning,* or in extramural activities, which facilitates *acquisition.* For both scenarios, it is key that the learner is not anxious or unsure, but rather at ease; this can be facilitated especially through activities that pertain to the learner's interests. Other factors that can have an effect on acquisition are the age at which acquisition starts, as well as the L1 of the learner. In the case of French and English in particular, there is a degree of similarity between the languages that may be of help, but there are enough differences that French native speakers may still experience challenges.

[4] *Ignorer* may also take the English meaning of 'ignore', but would still be ambiguous as both meanings can often be used in the same context.

3.3. Previous work on extramural English and language acquisition

Building on the theories above, there are already numerous studies that prove a link between EE input and 2LA, as well as motivation and 2LA, . The remainder of this section will outline a selection of findings from studies on the topic of EE and English L2 acquisition.

Most previous research into EE and 2LA has focused on vocabulary size. In several Swedish studies, Swedish youth appeared to perform better on vocabulary tests if they spent a lot of time on English-speaking video games (Sylvén & Sundqvist, 2012; Sundqvist & Wikström, 2015), particularly advanced vocabulary (Sundqvist, 2019). A Danish study found that gaming in particular gives players an incentive to interact with the language, and video games often include frequent repetition of key vocabulary (Jensen, 2017); frequent gaming has also been shown to be tied to a higher level of reading comprehension in English among Norwegians (Brevik, 2016). Apart from the action of gaming itself, interaction with others in the gaming sub-culture (e.g. via discussion boards, fanfiction, character and lore articles) further encourages engagement with the language both through reading and communicating (Ryu, 2013).

Apart from gaming, TV has also been shown to have a positive effect on vocabulary learning, particularly (but not exclusively) through the use of subtitles (Ina, 2014; Kuppens, 2010). Avello & Muñoz (2023) conducted a study on Spanish primary school students, and found a positive correlation between watching subtitled L2 programmes and the acquisition of receptive skills. Busby similarly showed extramural English was a positive predictor for Norwegian university students' L2 English skills, specifically an increase in receptive vocabulary (Busby, 2020). Listening and viewing has been found to be as effective as reading in the acquisition of vocabulary (Feng & Webb, 2020).

Kuppens (2010) found a positive correlation between playing English computer games and Flemish children's translation skills, with multilingual internet sites possibly leading to even further acquisition; they also found that gaming and subtitled TV were the most popular EE types. Leona et al. (2021) found similar results when examining the role of entertaining English media in young Dutch schoolchildren's acquisition, with the additional finding that it also increased their self-confidence in English as a second language. The consumption of extramural English was across several studies linked to an increase in all four language skills among

Flemish children (Peters et al. 2016; Peters & Webb 2018; Peters et al. 2019; De Wilde et al. 2019).

Most of the studies outlined above, as well as many others, focus largely on vocabulary size – a natural choice given vocabulary's key role in language proficiency and listening comprehension. Stæhr (2009) conducted a study of 115 Danish learners of advanced English, and found a direct link between vocabulary size and listening comprehension. However, it also found that it was not an ultimate requirement; some participants performed well on the listening test, despite mastering fewer than the 5000 word families suggested for vocabulary proficiency. Noreillie et al. (2018) confirmed those findings among Flemish participants at an intermediate level, but found a lower vocabulary knowledge was necessary for understanding (Noreillie et al., 2018). For this reason, listening comprehension should also be viewed in isolation, apart from its relationship with vocabulary size. For example, Pavia et al. (2019) found that listening to music helped develop spoken-form recognition of words and collocations among Thai learners, in addition to a vocabulary increase. EE input can therefore not only help learners gain new vocabulary, but also develop the knowledge of the one they already possess.

A study by Wouters et al. (2024) conducted a listening- and reading test on Dutch-speaking Flemish schoolchildren aged 11-16, as well as distributing a questionnaire on EE usage, motivation, and language anxiety. The study found that there was a correlation between extramural English and listening comprehension, specifically when watching non-subtitled TV and communicating with friends and family. The study also found that higher amounts of extramural English correlated with lower levels of anxiety and higher levels of motivation. This study is particularly interesting as a point of departure for this thesis, both because it concerns EE and listening comprehension in particular, and because it concerns the Flanders region of Belgium, one of France's closest cultural and linguistic neighbours.

This fact connects to several studies done in Belgium, which found that Dutch-speaking Flemish children were more proficient in English than French, despite receiving more French instruction in school. They hypothesized that this was largely because of the large amount of extramural English available (Peters et al., 2016; Peters et al. 2019). This may suggest that EE may not only be an important, but also a driving factor for English acquisition. As previously discussed in

section 3.2.2, EE consumption is more likely to be driven by personal interest, which has been found to be a factor in L2 acquisition (Brevik, 2019).

Apart from research on EE usage, studies have found that motivation, and type of motivation, plays a role in second language acquisition. Gardner (1968) summarized the findings from several studies which indicated that attitude towards the target language culture plays a role in the motivation to learn the language, and that the 'integrative motive' (the desire to integrate into the target language community) is a powerful positive motivator (Gardner, 1968, p. 145). Norris-Holt (2020) discusses Gardner's theory further, contrasting the integrative motive versus the instrumental motive, i.e. learning a language for some practical purpose like school grades or job requirements. Both integrative and instrumental motivation can play a role in language acquisition, depending on need; the most important matter was that teachers continuously made clear good reasons for learning English, and provided interesting lesson materials (Norris-Holt, 2020, p. 216). These motivation types are similar to intrinsic and external motivators, where the former sees the activity *as* the reward (learning for the love of learning), and the latter to the more immediate possibility of reward or punishment.

For the French context in particular, there are few previous in-depth studies. Toffoli & Sockett (2010) investigated the use of extramural English among 222 university students in Strasbourg, and found that 54% of participants engaged in EE weekly, with only 6 reporting no EE usage whatsoever. Sockett (2011) later investigated the cognitive processes involved in the interpretation of English Facebook by French users, and found that 37 of the 225 participants interacted with English Facebook more than once a month. It should be noted that these studies took place in the earliest days of the streaming- and social media era, so these numbers may be somewhat outdated. A newer study discussed by Kusyk found that 60% of the participants rarely watched films, while 26% listened to music approximately an hour per day; the majority never or almost never engaged with video games and social media (Kusyk, 2019). A study by Schurz et al. found that 34% of French youth reported watching subtitled audio-visual English at least once a week, and 50% were exposed to English on the internet or in video games 'often' or 'very often' – but goes on to state that no precise numbers exist (Schurz et al., 2022, p. 3).

While all of the above contribute to mapping EE use among French participants, few of them discuss the effects on language skills specifically. One study of 45 university students linked EE

to language proficiency, and concluded that frequent viewing of English TV series was a predictor of language skills (Kusyk & Sockett, 2012, p. 6). However, few other studies of this kind could be found, especially for participants younger than university age. Schulz & Sundqvist (2022) found that English-speaking music, video, and gaming were reported most likely to be popular, as well as useful for English acquisition; however, the study bases itself on teacher reports, and may not accurately reflect the actual habits of French youth nor the actual effect of the activities.

3.4. The current study

This study will investigate whether France may follow the same positive trend regarding EE and language acquisition outlined in the research above. Namely, it will build on the aforementioned research on EE input, motivation, age, and 2LA to uncover if there is a connection between EE and listening comprehension level among French lycée-aged youth. The study will concern the following research questions: Which types of EE are being used by French youth, and to what degree? Does the use of EE affect listening comprehension skills, and if so, how? Can motivation and age affect the results?

4. Methods

Data were collected using an anonymous online questionnaire on Nettskjema, shared via distributors who worked with youth. The questionnaire collected quantitative data on the participants' English media habits (notably, which activities and how much), as well as quantitative data on their perception of EE, reasons for learning English (if any), and their opinion on the importance of English in their current and future lives. Lastly, the survey included a brief listening test.

4.1. Participants

A total of 41 participants, aged 15-18, were recruited via convenience sampling. They were recruited online via social media, youth activity group leaders, and *lycée* teachers. Due to the survey being anonymous, it is not possible to tell which participant came from where. The survey received a total of 51 answers, of which 8 had to be disqualified on the basis of not fulfilling the inclusion criteria. 2 were furthermore disqualified for not consenting to

participating (though they filled out and delivered the survey anyway). In the end, 41 qualified participants responded to the survey. Table 6 below gives an overview of their age and gender distribution.

Table 6: Overview of age and gender distribution of the participants (N=41).

Age	N	Male-female(-other)
15	29	8-20(-1)
16	6	4-1(-1)
17	4	1-3
18	2	1-1

Of the 41 responses, 5 were not included from the listening test analysis on the basis of unserious answers and/or suspicion of faulty test-taking; these sections therefore includes 36 participants. For the analysis of age effect, another 2 participants were excluded for having had non-standard English instruction (i.e. beginning at an age other than those corresponding to CP or CM1), leading to a total of 34 participants in this particular section.

All of the qualified participants were native French speakers. None reported speaking English as a native language mono- or bilingually, nor did they report speaking English regularly in the home. They had also never lived in an English-speaking country. Otherwise, the exclusion criteria did not control for any other L2, nor if the students had lived outside of France in a non-English-speaking country. Given that all participants in this study are above the age of 15, and thus have completed *collège,* it is worth noting that they should ideally have acquired a level of A2/B1 in school at this point of their educational path.

4.2. The survey

The survey allowed for data collection remotely; the participants could complete it at any time they wished; and lastly, the remote survey ensured the participants' anonymity. Apart from the clips in the listening test, the survey and all related information was written entirely in French and checked by a native French speaker. For the full survey as well as an English translation, see appendices 1 and 2.

The survey was split into 4 parts. Part 1 of the survey included exclusion criteria, controlling whether the participants were within the required metrics as described above. Part 1 also inquired at what age they began English instruction in school, but this had no bearing on their ability to participate. If a participant didn't fulfil the participation criteria, they were given a message that they were not part of the target group.

In order to gain an overview of EE exposure, part 2 asked participants about their weekly EE habits. This was done via a list of questions of the pattern 'how many days per week do you *x*', where *x* are various audiovisual activities:

- Watching television, either with English, French, or no subtitles;
- Playing single-player video games, either with English, French, or no subtitles;
- Playing multiplayer video games;
- Listening to music;
- Watching videos on internet platforms such as YouTube;
- Interacting with English social media accounts.

The participants had 5 answer options: Never / less than once a week / at least once a week / more than thrice a week / every day. The participants were first and foremost given frequency-based options rather than time-based options, as time-estimates can be inaccurately estimated (Sundqvist & Uztosun 2023). Participants only received a time-based question if their frequency was 'once a week' or more. In this case, they received a follow-up question asking about the number of hours spent each day: Less than one hour / 1-2 hours / 3 hours or more. At the end of part 2, there was a question set asking about their own perception on EE's effect on their skills, and the effect of EE in comparison to school instruction, which they graded on a 6-point Likert scale: Strongly disagree / disagree / slightly disagree / slightly agree / agree / strongly agree. Lastly, there was an open-ended question where participants could elaborate on their use of EE if they so wished.

To assess their attitude towards and motivation for learning English, part 3 presented the participants with two question sets. The first set concerned their opinion of the importance of English, as well as their potential reasons for wanting to acquire the language. Participants were

asked to grade on a 7-point scale, from 'strongly disagree' to 'strongly agree' as detailed above; this scale had a 'neutral / does not apply to me' option, as not all reasons for learning would apply to all participants (e.g. wanting to know English for higher education being irrelevant to a vocational student). The different motivations were a mix of integrative ('travel', 'communicate with friends and family', 'hobbies') and instrumental ('obtaining good grades', 'higher education'). The second question set concerned the use and importance of English in their personal and future professional life. This scale had 6 points; there was no neutral option, to encourage participants to take a stand.

Part 4 of the survey contained a listening test, to assess their listening skills following the definition of Kim & Pilcher (2016). The listening test was designed for the purpose of this thesis, for ease of access (ability to take it digitally, without supervision or external software requirements), ease of use (hosted on YouTube, presumably a familiar format for most French youth), level of proficiency (A2-B2, upper beginner to upper intermediate and in line with curriculum expectations for *collège* and *lycée* level), and time (not too time-consuming so as not to discourage participants from participating and/or completing).

The listening test was split into 3 sections, where each linked to a video on YouTube, in increasing difficulty. As per the Ministre de l'Éducation nationale's requirements for English outlined in chapter 2.1.2, the difficulties were in increasing order A2, B1, and B2. Each video clip had an accompanying 3-4 open-ended questions in Nettskjema, largely 'what' and 'why'-questions designed to cover a broader understanding of the topic, rather than particular details. It was generally not possible to answer any question with a single particular quote from the video. This was to check whether the participants understood the video as a whole, rather than being able to repeat (or search for) key sentences. For the same reason, open-ended questions were chosen over multiple choice, to discourage participants from guessing answers. In the survey, they were encouraged to write the answer as detailed as they could. They were also allowed to listen to the clip one additional time if needed.

