Using English out-of-class: An investigation to find out what daily informal language activity takes place for a group of mixed-level ESOL students.

by Louise Moore

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Using English out-of-class: An investigation to find out what daily informal language activity takes place for a group of mixed-level ESOL students

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Abstract

With almost limitless opportunities to access English outside the classroom, out-of-class language learning (OCLL) can play an important role in second language acquisition. However, little is known about how adult ESOL students studying English in the UK engage with OCLL.

This dissertation explores the out-of-class language learning of twelve mixed-level ESOL students. Twelve ten-day diaries were completed by participants and eleven semi-structured interviews were carried out. The mixed-methods research project sought to find out the types of OCLL participants engage with, how common these are, what barriers to speaking ESOL students experience and what impact employment might have on speaking opportunities.

A preference was shown for media-based OCLL activities which tended to use receptive skills such as reading or listening, over ones using productive skills such as speaking. However, within the top five of most frequently used activities for the whole group, three of these involved speaking. The most popular activity of all was watching TV whereas phone calls were often deemed to be the hardest activity. Barriers to speaking included a lack of opportunities and personality traits such as how out-going or shy a participant was. Results revealed that jobs which involved interaction with others had a beneficial effect on speaking opportunities.

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Chapter 1: Introduction

This chapter presents the topic of out-of-class language learning opportunities and its importance for second language acquisition. It also explains the difference between ESOL and EFL students and the possibilities offered by a total immersion environment. The aim is to provide background to this topic, introduce my teaching situation, give a rationale for my decision to research this area and outline a structure to this dissertation.

1.1 Out-of-Class Learning

Language learning can take place in many ways beyond the classroom. (Richards, 2015, p. 20) Considering how little time is actually spent in the classroom compared to that spent outside it, these out-of-class language learning (OCLL) opportunities could be potential game changers in the successful acquisition of a second language. As Richards says, 'There are two important dimensions to successful second language learning: what goes on inside the classroom and what goes on outside of the classroom.' (2015, p. 5). Traditionally, much research has focussed on in-class second language learning. However, the concept of learner autonomy emerged in the 1980s which changed the focus from teacher to learners, making learning much more student-focussed. (Nunan and Richards, 2015, p. xi) As students are encouraged to take more responsibility for their learning, one of the key ways they can do this is by exploring opportunities to use English outside of the classroom. Nunan and Richards suggest that one of the markers of successful language learners can be their engagement with OCLL activities. (ibid. p. xii)

In recent years there has been a growing body of research investigating OCLL opportunities as well as the relationship between in-class and out-of-class learning. Studies (Chan, 2016; Moncrief, 2011) have shown that the two types of learning can be mutually beneficial. In some cases, the OCLL has resulted in learners becoming motivated to participate in not only receptive activities such as listening to songs or watching movies, but also productive ones e.g., writing a

blog (Chan, 2016, pp. 1920-1921); speaking (Moncrief, 2011, p. 117). Chan refers to a 'positive cycle' which can encourage 'a spiral growth of interest in popular culture, language proficiency, out-of-class learning and schoolwork.' (ibid. p. 1921)

There have always been opportunities for informal OCLL, but the ever-developing range of technology and 24/7 availability of the Internet have dramatically increased the scope of these options. However, as Wang and Mercer (2020, p. 260) point out, students need to be particularly 'proactive in order to fully exploit the affordances they offer' but may also find the range of possibilities overwhelming without their teacher's guidance. (ibid.)

Despite the growing research into OCLL opportunities, a good deal of this seems to have focused on EFL (English as a Foreign Language) students, who might be studying English at secondary school or university in their home country. Conversely, less attention seems to have been directed towards finding out how ESOL/ESL (English for Speakers of Other Languages) students engage with OCLL activities. ESOL students differ from EFL learners because in general, they are seeking to, or are already 'making a permanent home in England' (Sidaway, 2022, p. 1), or another English-speaking country. Students may have come here for many different reasons – often for work or economic reasons but sometimes because they are 'seeking asylum, or rejoining family members who have already settled in the United Kingdom.' (ibid. p. 2) In addition there are ESOL university students – internationals studying abroad in countries such as the UK or US, often undertaking classes in English to enable them to study other subjects.

1.2 ESOL

Demand for ESOL classes has been high in recent years. Higton *et al.*'s government report (2019, p. 10) revealed that providers found demand to exceed supply with over half struggling to meet the demand. Current demand in 2023 remains high with many recent arrivals from Hong Kong, Afghanistan, and Ukraine. 'The emphasis of ESOL policy has often been lower levels, at tackling inability to speak basic English, rather on enabling a greater degree of fluency and communication across all areas of economic and social life.' (Rolfe and Stevenson, 2021, p. 5) There are a range of options for ESOL students - from formal courses delivered in Further Education colleges to informal conversation groups in community settings. (ibid.) People take ESOL classes for a variety of reasons. Higton *et al.*'s (2019, p. 63) report listed four main categories of motivation:

- To improve employment opportunities
- To integrate better with society
- To develop life skills to participate better in daily life (visiting a doctor etc.)
- To access certain services and benefits.

Compared to EFL students studying in their own country, ESOL learners can experience genuine advantages in terms of real-life second language (L2) immersion. English is written on every packet of food they pick up, every leaflet or advert that comes through their letterbox, every poster on the walls of the doctor's surgery. Native speakers are available in virtually every shop, school, library, and restaurant to converse with. If ESOL learners are employed there could be opportunities to talk with colleagues in English. One might assume that this total immersion environment would almost guarantee progression in the target language but this is not always the case. Students may be employed alongside colleagues from their own country with little need to speak English. Non-working women, especially, in some communities, have minimum contact with native speakers. Even students married to native speakers sometimes choose to use their first language (L1) as the home language.

1.3 Personal Background

I teach a group of mixed-level ESOL learners in a community setting where informal classes are provided by a local church in the South East of England. I only teach one class a week (1.75 hours) so in-class learning is very limited. We cover all four language skills but the main emphasis is on communication. Some of the students have been here for many years; some for a few months. It is a multilingual class from a wide range of countries including a mix of students (male and female) working full-time and part-time, and several non-working women.

1.4 Rationale

I first became interested in the topic of out-of-class language learning (OCLL) when writing an assignment on motivation during my MA TESOL course. I noticed that some of my students were highly motivated to engage in OCLL activities while others, although very attentive in class, were not. The motivated ones regularly met with non-native speaker friends, watched films or the news in English, used social media, took leisure classes etc. I am interested to find out the full range of OCLL activities that my students participate in, and how they perceive the impact of these on their English language development. Having a greater understanding of this will enable me to effectively promote OCLL to all my students, as well as create better links between in-class and out-of-class learning.

Therefore, the aim of this dissertation is to explore the different ways ESOL students use English outside the classroom in everyday life, how much time they devote to these activities and how useful and enjoyable they find them. I will do this by getting them to record their activities in a two-week diary and then interview them to discover further information. It is hoped that the findings will be useful for myself and other educators to have a greater insight into OCLL for ESOL students, find ways to promote them, and give guidance in how to use them effectively for long-term learner benefits in L2 acquisition.

1.5 Dissertation Structure

Chapter 1 has introduced the background, rationale, and aims and scope of the research. The remainder of the dissertation is as follows: Chapter 2 will review relevant publications including some empirical studies into OCLL. Chapter 3 presents my research questions and details my research methodology, including an explanation of the mixed-methods research approach, choice and design of research instruments, data analysis procedure and ethical considerations. Chapter 4 discusses my key findings and how these relate to the studies I reviewed in Chapter 2. Chapter 5 explores the wider implications of my study and draws final conclusions.

Chapter 2: Literature Review

This chapter includes an introduction to previous literature on OCLL, outlines the scope of the review and defines terms used. It discusses prior research on the topic relating specifically to: adult ESOL students, university ESOL students, and EFL students.

2.1 Introduction

'"Out-of-class" and "out-of-school learning" are often used to describe non-prescribed activities that students carry out independently to broaden their knowledge of a subject…' (Benson, 2011, p. 9) I have chosen to use *'out-of-class language learning'* (OCLL) as my preferred term in this study as it seems to be the one most commonly used in the literature I have reviewed. I use it to describe any informal activity that involves using English which happens outside the classroom, where the student makes the decision as to whether to engage with it or not. It does not necessarily mean that they have the intention of learning or practising English: e.g., listening to a song purely for enjoyment purposes. This current study will include 'homework' as OCLL since ultimately my students can choose whether to complete it or not. It will also include engagement with English in a workplace environment should the opportunity arise.

When considering the scope of this literature review, I decided to exclude any studies involving children (below secondary school age). I felt this age group would have reduced freedom to access OCLL activities independently so any findings would have less relevance to this study, which will primarily focus on adults. I also decided to omit studies which solely investigated OCLL use of technology as I wanted to find out about a broader range of activities.

My emphasis within this literature review is on studies involving ESOL students in English-speaking countries such as the UK and the USA. However, as this material is rather limited, my

search was expanded to include studies of EFL students in countries where English is not the L1, as there are many relevant and overlapping themes: e.g., the tendency towards activities involving receptive rather than productive skills; common barriers to engaging in face-to-face communication. Moreover, in some of these countries such as Thailand and Finland, access to English in the environment is also very readily available.

There have been many studies in recent years about OCLL for L2 learners of English. Most of these have focused on EFL students studying English in countries where English is not the dominant L1 (Hyland, 2004; Chusanachoti, 2009; Moncrief, 2011; Chan, 2016; Brown, 2017; Bala, 2020; Daukšaitė-Kolpakovienė, 2020; Nguyen and Stracke, 2021) with less about ESOL (or ESL) learners in an English-speaking country (Suh et al.,1999; Norton and Toohey, 2001; Knight, 2007; Evans, Shvidko and Hartshorn, 2015; Lee-Johnson, 2015; Milliken, 2016). Several of these were conducted within the USA but it seems very few studies have been carried out within the UK. However, language use outside the classroom by UK ESOL students has been explored as part of other studies, e.g., on motivation (Sidaway, 2022) or learners' aspirations (Cooke, 2006).

Much of the above research (EFL and ESOL) has been conducted with highly motivated secondary school or university students, with few studies targeting the experiences of **adult** ESOL learners, indicating a need for more research in this area. Adult ESOL learners 'are different in many ways from the typical university ESL students studying Academic English… They are often older, studying English while raising families and working, and may have different motivations for learning English such as career advancement or assimilation into their communities.' (Knight, 2007, p. 27) The literature distinguishes between **adult** ESOL and **university** ESOL students – the latter might be international students studying a degree in the UK or US. For the purposes of this study, I am using the same terms.

Chusanachoti (2009, p. 20) suggests that EFL students may be more concerned with getting good grades and passing exams whereas ESOL learners 'need to be able to survive and communicate with native speakers' in their English-speaking communities. Ushioda (2020, p. 62) talks about the need to include adult ESOL learners in the research as they may face very different challenges to their L2 learning experiences, such as social exclusion, poverty, and discrimination. Research which includes adult ESOL learners will help to build a more comprehensive picture and understanding of the wider topic of OCLL.

2.2 Adult ESOL Students and OCLL

Knight's (2007) study looked at OCLL use by adult ESOL students at Portland Community College in the USA. The study also tried to find a correlation between students' proficiency in English and the amount of out-of-class English use. Data was gathered from 41 participants involved in a wider on-going study at Portland State University: The Labsite Student Study. This was a 4-year study collecting data on adult English learning through annual structured interviews (ibid. p. 29) where participants were asked set questions from a questionnaire. Knight's (2007) study is directly relevant to this current study because of its focus on adult ESOL students rather than ones at university level. However, it also differs from it in that the multi-national participants are drawn from a very wide range of class proficiency levels from beginner to upper intermediate. This was possible as the interviews were able to be conducted in the students' L1. I can only offer interviews in English which would be difficult to carry out with very low proficiency levels. My group are mainly pre-intermediate with a few at elementary and one student at intermediate level. Another difference is that this study used structured interviews whereas I will use semi-structured ones as I would like more flexibility to explore participants' answers.

A significant finding emerged in Knight's study which has influenced my study. This is to do with how employment may impact students' use of English. Knight's questionnaire contained an

interesting range of questions relating to work-related English e.g., *Do you talk to customers in English? Do you talk to co-workers in English? Do you read forms or reports in English?* Some of my participants work and some do not, so I think it will be enlightening to find out more about their use of English at work.

Knight (2007, p. 50) found that five of the top ten most frequent activities which used English were: *talking to customers, speaking with friends, talking to co-workers, shopping, talking to supervisor.* Three of these could only happen in a work situation. In terms of total minutes per week by all participants, *talking to customers* was only twenty minutes less than *watching TV*, the most frequent activity involving English. The five activities above are interactive and involve talking to someone else in English. This finding was contrary to many of the other studies (both ESOL and EFL) where participants often preferred individual activities and complained of a lack of opportunities for speaking to others in English. Other questionnaire-based studies did not consider use of English at work, but as Knight's participants were older and more likely to be working, it reveals the possibility that employment may have a significant impact on social interaction opportunities.

However, watching TV as the most frequent activity corresponded to findings in EFL studies which found this to be one of the most popular OCLL activities, along with other receptive ones such as listening to music and using the Internet. (Moncrief, 2011; Chan, 2016; Brown, 2017; Bala, 2020) A common trend in OCLL has been that students choose **receptive** activities such as listening and reading over **productive** ones such as writing or face-to-face communications. Linked to this is a tendency to engage within private, not public settings – preferring to participate at home. In EFL settings this can be due to negative social attitudes towards using English in public in home countries such as Taiwan and Hong Kong. But in ESOL settings, too, it can be a case of the easier availability of multi-modal resources such as movies and the Internet compared to finding English native-speakers to converse with. This led Hyland (2004, p. 197) to suggest: 'The private

domain may be a valuable setting for language learning and it is one which is both less threatening to group and personal identity and is also easier for the student to control.'

In addition, Knight (2007, p. 49) found that the 2 least frequently used activities also involved talking to people: *talking to the doctor* and *asking questions about a bus route*. She drew the conclusion that this concurred with other studies which 'indicated that ESL learners infrequently chose activities involving interaction with others using English.' (ibid. p. 50) However, although talking to the doctor is an important activity it is one which might not naturally happen on a regular basis in the same way that *shopping* or *talking to your child's teacher* might. This raises the question of how the choice of items a researcher selects for a questionnaire can lead to potentially misleading results as well as difficulties in comparing results between studies where different items are being surveyed. For example, Knight's (2007) study, probably due to its age, does not include any technology-based OCLL whereas many others do.

Part of Sidaway's (2022) study to explore the motivation of women in a multilevel ESOL class in England investigated how motivated students used English outside of class. Sidaway (2022, p. 4) employed a multi-method qualitative approach including classroom observations, self-plotted graphs (to map language learning motivation), photographs and semi-structured interviews. The data was collected over an 8-week period. Only 5 participants were interviewed although higher numbers were observed or took part in other aspects of the research. Interviewees were all aged in their 30s. Like Knight's participants, the women involved were also multi-level and from a range of different countries. Unlike Knight's, though, the interviews were carried out in English.

Sidaway (2022, p. 9) found that students' relationship with English changed once they left the classroom – even ones who were very motivated in class. None of them spoke much English at home or prioritised their homework. (ibid.) Sidaway (ibid.) states: 'The notion that by living in a country a person will learn the language through immersion seems to be refuted in this situation,

as there was a lack of both desire and opportunity to speak English outside the classroom.' Participants also expressed a fear of losing their L1 and that their children would reject it.

