Extramural activities and their relationship with English as a foreign language

Internetese versus standard English?

- Both comprehensible input (cf. Krashen, 1976, 1993) and comprehensible output (cf. Swam, 1985) are valuable for language learners
- Most entertainment activities are receptive, e.g., watching TV or reading (cf. Pearson, 2004); less proficient learners also make less use of extramural activities in the TL (cf. Pearson, 2004)
- De Wilde et al. (2020) found three activities to be most fruitful: gaming, social media, speaking English – all interactive activities
- Social Networking Services (SNS) may raise learners’ critical thinking skills, heighten their language comprehension, and help them acquire vocabulary (cf. Faryadi, 2017), increase willingness to communicate and use the TL (cf. Bailey & Altmuhr, 2011), or writing fluency (cf. Eton, 2016)
- Great benefits of watching videos with captions for understanding form-meaning connections and language comprehension in general (cf. Peters, Heynun & Puimüe, 2016; Peters & Webb, 2018)
- However, learners will express themselves differently on the internet than they do in "instructionally designed language teaching and learning practices in schools" (Lantz-Andersson, Vigno & Brown, 2013, p. 294) and there have been concerns regarding micro-blogging platform Twitter: users support grammar proper and spelling in order to get messages across in fewer characters (cf. Sirucek, 2009)

Internetese?

- Netspeak; textese; textese – Angel (2022) explored whether textese/internetese has a set rule of grammar parallel to standard English and finds: yes, it does!
- Textese can therefore be seen as a variety of English, but it is “more creative and cannot really be mapped 1-to-1 onto standard English” (Angel, 2022)
- Research indicates that texting either has no impact or a positive impact on written and spoken language (Resold, 2010, p. 54)
- Internete is currently the most prevalent medium for intercultural communication (Mesthrie & Bhatt, 2008)
- Chen, Huang & Luo (2020) find positive impact of high internete experiences and word recognition abilities

Study

Research question: What effect do extramural activities have on German LFL vocabulary in productive writing?

Hypothesis: The English learned online when doing extramural activities is another German variety than the one used in the classroom, thus, no large effects on lexical diversity can be found in their writing

LFP results

<table>
<thead>
<tr>
<th>German pupils’ average LFP</th>
<th>British Native students’ average LFP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Lvl1</td>
</tr>
<tr>
<td>87.1%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Med</td>
<td>6%</td>
</tr>
<tr>
<td>High</td>
<td>56.3%</td>
</tr>
</tbody>
</table>

Lower scores for LFL and higher for native LFL for all levels as well as Non-List

Friends’ LFL is desired.

- Parents of children with learning disabilities (Lutz, 2010)

Categorization into pupils who do a lot of productive activities (e.g., texting) and those who do not show a statistical significance

Variable selection with Boruta in R Studio also shows no variables among productive activities, receptive activities, confidence and attitude towards English that predict LFL scores on number of non-list items

Extramural activities do therefore not seem to predict use of diverse vocabulary in school writing, as stated in the hypothesis

Methodology

- Survey questions on extramural activities (types, intensity) + confidence and attitude towards English
- Corpus of argumentative texts written for recent exams, use of Lexical Frequency Profiles (cf. Laufer & Nation, 1995) + British native essay corpus (cf. LOCNES) as comparison
- DCT task: “Imagine you’re messaging a close friend a secret that nobody else can know”

How can we measure the effect of extramural activities on internete if there is no proper standard?

- Of the 37 students who provided a DCT message, 20 of them exhibited very confident use of internete (use of acronyms, English/internet slang, etc.)
- What they have in common:
  - Higher (average) confidence in English skills
  - Spend more time on SNS and last more English
  - Read more, especially fanfiction

References