The videos used in the test were chosen for their availability and usability. They were easily found on YouTube, and participants did not need to log in or sign up for any external services to

access them. They were aimed at and graded for learners at the aforementioned levels, and therefore contained speech appropriate for those levels.

4.2.1. The choice of listening test

Most previous research of this kind (e.g. Kuppens, 2010; Rodgers & Webb, 2019; Wouters et al., 2024) uses either a multiple choice-test and/or a pre-made language test, for example from Cambridge Assessment or the European Survey on Language Competences. A multiple choice test is easier to quantify, and a pre-made language test may hold a higher standard of quality. A multiple-choice test was considered for this study as well, but eventually dismissed to prevent guesswork affecting the answers, and from assessing word recognition/contextual clues rather than general understanding. Additionally, pre-made language such as Cambridge Assessment tests are quite long, and may require supervision. Furthermore, many such tests are written entirely in English, which might discourage less proficient participants from taking part and/or performing according to their full potential. Given the smaller scope of this study, it was deemed the most practical to make a smaller-scale listening test. It should be kept in mind that this test is very limited, and only provides a cursory glance into the potential English skills of the participants. The goal of the study was not to measure participants' listening comprehension directly, but rather to compare it to other variables such as EE usage and motivation. While the survey and listening test were pilot-tested among the target group, and efforts were made to make the test as suitable as possible, further studies are highly encouraged to replicate the study with a more tried-and-true assessment type.

4.2.2. The listening test

The listening test was based on three video clips, each approximately 3 minutes long, on levels A2, B1, and B2. All speakers spoke either Received Pronunciation (RP) or General American (GA) English with a slow to regular cadence and clear articulation. The clips were initially found on the English learner website Test-English, alongside a transcript and a link to a YouTube-video version. Participants were given the YouTube link directly in the questionnaire, both because it can be assumed they are more familiar with the YouTube user interface than the Test-English website, and to reduce the temptation to use the accompanying transcripts found on the latter.

A2: A clip from Test-English' own channel, where four people explained how Covid-19 had affected their studies/livelihood, and what future choices they made. The spoken language was deliberately slow and well-articulated, and included a common theme of studying, working, and careers. Two people spoke RP, and two spoke GA. The full clip can be found here (Test-English, 2021).

B1: A video from the Economist explaining the history of St. Patrick's day, and which segues into general facts about Irish culture. The language was again well-articulated, though with a slightly higher speed than A2. Unlike the other two clips, this had a small degree of visual aids (key numbers, city/country names). The speaker spoke GA. The full clip can be found here. (The Economist, 2019).

B2: An interview-style video from Test-English' own YouTube channel, where a man explains various aspects about his job, including his view on overtime, vacation, and job security. The vocabulary was somewhat more complicated without being specialized. The speech approached an authentic speech and cadence as could be expected from a native/native-like conversation. Both speaker and interviewer spoke GA. The full clip can be found here (Test-English, 2023).

Participants had to answer open-ended questions about the content of the clips they had just heard. They were allowed to reply in French, to prevent disparity between comprehension and production skills from affecting the result; L2 recall has been found to net a lower score than L1 recall, even if the text comprehension remains the same (Vander Beken & Brysbaert, 2018). While language switching can also have had an effect on the results (Vander Beken & Brysbaert, 2018), it was deemed less impactful than the effect of forcing L2 production, and thus the participants were given the opportunity to answer in their L1.

Answers were obligatory to discourage participants from skipping the test entirely. If participants did not know the answer to the question asked, they were allowed to write simply 'je ne sais pas' [I don't know], 'jsp' [idk], or any other form of filler answer. There were no expectations surrounding formality or style; they were encouraged to reply as thoroughly as they could, but they would not be penalized in any way for the register used in their answer. Given that the

questions in the listening test were open-ended, each answer was analysed individually. They were graded according to a three-point scale: Correct answers received 2 points; partially correct answers received 1 point; wrong or missing answers received 0 points. See appendix 4 for the full grading guide**.** All answers were graded out of a possible total of 20 points, distributed among the three videos.

4.3. Data analysis

The questions about EE usage were quantified into numerical scores, with each option receiving a corresponding number: Never = 0; less than once a week = 1; more than once a week = 2; at least three times a week = 3; every day = 4. The follow-up question tied to the latter three answers received a similar score: less than one hour = 1; one to two hours = 2; three hours or more = 3. All points were added together to give each participant a *usage score,* out of a total 77.

To calculate a motivation score, each step of the Likert scale was quantified into a numerical score, where 0 was the lowest; 5 was the highest of the non-neutral scale; and 6 was the highest of the scale with a neutral option. The individual responses of each participant was added up to a total sum, dubbed the *motivational score,* and had a possible total of 66 points.

All quantified data was analysed using *Rstudio* version 4.3.0 (R Core Team, version 4.3.0), with the packages *ez, ggplot2, ggpubr,* and *hrbrthemes* to process the data. For statistical data relating to the correlation between variables, R was used to find Pearson's correlation coefficient. For the data relating to the effect of age, R was used to run a Welch two-sample t-test on the two groups 'began at 6' and 'began at 11'.

4.4. Methodological limitations

As with any anonymous data collection, especially done remotely, there is no way to verify that the participants are who they claim without encroaching upon their anonymity. While the candidates had contact information available, it was unlikely they would use it to ask questions if they were uncertain about parts of the survey, which they might have done given a physical presence. Furthermore, the participants did not share contact information, which prevented the possibility of asking follow-up questions to any of the candidates if their responses were difficult to interpret.

Given the topic of the survey, the results may be biased towards participants who were more interested in English. It may also be biased towards those who are more confident in their English abilities. In the case that the survey was conducted in a classroom setting, it is possible that some participants were less motivated to participate, which could have been reflected in their results.

4.5. Ethical concerns

Working with participants always presents some ethical challenges, though every measure was taken to ensure the research was conducted as ethically as possible.

Firstly, the project was registered with and approved by the Norwegian Agency for Shared Services in Education and Research (Sikt). All potential participants were informed about the project as well as their individual rights via an information document, written entirely in French, linked on the survey's front page. They had to tick the box to confirm that they had read and understood the text, and that they did consent to their data being stored. Any answer that did not consent was removed. The survey was facilitated by Nettskjema, and all personal data was securely stored. The survey did not gather any personal data beyond age and gender, so no participant is directly identifiable in the responses.

French law has no lower age of consent for research participation except for in the medical field, and thus the project did not need to gather consent from parents and guardians (FRA, 2014). In the case where distributors inquired after the possibility of sharing it with classrooms, the relevant school administrators were given the information document and a survey preview for approval before distribution.

Distributors were primarily scout leaders, teachers, and other people in a role of authority. In this case, some participants may have felt obliged to participate rather than genuinely being willing to, especially if it concerns a formal classroom setting. Furthermore, the demand for native French speakers and non-native-English speakers can cause some youths to feel excluded, even though it is necessary to ensure a more valid participant pool. From a pedagogical perspective, it is kindest to let them complete the survey as everyone else, and instead remove the answer from the analysis. Considering there were some native English speakers among the original participant pool, it is possible that this was indeed the case.

5. Results

The results will be presented in two sections: Analysis of the questionnaire data, and the listening test data. This first section gives the data from the questionnaire, using data from all 41 participants.

5.1. Extramural English usage

This part includes the data on EE usage, quantified by assigning a score to each frequency option, as previously described in the method section. The theoretical maximum score for EE usage was 77; however, this was the total sum of *all* possible activity scores, and obtaining a full score of 77 would imply spending more time on EE than is practically possible. The highest score on the graphs was therefore instead chosen to be the highest recorded participant score, 40, which still indicates a very frequent use of EE.

Given the scoring system outlined in the methods chapter, it is possible to get a high score on two different metrics: *Frequency* and *time.* Someone who uses EE twice a week, but does so 3 hours or more each time, will get a score that is similar to one who uses EE one hour each day. This was done in an attempt to balance out weaknesses from measuring only time and/or only frequency: Frequency alone would not give an accurate picture of the amount of EE spent ('once a week' may be 5 hours one day, or 10 minutes); time alone would be tedious for the participants to measure, and is often inaccurate (Sundqvist & Uztosun, 2023). The score should therefore be interpreted as an indication of a weekly EE quantity, without necessarily saying anything about how this quantity is distributed. For simplicity, the scores can be separated into four categories:

0-5: Non-users / infrequent users, using EE between 0-6 hours each week;
6-15: Somewhat frequent users, using EE anywhere from 6-10 hours per week;
16-25: Frequent users, using EE more than 10 hours a week;
26-40: Very frequent users, who use a several hours of EE every day.

Figure 1 below outlines the distribution of EE usage scores.

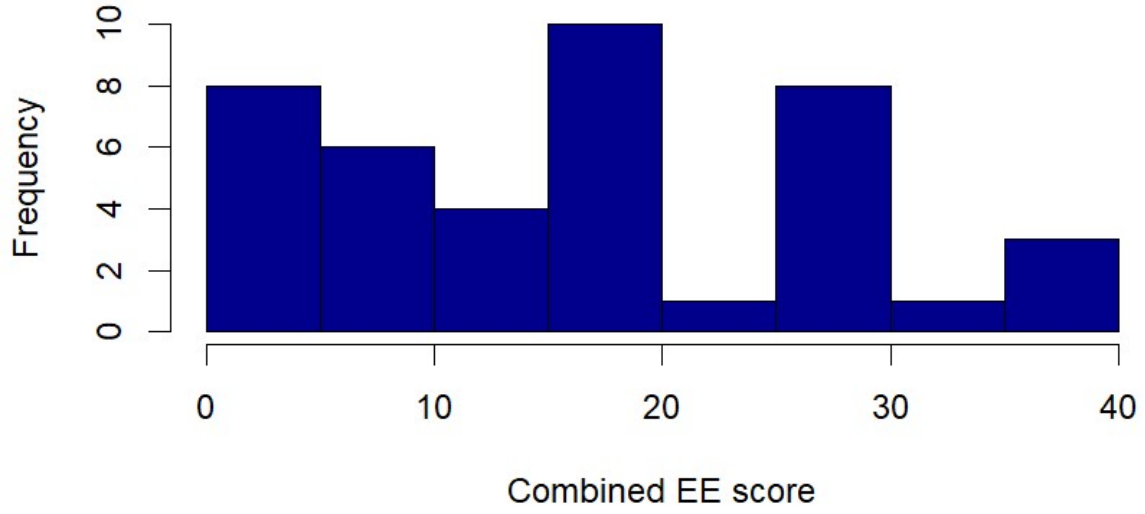

Figure 1: The distribution of reported EE activity among the participants (N=41).

As can be seen in Figure 1, the participants generally appear to use extramural English to some degree. 20% of participants were infrequent users or non-users; 24% were somewhat frequent users; 27% were frequent users, and 29% were very frequent users. The average EE usage score lay around 14.5, in the 'somewhat frequent' category.

Naturally, some activities were more popular than others. Table 6 below outlines the number of participants who reported that they engaged in the particular activities at various timeframes.

Table 7: Number of participants (N=41) who reported engaging in the listed activities in English.

	Amount of time spent per week				
	Never	**<1 day**	**1-3 days**	**>3 days**	**Every day**
English TV (French subtitles)	20	11	2	5	3
English TV (English subtitles)	23	11	4	2	1
English TV (no subtitles)	31	6	3	0	1
Singleplayer games (French subtitles)	28	3	6	4	0

Singleplayer games (English subtitles)	33	4	4	0	0
Singleplayer games (No subtitles)	31	7	2	0	1
Multiplayer games	24	9	5	1	2
Internet videos	17	9	6	2	7
Social media	11	5	6	5	14
Music	4	2	5	4	26

Where the individual activities are concerned, music was by far the most consumed, with 85% of the participants reporting that they listened to it at least once a week, and 63% reporting that they listened to it every day. In second place was social media, with 61% of the participants reported that they consumed it at least once a week. In third place are internet videos, although the proportion of consumers takes a somewhat sharp drop – only 37% of participants reported to watching them at least once a week. TV and PC games were the least popular activities, with only a handful of reported users and few of them frequent.