I am not surprised by an unwillingness to speak an L2 at home as this would seem very unnatural unless you are already bilingual. Speaking L1 to your children also makes perfect sense as it is the only way they will learn the language and be able to communicate with grandparents etc. In other studies, EFL university students often did not want to speak in English to their course mates outside the classroom, especially if they shared an L1, for the same reason of it feeling very awkward and unnatural. (Hyland, 2004; Evans, Shvidko and Hartshorn, 2015; Brown, 2017) Meanwhile, the ESOL mothers in Sidaway's (2022) study expressed that one of the main external pressures to learn/improve their English came from their children and was one of the reasons they joined the class. (ibid. p. 11) The researcher deduced this motivation could come from a desire to please their children by being able to speak English and/or to be able to help with schoolwork. (ibid. p. 15) This study is relevant to mine as many of my students are parents in their 30s so I am interested to see if they share similar concerns and motivations about learning English.

In contrast to Knight's findings, this study revealed a **lack** of opportunities to speak English, even for the one employed student who 'rarely spoke English at work as it was not required.' (Sidaway, 2022, p. 15) They did not have any English friends and did not meet up with classmates outside of class. (ibid.) Opportunities to practise seemed limited to 'speaking to their children and short interactions in shops or with the doctor.' (ibid.) Sidaway (ibid.) comments: 'It was not clear whether this restriction was self-imposed by a lack of confidence to meet local people or whether they preferred to spend their time with people from their home countries.' The study included a very small sample – especially as only one of the students was in work. A wider sample with more working students may have produced different findings. However, the study was carried out

across an 8-week period and involved a range of data-collecting methods which enables it to present an in-depth view of these participants' opinions and motivations.

Cooke (2006) wanted to understand how adult ESOL learners' out-of-class experiences, and being viewed as migrants, would impact education, work, and English-speaking opportunities, as well as their aspirations for the future. The study drew on a corpus of 76 interviews (conducted in L1) with adult migrant ESOL learners in the UK – data for the ESOL Effective Practice Project. Cooke (ibid. p. 56) then analysed 4 interviews in detail using a case study methodology. This study, like Sidaway's (2022), also revealed a lack of opportunities to speak English. Yet the researcher (ibid. p. 61) states that in almost all 76 cases, these learners are 'committed to learning English, believe it is essential for their well-being and success in England, are keen to meet English speakers and practise English, and are extremely frustrated at their limited opportunities to do so.' Contrary to Knight's (2007) findings, Cooke (2006, p. 66) found work to be a **barrier** to learning English. Reasons for this included low-paid isolated jobs where they do not speak to others, or a workplace where everyone speaks the same L1.

2.3 University ESOL Students and OCLL

The studies above have focused on adult ESOL students and their OCLL opportunities. I want to now consider studies involving ESOL students at university to see how their experiences differ.

Evans, Shvidko and Hartshorn (2015) considered university policies which try to encourage an English-only environment both inside and outside of class, exploring factors affecting students' out-of-class use and choice of language. The study was conducted at the English Language Centre associated with a large university in the USA. Six students with both positive and negative reactions to the 'English-only environment' were selected to take part in semi-structured

interviews and focus-groups. This qualitative approach was deemed the best way to collect descriptive data of the learners' opinions and attitudes.

The study revealed sociocultural factors hindering out-of-class use of English that included: peer pressure, fear of negative evaluation by classmates and a need for cultural bonding. For example, Korean students were very keen to maintain their national identity – those who tried to speak English did so at the expense of their Korean friendships. Some students feared they would be judged for their mistakes and did not want to feel incompetent. However, they only felt like this when speaking to compatriots, not with English native-speakers or other international students. Speaking L1 with peers helped other students to adjust in a new environment and gave them a sense of security. (ibid. p. 16)

Other factors included linguistic ones e.g., having a low proficiency level, and individual factors such as personality type – hence an extrovert personality might cope better with using English outside class than an introvert. Affective factors also played a large role in hindering use of English e.g., lack of confidence. One student felt laughed at when she tried to speak English with other Brazilian students yet did not feel this way when talking to English-speaking co-workers in her part-time job. Another student described it as stressful to try to communicate in English and then felt depressed that she could not properly interact and enjoy conversations. Finally, there was a fear of losing L1 identity when speaking English. A Mexican student expressed it like this:

> "*Your language is connected with yourself. So when you are speaking only the language you are learning sometimes you feel that you are losing the part of who you are, and you feel really empty. So if you have a chance to speak Spanish sometimes, it is very good for you*." (Evans, Shvidko and Hartshorn, 2015, p. 19)

These fears/concerns are similar to those expressed by Sidway's adult ESOL participants and may also be relevant to my own students. So, it seems that even with opportunities to speak English which are actively encouraged, there are a wide range of factors preventing people from fully engaging with this. I am interested in exploring the varied factors preventing students from engaging with OCLL which I hope to do through semi-structured interviews. Evans, Shvidko and Hartshorn's study (2015) has managed to capture some very in-depth observations through its qualitative use of semi-structured interviews and focus groups.

Two other studies focused specifically on the topic of social interaction for university ESOL students. Milliken (2016) wanted to discover more about the face-to-face autonomous OCLL practices of successful and less successful L2 learners in a small liberal arts college in the USA. The eleven participants, aged 18-23, came from a range of L1 backgrounds and except one, were all student athletes. A mixed-method approach including surveys, interviews, and test scores was used. Lee-Johnson (2015) undertook a five-month qualitative study investigating the informal social interactions between five ESL learners and their American native-speaking peers – this took place in a rural college in the Midwestern United States. A wide range of data collection methods were used including fieldnotes, interviews, observations, and participant diaries.

Despite the focus on face-to-face interaction, Milliken's (2016) survey also gathered data about other activities engaged in (reading, watching movies, using social media, texting, sending emails) to learn more English. Listening to music was popular, with a successful student using lyrics 'as a way to analyse language', drawing on YouTube to help 'decipher the lyrics of songs she likes but does not understand'. (ibid. p. 34). Watching movies was also popular for two of the least and two of the most successful learners. Interestingly the successful students watched with English subtitles whereas the less successful ones watched without - one might have expected less proficient students to use subtitles more. However, this shows how important it is that students individualise the way they engage with OCLL to make it work for them.

A significant finding of Milliken's study (2016) is the positive impact that interaction with teammates seemed to have on language opportunities. Most of these participants were athletes. 'Sixty percent of the most successful students and seventy percent of the less successful students mentioned their reliance on teammates to learn English.' (ibid. p. 32) Examples ranged from it being considered respectful to only speak English on the tennis court, to speaking English regularly due to daily team practice. (ibid.) Another participant commented on feeling comfortable with her teammate when speaking English and not caring about making mistakes. Furthermore, she felt able to view mistakes as beneficial to her language learning. (ibid. pp. 32-33) Sport aside, some of these factors can be identified as important features in successful L2 acquisition: feeling comfortable enough to make errors and learn from them; having regular practice of the language while doing something you enjoy.

However, it was not just teammates who had this positive influence – other participants had different people in their lives who contributed to their language success: a boyfriend, a co-worker, or a roommate. Being an ESOL student at university appears to facilitate access to many opportunities not necessarily available to adult ESOL students. This is further borne out by Lee-Johnson's (2015) in-depth study of five ESOL freshmen. They had multiple opportunities for interaction including dorm socials, on-campus jobs, and social events. Lee-Johnson found that the ESOL students' conversational skills significantly improved as their social relationships with other people grew. (2015, p. 126). In addition, the most out-going students seemed to improve the most: '…students who take agency to participate in social activities tend to get more language practice in diverse situations with different types of people and thus progress quicker in oral proficiency than others. (ibid. p. 124)

2.4 EFL Students and OCLL

Much of this review has centred on studies about ESOL students – either adult or at university. The study below involves university students in an EFL context. I include it as it raises issues which may also be relevant to my own study. Due to word limit constraints, I am unable to discuss more EFL studies in detail.

Chusanachoti (2009) conducted a qualitative multiple case study of 4 female participants who were all 3rd or 4th year English majors in the Faculty of Education at a university in Bangkok, Thailand. Data was collected via 'participant observation, field notes, interviews, self-reflection journals and self-report activity diaries.' (Chusanachoti, 2009, p. ii) The 12-week study explored not only how they engaged with OCLL activities but also how they perceived the access and availability of these in local environments. In addition, the researcher investigated the factors affecting their participation. I find this an interesting perspective to consider: my participants are surrounded by English – from leaflets to road signs, from songs to food labels, but the question is whether they perceive these 'artefacts' to be useful sources of learning. The study emphasizes 'the importance of not only noticing and taking advantage of learning opportunities, but also realizing affordances and constraints which may facilitate or hinder the taking up of particular English activities…' (ibid. pp. 6-7) These are interesting issues that I may be able to explore within the context of adult ESOL learners to see if the challenges and findings are similar in a fully English-speaking environment. Chusanachoti's findings (2009) also coincide with another common trend in OCLL: that students tend to most engage with the activities they find the most enjoyable e.g., reading for pleasure, watching movies for entertainment, playing computer games for the competitive thrill.

The ethnographic approach used in this research, combined with such a wide range of data collection methods, has helped to create a very rich and insightful picture of the participants, their

backgrounds, interactions, and engagements with different activities. The researcher notes: '…one strength of a qualitative case study is the potential it provides… to understand details of the case's in-depth phenomenon in a particular context.' (ibid. pp. 32-33). I was also interested in Chusanachoti's use of diaries as a means of capturing daily activities as this is a tool I intend to use for my study. Unfortunately, due to constraints of time and practicality, I will not be able to observe my students outside of class as she was able to.

Another interesting finding to emerge from this study is that learners may need someone to guide and support them in how to engage with OCLL. (ibid. p. 252) This clearly has implications for teachers who can be best placed to give this advice and help. Chusanachoti also recommends that teachers should 'avoid prescribing activities but should rather encourage learners to individualize ways to learn and share those experiences with colleagues.' (2009, pp. 257-258)

Like other studies, Chusanachoti's also found that students are regularly engaged in activities such as watching movies, listening to/singing songs, and using the Internet (ibid. p. 267). The activities were multimodal, non face-to-face (but still interactive through online chatting), receptive, and often examples of incidental (rather than intentional) learning. One student read almost everything she saw in English. 'She had a good habit of reading and noticing English environments around her.' (ibid. p. 152). This led to using inference: interpreting slogans on shopping bags or T-shirts. English is widely available in the environment of Bangkok e.g., through signs often available in both languages, and English books and magazines being readily available (although expensive). (ibid. p. 167). However, many of the participants' friends did not 'perceive any English exposure opportunities although the artifacts were out there everywhere.' (ibid. p. 168). Similarly, friends might listen to the same English songs but not perceive any learning potential. These other learners did not engage in English activities much because they did not 'perceive these available activities outside class as useful activities for their English proficiency and did not know how to use them.' (ibid. p. 173)

2.5 Conclusion

Much research has already been carried out about OCLL opportunities. It is an important and relevant aspect of L2 acquisition. When I consider that my students spend less than 2 hours a week in the classroom, the time they spend outside it is vast, with an almost limitless potential for OCLL. However, studies show that many students fail to take enough advantage of the opportunities available to them whether they live in an English-speaking country or not.

It is not enough for researchers to simply find out how frequently students watch movies or listen to English songs, although that data will help inform teachers to know what activities to recommend or to bring more into the classroom. More depth is required to understand learners' attitudes towards using English outside the classroom. Many students desperately lack opportunities for face-to-face interaction with English native-speakers for a wide range of reasons. However, some studies have revealed positive results which reverse this trend: opportunities through employment, teammates, and roommates. Other students fear using English – again, for a complex range of reasons as the studies discussed have shown. Finally, how students perceive the opportunities available in their environment is also important, and whether this hinders or facilitates their engagement. All these facets have implications for teachers, especially when studies show that students recognise the value of having someone to guide them in their OCLL activities.

OCLL studies conducted with university EFL students are more common than those involving ESOL ones. There is an even smaller body of research looking at adult ESOL students with the range of differences that this context brings. My study therefore seeks to build on the previous research: to help contribute to the broader picture of OCLL and increase understanding of how this important adult ESOL sector fits into it.

Chapter 3: Research Methodology

This chapter will introduce the aims of the study and its research questions. It will explain who the participants are and how they were recruited. It will highlight key ethical considerations and the rationale for the chosen research approach. Advantages and disadvantages of using diaries and interviews will be outlined separately as well as an explanation for how each research tool was designed and piloted. The data collection process will also be described. Finally, I will explain how the data was analysed including my coding process.

3.1 Study Aims and Research Questions

The aim of this study is to collect information about adult ESOL students' use of English outside the classroom. This includes activities that are engaged with purely for enjoyment such as watching a movie or listening to songs, as well as ones which are pursued with the specific intention of practising English – e.g., listening to a YouTube video with English subtitles. It may also include activities carried out in the workplace such as listening during a work meeting or speaking with co-workers.

These research questions will guide the study:

1) What types of out-of-class language learning do participants engage with?
2) How common is participation in different types of OCLL activities?
3) What barriers do participants experience which prevent them from engaging with OCLL speaking opportunities?
4) How does employment influence participants' OCLL speaking opportunities?

3.2 Participants

The participants in this study are taken from a group of multi-national students who were registered on an adult ESOL mixed-level course run by a local church in the South East of England and taught by myself. The class runs once a week for 1.75 hours. In order to recruit participants, I introduced the research project to the class at the end of a lesson, explaining the purpose of the research and how the data would be collected using diaries and follow-up interviews. Students were informed that participation was voluntary and they could choose not to take part. I showed them an example of the diary so that they knew what was involved. All students were given copies of consent forms and participant information sheets (see Appendices 1 & 2). Three students signed up straightaway and others wanted time to think about it. The take-home templates contained 'informal written guidance' and I gave further 'face-to-face explanations' to those signing up, as advised by Alaszewski (2006, p. 73) Nine further participants agreed to take part the following week.

Fig. 3.1: Participant Profiles

Participant	Time in UK	Approx. proficiency level	Job	Children	Studied English in home country	Studied English in UK prior to current course
P1	16 years	Pre-intermediate	No	Yes	Yes	Yes
P2	20 months	Pre-intermediate	No	Yes	Yes	No
P3	4 years	Pre-intermediate	No	No	Yes	No
P4	10 years	Pre-intermediate	Yes	Yes	Yes	No
P5	3 years	Elementary	No	Yes	Yes	No
P6	9 months	Intermediate	No	Yes	Yes	No
P7	9 months	Elementary	Yes	Yes	Yes	No
P8	1 year	Pre-intermediate	No	Yes	Yes	No
P9	8 months	Pre-intermediate	No	Yes	Yes	No
P10	8 months	Elementary	No	Yes	Yes	No
P11	11 years	Pre-intermediate	Yes	Yes	No	No
P12	12 years	Pre-intermediate	No	Yes	Yes	No

Figure 3.1 provides a profile of each participant in terms of time in UK; approximate proficiency level; if they have a job; if they have children; if they studied English in their home country and if they studied English prior to current course.

Nationalities and L1 have deliberately been omitted from the table to protect the identities of participants.