For subtitled TV, there was no great difference between the number who reported watching with French subtitles (21 participants) and those who reported watching with English subtitles (18 participants), but those who reported watching with French subtitles watched more frequently than those with English subtitles. Only 10 participants reported watching TV shows in English without subtitles, most of them only rarely. Singleplayer video games followed the same pattern, with French subtitles being more utilized and more frequently played than games with English subtitles – but interestingly, more play games *without* subtitles than with English ones (albeit generally not frequently). This may be due to no French and/or English subtitling being available, or the users simply did not enable them out of personal preference (e.g. if they understood the spoken English well enough not to need subtitling).

5.2. Usefulness of English

As part of investigating motivation for learning English, participants were asked to rate statements regarding the importance of English academically, socially, and professionally.

Figure 2 below details the response distribution to the survey questions on English' importance as a school subject. Only 1 participant 'strongly disagreed' to the statement that *English is an important school subject,* and 2 disagreed somewhat; all others answered positively. While there was a slightly larger spread, 31 (75%) of the participants also responded positively to the statement that *English is more important than other foreign languages*.

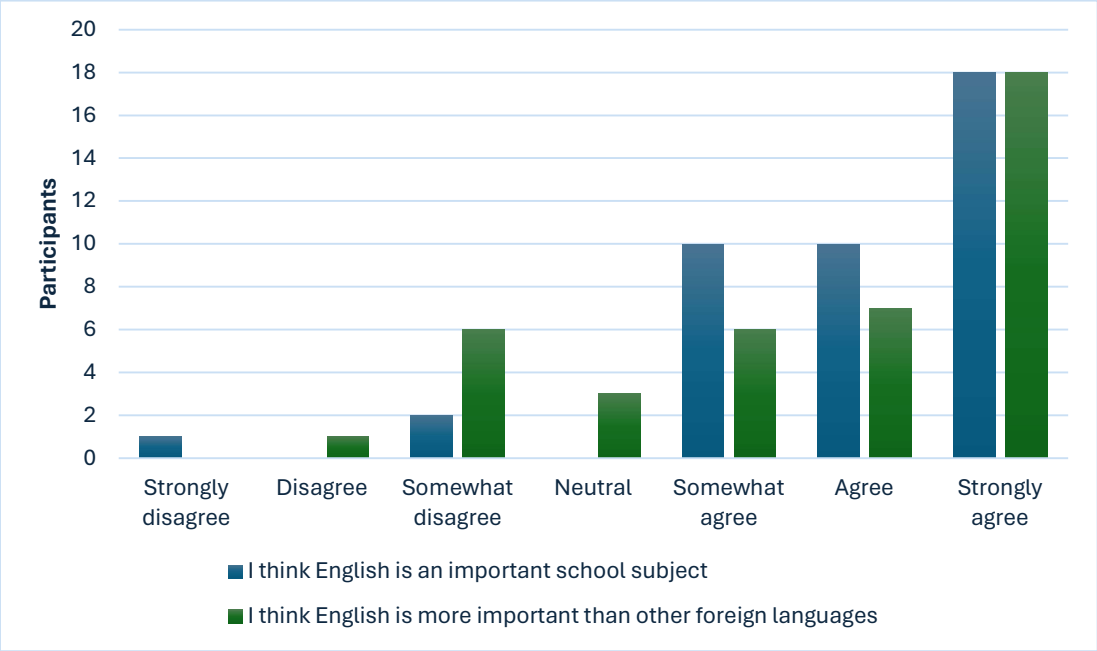

Figure 2: Perceived importance of English as a school subject, both on its own and compared to other foreign language subjects.

On the topic of school, Figure 3 below shows the responses to the questions relating to EE and acquisition. 66% agreed with the statement that EE helped them learn, and 68% reported that they found it helped them more than school classes.

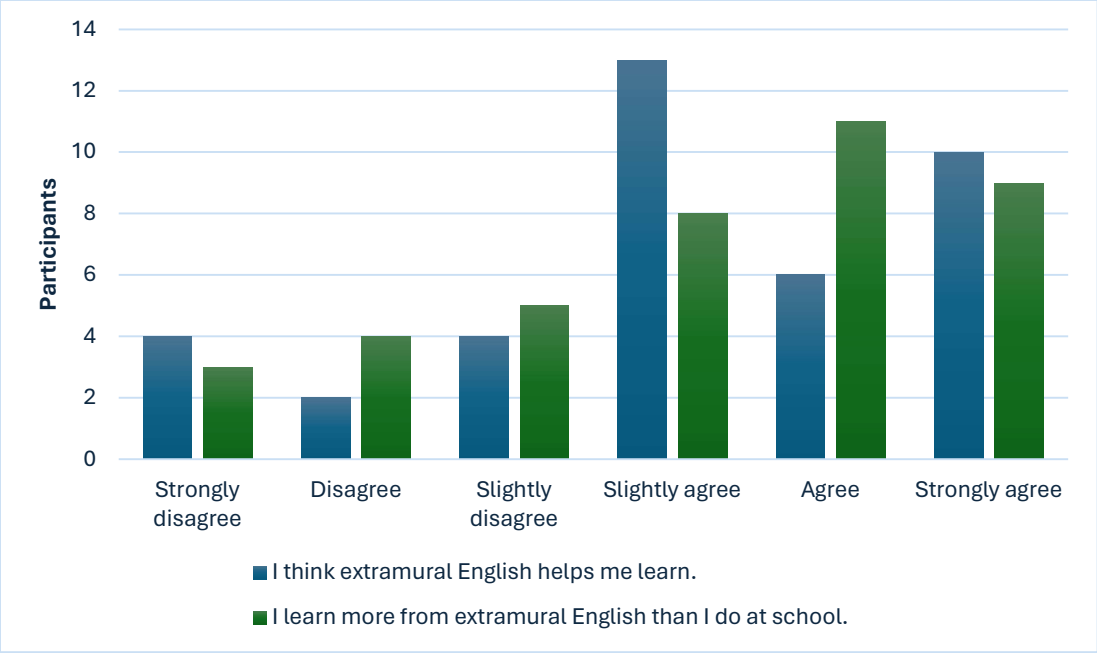

Figure 3: Perceived usefulness of EE in acquisition, on its own and compared to school classes.

Figure 4 below gives the answer distribution to questions relating to the usefulness of English in participants' daily and future lives. As can be seen below, 83% of the participants found English useful to some extent; 88% expected to need English in their future social lives, and 80% expected to need it in future professional life. Perhaps as a result, 75% also agreed that English knowledge was useful to be part of global society.

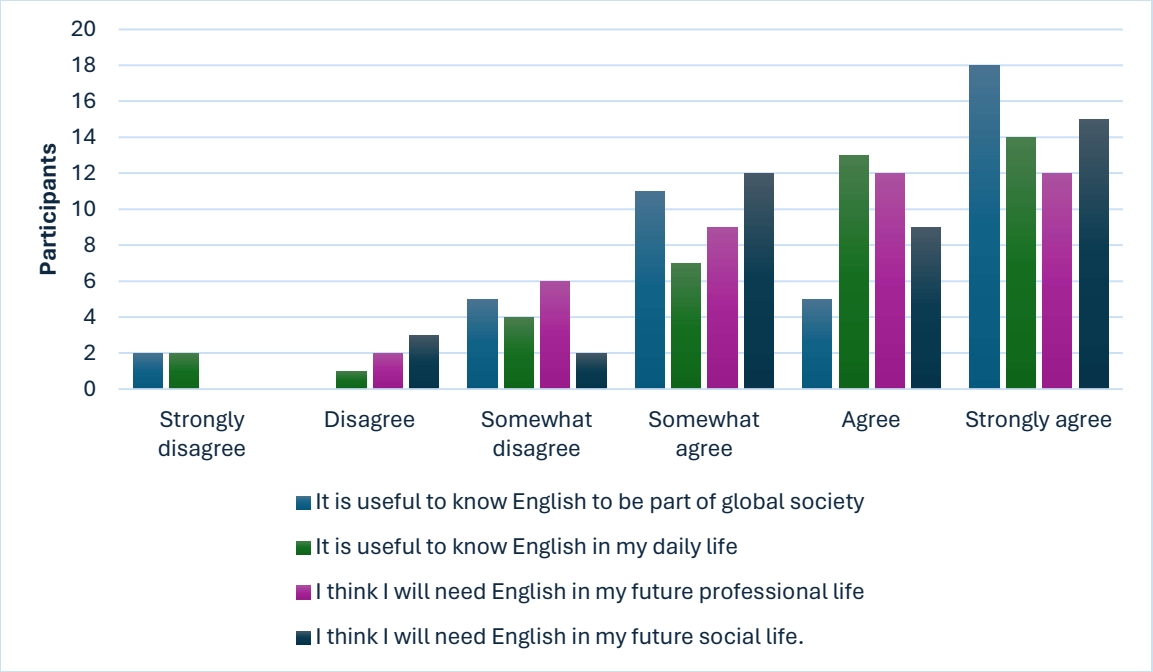

Figure 4: Perceived importance of English in participants' daily and future lives, socially and professionally.

5.3. Motivations to learn

Participants were asked to rate their agreement with 5 reasons for learning English: Travelling, obtaining good grades in school, higher education purposes, engage with hobbies, and communicate with family/friends. 97% of participants responded positively to the statement that they wanted to learn English for *travel*. In second place is *good grades;* but while 66% responded positively, they responded less positively than the others, with most opinions laying around 'somewhat agree', indicating that this is only a peripheral motivation for most. *Higher education,* on the other hand, has a lower overall positive number (56% of participants gave a positive answer) but the second-largest amount of 'strongly agree' (41% of all participants). This indicates that while this is not the most common reason overall, it is a very motivating one. *Hobbies* also has a general positive agreement with 63% of participants responding positively, but with fewer strong opinions. In last place comes *family and friends*, with opinions quite evenly distributed across the board, and 54% of participants responding positively. Figure 6 below shows the response distribution in more detail.

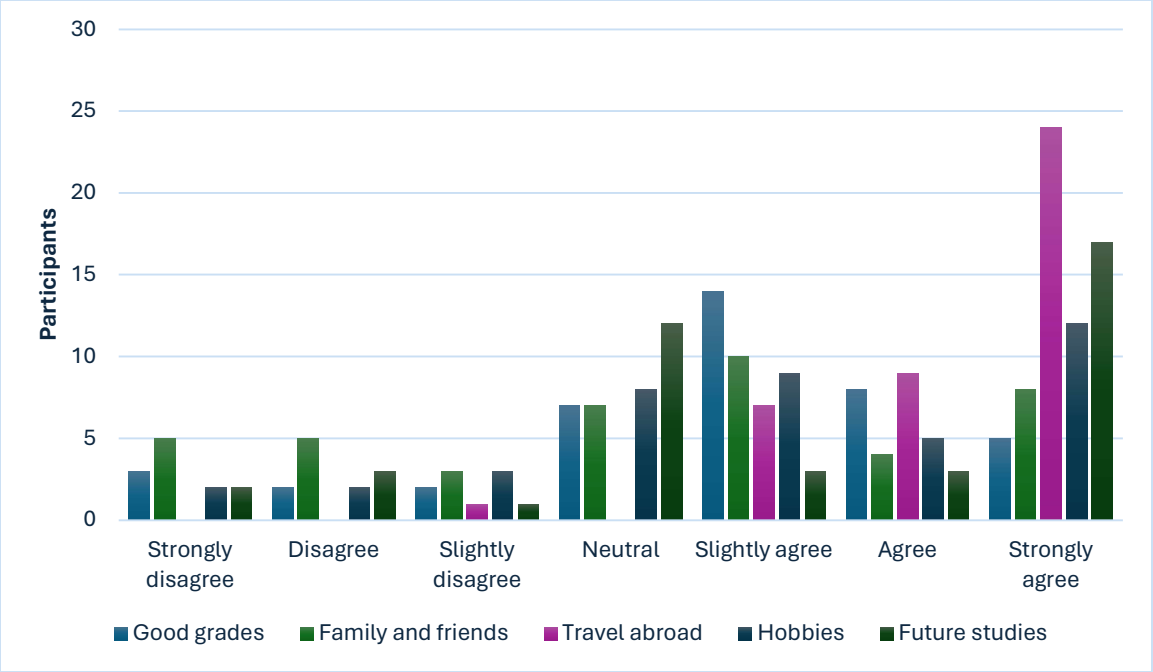

Figure 5: Motivations for the participants' learning of English.

5.3.1. The motivation score

To calculate the motivation score, the scoring system outlined in chapter 4.3 was applied to all motivational questions except for two; answers to 'I think my parents and family speak English well' and 'I think my friends and peers speak English well' were excluded for not pertaining to personal motivation. Adding all points, the total possible motivation score was 66. The average motivation score among the participants was 48; the highest recorded score was 63, and the lowest 24. As seen in Figure 7 below, the general motivation veered towards the higher end of the scale, which indicates that no participant found English entirely unimportant, even if they did not necessarily see the use in their own everyday life.

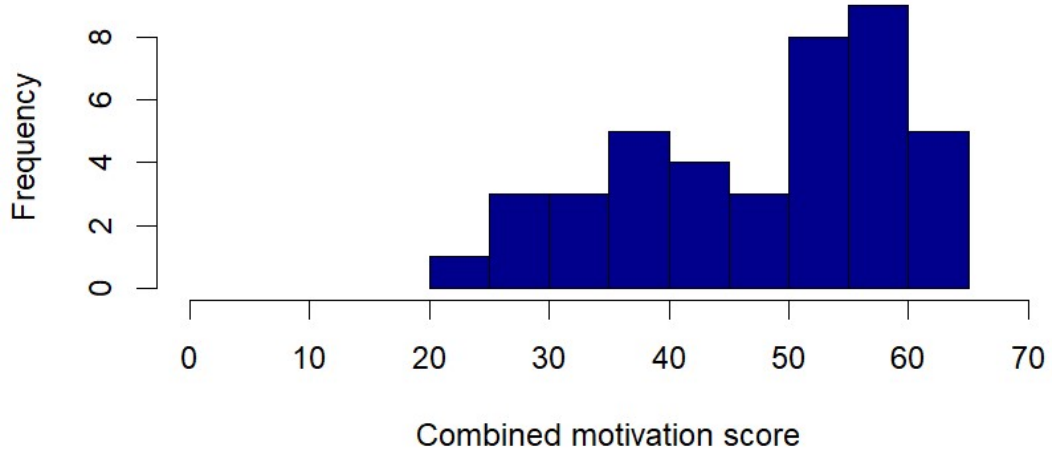

Figure 6: Distribution of reported motivation for learning English.

5.4. The listening test

This section outlines the results from the listening test. Of the 41 original participants, 5 participants were excluded from this section on suspicion of – or admitting to – not performing the listening test as intended. In one case, a participant admitted that *'j'ai juste la flemme d'ouvrir les vidéos'* [I am just too lazy to open the videos]; in the other cases, the listening test answers were nonsensical and the test-time too short for them to have been able to actually watch the videos they were supposed to. Going forward, the number of participants is therefore reduced to 36. Of the 36 participants, 34 replied in French, 1 replied in English, and 1 replied partially in English before switching to French. It bears repeating that the listening test was homemade, and that while it was pilot tested, it was not validated, and the results should be interpreted with due caution.

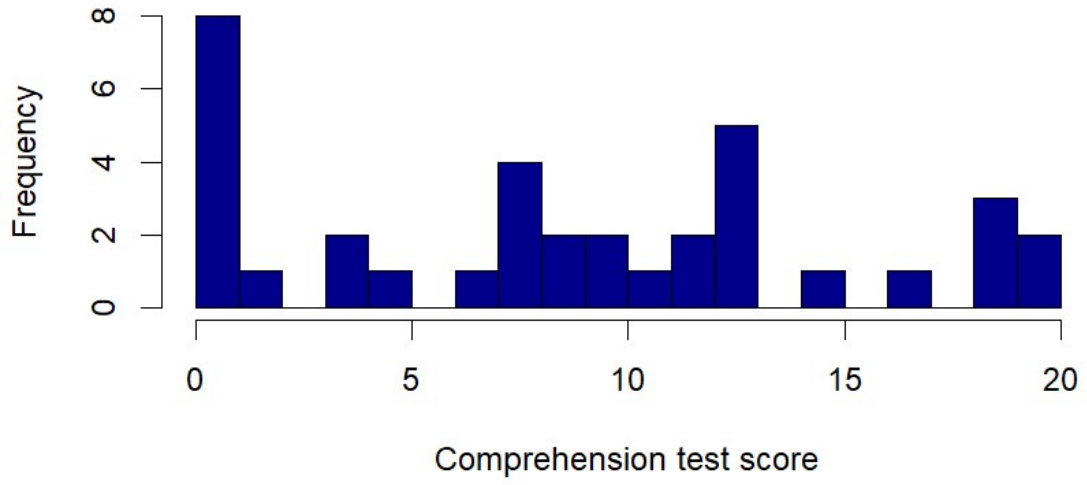

Figure 7: The distribution of listening test score. Note the data falling outside normal distribution.

The first video, level A2, had a total possible score of 8. The videos at levels B1 and B2 each had a total possible score of 6. The total score for the listening test was 20. As seen in Figure 8 above, the results are scattered: the mode for the total results was 0, while the mean score was 9. As shown in Table 8 the mean score decreased for each level of difficulty. For all levels, it was common that many participants scored no points at all. The general majority fell somewhere in the middle, with a few scoring near- or entirely full scores. It should be noted that, as the data falls outside normal distribution, any conclusions based on it should be treated with caution.

	Mean score %	N 0%	0<N≤50%	100>N>50%	N 100%
A2	59%	7	8	13	8
B1	45%	8	14	9	5
B2	29%	14	14	4	4

Table 8: Overview of mean scores (in percent), as well as amount of participants (N=36) who scored at different intervals.

5.5. Calculating correlations

To calculate the correlations between EE, motivation, and listening test results, I first established a null hypothesis. In this case, the null hypothesis claimed that there was no connection whatsoever between usage of EE, motivation, and the listening test results. With the data gathered, the statistical software RStudio was used to calculate Pearson's correlation coefficient, or *r*-score, for each of the two variables.

5.5.1. Extramural English usage and test scores

Figure 9 below shows the scatter plot which was the basis for the correlation test. A Pearson correlation coefficient was computed to assess the linear relationship between EE usage and listening test scores. There was a statistically significant positive correlation between the two variables, $r(34) = 0.72$, $p < .05$.

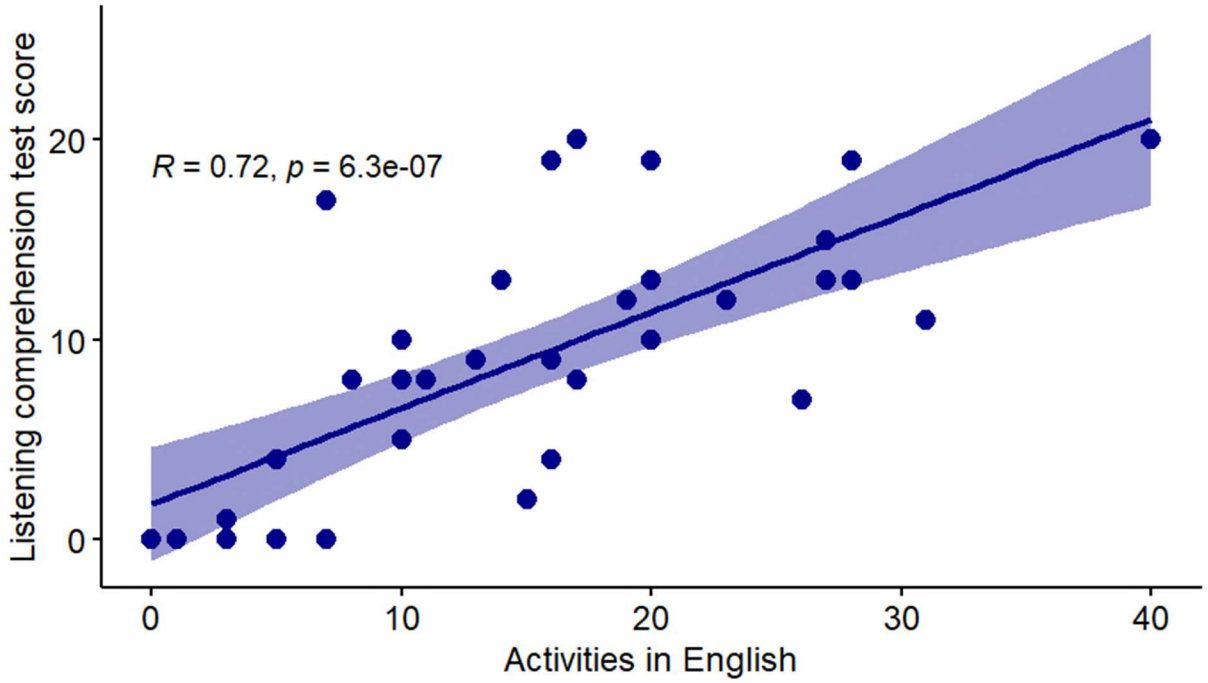

Figure 8: The correlation between EE usage and listening comprehension test scores.

5.5.2. Motivation and test scores

As with EE usage above, Figure 10 shows the scatter plot detailing the correlation between motivation and listening comprehension test scores. Running the same test on the motivation scores and listening comprehension score found that there was a statistically significant positive correlation between the two variables, $r(34) = 0.57$, $p < .05$.

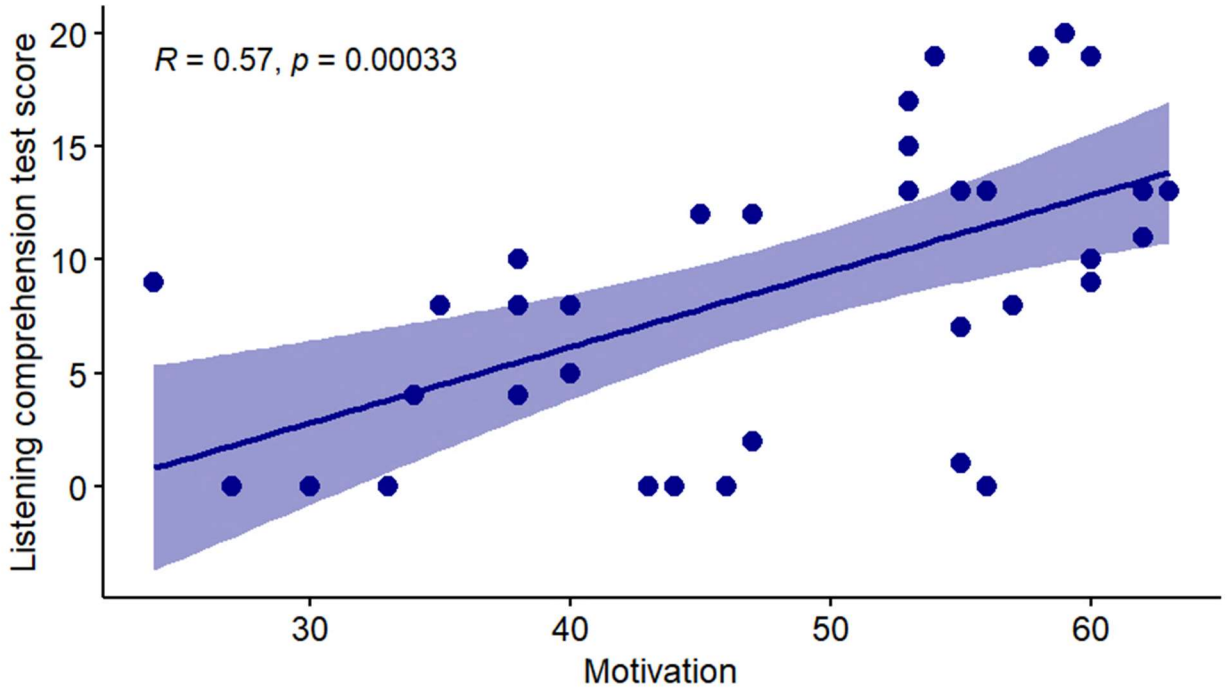

Figure 9: Correlation between motivation score and listening comprehension test scores.

5.5.3. Motivation and EE usage

In order to investigate if motivation can affect listening comprehension, a correlation test looked to see if there was a significant relationship between motivation and EE usage. Given the positive correlation in section 5.5.2, it was deemed fruitful to investigate if a higher motivation correlated with a higher EE usage, which in turn correlates positively with higher listening comprehension skills. The correlation test found a positive correlation between the two variables, $r(34) = 0.53$, $p < .05$, which is a significant result.