3.3 Ethical Considerations

One of the key ethical considerations linked to this study arises from the fact that my participants are my own students. Clark and McCann (2005, p. 45) suggest that the main obstacle to informed consent is the 'unequal power relationship between students and their lecturers…' with students possibly feeling coerced into taking part. Students need to feel free to refuse to participate without concerns of discrimination – e.g., fears that their grades will be affected. Our English class is informal with no exams or graded work which diminishes this concern. When introducing the project, I made it very clear that they did not have to take part. Many of the students took away the information to read it thoroughly before deciding so I felt they had given it careful consideration. Comer (2009, p. 103) suggests allowing students at least one day to think about their decision to 'decrease the perception' that they are 'required to consent'.

Privacy is another important issue in this study. With a small group, responses to questions about age, gender, nationality may make it easy to identify individuals and lead to breaches of confidentiality and therefore I have not collected such information. Any personal information which is collected will be kept on password-protected computers for a maximum of one year. First names only will be written on diaries and these will be blanked out if used within the dissertation. Anonymisation will be used where needed to protect the identity of individual participants, including gender-neutral language.

I have also explained the benefits of taking part in the research to participants, such as raising awareness of the range of out-of-class opportunities. Moreover, the research will help me to encourage more opportunities for the students and develop better links between what happens in and out of class.

3.4 Research Approach (Rationale)

I decided to use a mixed-methods research approach due to the nature of my study. In finding out what types of OCLL my students engage with, I am interested to see which activities are most common, least common, which ones involve productive skills or receptive skills and how long is spent on them. This involves quantification thus necessitating a quantitative approach. 'The logic of measurement and quantification…is best for depicting empirical observations (e.g., as an amount, frequency, or rate).' (Lindlof and Taylor, 2011, p. 6) Richards (2003, p. 10) endorses the use of quantification within a qualitative approach when 'appropriate for specific purposes and as part of a broader approach.'

However, in this study I want to find out more than just *how much* and *how often*. I want to find out if the participants enjoy the activities, if there are barriers to their engagement, what else they would like to try and what would help them to engage more. These enquiries need a qualitative approach. 'Research should seek to achieve deep understanding of human activities, motives and feelings.' (Lindlof and Taylor, 2011, p. 9). Furthermore, in qualitative inquiry this understanding should come from the perspective of the participant. (Richards, 2003, p. 10)

3.5 Diary: Advantages and Disadvantages

There are several advantages of using diaries as a data collection tool. Firstly, they are particularly helpful 'where there are practical problems in making suitable observations, because the relevant events or activities are rare or difficult to observe.' (Alaszewski, 2006, p. 43) In this study it would be impossible to observe each of my participants every time they engage with English outside of class. My research aims to capture as accurately as possible the OCLL activities that my students participate in, therefore it is essential to have a data collection tool that facilitates this.

Diaries are also a simple and easy tool to use and can be tailored to the abilities of the participants making it a good choice for participants recording in their L2.

Alaszewski points out a further advantage of diaries - where entries are made close to the time when events occurred this permits the record to not be ‘distorted by problems of recall.’ (ibid. p. 2) This made diaries a better choice of data collection tool for my study than just using a questionnaire or interview alone.

Furthermore, when combined with another data collection method, such as interviews, diaries can complement the interview data with ‘a rich source of information on respondents’ behaviour and experiences on a daily basis.’ (Corti, 1993). Corti (ibid.) goes on to suggest that the ‘diary interview method’, where keeping the diary is followed up with an interview asking detailed questions about the entries, is ‘considered to be one of the most reliable methods of obtaining information.’ It is for this reason that I decided to have participants keep diaries and then interview them directly after their 14-day completion.

However, there are also disadvantages to using diaries. Firstly, there is the ‘time commitment required of the participants.’ (Thille, Chartrand and Brown, 2022, p. 996) If the time period is long, they may find it difficult to consistently complete the diary. Alaszewski (2006, p. 67) also comments that ‘researchers soliciting diaries need to consider the impact which their soliciting has on the research setting.’ In other words, because I have asked my students to log the English they engage with, will this encourage them to use English more than they naturally would have, had they not been keeping a diary? Furthermore, Dörnyei (2007, p. 158) suggests that diary studies may be ‘vulnerable to honest forgetfulness’ where participants forget to complete entries, thus defeating one of the main advantages – to collect accurate information.

These potential disadvantages influenced my decision about how long to collect data for. I reduced my initial 14-day timescale to 10 days to lessen possible burden for the participants.

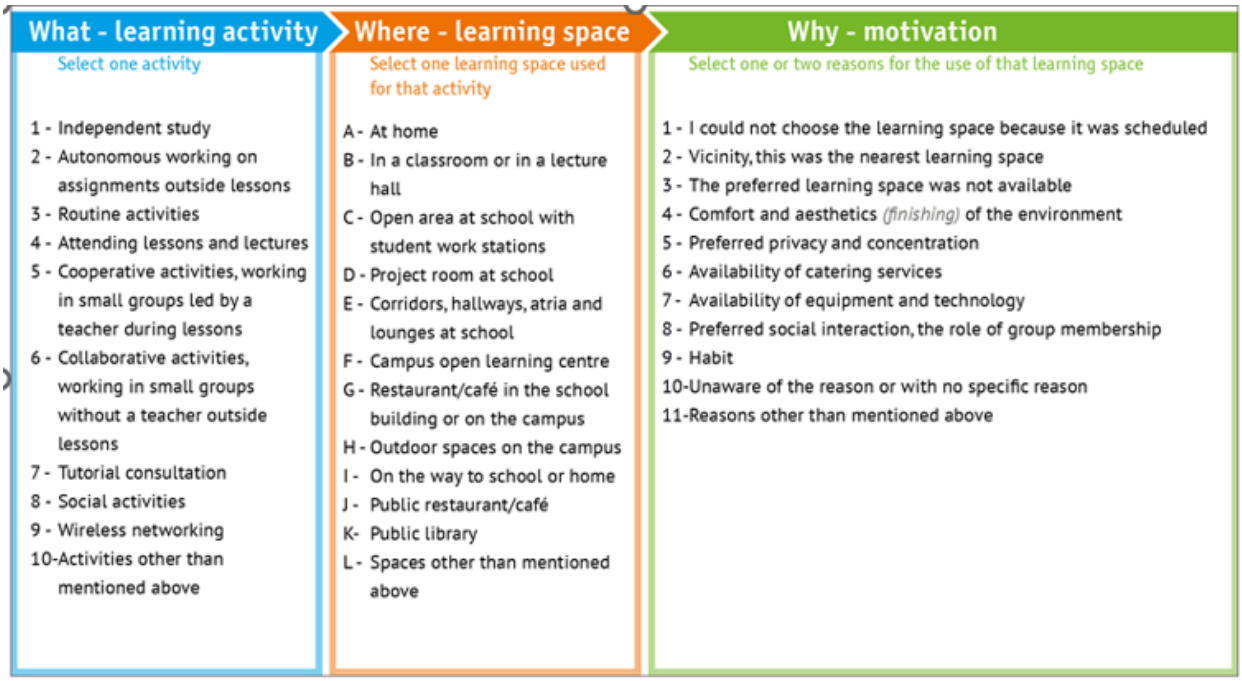
Considering the diary as a potentially onerous task, due to the timescale involved, I did not think they would be likely to engage with many more activities than they normally would. The instructions on the diary also clearly asked them to not do anything extra. Regarding participants' potential to 'forget' to complete entries, I still considered the diary a more immediate, and therefore, more accurate means of collecting data than a one-off questionnaire would have been.

3.6 Diary: Design

In designing the diary, I was keen to follow Alaszewski's (2006, p. 71) advice to create one which was user-friendly – to make it as straightforward for my participants to complete as possible. Where English is their L2 I did not want something that involved a lot of writing which would become a time-consuming burden. Furthermore, the complexity of writing about what they did might prevent them from recording what they actually did.

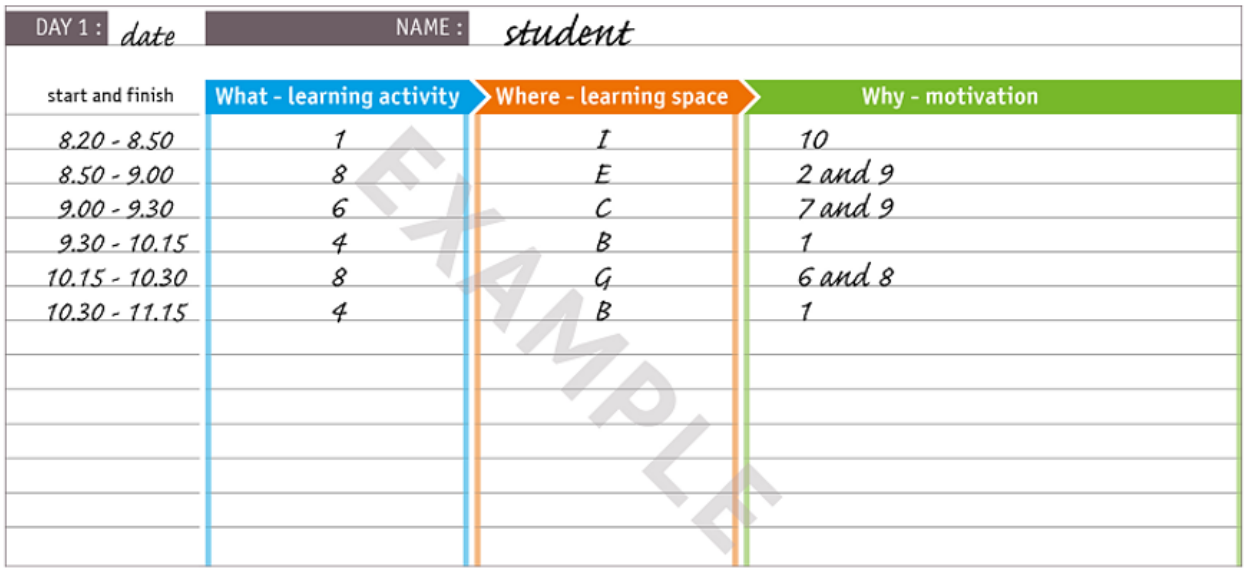
It was difficult to find a suitable example in the same field that I was working in but I found a useful diary designed for discovering students' choices of learning spaces in higher education. (Beckers,

Fig. 3.2: Example of model menu



(Beckers, R., van der Voordt, T. & Dewulf, G., 2016, p. 147, Fig. 3

Fig. 3.3: Example of model diary template



DAY 1 : date	NAME : student		
start and finish	What - learning activity	Where - learning space	Why - motivation
8.20 - 8.50	1	I	10
8.50 - 9.00	8	E	2 and 9
9.00 - 9.30	6	C	7 and 9
9.30 - 10.15	4	B	1
10.15 - 10.30	8	G	6 and 8
10.30 - 11.15	4	B	1

(Beckers, R., van der Voordt, T. & Dewulf, G., 2016, p. 147, Fig. 3)

I liked this model's use of a selection menu, its simple format, and the way it used colour. Beckers, van der Voordt and Dewulf (ibid.) colour-coded their diary as they had three separate menus. I simplified the design from three menus to one (Fig. 3.4) but decided to keep colour for aesthetic reasons. In addition to the diary template, I created an example (Fig. 3.5) to demonstrate to my participants how to correctly complete it, following Corti's (1993) suggestion.

Fig. 3.4: Draft menu

How do I use English out of class?
Select each relevant activity/opportunity
1. Homework
2. Phone call
3. Conversation – not family or friends
4. Conversation with family
5. Conversation with friends
6. Reading (book, leaflet, email, social media, subtitles for movie, website)
7. Writing/typing (letter, email, social media, shopping list, texting)
8. Listening (TV, radio, movie, CD etc)
9. Participating in a club, class etc.
10. Other (not listed above)

Fig. 3.5 Draft Diary Template Participant Example

DAY 1:	7th March 2022	NAME:	Louise	
Time slot	How did I use English?	How many minutes?	Where did it happen?	Any other information
8 – 10	5	10 mins	child's school	
10 – 12	1	15 mins	home	
12 – 2				
2 - 4	5	60 mins	in town	shopping with my friend
4 – 6				
6 – 8	8, 6	90 mins	home	Netflix movie
8 – 10				

I piloted my draft diary with a former student having explained the purpose of the study and trial, asked her if she would be willing to participate on a voluntary basis and provided her with the information sheet and consent form. She completed four days of the diary and then we met up to discuss it through a semi-structured interview. The pilot interview will be discussed later in 3.8.

In my face-to-face explanation I did not ask her to use the numbers from the menu, thinking that the example would make that clear. However, when the diaries were returned the numbers had been omitted. We talked about possible changes that could improve the diary – one of which was altering the size of the boxes to create more space for the *Any other information* column. We also discussed adding the word *Internet* into the menu. My pilot participant admitted that she did not always complete the diary on the day, which made me realise I needed to encourage this in the actual study to help with accuracy issues.

Changes made to the diary following the pilot were as follows: Enlargement of the columns to enable more additional information to be added; *Internet* was added to *website*; *food label* was added as an example; *CD* was changed to *song* – I felt *CD* was perhaps a little dated and *song* was more specific and could be in any format (Spotify, YouTube etc.) I also added *work-related opportunities* to the menu to try to capture these more specifically and gave a new example on the sample diary (*talking to my work colleague*). Written instructions were amended to include *Try to complete as soon after the activity and on the same day if possible,* to encourage accurate recording. An example within both the diary and the menu were highlighted to emphasise use of the number codes, and in addition I drew specific attention to the use of numbers when presenting the project to the group. (See Appendix 3 for the final diary and example.)

3.7 Interviews: Advantages and Disadvantages

'The aim of the qualitative interview, however structured, is not merely to accumulate information but to deepen understanding, and in order to do this the interviewer must be responsive to nuance and opportunity as the interview progresses.' (Richards, 2003, pp. 64-65). Richards goes on to emphasise that the focus should always be on the interviewee rather than the programme and that 'all questioning is hollow unless accompanied by attentive listening.' (ibid. p. 65)

I decided to use semi-structured interviews based around an interview guide – a resource which can be drawn on however is deemed most appropriate (ibid. p. 69). Lindlof and Taylor define the interview guide as ‘a list of topics and questions that can be asked in different ways for different participants.’ (2011, p. 200). I wanted the advantage of some set questions as a starting point but to also have the flexibility to drop, replace, adapt, or reshuffle them as required (ibid.) This flexibility would also enable me to follow relevant new paths should these emerge in the course of the interview, and be able to assimilate these lines of enquiry into subsequent interviews.

The flexibility of semi-structured interviews makes them more open-ended than more structured ones and can allow the interviewee’s perspective to also inform the research agenda along with the interviewer’s. (Burns, 1999, p. 120). Importantly, this can help facilitate ‘a more equal balance in the research relationship.’ (ibid.) I felt this was a significant factor to further mitigate the ethical considerations raised in 3.3 of having my own students as my participants.

Dörnyei highlights several disadvantages with interviews as data collection tools. They are time-consuming to carry out (2007, p. 143). In addition, participants may be too shy or inarticulate to produce enough data, or may be too chatty resulting in a lot of less-than-useful data. (2007 p. 144). As my interviewees will be speaking in their L2, some of them may need encouragement to speak enough, or need help to understand what I am asking them. However, the flexibility of the semi-structured interview will allow me to re-cast questions as needed. (Hermanowicz, 2002, p. 486). Another potential concern may be the time period between completion of the diary and the date of the interview as participants might find it difficult to remember further information about specific entries. This consideration encouraged me to ensure that the interviews took place as quickly as possible following completion of the diaries.