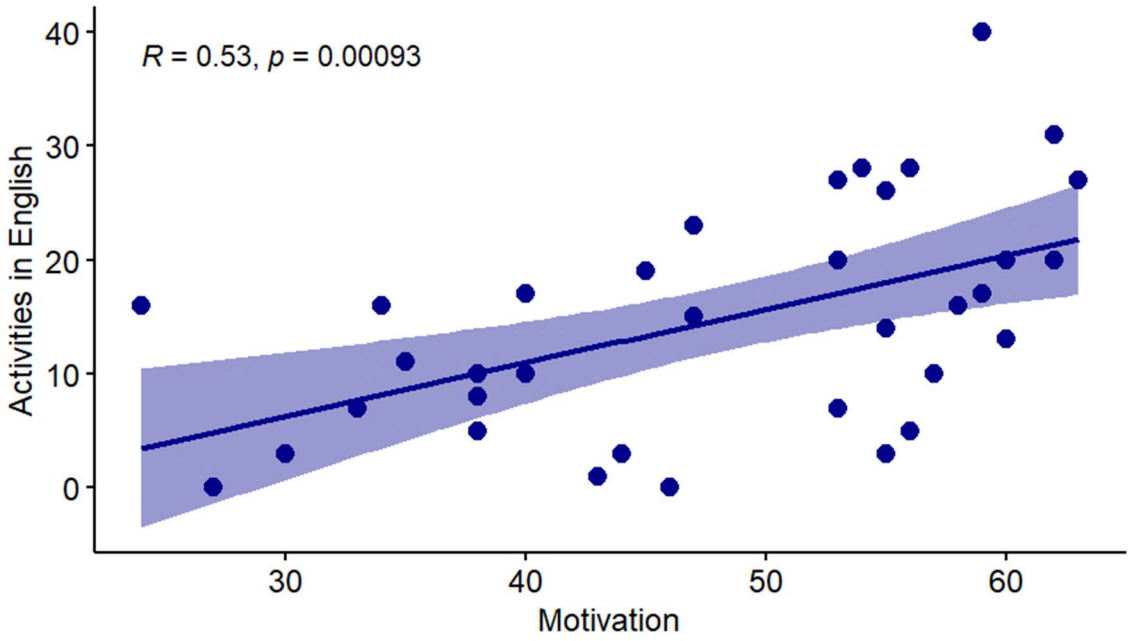

Figure 10: Correlation between motivation and EE usage.

5.5.4. Age and test scores

To see if there was a significant difference in results of those who began English instruction at age 6 versus age 11, *Rstudio* was used to run a Welch two-sample t-test on the comprehension test results of both groups. In this case, only those who had a standard English course in school were included; two participants who began English instruction at years outside the norm were excluded from this analysis, with a total of 34 participants remaining.

The null hypothesis in this case is that age of first English instruction has no bearing on the results. The Welch two-sample t-test showed that the listening test scores from the 18 participants who started at age 6 (M = 9.72, SD = 6.78) compared to the 16 participants who started at age 11 (M=8.13, SD = 6.35) were not significantly different: $t(32) = 0.69$, $p = 0.497$.

6. Discussion

The aim of the study was to investigate the amount of, and types of, EE usage among French youth, and how said usage relates to their listening comprehension. The second aim was to investigate whether motivation and age of acquisition were related to listening comprehension. The results in chapter 5 show that the participants reported using EE on average 6-10 hours per week; there was a wide spread, however, ranging from using no English as all, to using EE

multiple hours every day. The most popular activities were music, social media, and internet videos, while TV series and video games were less used. The correlation tests found that there is a positive correlation between EE usage and listening comprehension, as well as motivation and listening comprehension. Age of first formal English instruction was not found to have a significant effect. The reasons for the results may be influenced by the participants' L1, the nature of foreign language listening comprehension, and/or the French school system. This chapter will discuss the findings in relation to the research questions.

6.1. French youth's use of EE

The first part of the research question involves the quantity and types of audiovisual EE consumed by French youth. As seen in chapter 5.1**,** the average EE usage score given by Figure 1 indicates that participants in general engaged with EE somewhat frequently, approximating an average of 6-10 hours per week. In total 95% of the participants used some form of EE weekly, and only 5% used no EE at all. This study found a higher degree of EE usage than the study by Toffoli & Sockett (2010), where only half of the participants reported using English outside of learning environments more than once a week. The results are also higher than was reported in Kusyk (2019), especially concerning music (26% daily listeners in Kusyk's study, versus 63% daily listeners in this study). This study's results are more similar to Schurz et al. (2022), where 50% reported being exposed to English in media or video games 'often' or 'very often'; in the results in chapter 5.1, 56% of the participants were grouped as either 'frequent' or 'very frequent' users.

Listening to music was by far the most popular activity conducted in English, with 83% of the participants reporting that they listened to English music at least thrice a week and 63% reporting listening to music every day. This is consistent with previous findings, where music also is reported to be one of the most popular EE pastime (Kuppens, 2010; De Wilde et al., 2019; Wouters et al., 2024; Schurz & Sundqvist, 2022). Social media was the second-most popular EE pastime, where 46% of the respondents reported spending their time at least three times week. 22% reported watching internet videos more than thrice a week, while 20% reported watching TV with French subtitles as often. English TV with English or no subtitles, as well as gaming with any subtitle configuration, each had below 10% of the participants reporting frequent use. Compared to other research, this study found that French youth have a different EE usage

'profile' than previous research in other contexts would suggest from this age group: Where TV and gaming tend to be reported as a popular extramural English pastime among youth (Kuppens 2010, Peters 2018; Peters et al. 2019), this was not the case for the French participants. While Schurz & Sundqvist (2022) report higher numbers for gaming among French youth also, these numbers are estimated by their teachers and not by the youth themselves.

The frequency and quantity of music can possibly be explained in part by its accessibility, even in a non-English environment like France. First and foremost, unlike most other audiovisual media, music cannot be dubbed or subtitled. Internationally famous artists are often anglophone, and anglophone music is easily found. Furthermore, while French radio is obliged by law to play a specific amount of Francophone songs, typically 35% (Arcom, n.d.), there is no such constraint on music streaming services. Music also requires very little interaction from its consumers, and can be enjoyed without understanding the language (De Wilde et al., 2019). It is also possible to have music on in the background while engaging with another activity, without listening actively (Kusyk, 2019). It should be mentioned that the survey did not account for this variation in 'intensity' of listening; a frequent music listener may simply say they are around English music without engaging with it specifically, which would grant them a higher usage score despite the relative lack of engagement.

Social media was the second most used EE, and is quite similar to music in regards to translation possibilities. While textual social media can be auto-translated by the websites, this is not the case for video content. As with music, many of the internationally famous account use English as their main language. A brief glance at Instagram statistics in particular show that several non-French accounts enjoy a large following in France: The top popular Instagram accounts in France in March were the American actress Zendaya, Brazilian football player Neymar Jr., and American singer Beyoncé, with footballer Mbappé in 4th place being the highest-rated French account (Hypeauditor, 2024[5]). However, this claim would benefit from more dedicated research across multiple platforms.

The third most popular EE activity was internet videos. Like music and social media, they are not typically dubbed, and the largest and most popular global channels (e.g. on YouTube) tend to

[5] Findings for March of 2024. The statistics are updated each month; the most popular accounts, and therefore the main language of the most popular accounts, will undoubtedly vary.

be English-speaking to reach an international audience. Similarly, there is a large market for internet content creators, and it would not be difficult for a French speaker to find content of any kind in French. The consumption of English-speaking internet videos by the participants may be motivated by the desire to follow a specific content creator, rather than no similar content being available in French. As with social media, exact statistics are difficult to find, and this remains a hypothesis rather than a claim.

Where TV and video games are concerned, these categories only enjoy some sporadic use among the participants. As previously mentioned, due to France's extensive dubbing culture, many of the biggest titles in both domains are likely to have French translations readily available (and in the case of live TV, mandatorily so). This may be why there is less TV and gaming than in previous studies such as Kuppens (2010), which was conducted in an environment that primarily uses subtitles. Nonetheless, there was some use of English TV and games despite the French-speaking default. The reasons for this can be manyfold and would need to be investigated more closely, but some possibilities are desire to watch the English-speaking original (e.g. to watch the performance of a particular actor/actress); personal preference in regards to voice acting quality (in video games); no dub being available; and/or desire to learn English via EE usage. Most participants who reported watching TV and playing games in English also did so with subtitles. The reported use of subtitles is in line with Kuppens (2010), who reported that participants preferred L1 subtitles with English movies or TV. The reported frequency of subtitles – French, English, and none, in descending order of use – also resembles the subtitle use found in Kusyk (2019). Watching with French subtitles would only require adequate L1 reading skills, while watching with English subtitles requires the ability to read English at a fast enough rate to parse the subtitling in time, which can be challenging for low-proficiency learners (Avello & Muñoz, 2023). Watching L2 television with no subtitles at all requires a lexical coverage of 95-98% to be able to fully understand the input (Hu & Nation, 2000; Nation, 2001), as well as sufficient mastery in other listening comprehension skills (Richards, 1983; Stæhr, 2009; Spear-Swerling, 2016).

Gaming is furthermore a medium that requires more direct interaction from the user. Many single-player games require the player to interact with an interface, and likely also a variety of in-game items. Several genres of games (e.g. RPGs, adventure games, or visual novels) can have

extensive written and spoken texts which the player needs to understand. It is often a requirement to master the language of the game to understand the plot, how the controls work, know the different characters, and more. Multiplayer games have the additional requirement of being able to communicate with other players, either written or spoken. The relatively high level of English required may be why the French participants gamed less in English than participants from countries with higher English proficiency (Busby, 2020; De Wilde et al., 2019).

While the participant pool is too small for this study to confidently say anything about the details, further studies are highly encouraged to compare the effects of the various media forms to see which one (if any) is the best predictor for English proficiency among French youth, and if these results are similar to those discussed in chapter 3.4.

6.2. Does EE usage correlate with listening comprehension skills?

The following section will discuss the results pertaining to the listening tests, and the correlations found in the analysis. First, however, it is important to point out that the data was not normally distributed, with a disproportionate large number of participants who scored 0. Therefore, any conclusions drawn from the statistical data should be interpreted cautiously at best. As this was also a rather informal study with a homemade listening test, this part of the project serves best as a background for future studies to investigate further, and at a larger scale.

The results show a positive correlation between EE and listening comprehension. This supports previous findings on the relationship between EE and English skills (Busby 2020; Avello & Muñoz 2023; De Wilde et al., 2019; Leona et al., 2021; Peters & Webb, 2018; Rodgers & Webb, 2019; Sylvén & Sundqvist, 2012; Wouters et al., 2024; Peters et al., 2018; Peters et al., 2019; Kuppens, 2010; Jensen, 2017; Jensen, 2019), and is also in line with the participants' own opinions, where 70.5% agree that EE helps them learn English. The explanation seems rather straightforward: Returning to the input hypothesis, which states that acquisition requires a learner to consume comprehensible input (Krashen 1982; Krashen 1985; Krashen 1989; Lichtman & VanPatten, 2021), the positive correlation can be explained by a high degree of EE also provides learners with a high degree of comprehensible input. When picking EE input, learners are likely to self-regulate the difficulty level (i.e. they are unlikely to voluntarily consume that which they cannot at all understand), and consume content that is more or less appropriate to their level. This can have the cumulative effect of also increasing the amount of

English-speaking media they are skilled enough to consume, as they gain more comprehension skills.

While the study does not investigate in detail, the results also seem to indicate that the type of EE input plays an important role in the learning benefits. 89% of the 36 participants included in the listening test discussions listened to English music, but of the 11% that did not, half still scored moderately high on the listening test. There were also ardent music-listeners among those who achieved a lower score. As discussed, if they listen to English music passively and without engaging with the lyrics, then the learning benefit will be minimal: 'passive' activities are linked to a lower amount of acquisition than 'active' activities (Sundqvist, 2009), with music in particular having a somewhat contested effect on learning (Peters et al., 2019; De Wilde et al.; Wouters et al., 2024). In the same vein, an activity that demands a high level of interaction with the language (e.g. gaming) would also lead to more acquisition. While the sample size is too small to draw any conclusions, those who were engaged in more performative EE with a higher demand of interaction (e.g. video games) did appear to score higher than those who engaged in more passive activities (such as listening to music). Common for all those who achieved 19 and 20 points, was that they all frequently engaged in higher-engagement activities such as TV, games, and watching videos. This supports the idea that active engagement and interaction is beneficial for language acquisition (Sundqvist, 2009). Future studies are encouraged to investigate this claim further.

Furthermore, consuming EE at home can be a more relaxed setting than the classroom, where the student can feel under pressure and anxious to perform well, with lesson materials that may be on the wrong level and/or outside learner interests. EE is chosen by the learner themselves, and will more likely pertain to their own interests. Since anxiety and nervousness affects the input that is processed (Krashen, 1982; Krashen, 1985; Jensen, 2019; De Wilde et al., 2019; Wang, 2020), the use of EE rather than classroom settings can facilitate lower levels of language learner anxiety as well as higher levels of interest. The similar study by Wouters et al. (2024) showed that use of EE can reduce learner anxiety and increase self-confidence in the use of English, which may also be the case for the French participants.