3.8 Interviews: Design

For my pilot I created a set of questions starting with enquiring about selected diary entries. This was something concrete and personal to the participant which they should be confident talking about. There followed some more general questions about engaging in OCLL with one question specifically exploring barriers to using English that they may experience.

Whilst conducting the pilot I realised that my participant worked and had a lot of work-related engagement with English – from listening to a manager in a meeting to chatting to colleagues during her break. This made me curious as to the impact of employment on a student's use of out-of-class English and became a focus of the study. Consequently, I decided to add in specific questions about employment to the interview guide which could be asked if appropriate.

As some of the participants also have school-aged children, I added questions relating to use of English at home with their children. The literature review had suggested this was unusual for ESOL students so I was interested to see if it was the same for my participants.

Questions in the final interview guide were revised to make them as easy to understand as possible. I also decided to begin with some straightforward background questions which the participants could easily answer. Dörnyei (2007, p. 137) suggests that these initial questions are important for setting tone and creating rapport. If participants feel they can 'do themselves justice' when answering these early questions, it helps them to relax and be able to open up. (ibid.) See Appendix 4 for final interview guide.

3.9 Data Collection

Thirteen potential participants were invited to take part in this study on the first day of the new term in April 2023. Twelve agreed to take part and all twelve completed the diaries. However only eleven participants were interviewed (P1-P11) as one of them (P12) was too busy at the time to take part. I decided to interview all eleven to try to capture as much data as possible. All interviews were audio-recorded to help with accurate transcription.

3.10 Data Analysis

Having transcribed all eleven interviews, I began to code them, starting with one transcript (P2). Dörnyei (2007, p. 250) describes a code as 'simply a label attached to a chunk of text intended to make the particular piece of information manageable and malleable.' However, Richards and Morse (2013, p. 154) highlight the importance of these labels and how they can help the researcher to explore their data: 'Coding is *linking* rather than merely labeling. It leads you from the data to the idea and from the idea to all the data pertaining to that idea.' I then extended my coding to include two further transcripts (P1 and P3) to see what other codes might emerge. At this stage I also noted down extra information to make it clearer for me when re-reading. For example:

Social media – video based:

-listening to songs – no subtitles

-for pleasure

Whilst doing this preliminary coding I collected all the emergent codes in a separate table to keep track of them and help with future re-organisation as recommended by Saldaña (2021, p. 41). This process produced thirty-six individual codes with twenty-five relating specifically to OCLL. The number of codes seemed unwieldy and disorganised, so in the next round of coding I started grouping them together into categories, allocating each one under a wider theme. At the same time, some codes were merged to become one new code; others discounted or renamed. Saldaña

(2021, p. 12) describes coding as a 'cyclical act' and proposes that subsequent cycles of coding continue to highlight the important features of the data for 'generating categories, themes, and concepts, grasping meaning, and/or building theory.' To further explain my coding process, I will demonstrate how my codes evolved into the final themes/codes by looking at three specific examples below.

I initially had three separate codes for OCLL social media: *networking, image-based* and *video-based*. I decided to assimilate all three into one code: *Social media*. On a further round of re-reading the transcripts I realised that the non-speaking OCLL activities could be clearly split between media-based and non media-based. These emerged as two themes as seen in Fig. 3.6 below. *Social media* was one code within the theme **Specific OCLL activities – media-based**, along with *News websites; Lifestyle websites; Emails; Self-study; Watching TV;* and *Radio.*

Another example is to do with leisure activities. I started out with three codes: *Adult education; Clubs or groups; Combining hobby with speaking English*. I later realised that I could integrate all three into one code – *Leisure*, under the wider theme of **OCLL Speaking opportunities**. Other codes under this theme were: *Events/appointments; Using English at work; Non-native speakers; Native speakers; Phone calls; Using English at home;* and *Experiences.*

In dealing with **OCLL Speaking opportunities** I had first started out with *Speaking with non-native speakers of English* and *Speaking with native speakers of English* as separate codes and then thought I did not need to differentiate between them. However, as I progressed with my coding, I realised that it was an important part of the data, with participants frequently mentioning the two separate groups so I decided to keep them as two separate codes, simplified to: *Non-native speakers* and *Native speakers*. However, this decision then led to a further problem. Later in my coding process I realised that there were some speaking opportunities which did not fit into

either code, or any of the others within the theme. For example, if a participant spoke to a waiter but did not mention if they were a native or non-native speaker. To resolve this, I created a *General* code to cover these non-specific references.

Fig. 3.6 below shows the final themes and a brief explanation of each. The themes have been colour-coded to correspond with the final codebook.

Fig. 3.6: Final-Theme-Meaning Table

Theme	**Meaning**
OCLL: Speaking opportunities	Face-to-face speaking and listening situations.
Specific OCLL activities – media-based	OCLL activities involving media and social media, accessed through devices.
Non-media-based OCLL activities	Reading/writing activities not involving use of media or digital devices.
Preferences and challenges	Perceived easiest/hardest/most enjoyable OCLL activities.
Coping	Different ways participants overcome challenges in communication.
In class	Perceptions about current ESOL class: activities, social benefits.
Aspirations	Ambitions/hopes relating to progress in English.
Background information	General information about participants.

These themes had also been ranked according to potential importance for discussion of my findings. The full transcript for P2 with its final codes can be found in Appendix 5 although specific information such as home country, name of L1, names of children has been blanked out to protect the participant's identity.

Having coded the interview transcripts, I then coded the twelve diaries. I needed to ensure that I had not missed any codes or themes. Additional activities that emerged were: *homework; completing an e-consult health form;* and *taking an online test/exam at home.* I was able to assimilate these into existing codes by expanding the definitions. For example, *homework* fitted

into the existing theme/code of **Non media-based OCLL activities**. *Completing an e-consult health form* came into the code *Lifestyle websites,* under the theme **Specific OCLL activities – media-based** which already included *health websites* in the explanation. T*aking an online test/exam at home* was added in under *Self-study*, under the preceding theme above.

A coded diary for P2 is found in Appendix 6. To produce this, I scanned the original diary and then annotated the scan by typing code numbers and highlighting. For this example, I also added in extra information gleaned through the interview to make it easier for the reader to understand. However, for subsequent diaries I wrote the number codes and did the highlighting by hand. When drawing out the findings from this data it will be easy to see the main themes/codes in the diaries, initially from the colours and then from the numbers.

My final codebook, *Theme-Code-Definition-Table* can be found in Appendix 7, providing full explanations for each theme and code with supporting transcript examples. Themes and codes have all been allocated a colour to make further analysis easier from a visual perspective. For example, when drawing out my findings about **OCLL Speaking opportunities** it will be easy for me to notice the yellow highlighting on my coded transcripts.

Quantitative data was analysed from the diaries in terms of minutes spent on different activities, with numbers and percentages reported. However, due to the small size of the sample, these results cannot be generalised to a larger population and should not be interpreted as statistically significant.

3.11 Conclusion

This chapter outlines precisely what I did in order to conduct my research - from recruiting the participants to analysing the data. It discusses the important ethical considerations raised by this study. It also explains why I selected my research instruments and how these were trialled and implemented. Finally, it explains how I coded and re-coded my data.

Chapter 4: Findings and Discussion

This chapter reports the findings of this study and how they answer the research questions. It also discusses the findings in relation to the literature reviewed in Chapter 2. The chapter begins by considering what the data reveals about specific types of OCLL that participants engage with – focussing on leisure, watching TV and phone calls. It also looks in more detail at findings based on quantitative data from the diaries, looking at frequency of engagement with different OCLL activities. The chapter then addresses the findings which emerge from the semi-structured interviews regarding the barriers participants experience in engaging with OCLL speaking, and the influence of work on speaking opportunities. Findings are also included which are not directly related to the research questions, about use of English at home as well as participants' perceptions about how enjoyable, easy, or difficult they find particular OCLL activities. Quotations from interviews will be indented and shown in italics throughout this chapter unless embedded within the text.

4.1 What OCLL Activities are Engaged with?

This section addresses Research Question 1: *What types of out-of-class language learning do participants engage with?*

4.1.1 Leisure activities

My ESOL students participated in a wide range of OCLL activities during their ten days of diary completion. One of the most positive OCLL activities that participants were found to engage with involved leisure pursuits: gardening clubs, adult education classes (**not** language learning), walking groups and sports classes. These provided regular opportunities to meet people to talk to, but also to hear English in an authentic setting. One participant attends two adult education classes a week: a drawing class and a flower painting class. Combining a hobby with learning English seems an ideal scenario: doing something you enjoy with the potential to engage in conversations beyond the scope of the actual interest being pursued. Studies (Makarova and Reva, 2017; Albayrak and Şener, 2021) have investigated the benefits of extracurricular activities

(ECAs) on second language learning. Makarova and Reva (2017, p. 59) found that university students in Canada and Russia reported the positive impact of ECAs 'on all the language skills, on building confidence, developing speaking and communication skills.' They also found that participation helped them to 'overcome shyness and nervousness.' (ibid.)

One of my participants explained the speaking opportunities a leisure class created:

> *R: And when you're talking, is it about your project or do your talk about anything and everything?*
>
> *P2: Ah, about my project and about many things because they are all older lady, <laughter> lady likes chatting <laughter> likes very, chatting so much so they always say about British culture, history, health, or a TV programme. So, I have to listen carefully and 'what's your thinking or what do you do in [name of country]?' Yes, so I have <laughter> to… yeah.*
>
> *R: So, they're very good at asking you {questions.*
>
> *P2: {Yeah*.

One of the adult education classes was described as P2's most enjoyable activity, with the language benefits explained:

> *P2: I think the flower painting class is very, most interesting because it is my favourite work so I enjoy it more than other things and I have to have a conversation about many things so I try to speak, I try to say about my thinking and the conversation with my friend is also good... It makes me have a confidence, confidence about English…*

Another student regularly attends exercise classes at the local sports centre where all the instructions are given in English and the chance to meet other attendees. A different participant is a member of a local walking group and attends a local gardening club, both providing good opportunities to speak to English native speakers. These leisure opportunities noticeably boosted the amount of time participants spent engaging in OCLL activities. (See Appendix 8 for table showing a breakdown of minutes spent on different activities by individual participants.) However, attending adult education classes and exercise classes can be expensive and may not be

financially accessible for all ESOL students although concessions can be available for low-income students in some settings.

These findings partly correspond to Milliken's (2016) results regarding university ESOL students' positive language learning progress as a by-product of being athletes. In many cases these participants were members of teams and meeting native English speakers on a very regular basis where English needed to be spoken. My participants perhaps do not meet their leisure colleagues as often as the university athletes would have, but the principle of regular contact whilst doing something that you enjoy is comparable.

4.1.2 Watching TV

Watching TV (especially movies) was the most common OCLL activity overall in terms of minutes spent on it, with ten out of the twelve participants reporting it in their diaries or commenting on it in interviews. (See Fig. 4.1 below.)

Fig. 4.1: Most frequently used OCLL activities from highest to lowest in minutes for whole participant group

Watching TV	2557
General speaking opportunities	2013
Using English at work	1190
Social media	958
Leisure	875
Radio	785
News	784
Websites	709
Emails	660
Non media-based activities (excluding homework)	630
Using English at home	515
Homework	465
Events	255
Self-study	150
Phone calls	149

Speaking opportunities **Non media-based activities**

Media-based activities

Participants watch English TV in a variety of ways. Some always like to use English subtitles but sometimes, if watching with family, their more fluent children prefer to watch without. P5 enjoys an English movie with L1 subtitles more, but acknowledges that English subtitles are probably more beneficial. P7 uses subtitles in both languages at the same time. Using English subtitles transforms watching TV from a listening activity to a reading one but this is no less valuable. Enjoying watching TV with subtitles for entertainment is a good example of incidental learning where L2 learning is unintentionally done in a relaxed way without the anxiety that may accompany a more intentional activity. (Doorslaer, 2013, p. 168)

This finding on the popularity of watching TV in English corresponds with Knight's (2007) findings. Knight (ibid. p. 50) comments that her results also support those from previous studies (Pickard, 1996; Suh *et al.*, 1999; Hyland, 2004) which showed that students 'often participated in individual or passive activities using English when outside of the classroom.' Although *watching TV* (receptive) is the most frequently used activity in the top five, my data also includes *general speaking opportunities, using English at work* and *leisure* in three of the other positions and these are all communicative, interactive, and use productive skills. *Social media* also ranks in the top five.

4.1.3 Phone calls

Not surprisingly, phone calls had the least amount of time spent on them. (See Fig. 4.1 above.) However, it is not just ESOL students who are not keen on making/receiving phone calls – they can be disliked by many English native speakers too. Listening to, and being able to understand someone, without any visual clues can be very challenging, as well as coping with the pressure of responding in real time. Studies (Morett, Gibbs and MacWhinney, 2012; Cao and Chen, 2017) have shown the importance of gesture and facial clues in facilitating both production and communication of L2. Goldin-Meadow (1999, p. 419) describes gesture as both 'a tool for communication for listeners, and a tool for thinking for speakers.' Von Raffler-Engel (1980, cited

in Sueyoshi and Hardison, 2005, p. 662) says that when these visual clues are removed it creates 'an unnatural condition which strains the auditory receptors to capacity.'

In 2023 there are many other ways to contact a person (text, online chat, email etc.) so that in most situations you can avoid having to make a phone call. However, eight out of twelve participants reported engaging in phone calls, often to surgery receptionists or GPs. Interestingly, out of the three who did not report any phone calls, two had described themselves as 'shy' when talking about speaking to others in English. For people who struggle to speak to someone face-to-face in a second language, a phone call presents an even more daunting prospect.

In addition, several participants described the difficulties they face when having to talk on the phone and three participants specifically highlighted phone calls as their hardest activity. P2 explained the nervousness experienced and the need to prepare sentences to say in advance:

> *R: … Do you find you get nervous?*
>
> *P2: **Very** nervous and when I, when I have to ask something on the phone, I prepare the sentence.*

P4 described the difference between having a face-to-face conversation and a phone call in terms of the difficulties in expressing meaning.

> *R: How do you find having to do the talking on the phone? Is it okay?*
>
> *P4: Uh, yeah, bit difficult because if, when we had a conversation on the phone because we are not native speakers, we can't express all the feelings so if we go straight to face-to-face and then we can express something in our hand or face {and the bodywise and they understand.*

Like P2, this participant also uses YouTube or Google to help find the right words to help prepare for a phone conversation. P6 explained the difficulties caused by a lack of facial expressions to help with comprehension as well as using body language to convey meaning:

> *R: So how do you find conversations on the phone? Do you find that more difficult than face-to-face?*
>
> *P6: Yes, because if you're face-to-face you can see the facial expressions and sometimes you have some body language like there's more easy to express what I mean.*

This participant found face-to-face conversations a lot clearer than those over the phone. After an important phone call from school, P6 later made an appointment to see the teacher. When making phone calls, P9 had also faced the demoralising experience of people putting the phone down.