6.3. Is motivation associated with listening comprehension?

The second research question concerned whether or not motivation could have had an effect on the listening test scores. The results show that participants who reported a high motivation to learn English scored higher on the comprehension test than those who were unmotivated. This indicates that there is a link between motivation and listening comprehension, and that a higher level of motivation to learn may also result in higher proficiency.

The results showed a positive correlation between motivation and EE usage, meaning that highly motivated participants used more EE than those who were unmotivated. Given that the results also show a positive correlation between EE usage and test scores, it can be said that high motivation may encourage EE use, which in turn encourages English acquisition. A similar trend was previously shown by Brevik (2019), who found that learners who used English as part of their hobbies – and thus were motivated to use English for a particular reason – were significantly better readers in their L2 than their L1. On the opposite end, a lack of motivation may create a negative feedback loop: Learners with low confidence and motivation are not as effective in learning as learners with a high motivation (Krashen, 1982; Krashen, 1985; Jensen, 2019; De Wilde et al., 2019; Wang, 2020). Students with poor performance may feel helpless and passive, up to concluding that they are 'destined' to have little ability (Graham, 2006), which demotivates them further.

Looking at the different motivators, 'travel' was the most popular reason to learn. This indicates that the participants wanted to learn English for an integrative reason: Communicate with other English-speaking people in foreign countries. 'Good grades' was also a popular reason, but instrumental rather than integrative as it concerns a short-term goal (Norris-Holt, 2020). These answers indicate that instrumental reasons, while less durable, can be good motivators. Given that the sample sizes for each motivation except for 'travel' are low, this thesis cannot draw any conclusions as to exactly which type of motivator would be most strongly tied to listening test scores. Further research is encouraged in this avenue, to find out if there is a significant difference between integrative and instrumental motivations.

6.4. Can age of instruction have an effect on learning?

As shown, the test results found no statistically significant difference between the scores of those who began English in school at age 6, versus those who began at age 11. This is in contrast to

findings from Johnson & Newport (1989), who found that there was a difference in acquisition between age groups 5-7 and 11-15. However, it does supports previous research that suggests the age effect is not as significant (Bialystok & Miller, 1999; Hakuta et al., 2003). It should be mentioned that Johnson & Newport (1989) investigates acquisition among immigrants in an English-speaking country, where younger children will receive all obligatory schooling in English (a point also discussed by Bialystok & Miller, 1999). This is not the case for this study, where the participants are learners of English in a *non*-English-speaking country and are not exposed to English to an equally extensive degree. Furthermore, age-related 2LA studies tend to focus on vocabulary, while this study concerns listening comprehension without an explicit connection to vocabulary. It can limit the results somewhat, given that not all language skills were tested among the French participants. While the results lend some support to the notion that age is not as important as first assumed, it should be investigated in closer detail.

On a more specific note, the role of English in the French school system can provide further explanation for the lack of proficiency difference. While French pupils who begin English at age 6 have some more input via school, this input is limited to 1.5 hours weekly, which has been found to be insufficient for proper acquisition unless supplemented by other sources (Peters et al., 2019). As seen in Table 2 in chapter 2.1.2., elementary school English in France also does not need to progress beyond level A1, which is the lowest of CEFR's six proficiency levels. A1 only requires basic proficiency in a language, including familiar everyday expressions, basic phrases, and simple topics such as introducing oneself and giving personal details. Interaction is limited only to simple conversations with a slow-speaking and helpful partner (Council of Europe, n.d.). Beyond some additional input, the actual results of early instructions would at best be minimal. Older learners would presumably catch up quickly, and erase the initial advantage of the early learners. This can also be seen in connection with the results from the EF proficiency test, where Belgium and the Netherlands perform better than France despite having an equally late, or even later, start of English in school (EF, 2023a).

Furthermore, all children beginning *collège* at age 11 are put in the same English class, regardless of whether or not they had English in *école élementaire.* They are only differently grouped by LV1 and LV2. The first months of instruction would necessarily be used on the beginners, which would be repetition for the 'veterans'; at the end of *collège,* all students should

in theory be at the same level regardless of starting point (Ministère de l'Éducation nationale, 2020b, p. 37). There is therefore little gain in choosing English at age 6, apart from the limited head start; but as discussed, this head start may mean less if the older students are simply able to learn English at a faster rate (Krashen et al., 1979). From a pedagogical standpoint, while repetition of familiar concepts should aid learning, it is also possible that learning materials do not provide enough challenge and simply bore the students, leading to a loss of motivation to engage with the class (Lens & Decruyenaere, 1991).

6.5. Pedagogical implications

It is worth noting that the mean score on the listening test was lower than the participants' level of schooling would suggest. With a minimum baseline of *collège,* all participants should according to curriculum be at A2/B1 level of English, yet the mean score for the A2 video was 4.7 points of 8 possible. The mean score dropped for each increase in level, with B1 having a mean score of 2.6 of 6, and B2 having a mean score of 1.75 of 6. While B2 – and to some extent, B1 – are not expected proficiency levels, only 7 participants actually obtained 100% of the expected A2 level. As discussed previously, only 14% of French pupils obtain the expected proficiency at the end of secondary school (European Commission, 2012). This suggests that the French education system is not as effective as it intends to be, a fact that is also acknowledged by the authorities (Ministère de l'Éducation nationale, 2023b).

The discrepancy between test results and school expectations can be explained by English instruction in school prioritizing the acquisition of grammatical rules and vocabulary over communicating and listing in and authentic context. Previous research suggests that French teachers of English prioritize explicit rules over implicit acquisition (Schurz & Coumel, 2020; Schurz & Sundqvist, 2022). Secondly, it may indicate that listening comprehension is particularly challenging for French learners, in line with the relative difficulty of listening comprehension suggested by Graham (2006). It may also point to the relative difficulty for French L1 speakers to understand spoken English in particular, given the differences in phonology and syntax as outlined in section 3.2.4. The lower proportion of cognates (Schepens et al., 2013) and presence of false friends might also have had an impact. The lower level of available input in daily life (given the low presence of English in France) also gives the learners

fewer opportunities to benefit from the effects of EE, such as the learning and retaining of vocabulary (Laufer, 2016) and the improvement of spoken-form recognition (Pavia et al., 2019).

Among all participants, 70.5% of respondents reported to learn something from EE, and 68% reported they learned more from EE than they learn at school. These results support the findings by Peters et al. (2016) and Peters et al. (2019) where Flemish schoolchildren performed better in English as an L3 than French as an L2, largely because of the larger amount of EE. It also supports the findings of Busby (2024), who investigated the Norwegian context. Lastly, this also matches with the impression given by EF's proficiency test, where the late-schooling Netherlands performed better than the early-schooling Scandinavian countries (EF, 2023a), implying that school instruction is not a deciding factor in English acquisition. Taken together, the results imply that a larger amount of authentic input in the class, including encouragement to consume EE after school, may be effective in raising the English skills among French pupils to be more in line with curriculum expectations.

6.6. Limitations and suggestions for further research

A survey can only give limited information, and did not account for every possible variable, in this case which type of English instruction they pursued in *lycée*, any other non-English L2 the participants may have had, and/or any potential learning disabilities that hinder language skills. It is also possible there is a discrepancy between what participants reported doing and what they actually do, given that they were made to estimate their own consumption instead of it being accurately tracked. It should also be reiterated that the listening test was homemade, and the listening test results were not normalized. Therefore, we cannot and should not draw any definite conclusions from the correlation- and t-test results; any results presented in these chapters should be treated with caution, and rather serve as a tentative background for other research to investigate further. Furthermore, given its limited size and scope, there are invariably some factors that cannot be included in the analysis that may nonetheless have had some effect on the result.

It is encouraged to conduct a study both greater in scope, and greater in accuracy. It would be fruitful to repeat this test with a more validated listening test, for example Cambridge Assessment, and/or conduct the test with a greater number of participants. It would also be interesting to see a French replication study of Stæhr (2009), testing listening comprehension *vis-*

à-vis vocabulary size. Apart from a general study, it may also be useful to study EE in France in closer detail. As formal research in this field is still sparse, one could more closely examine the rate of EE usage and why it is so; the motivation and attitudes of French learners of English as an L2; and the transfer effects of French as an L1. The French school system can also be taken more closely into account, specifically comparing LV1 and LV2, regular versus in-depth classes, and/or CFA versus *lycée.* It would be especially interesting to see a longitudinal study on the effects of extramural English over time.

7. Conclusion

This thesis set out to map the extramural English habits of French lycée-aged youth, their level of motivation, and whether these two factors correlate with their English listening comprehension. A survey of 41 participants found that most participants consumed English media of some kind over the course of their daily life, with a few exceptions. Music was a popular English pastime, as well as browsing social media. To a smaller degree, they watched internet videos. Few of the participants watched TV-series or played video games in English, but those that did generally preferred it accompanied with French subtitles. The EE usage appear to be connected to France's dubbing habits: the most popular EE pastimes were those that are not typically dubbed, such as music and social media. TV and gaming were less popular, perhaps because they tend to be dubbed into French and an English version must be actively sought.

Most participants reported a relatively high motivation to learn, and saw several uses for English in their daily and future life, socially and professionally. Very few reported perceiving English entirely unnecessary as a school subject, and there was general agreement that English was more useful than other foreign language classes in school. Among the most common reasons cited for wanting to learn English was travelling abroad, hobbies, and acquiring good grades.

For the 36 participants who performed the listening test, there was a significant correlation between extramural English exposure and listening proficiency, with frequent users generally scoring better than infrequent users. There is a similar, although somewhat weaker, correlation between the reported motivation and listening proficiency, with participants who reported higher motivation achieving higher scores than unmotivated ones. As can be expected, it also found that motivated learners generally used more extramural English than those who were unmotivated.

For the 34 participants who were also tested on age of acquisition, there was however not found to be a significant difference between those who began English instruction at 6 years old versus 11 years old, suggesting that there is no guaranteed benefit to starting formal English instruction at a younger age. It could also suggest that the formal English instruction in French primary school is not sufficiently frequent and/or effective to gain any acquisition benefit compared to older students.

Given the homemade nature of this research, any conclusions should be drawn carefully. Nonetheless, this study supports previous research on the effects of EE on English skills, and particularly shed more light on the understudied listening comprehension skill. It furthermore supports research that motivation levels are important for second language acquisition, while the age at which English instruction began is less significant. This can have implications for how English is taught in school, especially in France where explicit grammatical instruction is still favoured. Given the positive effect on input, and the potential for EE to provide a learning arena tailoring to the students' interests, it remains a powerful tool to raise the English skills of the young learner.

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Appendix 1 – Information document (French)

Objectif de ce projet
Pour ma thèse de master, j'enquête sur l'utilisation de médias anglophones parmi les jeunes français. Dans ce but, je cherche des participants âgés de 15 à 18 ans pour répondre à un sondage et un court test de compréhension orale. Le sondage est entièrement en français, vous pouvez répondre en français, et vous n'avez pas besoin de connaissances de l'anglais pour y répondre.

N.B. Ce n'est pas un test de vos capacités, vous ne serez pas jugés pour votre niveau d'anglais, et il n'est pas nécessaire de parler anglais pour participer.

Quel organisme est responsable de l'étude ?
L'université norvégienne de sciences et de technologie (NTNU) est responsable de l'étude.

Quelles sont les implications pour votre participation ?
Vous allez répondre à un sondage en ligne qui prendra environ 20 minutes, et contient des questions à propos de votre usage des médias, ainsi que trois courts (+/- 3 minutes) enregistrements anglophones à écouter.

Vos réponses seront enregistrées et conservées électroniquement. Le sondage ne demande pas de données directement identifiables, et vous ne serez pas identifiés en fonction de vos réponses.

La participation est volontaire
La participation à cette étude est volontaire. Si vous choisissez de participer, vous pouvez retirer votre accord à tout moment sans donner de raison. Toute information à votre propos sera alors rendu anonyme. Il n'y aura pas de conséquence négative pour vous si vous choisissez de ne pas participer ou de vous retirer plus tard.

Votre vie privée – stockage et utilisation des données personnelles
Nous utiliserons vos données personnelles uniquement dans le but spécifié dans ce document, et analyserons vos données personnelles en accord avec la loi de protection des données (GDPR). Les données sont stockées sur Nettskjema, et seules ma tutrice et moi-même avons accès aux données personnelles. Aucun participant ne sera identifiable durant le projet ou sur le compte-rendu du projet.

Qu'arrivera-t-il à vos données personnelles à la fin de cette étude ?
La date de fin prévue du projet est le 15 mai 2024, et les données seront conservées jusqu'au 25 décembre 2024 en cas de besoin. Passé cette date, toutes les données seront anonymisées.