4.2 Frequency of Participation

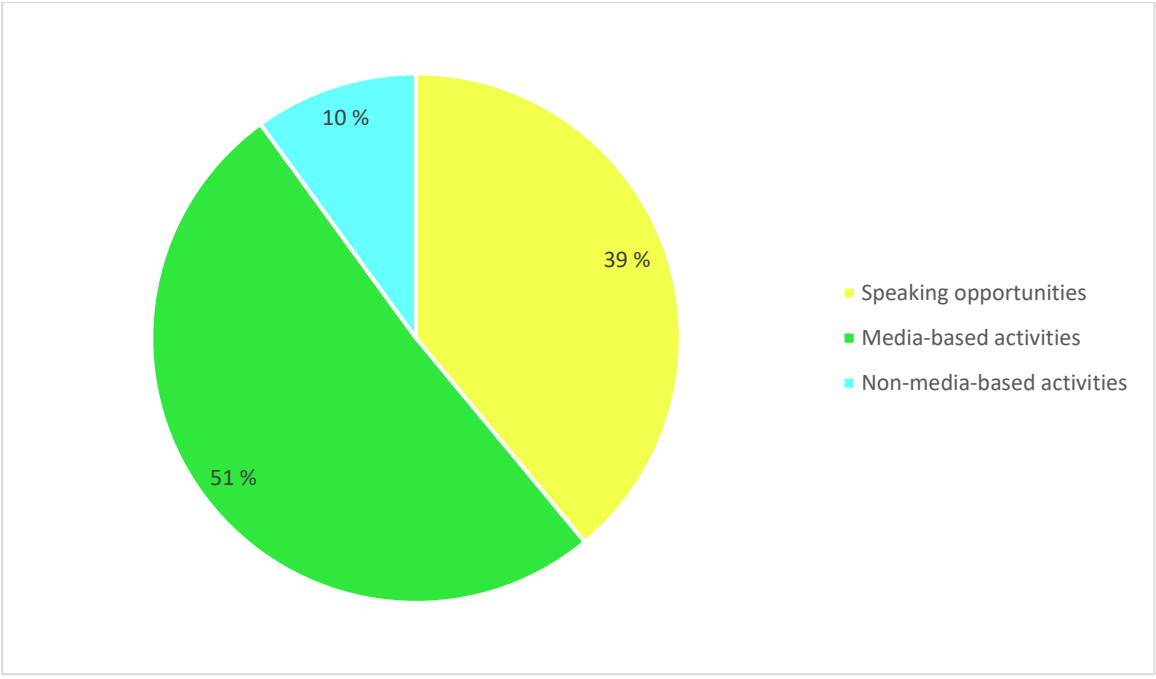
This section answers Research Question 2: *How common is participation in different types of OCLL activities?* The data from the diaries could be clearly divided into *speaking opportunities*; *media-based activities*; and *non-media-based activities*. When the combined totals of participants' minutes are looked at, the media-based ones are the highest, followed by speaking opportunities and then non-media. See Table 4.1 below. In 2023, it is not surprising that media-based activities are most frequently engaged with. The easy accessibility of the internet on a wide variety of devices means that a whole range of activities, from movies to social media, are available at the touch of a screen. Furthermore, these activities are easily available in the privacy of the home – Hyland (2004, p. 193) suggested that the 'private domain may be a valuable setting for out-of-class language learning' as it can be 'easier for the student to control'. Non media-based activities were the least popular. In the diaries, only one participant recorded reading a physical newspaper and only one talked about reading novels for pleasure in the interviews.

Table 4.1: Minutes spent on OCLL activities grouped into speaking, media-based and non media-based with percentages of each participant's total OCLL

Participant	Speaking opportunities	%	Media-based	%	Non media-based	%
P1	1290	49.0%	1085	40.0%	310	11.0%
P2	905	38.5%	1390	59.0%	60	2.5%
P3	160	26.0%	440	72.0%	10	2.0%
P4	290	51.0%	250	44.0%	30	5.0%
P5	70	12.0%	510	86.0%	10	2.0%
P6	200	32.5%	390	63.5%	25	4.0%
P7	135	36.0%	240	64.0%	0	0.0%
P8	0	0.0%	1080	64.0%	270	20.0%
P9	255	27.0%	455	47.0%	250	26.0%
P10	58	14.0%	329	82.0%	15	4.0%
P11	1294	87.0%	189	13.0%	0	0.0%
P12	340	41.0%	245	29.5%	245	29.5%
Total	**4997**		**6603**		**1225**	

The pie chart below (Fig. 4.2) shows this data as percentages for the whole group of participants.

Fig. 4.2: Percentages of total time spent by all participants on OCLL speaking opportunities, media-based activities, and non media-based activities



I find it encouraging to see the substantial amount of OCLL time which is spent on speaking for the participants as a whole group (Fig. 4.2). However, if one looks closely at Table 4.1 above, there is a wide variation between individual participants in terms of how much time is spent on

speaking opportunities outside of class. P11 and P1 spent 1294 and 1290 minutes respectively, whereas P8 spent 0 minutes and P10, only 58 minutes.

4.3 Perceptions of OCLL Activities

In the interviews, participants discussed what they felt to be their most enjoyable OCLL activities, as well as the ones they find most easy or most difficult. Figure 4.3 below shows these participants' perceptions. They have also been highlighted to identify productive skills and receptive skills.

Fig. 4.3: OCLL activities regarded by participants as most enjoyable, easiest, and hardest and whether these involve productive or receptive skills.

Participant	Most enjoyable activity	Easiest activity	Hardest activity
P1	Reading a novel		
P2	Adult education class	Reading websites	Speaking and listening
P3	Watching YouTube	Watching YouTube	Speaking
P4	Watching TV	Speaking	Phone calls
P5	Watching movies		Speaking
P6	Speaking	Reading	Phone calls
P7	Reading		Listening and speaking
P8	Watching movies	Watching movies	Writing
P9	Exercise class		Phone calls
P10	Facebook	Reading	Speaking
P11	Speaking	Reading	Writing

Productive skill **Receptive skill**

Some activities, e.g., phone calls, have been classed as both productive and receptive skills due to the mix of speaking and listening skills involved. Similarly, the exercise class largely involves listening to an instructor but may also include opportunities for speaking to other attendees.

It is clear from this chart that for eight out of eleven participants the most enjoyable activities are ones which involve receptive skills. (Here I have counted the instructor-led *exercise class* as receptive although it could also have opportunities for speaking.) However, for the three who mentioned their *adult education class* or *speaking* as their most enjoyable activity, one is an out-

going participant who likes to make the most of every speaking opportunity and another has two interactive part-time jobs.

Six out of seven participants mentioned receptive activities (either *reading* or *watching TV/movies/YouTube videos*) as their easiest activities with only one person saying they found speaking to be the easiest. Ten out of eleven participants mentioned activities which involved productive skills (*writing, speaking, phone calls*) as their most difficult. Listening was also mentioned as difficult – either specifically, or indirectly as *phone calls*.

These findings correspond to other studies (Hyland, 2004; Moncrief, 2011; Daukšaitė-Kolpakovienė, 2020) which similarly found receptive OCLL activities to be more widely engaged with than ones involving productive skills.

4.4 Barriers to Speaking

This section answers Research Question 3: *What barriers do learners experience which prevent them from engaging with OCLL speaking opportunities?*

4.4.1 Concerns about speaking to native English speakers

Many of my participants voiced a lack of speaking opportunities, especially with English native-speakers. Moreover, there was a distinct difference in some participants' perceptions about talking to non-native speakers or native speakers. It was noticeable that participants often gravitate to other L2 English speakers when collecting their children at school. Similarly, P7, whose work colleagues are a mixture of native and non-native English speakers, will generally speak to those from a different Asian country. Another Asian participant (P2) expressed it like this:

> *As I said, Asian, to Asian it's easier than to British people. But to British people I am a little nervous... Can they understand my English? Yes. And I thought again and again my sentence.*

P4 also revealed nervousness when talking to native speakers and a temptation to **avoid** such conversations, despite recognising the need for more practice:

> *I think conversation might be help us but there is a need to be chan-, chances with native speakers…So sometimes we also feel like nervous because if they talk quickly or something we can't understand, we can't express back again some things. So that's why we trying to avoid <laughter> the conversation mostly, yeah, yeah!*

This participant acknowledged that fear of speaking to native speakers was a barrier that needed to be overcome in order to realise a hope to speak *'as a native speaker'* in the future.

When asked about the tendency to chat to non-native speakers at school, P2, explained it was because '*we share our similar culture, yes, we understand each other as a foreign people in our country in here.'* P4 felt more relaxed talking with a Spanish neighbour, compared to an English one because '*they also like are speaking like us, like words by words'.*

Another participant also expressed nervousness about speaking English

> *P5: I nervous my accent and I nervous grammar.*
> *R: Do you worry people won't understand you?*
> *P5: Yes, but I know they try to understand but I shy.*

There has been research which shows learners can feel anxious about speaking to native speakers. Woodrow (2006) explored the relationship between anxiety and second language performance as well as the causes of second language anxiety for pre-university students in Australia. Findings suggest that the most frequent source of anxiety was interacting with native speakers. Some participants also reported feeling more nervous speaking outside class than in class, especially to native speakers. (ibid. p. 320)

4.4.2 Impact of personality

In addition to nervousness, participants' own personality traits can affect their ability to engage in speaking opportunities e.g., if they are shy or introverts. When asked about attempts to speak when out shopping or in a restaurant, P7 replied: '*I'm shy so don't try this. I just talk with my neighbour though, yeah.'* It is interesting to note that the neighbour is also an Asian non-native English speaker. It is difficult to know if a person would also be shy when speaking in their L1, or if it is just for L2, as this was not investigated in the study. It would have been an interesting follow-up question. One participant with English native-speaking extended family members still felt shy and struggled to speak English with them despite knowing that they really wanted to communicate and understand.

However, a more out-going participant was keen to make the most of any speaking opportunity and was very happy to chat with anybody, from complete strangers to neighbours:

> *If somebody seems er pleased to, to talk with me ever I will talk, try to talk more. Sometime I meet my neighbour and say Hi! I very directly tell him I don't have chance to talk in English so I see if I can talk more. 'How are you recently?' <laughter> Treasure the moment!*

These findings on the impact of personality type reflect those in other studies. Evans, Shvidko and Hartshorn (2015) found that extrovert personality types tend to cope better with speaking English outside class than introverts. Milliken (2016) found that out-going students tended to make the most progress as well as ones who made a significant effort to participate in any activities involving speaking.

4.4.3 Isolation

Isolation is another barrier for some people. Participants expressed that they just stay at home with only family members to talk to in L1. This is probably a greater issue for those of a more reserved nature who may also lack the confidence to initiate L2 conversations with people.

> *R: Have you found it difficult to come here and use English more for everyday life?*

> *P8: Yeah, because I'm staying at home all the time so no friend, no other people talk with me. Just my daughter, my younger sister… Sometimes talk to neighbours a little - just a few words.*

Another participant explained it like this:

> *Yes, I would like to talk to people more frequent I would really like but I cannot do it because… I don't know many people I just, so it's difficult for me to make friends or to talk to people. Yeah, it's difficult, it's the difficult part.*

Lack of opportunity to interact with others has also been recognised as a barrier in other studies. Cooke (2006, p. 61) similarly found her participants keen to meet people and practise speaking but felt frustrated by the lack of opportunities. Sidaway (2022) reported that her participants experienced few opportunities to speak, an absence of English friends and opportunities mainly restricted to short exchanges in the shops or with a GP. However, unlike my participants, Sidaway's (ibid.) students seemed to lack the actual desire to talk with other people.

4.5 Influence of Employment

This addresses Research Question 4: *How does employment influence participants' OCLL speaking opportunities?* Only four out of the twelve participants were working and only three of these were interviewed so no details are known about the fourth person's job. Two participants have part-time jobs in the education sector, and one works full-time in manufacturing. To protect the identity of my participants I have avoided giving specific details about job roles.

One of the main findings relating to employment is that simply working does not automatically guarantee more opportunities to use English – it depends on the type of work undertaken and the working environment. Those working only part-time in the education sector, had far more opportunities to speak English, as well as read English, than the full-time participant in the factory. One job involved the participant in numerous conversations with children, parents, and colleagues, as well as correcting work from an answer book. Another role enabled the person to

interact regularly with children and other staff. Both participants commented positively about the benefits of their OCLL opportunities through work. They described being able to learn from the children and use that knowledge in other settings:

> '…*sometimes it help to me when I teach the kids, they already er, can speak very well in English. They express exactly the correct way then I am also listening and then catch that sentence and then express back to anyone.'*
>
> '*Because I speaking to children and then she, they have used er little bit English and then yeah, I'm, you know, <laughter> I can understand and I learn some things.'*

One also commented how a change of centre supervisor had led to an increase in hours and, more importantly, a new dictate to speak more to the children. I asked if work had made a big difference for learning English.

> P11: '*Yes, big difference. Before when I start [name of company] I not spoke them* (the children) *because I bit understand so that always I'm quiet. Now I can, purposely, I can go and ask them, yeah, purposely.'*

This participant agreed the work had increased confidence in speaking.

However, it was a different experience for the participant working full-time in a factory. Although their main OCLL speaking opportunities come from work, the only times they can talk is during a rest break. Often only one or two workers in a work area are permitted to take a break so conversation is not always guaranteed. The time pressures of working full-time may also result in less free time for other forms of OCLL, especially speaking. This participant also commented on consciously giving their non-working spouse more opportunities to speak English when they go out, having experienced at least some opportunities for speaking at work.

Employment, and volunteering, was also perceived by non-working participants as a valuable way to increase speaking opportunities:

> P6: *Of course I want to look for a job because if I want to um talk more fluent I think I must to go to work then you have to speak every day, right? If I only talk at home then I don't have chance to improve much.*

P5: *I think if I have a job, I think I learn English more.*

P4: *Yeah, I'm looking to speak, yes, someone, like anyone like volunteering… I think that adult people might be speak with us it will help us to improve.*

These findings on how work influences participants' OCLL speaking opportunities correspond to other research findings. Knight's (2007, p. 50) study listed three of the top ten most frequent OCLL activities as ones which were work-related and involved speaking: to customers, co-workers and supervisors. This is borne out by my participants employed in interactive environments where speaking at work accounts for a significant amount of their OCLL. (See Appendix 8.)

Furthermore, P7's limited opportunities to speak at work corresponds with Sidaway's (2022) findings. Her one employed student who worked in a warehouse did not speak much there either, as it was not necessary. (ibid. p.15) Cooke (2006, p. 66) also found that not all employment led to increased speaking opportunities, particularly in isolated jobs where people do not need to speak to others, or work environments where everyone speaks the same L1.

4.6 Use of English at Home

Using English at home with family varied considerably between individual participants and depended on personal circumstances. Research (Jia and Aaronson, 2003) has shown that using the L1 at home is beneficial for immigrant children. My participants were all keen for their children to learn their L1 for when they visited home countries or so that they could speak with grandparents, cousins etc. Several children were happy to use the L1. The participant (P1) who used English the most at home (see Appendix 8) is in the unique position of having two grown-up children who are in relationships with English native-speakers – speaking English has become the common language of use at family gatherings to prevent people feeling excluded. In contrast, the only participant to be married to an English native-speaker did not record any speaking of English at home as the family uses the participant's L1 as the main language. However, the

couple's primary-school aged child insists on speaking in English despite being spoken to in the L1. Similarly, in other families with school-aged children, it was common for the children to prefer to speak English to each other, and to their parents, even though they were addressed in L1. Research also shows that children in ESOL families do not always want to speak their L1 at home – this can be influenced by factors like age, how long they have been in the UK, whether they attend school or not. (Jia and Aaronson, 2003) One participant felt that their children deliberately used English so that their parents could not understand what they were discussing!