Vos droits
Tant que vous pouvez être identifiés dans les données collectées, vous pouvez :

- Accéder aux données personnelles vous concernant;
- Demander la suppression de vos données personnelles ;
- Demander la rectification de données personnelles incorrectes ;
- Recevoir une copie de vos données personnelles ; et
- Envoyer une plainte à l'agence norvégienne de protection des données (Datatilsynet) à propos de l'utilisation de vos données personnelles.

Qu'est-ce qui nous donne le droit d'analyser vos données personnelles ?
Nous analyserons vos données personnelles avec votre accord.
En accord avec NTNU, les services de protection des données de Sikt (agence norvégienne de partage des services entre l'éducation et la recherche) a confirmé que l'utilisation des données personnelles dans ce projet est en accord avec les lois de protection des données.

Voulez-vous en savoir plus ?
Si vous avez des questions concernant le projet, ou voulez faire valoir vos droits, contactez :

Eline Verkerk à elinever@stud.ntnu.no (étudiante)

Nicole Busby à nicole.busby@ntnu.no (tutrice)

Le responsable de protection des données à NTNU : Thomas Helgesen, thomas.helgesen@ntnu.no

Si vous avez des questions sur le processus de validation du projet par Sikt, contactez par email personvernstjenester@sikt.no ou par téléphone +47 73 98 40 40.

Cordialement,

Nicole Busby	Eline Verkerk
(Tutrice)	(Étudiante)

Appendix 2 – Information document (English translation)

Purpose of the project
For my master's thesis, I am investigating the use of English-speaking media among French youth. To that end, I am recruiting participants aged 15-18 to complete a survey and a short listening test. The survey is entirely in French, you may answer in French, and you do *not* need English skills to complete it.
Keep in mind: This is not a test of your English abilities, you will not be judged for your English skill, and it is not necessary to know any English to participate.

Which institution is responsible for the research project?
The Norwegian University of Science and Technology (NTNU) is responsible for the project.

What does participation involve for you?
You will take an online survey which will take approximately 20 minutes, which consists of questions about your media use, as well as three short (+/- 3 minutes) English-speaking clips to listen to.

Your answers will be recorded and saved electronically. The survey will not ask for any directly identifiable data, and you will not be identified based on your answers.

Participation is voluntary
Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw.

Your personal privacy – how we will store and use your personal data
We will only use your personal data for the purpose specified here and we will process your personal data in accordance with data protection legislation (the GDPR). The data is stored on Nettskjema, and only my supervisor and I can access the personal data. No individual will be made identifiable over the course of the project or in the final paper.

What will happen to your personal data at the end of the research project?
The planned end date of the project is 15.05.2024, and the data is kept until 25.12.2024 in case of emergencies. After that, all data will be fully anonymised.

Your rights
So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you;
- request that your personal data is deleted;
- request that incorrect personal data about you is corrected/rectified;
- receive a copy of your personal data (data portability), and
- send a complaint to the Norwegian Data Protection Authority regarding the processing of your personal data.

What gives us the right to process your personal data?
We will process your personal data based on your consent.

Based on an agreement with NTNU, The Data Protection Services of Sikt – Norwegian Agency for Shared Services in Education and Research has assessed that the processing of personal data in this project meets requirements in data protection legislation.

Find out more?
If you have questions about the project, or want to exercise your rights, contact:

Eline Verkerk at elinever@stud.ntnu.no (student)

Nicole Busby at nicole.busby@ntnu.no (supervisor)

The Data Protection Officer at NTNU: Thomas Helgesen, thomas.helgesen@ntnu.no

If you have questions about how data protection has been assessed in this project by Sikt, contact:

email: personverntjenester@sikt.no or by telephone: +47 73 98 40 40.

Yours sincerely,

Nicole Busby	Eline Verkerk
(Supervisor)	(Student)

Appendix 3 – Questionnaire and listening comprehension test (English / French)

Preface: Consent

More information about this project, the conditions for participating, and your rights as participants can be found in this link. By selecting 'I consent', you declare having read and understood the information about this project, and accept that your personal data will be stored until the project's end.

Plus d'informations à propos de ce projet, les conditions de participation, et vos droits en tant que participant peuvent être trouvés dans ce lien. En sélectionnant 'J'accepte', vous déclarez avoir lu et compris les informations concernant ce projet, et acceptez que vos données personnelles soient stockées jusqu'à la fin de ce projet.

a. I consent. / *J'accepte*
b. I do not consent / *Je n'accepte pas*

Part 1 of 4 – Personal and linguistic background

1. What is your gender?
   Quel est votre sexe ?
   a. Male. / *Homme*
   b. Female. / *Femme*
   c. Non-binary. / *Non-binaire*
   d. Prefer not to say. / *Préfère ne pas dire*

2. What is your age?
   Quel âge avez-vous ?
   a. Younger than 15. / *Moins de 15 ans*
   b. 15
   c. 16
   d. 17
   e. 18
   f. Older than 18. / *Plus de 18 ans*

3. Is French one of your native languages?
   Le français est-il l'une de vos langues maternelles ?
   a. Yes. / *Oui*
   b. No. / *Non*

4. Is English one of your native languages?
   L'anglais est-il l'une de vos langues maternelles ?
   a. Yes. / *Oui*

b. No. / *Non*

5. Is English a language spoken in the home?
   L'anglais est-il l'une des langues parlées à la maison ?
   a. No, not at all. / *Non, pas du tout*
   b. Yes, it is one of the languages spoken in the home. / *Oui, c'est l'une des langues parlé(e) à la maison*
   c. Yes, it is the only language spoken in the home. / *Oui, c'est la seule langue parlé(e) à la maison*

6. Have you ever lived in an English-speaking country?
   Avez-vous déjà vécu dans un pays anglophone ?
   a. Yes. */ Oui*
   b. No. / *Non*

7. When did you begin English instruction in school?
   À quel âge avez-vous commencé(e) d'apprendre l'anglais à l'école ?
   a. 6 years. / *6 ans*
   b. 11 years. / *11 ans*
   c. I have not had English in school. / *Je n'ai pas eu l'anglais à l'école*
   d. Other. */ Autre*
      i. Please specify when you began English instruction in school.
      Veuillez préciser à quel âge vous avez commencé(e) d'apprendre l'anglais à l'école.

Part 2 of 4 – consumption of Anglophone media

(for all questions in Part 2, an additional inquiry into 'how many hours per day are spent' / "*Ces jours-là, combien d'heures y passez-vous en moyenne?"* is added, if the participant answers c, d, or e)

1. How often do you watch English-speaking TV, series, or films with French subtitling? *À quelle fréquence regardez-vous la télévision anglaise, des séries, ou films anglais avec des sous-titres en français ?*
   a. Never. / *Jamais*
   b. Less than once a week. / *Moins d'une fois par semaine*
   c. At least once a week. / *Au moins une fois par semaine*
   d. More than three days a week. / *Plus de trois fois par semaine*
   e. Every day. / *Tous les jours*

2. How often do you watch English-speaking TV, series, or films with English subtitling?
   À quelle fréquence regardez-vous la télévision anglaise, des séries, ou films anglais avec des sous-titres en anglais ?
   a. Never. / *Jamais*

b. Less than once a week. / *Moins d'une fois par semaine*
c. At least once a week. / *Au moins une fois par semaine*
d. More than three days a week. / *Plus de trois fois par semaine*
e. Every day. / *Tous les jours*

3. How often do you watch English-speaking TV, series, or films without subtitling?
À quelle fréquence regardez-vous la télévision anglaise, des séries, ou films anglais sans sous-titres ?
    a. Never. / *Jamais*
    b. Less than once a week. / *Moins d'une fois par semaine*
    c. At least once a week. / *Au moins une fois par semaine*
    d. More than three days a week. / *Plus de trois fois par semaine*
    e. Every day. / *Tous les jours*

4. How often do you play English-speaking single-player video games, either on computer or console, with French subtitling?
À quelle fréquence jouez-vous à des jeux vidéo single-player en anglais, sur console ou ordinateur, avec des sous-titres en français ?
    a. Never. / *Jamais*
    b. Less than once a week. / *Moins d'une fois par semaine*
    c. At least once a week. / *Au moins une fois par semaine*
    d. More than three days a week. / *Plus de trois fois par semaine*
    e. Every day. / *Tous les jours*

5. How often do you play English-speaking single-player video games, either on computer or console, with English subtitling?
À quelle fréquence jouez-vous à des jeux vidéo single-player en anglais, sur console ou ordinateur, avec des sous-titres en anglais ?
    a. Never. / *Jamais*
    b. Less than once a week. / *Moins d'une fois par semaine*
    c. At least once a week. / *Au moins une fois par semaine*
    d. More than three days a week. / *Plus de trois fois par semaine*
    e. Every day. / *Tous les jours*

6. How often do you play English-speaking single-player video games, either on computer or console, without subtitling?
À quelle fréquence jouez-vous à des jeux vidéo single-player en anglais, sur console ou ordinateur, sans sous-titres ?
    a. Never. / *Jamais*
    b. Less than once a week. / *Moins d'une fois par semaine*
    c. At least once a week. / *Au moins une fois par semaine*
    d. More than three days a week. / *Plus de trois fois par semaine*

e. Every day. / *Tous les jours*

7. How often do you play English-speaking multiplayer video games, either on computer or console? By ‘English-speaking’, understand a game where the majority of the interface is in English, and/or you communicate with other players in English.
   À quelle frequence jouez-vous à des jeux vidéo multijoueur en anglais, sur console ou ordinateur? Par 'en anglais', entendez un jeu ou la majorité de l'interface est en anglais, et/ou vous communiquez souvent avec d'autres joueurs en anglais.
   a. Never. / *Jamais*
   b. Less than once a week. / *Moins d’une fois par semaine*
   c. At least once a week. / *Au moins une fois par semaine*
   d. More than three days a week. / *Plus de trois fois par semaine*
   e. Every day. / *Tous les jours*

8. How often do you watch English-speaking videos on the internet? With ‘videos’, understand media which are neither series nor films, accessible on platforms such as Youtube, but excluding social media such as Instagram and TikTok.
   À quelle frequence regardez-vous des vidéos en anglais sur internet? Par 'vidéos', entendez des médias qui ne sont ni des séries ni des films, accessibles sur des plateformes comme YouTube, à l'exclusion des réseaux sociaux tels que Instagram et TikTok.
   a. Never. / *Jamais*
   b. Less than once a week. / *Moins d’une fois par semaine*
   c. At least once a week. / *Au moins une fois par semaine*
   d. More than three days a week. / *Plus de trois fois par semaine*
   e. Every day. / *Tous les jours*

9. How often do you listen to English music?
   À quelle fréquence écoutez-vous de la musique anglophone ?
   a. Never. / *Jamais*
   b. Less than once a week. / *Moins d’une fois par semaine*
   c. At least once a week. / *Au moins une fois par semaine*
   d. More than three days a week. / *Plus de trois fois par semaine*
   e. Every day. / *Tous les jours*

10. How often do you interact with English social media accounts? By ‘social media’, understand platforms such as Instagram, TikTok, and Snapchat, excluding the video platforms previously mentioned. By ‘interact’, understand watching the accounts’ content, regardless of whether you follow the accounts or not.
    À quelle fréquence interagissez-vous sur des réseaux sociaux anglophones ? Par 'réseaux sociaux', entendez des plateformes telles que Instagram, TikTok, et Snapchat, à l'exclusion des plateformes vidéos mentionnées précédemment. Par 'interagissez', entendez le visionnage de vidéos, que vous suiviez personnellement les profils ou non.
    a. Never. / *Jamais*

b. Less than once a week. / *Moins d'une fois par semaine*
c. At least once a week. / *Au moins une fois par semaine*
d. More than three days a week. / *Plus de trois fois par semaine*
e. Every day. / *Tous les jours*

11. (Optional) Is there anything else you want to add about your English-speaking media use?
(Facultatif) Souhaitez-vous ajouter quelque chose concernant votre utilisation de médias anglophones?

The following two questions were graded on a 6-point Likert Scale:
Strongly disagree / disagree / somewhat disagree / somewhat agree / agree / strongly agree
Pas du tout d'accord / pas d'accord / plutôt pas d'accord / plutôt d'accord / d'accord / tout à fait d'accord

1. I feel that consuming Anglophone media has improved my listening comprehension.
Je pense que la consommation de médias anglophones m'a permis d'améliorer ma compréhension orale.
2. I learn more English from watching media than I learn in school.
J'apprends plus d'anglais en regardant des médias anglais qu'à l'école.