One participant used English sometimes to help explain the meaning of an L1 word to a child. Another said that an older daughter sometimes corrects their English. When asked how they felt about this, the participant reported being 'very happy.' Some participants intentionally drew upon their children's fluency in English to help them – sometimes checking the meaning of words, or asking how to express something in English.

These findings relate to those of Sidaway (2022, p. 9) who found that none of her participants 'regularly spoke English at home.' Moreover, some of them also expressed a fear of losing their L1 (ibid.) but this was not a sentiment that was communicated within my interviews. It was also not a question that was specifically asked. However, P5 seemed to express a sense of frustration/disappointment at their child's refusal to speak in L1:

R: So your son is at primary school – does he always speak in (L1) to you?
P5: No, he speak English with me. I speak (L1) every day but he didn't speak (L1).
R: So he doesn't speak (L1)?
P5: Yes, I say "try to speak (L1)." "No, I can't."

4.7 Conclusion

This chapter has presented some of the key findings that have emerged from my research. I have answered the research questions by: exploring specific aspects of the different types of OCLL that my participants engaged with and how often they engaged with them; discussing the barriers to speaking that students experience; and considering the influence of employment on OCLL opportunities. Other findings such as how English is used at home with the family have also been shared.

Chapter 5 Implications and Conclusion

This chapter summarises the study and discusses the implications of the research for both the researcher and within the wider context of TESOL. It looks specifically at implications arising from findings related to employment, leisure activities, barriers to speaking and phone calls. It then makes overall conclusions on future research and the teacher's role in encouraging OCLL.

5.1 Implications

The sample size of this study was small: twelve diaries were completed and eleven semi-structured interviews conducted. There were also low numbers of different language levels: eight pre-intermediate level students, two elementary and only one intermediate level. Length of time in the UK also varied widely between participants, as did previous English learning background. There were also only three students who were in paid employment. Therefore, the findings of this study cannot be generalised to larger student populations unless further research is undertaken. However, the implications for this particular group of participants can be discussed with potential implications for a wider context, especially where findings are in agreement with those from previous studies.

In summary, this study found:

- Where employment was interactive and communicative, it positively influenced participants' speaking opportunities.
- Leisure activities such as adult education classes similarly provided productive opportunities for English language practice.
- Barriers to speaking included a lack of opportunities - sometimes due to isolation or personality type, including shyness and a fear of speaking with native-speakers of English.
- Participants often differentiated between conversing with native-speakers and non-native speakers, feeling much more relaxed with the latter.

- Media-related activities such as watching TV and engaging with social media comprised the biggest category of OCLL compared to speaking and non media-related.
- Watching TV was the most popular activity.
- Phone calls were the least frequent activity and often specified as the most challenging.
- Participants mostly spoke L1 at home but their children usually preferred to use L2.
- Activities involving receptive skills were generally highlighted as *most enjoyable* and *easy* with those using productive skills as the *hardest* ones.

5.1.1 Employment

Employment was viewed by participants as a good way to improve their English and this included both paid and voluntary work. This study shows, as well as others, (Cooke, 2006; Knight, 2007; Sidaway, 2022) though, that the type and setting of the work are of key importance. Jobs that require regular interaction with co-workers or others produce more speaking opportunities. However, ESOL students will not always have complete freedom of choice in their choice of job. Level of English will influence what types of job are accessible and a student may also be looking for the best financial reward, regardless of the speaking opportunities available. A certain level of confidence may be required for a more communicative role which could daunt more reserved L2 speakers.

Several of my participants were parents looking for part-time employment to fit around school hours. This is a challenge for many parents, not just ESOL ones. The study showed that it was possible to find part-time jobs, that fitted around children and offered opportunities to develop one's own English skills e.g., working as a mid-day supervisor in a school. For ESOL teachers, who are often working with parents of children, these types of job opportunities could be suggested as options, as students may not always be aware of these jobs and the advantages they offer. Furthermore, teachers could create time in class for employed students to talk to other

students about the work they do, how they found their jobs and if they are able to practise English within their setting.

5.1.2 Volunteering

Several participants in this study talked about volunteering as a useful way to gain more speaking opportunities. For an ESOL student the benefits could also reach far beyond speaking practice. Voluntary work can be a good stepping stone to paid employment, gaining valuable work skills. In addition, it could provide a way out of isolation – to meet people and increase friendships. It could also help ESOL students feel more closely connected to their local community. For this group, I realised that there was a volunteering opportunity at the church centre where the ESOL lessons take place. The church runs a café and employs several volunteers. For one participant, who was very keen to have more speaking opportunities, I was able to find her a volunteer role working at the café one day a week starting in September. I am hoping this could be something that can be offered to other students in the future. Another option might be to find out what other volunteering opportunities are available in the local area – I could invite a representative from the local volunteer centre to talk to my class. Actively promoting volunteering within classrooms could be a productive means of increasing OCLL.

5.1.3 Leisure activities

This study also showed the benefits of engaging with leisure activities where pursuit of a hobby is combined with English-speaking opportunities. The concept of doing something you really enjoy whilst learning English is important. It is no doubt one of the main reasons why so many learners watch movies in English. However, many leisure classes can be costly and therefore not viable for some students. Nonetheless, teachers and students could research what affordable leisure activities, groups, clubs etc. are available in the local area such as a walking or gardening group. Students who already attend classes or groups could also be given the opportunity to share about these in class and how participation helps their English, in order to inspire and motivate others.

5.1.4 Collaborative learning

Lee-Johnson (2015, p. 126) found that conversation skills improved for students as social relationships with other people grew. Therefore, it is important for teachers, if possible, to encourage their learners to increase their social circles. Promoting some of the opportunities discussed above, such as volunteering or joining local groups and clubs, might be practical ways to facilitate greater access to speaking opportunities and, hopefully, lead to more friendships and less isolation. In addition, as many participants mentioned feeling more comfortable speaking English to other non-native speakers, class members could be encouraged to meet up outside of class. Homework could be set where students work collaboratively in pairs or small groups in order to share findings with the whole class, in the hope that they will get to know each other better through the process. Projects could also be introduced which might involve talking in pairs to other people e.g., conducting surveys etc.

For my own class I plan to trial a conversation-partners project where students can be matched with fluent English-speaking volunteers, to meet up for an hour, on a weekly or fortnightly basis. The volunteers will be recruited from the church where the lessons take place. I already promote activities organised by the church which might be of interest to students, such as fun days for parents and children. The fun days offer a range of free children's activities and a chance to get together with other families in the area during the school holidays. But there are other groups which also operate which might be of interest, such as a Knit and Natter group, a running group, and a gardening group, as well as church services or faith-related groups where appropriate.

Productive skills such as speaking were often described in this study as more challenging than receptive ones. Our classes are already advertised with an emphasis on speaking and listening skills so these findings reinforce my commitment to keep my classes as communicative as possible, with a high priority on speaking skills.

5.1.5 Phone calls

This study flagged up phone calls as a problem for many participants. This included fear or nervousness in having to make them and the need to prepare in advance. In 2023 phone calls are probably on the decline with so many other means of communication available such as email, text, and online chat. However, since the Covid-19 pandemic of 2020-21 they have become more prevalent and important in one key area – doctors' appointments. Many GP consultations are conducted by phone and this is sometimes the case for hospital appointments too. Talking to a doctor on the phone has now become a normal part of life in the UK. The implication for this is that I need to make sure my students are equipped to have these important phone calls and feel confident to do so. This may mean looking at useful vocabulary and phrases in the classroom, providing opportunities for role-play dialogues, getting students to share with their colleagues how they usefully prepare for these conversations, and providing practice opportunities and support for researching and preparing for phone consultation scenarios.

5.2 Conclusion

More research is needed on the subject of OCLL and adult ESOL students. It would be interesting to find out more about the impact of employment or volunteering on students' speaking opportunities in a much larger population. Further research looking at OCLL engagement for different language levels would also be helpful – to find out if higher levels engage more than lower levels. It would also be interesting to see what difference it makes to student engagement out of class when teachers actively promote OCLL in class.

This study revealed that participants' engagement with OCLL varied considerably from individual to individual with some showing very different preferences. Some students explored a wide range of activities whereas others were much more selective. It is also feasible that some learners may need help with accessing OCLL activities. Chusanachoti's (2009, p. 252) study suggested that students felt they needed someone to guide them in their OCLL, including 'information on how to make use of the activities and how to participate in them.' Furthermore, this guidance does not necessarily need to come from the teacher but can come from fellow students. In fact, Chusanachoti (ibid. pp. 257-258) recommends that teachers 'avoid prescribing activities but should rather encourage learners to individualize ways to learn and share those experiences with colleagues.' Creating time within class for students to share their OCLL with each other is important. This will enable them to inspire and learn from one another in a way that is both empowering and confidence-building.

As teachers we need to remember that 'There are two important dimensions to successful second language learning: what goes on inside the classroom and what goes on outside of the classroom.' (Richards, 2015, p. 5) Harnessing the potential of OCLL and creating stronger links between in-class and out-of-class learning may make the difference in helping our students to become successful L2 learners.

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Appendix 1: Participant consent form

CONSENT FORM

Title of Project: Using English out of class: An investigation to find out what daily informal language activity takes place for a group of pre-intermediate ESOL students

Name of Researcher: Louise Moore

Contact details:

Address:	Centre for Language and Linguistics Canterbury Christ Church University North Holmes Road Canterbury CT1 1QU
Tel:	Diana Freeman (Supervisor) 01227 921768
Email:	LVM5@canterbury.ac.uk

	Please initial box
1. I confirm that I have read and understand the participant information for the above project and have had the opportunity to ask questions.	
2. I confirm that I agree to any audio recordings.	
3. I understand that any personal information that I provide to the researchers will be kept strictly confidential and in line with the University Research Privacy Notice	
4. I understand that my participation is voluntary and that I am free to withdraw my participation at any time before data analysis is completed, without giving a reason. Date will be given at interview.	
5. I agree to take part in the above project.	

Name of Participant:	Date:	Signature:
Researcher:	Date:	Signature:

Copies: 1 for participant; 1 for researcher

Appendix 2: Participant information sheet

OUT-OF-CLASS LANGUAGE LEARNING

PARTICIPANT INFORMATION

A research study is being conducted at Canterbury Christ Church University (CCCU) by Louise Moore.

Please refer to our Research Privacy Notice for more information on how we will use and store your personal data.

Background

This project will explore how ESOL students use English out of class to improve their English. It will look at the types of activities, how useful and/or enjoyable they are, and the amount of time spent on them.

This may help teachers have a better understanding of the value of these out-of-class activities and to encourage other students to also try them.

Out-of-class learning can be used more to support in-class learning and vice versa.

What will you be required to do?

You will be asked to keep a diary of daily activities when you use English for 2 weeks. After this you will take part in a recorded conversation (interview) with me to discuss the ways you use English out of class.

To participate in this research you must:

- Be at least 18 years old.
- Be learning English as an additional language.

Procedures

You will be asked to complete a daily diary for 2 weeks of times when you use English in your everyday life. E.g. Writing a text message, chatting to a friend, booking a doctor's appointment.

After this you will have a short interview with me to discuss the out-of-class activities. This will probably be at the Riverside Centre, Ashford, where ESOL classes take place.

Feedback

Results of the research will be available to participants who wish to see it.

Confidentiality and Data Protection

The following categories of personal data (as defined by the General Data Protection Regulation (GDPR)) will be processed:

- Email addresses, instant messaging contact details, names, gender, nationality and how long you have lived in the UK.

We have identified that the public interest in processing the personal data is: consent

- Personal data will be used to distinguish between participants' data. Email and messaging details will be used to contact students and to give them relevant information. Gender, nationality and time in the UK may be used as part of the data analysis. Data will be anonymised in the dissertation.

Data can only be accessed by, or shared with:

- The researcher, the supervisor and the external examiner. Data will not be shared with any third parties.

The identified period for the retention of personal data for this project:

- 1 year

If you would like to obtain further information related to how your personal data is processed for this project, please contact Louise Moore: LVM5@canterbury.ac.uk or my supervisor, Diana Freeman: diana.freeman@canterbury.ac.uk

You can read further information regarding how the University processes your personal data for research purposes at the following link: Research Privacy Notice - https://www.canterbury.ac.uk/university-solicitors-office/data-protection/privacy-notices/privacy-notices.aspx

Dissemination of results

The results of this study will be published in my MA Dissertation available from the Canterbury Christ Church University Library.

Process for withdrawing consent to participate

You are free to withdraw your consent to participate in this research project at any time until data analysis is completed without having to give a reason. (Date will be given at interview.) To do this please email LVM5@canterbury.ac.uk or diana.freeman@canterbury.ac.uk stating your name and that you wish to withdraw your consent.

You may read further information on your rights relating to your personal data at the following link: Research Privacy Notice - https://www.canterbury.ac.uk/university-solicitors-office/data-protection/privacy-notices/privacy-notices.aspx

Any questions?

Please contact Louise Moore: LVM5@canterbury.ac.uk or my supervisor, Diana Freeman: diana.freeman@canterbury.ac.uk Telephone: 01227 921768

Appendix 3: Example menu and diary page with blank template

Record when you use English **outside** of our ESOL class. Please don't do anything extra – just do what you normally do! **Try to complete soon after the activity and on the same day if possible.** Thank you for your help.

Use the menu (1-11) below to help you.

How do I use English out of class?
Select each relevant activity/opportunity and write down menu number 1-11
1. Homework
2. Phone call
3. Conversation – not family or friends
4. Conversation with family
5. Conversation with friends
6. Reading *(book, leaflet, food label, email, social media, subtitles for movie, Internet website etc.)*
7. Writing/typing *(letter, email, social media, shopping list, texting etc.)*
8. Listening *(TV, radio, movie, song etc.)*
9. Participating in a club, class etc.
10. Work-related opportunities
11. Other (not listed above)

EXAMPLE

DATE:	7.3.23	NAME:	Louise	
Time slot	How did I use English?	How many minutes?	Where did it happen?	Any other information
8 – 10	5	10 mins	child's school	
10 – 12	1	15 mins	home	
12 – 2				
2 – 4	5, 10	10 mins	at work	Talking to my work colleague
4 – 6				
6 – 8	8, 6	90 mins	home	Netflix movie with English subtitles
8 – 10				
DATE:		NAME:		

Time slot	How did I use English?	How many minutes?	Where did it happen?	Any other information
8 – 10				
10 – 12				
12 – 2				
2 – 4				
4 – 6				
6 – 8				
8 – 10				

DATE:		NAME:	

Time slot	How did I use English?	How many minutes?	Where did it happen?	Any other information
8 – 10				
10 – 12				
12 – 2				
2 – 4				
4 – 6				
6 – 8				
8 – 10				

Appendix 4: Interview Guide

Background

- *How long have you lived in the UK?*
- *Which country are you from?*
- *Where did you learn English?*
- *Do you work? How many hours a week? Where? How long?*

Diary entries – getting further information, clarification

- Reasons for particular activities: *Why do you…?*
- State activity: *How long? (6 months?)*
- *Which activity do you find most enjoyable?*
- *Which is the easiest?*
- *Which is the hardest?*

In-class and out-of-class English

- *In your English lessons, what helps you most with your English?* (Prompt if needed)
- *Outside class, what things help you most?*
- *What other activities would you like to try?*
- *Do you use social media? What do you use? eg. Facebook, Tiktok, WhatsApp?*
- *Is it easy to take part in activities that use English? VERY easy?*
- *Is it sometimes difficult to speak English more? What is difficult?*
- *Is it easy for you to talk to English speakers? How easy?*
- *Do you speak English at work? When do you use English? What do you talk about?*
- *Do you speak English to your family?* If they have children at school: *Do you speak English to your children? What do you talk about?*
- *What would help you spend more time using English outside of class?*

Appendix 5: Interview Transcript – coded

Transcript Key	
R	Researcher
P	Participant (P1 = Participant 1, etc)
(.)	Brief pause
(1 sec)	Timed pause
R: {the flow of it? P1: {Yes.	Bracket indicates the start of overlapping speech
<laughter>	Transcription of a sound etc. that forms part of the utterance
<inaudible>	Utterance is unclear for transcription
(Reading)	Researcher is reading the diary or questions
[*name of city*]	Specific information anonymised

Interview	Category
R: I'm doing this interview to find out more about ways that people use English outside of class. So, which country are you from? **P2:** Yeah, I'm from [*name of country*]. **R:** And what is your main language? **P2:** Yeah, that is [*L1*]. **R:** And do you speak any other languages? **P2:** [*name of other language*] <inaudible> when I was a student I studied. **R:** Are [*name of other language*] and [*L1*] very different languages? **P2:** More similar than English because of our sentence order, word order the same. So it's more easier than English to study. **R:** And the writing, is that very similar? **P2:** Yeah, no, no, no. Very different.	

1

R: But you don't speak any [*name of other language*]?

P2: No.

R: So where did you learn English?

P2: Oh, in school, yes, and when I was 10, 10 years old maybe…

R: From 10?

P2: Yes, my mother make me study with tutor.

R: Like a private tutor?

P2: Yeah, yeah, yeah and school.

R: Did you learn English all through secondary school?

P2: Yes, English is included on test for university.

R: Quite an important subject.

P2: So much important.

R: And then did you carry on with it at university a little bit?

P2: Yeah, because we need English level certificate for finding a job.

R: Right.

P2: Yeah, yeah. But after I found a job I never learn English. Just for hobby.

R: But if you'd **known** you were coming **here** maybe you would have carried on.

P2: So I struggled so much. It's been a long time.

R: So how many years would it have been from stopping English to coming here?

P2: Maybe 10 years.

R: Oh quite a {long time! Goodness.

P2: {Yeah, yeah

R: So at the moment you don't work?

Commented [LM1]: Previous English study

Commented [LM2]: Previous English study

Commented [LM3]: Previous English study

Commented [LM4]: Previous English study

Commented [LM5]: Purpose

Commented [LM6]: Purpose

2

P2: Yes, I don't work in England.

R: Okay, so I'm going to have a quick look at your diary and make sure I understand everything. (Reading) So this would be texting? Messenger?

P2: WhatsApp.

R: *Drawing class, 2 hours*. (Reading) That's good.

P2: But are mostly listening, yes, yes on Wednesday most listening and Friday we discuss each other. So yeah, it's more…

R: {More interactive?

P2: {Yeah, yeah, yeah. I need to speak.

R: But it's all good for you, I think.

P2: Yeah, yeah.

R: And have you met nice, interesting people?

P2: Yeah, yeah, yeah. Some people is young and most of them older, much older than me but they are very kind and sweet.

R: Yeah, that's nice. And this one is in [*name of city*] as well?

P2: Ah, no, no.

R: Oh, this was the [*name of town*] one.

P2: [*name of town*] one.

R: So you've got *Social Media* (reading) there – is that like Facebook?

P2: Instagram or Facebook.
R: Okay and do you do that in English?

P2: Yes, I follow the BBC news on Instagram. It's very short and easy to read.

R: Good. *Website shopping* (reading)

P2: Yes, every day. Find out about travel, travelling.

Commented [LM7]: Employment

Commented [LM8]: Social media

Commented [LM9]: Leisure

Commented [LM10]: Leisure

Commented [LM11]: Leisure

Commented [LM12]: Leisure

Commented [LM13]: Experiences

Commented [LM14]: Social media

Commented [LM15]: Social media

Commented [LM16]: News websites (BBC)

3

R: Oh, of course.

P2: I read up reviews on Google Maps or finding on <inaudible>

R: Oh, that's really good. Yeah, and then you have to do your booking, finding accommodation, transport… Excellent! *Email* (reading)

P2: Yes, almost it's from school, child, children's school, yes.

R: This one is the school. So, *Netflix drama with English subtitles* (reading). So normally would it be [*L1*] or English?

P2: <laughter> At the first time I tried to English with English but, yeah, yeah… These days I use [*L1*], just [L1]. But some movies has only English subtitles so have to.

R: And would the listening be in English as well with those ones.

P2: No, [L1], then translate into English.

R: Okay. *Radio* (reading) – which station do you {normally

P2: {Yeah, BBC Kent or BBC in the car.

R: So, a mixture of song, {news, travel

P2: {Yes, yes, yes

R: Good.
P2: But I can't understand almost of it. <laughter>

R: You won't understand everything but you maybe get the gist?

P2: Yes, guess, always guess, I guess.

R: It's still very good practice for you.

P2: And then I discuss with my husband, *is that right, is that right?* I don't know.

R: Is your husband's English a lot better than yours?

4

Commented [LM17]: Lifestyle websites

Commented [LM18]: Emails

Commented [LM19]: Watching TV

Commented [LM20]: Radio

Commented [LM21]: Radio

Commented [LM22]: Coping

Commented [LM23]: Coping

P2: Uh, maybe reading and writing because he prepared for IELTS test… R: Ah, okay. P2: For 2 years, for 3 years R: Before coming here? P2: Yes, he had to so that he was ready the level. Just the reading and a lot of words, yeah, the vocab. R: It must have been very difficult for him studying all in English. (Reading) *Train café*. Oh no, this was *train*. This was number 5 - *conversation with friends* {on the train P2: {Yes maybe I have for to Canterbury. I met friends in our same class so we, we had a conversation. R: For the flower painting one? P2: Yeah, yeah. R: Oh, that's nice, lovely! And the flower painting, you said that is more, more talking. P2: Yes, because it's about individual project. R: Ah, okay. P2: So it's when you had had conversation with the tutor about what's going on, what are you going to do today, yeah, yeah. R: Right. Whereas the drawing one? P2: It's a beginner class so we are gathering to tutor's demonstration, painting R: So, you all do the {same thing? P2: {Yes, yes. Exactly. R: So which do you prefer? Do you like your own project or do you prefer… P2: It's more, flower painting is more interesting.	

Commented [LM24]: General

Commented [LM25]: Leisure

Commented [LM26]: Leisure

5

R: Hmm, because it's your choice. Nice. (Reading) So where you've got *child's school* that would be chatting {to other parents outside? P2: {Yeah, yeah. At drop off, pick up time. R: (Reading) *Hotel*. Was this [*name of city*] maybe? P2: Yes, yes. R: (Reading) Ah, you've got *YouTube*. So what kind of things do you watch on YouTube normally? P2: Ah, there is a famous YouTuber, um a [*different nationality*] British man. R: Ahh P2: Yes, British man married with [*different nationality*] so he introduce our Korean food or Korean culture to British. Yes, and that's all about reacting, R: Okay P2: reacting, yeah, yeah, yeah, by British. R: Right, and he does it all in English? P2: Yes, yes, and it has subtitle, English subtitle. R: Ah, that's really good. It's nice if you find something that you enjoy {following that you can… P2: {Yeah R: {…look at. P2: {Very interesting. R: (Reading) This was the same one was {it? Your favourite! <laughter> P2: {Yes, yes. <laughter> R: (Reading) Ah, *with Louise*! <laughter> P2: Yes. R: (.) Good. (Reading) You've got your *neighbour* there as well. Are your neighbours English? Either side?	

Commented [LM27]: General

Commented [LM28]: Social media

P2: Not exactly English, but they are from another country but they use English and the neighbour has very young children who are friends with my children.

R: Ah, that's nice.

P2: Yeah, yeah, yeah.

R: Yeah, yeah. That's good, that's brilliant. Thank you. So, which of the activities that you do outside of class, which do you enjoy the most? So, is it, would it be your classes or would it be chatting to with people or {watching the movies?

P2: {Ah, yeah, yeah, yeah

R: What do you enjoy?

P2: I think the flower painting class is very, most interesting because it is my favourite favourite work so I enjoy it more than other things…

R: Yes.

P2: …and I, I, I have to have a conversation about many things so I try to speak, I try to say about my thinking and the conversation with my friend is also good. It makes me have a confidence, confidence about English but it's good but I use, always use the same expression, same sentence so that is problem. <laughter>

R: Because you're thinking about communicating…

P2: Yeah

R: not can I get my grammar right?
P2: Ah, yeah, yeah

R: And when you're talking is it about your project or do your talk about anything and everything?

P2: Ah, about my project and about many things because they are all older lady, <laughter> lady likes chatting <laughter> likes very, chatting so much so they always say about British culture, history, health or a TV programme. So I have to listen carefully and *what's your thinking* or *what do you do in [name of country]?* Yes, so I have <laughter> to… yeah

R: So they're very good at asking you {questions.

7

Commented [LM29]: Non-native speakers

Commented [LM30]: Preferences and challenges

Commented [LM31]: Leisure

Commented [LM32]: Experience

Commented [LM33]: Leisure

Commented [LM34]: Experiences

Commented [LM35]: Experiences

P2: {Yeah

R: That's really good, isn't it?

P2: Yes, yes, really good.

R: That's brilliant, yeah. That's amazing! So you're doing what you **love** doing but you've also got all these opportunities to, to use English. That's great, really good! So that's the most enjoyable. Out of these things, what do you find the easiest?

P2: Easiest, yeah, it's reading, reading on website.

R: Is easiest for you.

P2: Yeah

R: Yeah

P2: Yes, yes, because the, the about shopping or finding a Google review is almost same or similar <laughter>

R: Ahh, okay.

P2: It's shopping, shopping is most easiest.

R: So you've got similar vocabulary coming up.

P2: Yeah.

R: No, that's good, that's helpful. And maybe, do you find reading is your strongest skill out of speaking, listening, reading, writing?

P2: Yes, I think reading.

R: Yeah, that's good. So which is the hardest?

P2: Definitely speaking.

R: Speaking. Is that harder for you than say listening to the news on the radio?
P2: Ah, radio is, yeah, radio is more harder, much harder. Yeah, yeah, yeah.

R: Why do you think it's more difficult?

P2: I can't see the face or gesture so I, it's harder to guess

8

Commented [LM36]: Leisure
Commented [LM37]: Experiences
Commented [LM38]: Leisure
Commented [LM39]: Preferences and challenges
Commented [LM40]: Preferences and challenges
Commented [LM41]: Preferences and challenges
Commented [LM42]: Preferences and challenges

{what they talk about R: {Yeah. There's no clues, no clues and you can't stop them and say *can you repeat?* With a real person you could say *can you say it again*. So maybe that's why? So in your English classes, so our ESOL lesson that we have, what do you find helps you most with your English? P2: Ah, I can learn new, new grammar or expression every week because if I just have a conversation with my friend, as I said, I use the same expressions, same sentence but… R: {Yes P2: {in ESOL class I can learn new expressions… R: {Yes, yes P2: so I adjust, I can adjust <inaudible> R: And do you find the things that you learn in class, are you able to then use it outside class? Do you, are you able to remember a new phrase or {vocabulary? P2: {Yeah, yeah, yeah R: That's good, that's helpful then. Good. (.) So obviously you've tried lots of different things for helping with English. Is there anything else you think you would like to try in the future? P2: I think I should have to have a conversation with British people. Yes, because at this time I have, I don't have British people friends I have only another country. Asia. Yeah, it's easier. R: And like your neighbours, they're not British. P2: Yeah, yeah. R: But the people on the drawing class and the flower painting they are British? P2: Oh, yeah, yeah. R: But they're just not close friends? P2: Yeah, yeah.	

Commented [LM43]: Preferences and challenges

Commented [LM44]: Tasks and activities

Commented [LM45]: Tasks and activities

Commented [LM46]: Aspirations

Commented [LM47]: Experiences

Commented [LM48]: Non-native speakers

Commented [LM49]: Native speakers

9

R: Okay. (.) Do you think it's quite easy to take part in activities that use English? Have you found it easy?

P2: No, no, no, never easy.

R: But you think you can find there's enough opportunities for you?

P2: Ah, yeah, yeah.

R: Is it sometimes difficult to speak English more?

P2: Sometimes, yes, on the phone.

R: Ah, that's the hardest.

P2: It's the hardest part. From my dental hospital or from travel agency, *sorry sorry*, I say *sorry* again. <laughter> {Yes, yes.

R: {Yes, that's difficult. Do you find you get nervous?

P2: **Very** nervous and when I, when I have to ask something on the phone, I prepare the sentence.

R: Yeah

P2: Yeah, yeah, yeah in writing. Yeah I have to.

R: Even in English sometimes I make notes.

P2: Yeah, I have to phone to car agency, car insurance agency. Yeah we <inaudible> spent one week, over one week we have to soon.
R: You can't do it online?

P2: You can't. Just the phone.

R: That's annoying. So is it easy for you to talk to English speakers?

P2: As I said, Asian, to Asian it's easier than to British people. But to British people I am a little nervous.

R: Mm.

P2: Can they understand my English? Yes. And I thought again and again my sentence. I check in like [*name of daughter*].

Commented [LM50]: Preferences and challenges

Commented [LM51]: General

Commented [LM52]: Phone calls

Commented [LM53]: Preferences and challenges

Commented [LM54]: Coping

Commented [LM55]: Phone calls

Commented [LM56]: Experiences

Commented [LM57]: Experiences

Commented [LM58]: Native speakers

Commented [LM59]: Non-native speakers

Commented [LM60]: Native speakers

Commented [LM61]: Experiences

Commented [LM62]: Coping

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R: And have you found it harder to make those friendships with British people, even at school {it's more difficult?

P2: {Yeah, yeah

R: So at school do you tend to chat to the non-English native speakers?

P2: Yes, because we share our similar culture, yes, we understand each other as a foreign people in our country in here.

R: You have something in common.

P2: Yeah, yeah, yeah.

R: That's true. Okay. So at home, do you speak English with the children or not really?

P2: Not so much. Yes, but my children almost time, almost speak English to me, yeah, especially [*name of daughter*]. Yeah, yeah, yeah.

R: I think she thinks in English now.

P2: Yes, more than before yeah.

R: So, at your dinner table…

P2: Yeah

R: …all 4 of you – how does it work? You and your husband talk in [*L1*]?

P2: [*L1*], yes,

R: and you talk to [*names of children*] in [*L1*]

P2: To [*L1*], in [*L1*]

R: But they

P2: speaking in English

R: Back

P2: Yes, they answer back in English.

R: Both of them?