Part 3 of 4 – Motivation and use of English

The following questions were graded on a 7-point Likert Scale:
Strongly disagree / disagree / somewhat disagree / neutral & does not apply / somewhat agree / agree / strongly agree
Pas du tout d'accord / pas d'accord / plutôt pas d'accord / neutre & ne me concerne pas / plutôt d'accord / d'accord / tout à fait d'accord

1. I think English is an important school subject.
Je pense que l'anglais est une matière importante.
2. I think learning English in school is more important than learning other languages, e.g. Spanish or Italian.
Je pense que l'anglais est une matière plus importante que d'autres langues, comme l'espagnol ou l'italien.
3. I want to learn English to get a good grade in school.
Je veux apprendre l'anglais pour avoir des bonnes notes à l'école.
4. I want to learn English to communicate with family and/or friends.
Je veux apprendre l'anglais pour communiquer avec ma famille et/ou mes ami(e)s.
5. I want to learn English to travel abroad.
Je veux apprendre l'anglais pour voyager à l'étranger.
6. I want to learn English for my hobbies.
Je veux apprendre l'anglais pour mes hobbies.

7. I want to learn English for higher education.
   Je veux apprendre l'anglais pour mes études supérieures.

The following questions were graded on a 6-point Likert Scale:

Strongly disagree / disagree / somewhat disagree / somewhat agree / agree / strongly agree
Pas du tout d'accord / pas d'accord / plutôt pas d'accord / plutôt d'accord / d'accord / tout à fait d'accord

1. It is useful to know English in my daily life.
   C'est utile de connaître l'anglais dans ma vie quotidienne.
2. My parents and family generally speak English well.
   Mes parents et ma famille parlent bien anglais.
3. My friends and peers generally speak English well.
   Mes ami(e)s et mes proches parlent bien anglais.
4. I think it is necessary to know English to be a part of global society.
   Je pense qu'il est important de parler l'anglais pour faire partie de la société mondiale.
5. I think I will have use for English later in my professional life.
   Je pense que j'aurai besoin de l'anglais dans ma future carrière professionnel.
6. I think I will have use for English later in my social life.
   Je pense que j'aurai besoin de l'anglais dans ma future vie sociale.

Part 4 – Listening comprehension test

You will find links to three audio clips in English. Each clip lasts about three minutes. For each clip, there are questions about what you have just heard. Respond to the best of your ability – you may reply in French, or reply 'I don't know' if you do not know. You will not be penalized for wrong answers. You will not need to write long responses, but respond as detailed as you can. You can listen to the clip twice if you need, but I ask you do not listen more than twice to get all the 'right answers'. Do not use subtitling. It is important that your responses reflect your immediate understanding.

Vous trouverez des liens vers trois enregistrements audio en anglais. Chaque enregistrement dure environ trois minutes. Pour chaque enregistrement, il y a des questions sur que vous avez entendu. Merci de répondre du mieux que vous pouvez - vous pouvez répondre en francais, ou répondre 'je ne sais pas' si vous ne savez pas. Vous ne serez pas pénalisés pour des mauvaises réponses. Vous n'avez pas besoin d'écrire de longues réponses, mais répondez avec autant de détails que possible. Vous pouvez écouter les enregistrements deux fois si besoin, mais je vous demande de ne pas écouter plus que deux fois pour avoir toutes les 'réponses justes'. N'utilisez pas les sous-titres. Il est important que vos réponses reflètent votre compréhension immédiate.

1. Open this link. In this video, you will hear four people (Rebecca, Sarah, Paul, and Greg) speak of their work. Listen to the clip and respond to the questions to the best of your

abilities. Remember that you may answer in French. .
Ouvrez ce lien. Dans cette vidéo, vous entendrez quatre personnes (Rebecca, Sarah, Paul, et Greg) parler de leur travails. Écoutez l'enregistrement et répondez aux questions de votre mieux. Rappellez-vous que vous pouvez répondre en francais.

1. What does Rebecca think about studying theatre?
   Que pense Rebecca des études de théâtre ?
2. Why did Sarah switch jobs?
   Pourquoi Sarah a-t-elle changé d'emploi ?
3. Why did Paul have so much free time?
   Pourquoi Paul avait-il autant de temps libre ?
4. How did Greg feel about his job?
   Que pensait Greg de son travail ?

2. Like before, open this link. In this video, you will hear a narrator speak about St. Patrick's Day. Listen without subtitles, and respond to the questions to the best of your abilities.
Comme précédemment, ouvrez ce lien. Dans cette vidéo, vous entendrez un narrateur parler du jour de la Saint-Patrick. Écoutez sans sous-titres, et répondez aux questions suivantes au mieux de vos capacités.

1. Where is St. Patrick's Day celebrated?
   Où est célébrée le Saint-Patrick ?
2. Where was the modern St. Patrick's Day parade invented?
   Où le défilé moderne de la Saint-Patrick a-t-il été inventé ?
3. Why will Irish ministers travel to different countries?
   Pourquoi les ministres irlandais voyagent-ils dans différents pays ?

3. Like before, open this link. In this video, you will hear a person speak about his work. Listen without subtitles, and respond to the questions to the best of your abilities.
Comme précédemment, ouvrez ce lien. Dans cette vidéo, vous entendrez une personne parler de son travail. Écoutez sans sous-titres, et répondez aux questions suivantes au mieux de vos capacités.

   1. What does the speaker think about working overtime?
      Que pense cet homme des heures supplémentaires ?
   2. Why is the speaker dissatisfied with his vacation time?
      Pourquoi l'homme est-il mécontent de son temps de vacance ?
   3. How does the speaker feel about his job security?
      Que pense l'homme de la sécurité de son emploi ?

Appendix 4 – Grading guide

Video 1, level A2 – Future career plans

1.1

Correct answers mention that studying theatre has become very expensive and unstable.
Partially correct answers mention covid-19, without mentioning the above.

1.2

Correct answers mention that she changed jobs because she got laid off after Covid-19.
Partially correct answers mention that she was laid off or fired, without specifying the cause.

1.3

Correct answers mention that exams were cancelled because of Covid-19.
Partially correct answers mention that he does not have school, without specifying the cause.

1.4

Correct answers mention that Greg was unhappy in his previous job, and that he did not like it despite working very hard.
Partially correct answers mention that he simply worked very hard.

Video 2, level B1 – Saint Patrick's Day

2.1

Correct answers mention that St. Patrick's Day is celebrated all around the world.
Partially correct answers mention simply Ireland, **or** Japan/Russia/Argentina without mentioning Ireland or the world at large.

2.2

Correct answers mention that the modern parade was invented in New York.
Partially correct answers mention that the modern parade was invented in the US.

2.3

Correct answers mention that the purpose of travel is to promote and/or teach people about Ireland.
Partially correct answers mention that the purpose of travel is to talk to people.

Video 3, level B2 – Career interview

3.1

Correct answers mention that Greg believes overtime is unnecessary, and he does not want it.
Partially correct answers mention that he does not like overtime, without specifying why.

3.2

Correct answers mention that he receives less vacation time than at his previous company, and/or that he is not entirely satisfied.
Partially correct answers mention that he thinks it is okay, but do not use positive descriptors.

3.3

Correct answers mention that he is safe as of yet, but that he keeps an eye out for new employment.
Partially correct answers mention again that he feels okay, but do not give a positive answer.

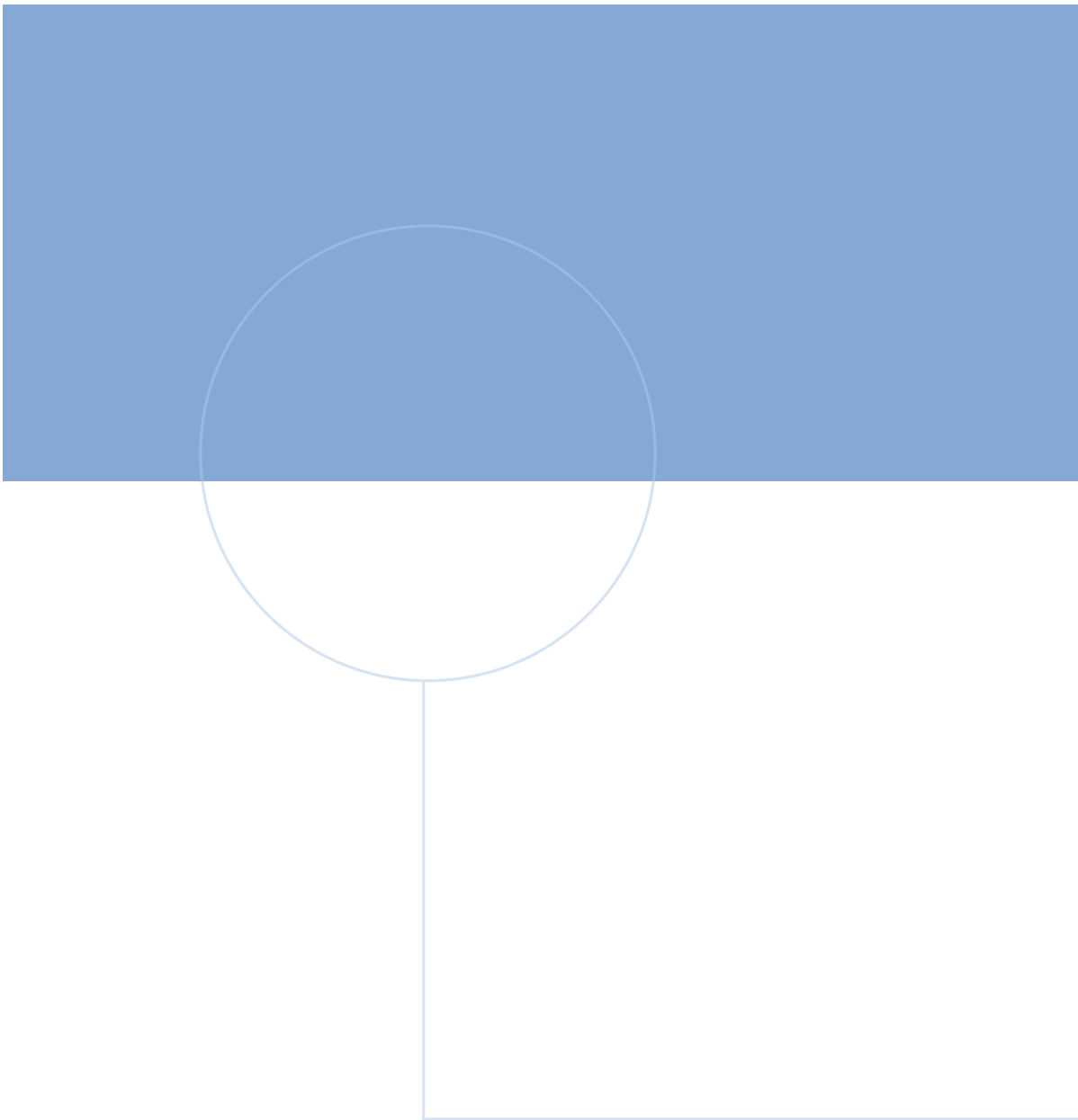
Appendix 5 – Relevance for teaching profession

First and foremost, in general terms, working on the thesis has helped me realize the importance of structuring, good work habits, and consistent effort. My motivation had to be as high at the end as it was at the beginning – just as my motivation to teach must be as strong going into summer break, as at the start of the school year. On a more humbling note, there have been many times where I have had to realize mistakes along the way and change course; a useful skill for everyone to have – but certainly so when educating others.

Perhaps it goes without saying, but the thesis topic is also highly relevant to the teacher profession. While my project concerns youth in France, the processes concerning second language acquisition are no less relevant for learners of all backgrounds, including Norwegian. Through working with this project, I have gained a better understanding for the mechanics of ESL and EFL acquisition, especially in the realm of listening. Comprehending spoken texts in authentic context is an important part of gaining communicative and intercultural competence, but also presents some unique challenges for the student to master; the knowledge I have gained on the acquisition of listening skills will be of great use going forward.

Lastly, working with this project has given me an insight in how youth of school age approach English, why they want to learn, and what they believe of the subject's importance. The reported value of EE is very valuable knowledge for a teacher, so that they may better integrate it into their lesson plan. By using EE such as video games, movies, series, music, and social media – depending on the student interests – it will allow for much more interesting classes for the students. As previous research shows, and this study confirms, the value of authentic input can nearly not be understated.

In summary, working with this thesis has really highlighted for me the importance of personal habits, viewpoints, and – most of all – the student. Their motivations, reasons to learn, and extramural habits are a significant factor to mastering the English language, and are all factors that I should, and will, take into account going forward as a teacher.



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