Commented [LM63]: Native speakers

Commented [LM64]: Using English at home

Commented [LM65]: Using English at home

Commented [LM66]: Using English at home

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P2: Yes. Sometimes we answer or we act in English but it's hard.	
R: And [*names of children*], {do they speak to each other in English?	
P2: {Yeah, yeah. Yeah	
R: Ah, it's interesting.	
P2: Very good. Yeah, very good.	
R: So [*L1*], English. [*L1*], English. English, English.	
P2: Yes, yes <laughter>	
R: Excellent. Is there anything that would help you to spend more time using English outside of class?	
P2: Mm. Yeah, yeah. Friendship with other people.	
R: British people?	
P2: Yes, but any people because they use English too so it's fine. Yes, I think it makes me not nervous and confident more and <inaudible> more.	
R: And through our class, ESOL class, have you made some friends through that?	
P2: Yes, [*name of former classmate*]. Yes, there is, I wrote a conversation with [*name of former classmate*] in restaurant or a café.	
R: So you still meet up with [*name of former classmate*]?	
P2: Yes, it's been a long time – long time, no see – about half a year. But when we meet again it's very good. And she speaks very good English.	
R: She does speak very well. She's very good with her English. Oh, that's great! Right, I'm going to stop the official interview there.	
P2: Okay.	
R: Thank you for that.	

Commented [LM67]: Using English at home

Commented [LM68]: Using English at home

Commented [LM69]: Aspirations

Commented [LM70]: Native speakers

Commented [LM71]: Experiences

Commented [LM72]: Friendship opportunities

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Appendix 6: Participant's completed diary - coded example

DATE:	26/4/23	NAME:	[redacted]	
Time slot	**How did I use English?**	**How many minutes?**	**Where did it happen?**	**Any other information**
8 – 10				
10 – 12	6 6,7	10mins 10 mins	home home	email from school 2.4 messenger 2.1
12 – 2	9	60mins	drawing class	Leisure 1.1
2 – 4	9 6,7	60 mins 10mins	drawing class. home	Leisure 1.1 messenger. 2.1
4 – 6	6 6	15mins 10mins	home home	social media. 2.1 website (shopping) 2.3
6 – 8	6	10mins	home	email 2.4
8 – 10	6, 8	60mins	home	Netflix drama with English subtitles. 2.6

DATE:	21/4/23	NAME:	[redacted]	
Time slot	**How did I use English?**	**How many minutes?**	**Where did it happen?**	**Any other information**
8 – 10	8	40mins	car	radio. 2.7
10 – 12	3	10mins	dental clinic	Event 1.2
12 – 2	8 6	30mins 10mins	car car	radio 2.7 email from school. 2.4
2 – 4	5	10mins	child's school.	
4 – 6	6	20mins	home	social media. 2.1
6 – 8	6, 8	60mins	home	Netflix movie with English subtitles. 2.6
8 – 10	6	10mins	home	website. 2.3

DATE:	28/4/23	NAME:	[redacted]	
Time slot	How did I use English?	How many minutes?	Where did it happen?	Any other information
8 – 10	5 3	40mins. 5 mins	train cafe.	General 1.9 General 1.9
10 – 12	5.9	120 mins	flower painting class.	Leisure 1.1
12 – 2	5 6	20mins. 10mins	flower painting class. train	Leisure 1.1 website 2.3
2 – 4	5	5 mins	child's school.	General 1.9
4 – 6	8	30mins	car	radio. 2.7
6 – 8	3	10mins	hotel.	General 1.9
8 – 10	6 6	10mins 10mins	hotel hotel	website. 2.3 social media 2.1

DATE:	1/5/23	NAME:	[redacted]	
Time slot	How did I use English?	How many minutes?	Where did it happen?	Any other information
8 – 10	6	15mins	hotel	website. 2.3
10 – 12	3 3	10mins 10mins	cafe. bakery.	General 1.9 General 1.9
12 – 2	3	10mins	restaurant.	General 1.9
2 – 4	8	40mins	car	radio. songs. 2.7
4 – 6	6.7 3	10mins 10 mins	home restaurant.	messenger 2.1
6 – 8	6.8	60mins	home	Netflix movie with English subtitles. 2.6
8 – 10	1 6	20mins 10mins	home home	homework. 3.0 social media. 2.1

DATE:	3/5/23	NAME:	[redacted]	
Time slot	**How did I use English?**	**How many minutes?**	**Where did it happen?**	**Any other information**
8 – 10				
10 – 12	6	20mins	home	website (Shopping) 2.3
12 – 2	9	60mins	drawing class	Leisure 1.1
2 – 4	9 3	60mins 5mins	drawing class cafe	Leisure 1.1 General 1.9
4 – 6				
6 – 8	6,7	10mins	home	email 2.4
8 – 10	6,8 6	60mins 20mins	home home	Youtube with English subtitles. 2.1 website 2.3

DATE:	4/5/23	NAME:	[redacted]	
Time slot	**How did I use English?**	**How many minutes?**	**Where did it happen?**	**Any other information**
8 – 10	6.7	5mins	home	messenger 2.1
10 – 12	5	120mins	restaurant.	General 1.9
12 – 2	5 6,7	30mins 10mins	restaurant. home	messenger. 2.1
2 – 4	6 5	10mins 5mins	home child's school.	email. 2.4
4 – 6	6	10mins 20mins	home home	messenger 2.1 website 2.3
6 – 8	6 4	15mins 10mins	home home	social media. 2.1
8 – 10	6,8	40mins	home	Youtube with English Subtitles. 2.1

DATE:	5/5/23	NAME:	[redacted]	
Time slot	How did I use English?	How many minutes?	Where did it happen?	Any other information
8 – 10	5 3	40mins 5mins	train. cafe	General 1.9 General 1.9
10 – 12	5.9	120mins	flower painting class	Leisure 1.1
12 – 2	5 6	30mins 10mins	flower painting class train	website. 2.3
2 – 4	2 6	5mins 10mins	home home	phonecall from school 1.6 email. 2.4
4 – 6	5. 6	10mins 10mins	home. General home	with Louise. 1.9 email. 2.4
6 – 8	6	10mins	home	messenger. 2.1
8 – 10	6.8	60mins	home	Netflix drama with English subtitles. 2.6

DATE:	6/5/23	NAME:	[redacted]	
Time slot	How did I use English?	How many minutes?	Where did it happen?	Any other information
8 – 10				
10 – 12	6.8	60mins	car	Youtube with English subtitles. 2.1
12 – 2	3 8	5mins 30mins	child's class. car	radio. 2.7
2 – 4	6	20mins	home	social media. 2.1
4 – 6				
6 – 8	6	20mins	home	website 2.3
8 – 10	6	20mins	home	email, social media. 2.4 2.1

DATE:	7/5/23	NAME:	[redacted]	
Time slot	How did I use English?	How many minutes?	Where did it happen?	Any other information
8 – 10	8	60mins	car	radio. 2.7
10 – 12	6	10mins	car	social media. 2.1
12 – 2				
2 – 4				
4 – 6	8 3	30mins 5mins	car cafe.	radio. songs. 2.7
6 – 8	5 6	10mins 5mins	home General home	with neighbor. 1.9 messenger. 2.1
8 – 10	6 1	10mins 20mins	home home	email 2.4
	6.8	40mins	home	Netflix drama with English subtitles. 2.6

DATE:	9/5/23	NAME:	[redacted]	
Time slot	How did I use English?	How many minutes?	Where did it happen?	Any other information
8 – 10				
10 – 12				
12 – 2	5 6	20mins 10mins	After ESOL home	email. 2.4
2 – 4	6 6	30mins 10mins	home home	website (shopping) 2.3 email. 2.4
4 – 6				
6 – 8	4 6	10mins 15 mins	home home	website. 2.3
8 – 10	6.8	100mins	home	Netflix movie with English subtitles. 2.6
	1	20mins	home	

Appendix 7: Theme-Code-Definition-Table for Interviews and Diaries

Theme or Code	Definition/Explanation	Example: Codes
Theme: **OCLL: Speaking opportunities: 1.0**	Covers face-to-face speaking and listening situations but also remote ones such as phone calls or video calls. Participant may comment if they do/do not have enough opportunities.	N/A
• Leisure: 1.1	Classes, groups, or clubs the participant attends where English is used for communication but it is not a language class e.g., drawing class, exercise class, gardening club, walking group. A place where they can combine a hobby with practising English.	*It's a beginner class so we are gathering to tutor's demonstration, painting.*
• Events/appointments: 1.2	An event in daily life where they need to use English in a slightly more formal context than talking to a friend or neighbour. Examples: events participant attends such as parents' evening, GP/dental appointment.	*Yes, sometimes, and sometimes my husband he translate for me and what they say and sometimes I getting nervous and shy.* (Parents' evening)
• Using English at work: 1.3	Covers the opportunities offered by participants' employment and how these may benefit their learning of English. Also includes when participants mention they would like to work or volunteer because they can see how it would help their English.	*And then sometimes it help to me when I teach the kids, they already er, can speak very well in English. They express exactly the correct way then I am also listening and then catch that sentence and then express back to anyone.*
• Non-native speakers: 1.4	Opportunities participant has to speak English where they have specifically mentioned it is with non-native speakers of English.	*R: So, at school do you tend to chat to the non-English native speakers?*

		P: Yes, because we share our similar culture, yes, we understand each other as a foreign people in our country in here.
• Native speakers: 1.5	Opportunities participant has to speak English where they have specifically mentioned it is with native speakers of English.	*As I said, Asian, to Asian it's easier than to British people. But to British people I am a little nervous.*
• Phone calls: 1.6	Includes phone calls to people in work settings such as the GP, receptionists, customer service staff etc.	*Very nervous and when I, when I have to ask something on the phone, I prepare the sentence.*
• Using English at home: 1.7	Covers how the participant uses/does not use English with family at home or when out. Also includes speaking English for smart/virtual devices e.g., Alexa.	*Sometimes we answer or we act in English but it's hard.*
• Experiences: 1.8	Covers how participants feel about speaking and listening to English as well as attitudes they experience from the people they talk to, both positive and negative. Also includes how easy/hard they find it to engage with speaking English out-of-class.	*…I don't know many people I just, so it's difficult for me to make friends or to talk to people. Yeah it's difficult it's the difficult part.*
• General: 1.9	Opportunities participant has to speak English but it is not known if it is with a native/non-native speaker.	
Theme: **Specific OCLL activities – media-based: 2.0**	Covers all OCLL activities involving media and social media, accessed through devices such as phones, laptops, TV, radio etc.	N/A

• Social media: 2.1	Covers all use of social media, including networking, image, or video-based sites such as: WhatsApp, Nextdoor, Viber, Messenger, Facebook, Instagram, TikTok, YouTube etc. Also includes texting.	*R: When you use social media, is it usually Facebook or do you use Instagram or Tiktok?* *P: Oh, I think mainly is Facebook, yeah.*
• News websites (e.g., BBC): 2.2	Covers both reading the news and watching news videos online.	*Yes, I follow the BBC news on Instagram. It's very short and easy to read.*
• Lifestyle websites: 2.3	Covers the use of shopping, health and travel websites including purchasing products, services and reading reviews. Also includes completing an e-consult health form.	*I read up reviews on Google Maps…*
• Emails: 2.4	Covers both reading and writing emails.	*Yes, almost it's from school, child, children's school, yes.*
• Self-study: 2.5	Includes phone apps for learning English and YouTube videos with mini-English lessons. Also covers sitting online tests/exams at home.	*P: I also subscribe some learning English channel.* *R: Like lessons on YouTube* *P7: Yeah. It's around 10 minutes to 20 minutes for one, for one…*
• Watching TV: 2.6	Includes watching TV programmes or movies in L1 with English subtitles, in L2 with English subtitles or in L2 with no subtitles. Also includes karaoke singing at home.	*On my own I try, I always for example if I am watching a series er I do it in English with subtitles but with the audio in English.*
• Radio: 2.7	Covers listening to songs, news, or other programmes. Also includes listening to songs or information via a smart/virtual device e.g., Alexa.	*Ah, radio is, yeah, radio is more harder, much harder.*

Theme: **Non-media-based OCLL activities: 3.0**	Covers reading/writing activities such as reading a novel, newspaper, food labels, song lyrics (for singing), doing homework, helping child with homework, writing a shopping list. Activities do not involve use of media or digital devices.	*Yes. Many years. At the first I started from library books, small books, very a few pages.*
Theme: **Preferences and challenges: 4.0**	Covers what participants regard as the easiest/hardest OCLL activities as well as what they find the most enjoyable.	*Most enjoyable for me reading a book.*
Theme: **Coping: 5.0**	Covers the different ways participants have of overcoming challenges in communication.	*Yesterday, I had a phone call from my son school and she, he was speaking so quick and very fast and I said could you please speak a little bit slowly – I couldn't understand what you said and he did.*
Theme: **In class: 6.0**	Covers codes relating to participants' current ESOL class.	N/A
• Tasks and activities: 6.1	Covers how participants feel about what is done in class; preferences and challenges regarding different tasks and activities, what is valued or less-valued.	*Ah, I can learn new, new grammar or expression every week…*
• Friendship opportunities: 6.2	Covers participants' perceptions about the social opportunities facilitated by the ESOL class.	*Yes, I love the community. I love seeing the other ladies or the other man from the other country with different culture and different accent.*

Theme: **Aspirations: 7.0**	Covers when participant expresses an ambition or hope relating to their progress in English – for example what they think would help them to improve. Includes when a participant comments specifically on their desire to have more in-class English lessons.	*For example, I would like go to the college and have more practical or have more lesson in the week.*
Theme: **Background information: 8.0**	Covers general information about participants.	N/A
• Previous English study: 8.1	Covers previous English language study in home country including school, university, private tuition, other courses, and any previous courses in the UK.	*Yes, I had some course in my school and my university.*
• Employment: 8.2	If participant is currently employed or not currently employed.	*Yes, I don't work in England.*
• Purpose: 8.3	Reasons or motivation for learning English past or present.	*He's always encourage me because you know in the future we have son-in-law they are English and I, we should have contact with them. Can conversation with them or my grandchild in the future.*

Appendix 8: Table to show minutes of OCLL per participant for different activities and totals per person and per activity type

Participant	Leisure 1.1	Events 1.2	Work 1.3	Phone calls 1.6	English at home 1.7	General 1.9 1.4 1.5	Social media 2.1	News 2.2	Websites 2.3	Emails 2.4	Self-study 2.5	TV 2.6	Radio 2.7	Non media 3.0	Home-work 3.0	**Total mins per person**
P1	165	15		35	425	650	10	70	15	80		605	305	310		**2685**
P2	530	10		5	10	350	360		190	110		380	350		60	**2355**
P3				18		142	70		5	80		285			10	**610**
P4			165	18	18	89	50			15		120	65		30	**570**
P5						70						510		10		**590**
P6		70		15	50	65	175	50	45	120				25		**615**
P7			130			5						240				**375**
P8							60	660	105	165		90		45	225	**1350**
P9	180	50		15	10		135		120	80	120			180	70	**960**
P10				8		50	91	4	169	5		25	35	15		**402**
P11		25	745	20	2	502	7					182				**1483**
P12		85	150	15		90			60	5	30	120	30	175	70	**830**
Total mins per activity	**875**	**255**	**1190**	**149**	**515**	**2013**	**958**	**784**	**709**	**660**	**150**	**2557**	**785**	**760**	**465**	

Key: Speaking opportunities Media-based activities Non media-based activities

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