FINAL DEGREE PROJECT

The impact of informal English exposure on 8-year-old EFL learners' oral proficiency.

Estudiante/Student: **Alba Galán Horrillo**

Tutor TFG: Raúl Azpilicueta

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Resumen

A lo largo de los años varios estudios experimentales han demostrado que exponer a los jóvenes a un idioma fuera del entorno escolar produce numerosos beneficios en el aprendizaje de una segunda lengua. De hecho, muchas actividades externas a la escuela pueden proporcionar a los jóvenes una importante aportación para adquirir aspectos de la lengua inglesa. Aunque tales investigaciones pueden establecer ganancias lingüísticas generales derivadas de las actividades externas a la escuela, este estudio investiga en particular hasta qué punto la competencia oral de los jóvenes estudiantes de inglés se beneficia de su uso frecuente de actividades de exposición extramuros. Una investigación exploratoria realizada en un colegio público de Navarra trató de demostrar si las respuestas de un cuestionario de exposición extramuros correlacionaban positivamente con las puntuaciones de una tarea oral realizada por 35 participantes de 8 años de edad. Los resultados revelaron que había una clara influencia del uso frecuente de actividades de exposición extramuros con puntuaciones bastante altas en la tarea de rendimiento oral. Además, se demuestra que jugar a videojuegos y escuchar música son las actividades extramuros más populares entre los jóvenes estudiantes. Curiosamente, y en lo que respecta a la competencia oral, el aspecto más favorecido fue la pronunciación, con mucha diferencia sobre los demás.

Palabras clave: exposición extramuros, competencia oral, jóvenes estudiantes, adquisición del lenguaje.

Abstract

Over the years a number of experimental studies have proven that exposing young people to a foreign language outside the school environment leads to numerous gains in language learning. Actually, many extramural activities may provide youngsters with a significant input for acquiring aspects of the English language. While such research can establish overall language gains from out-of-school activities, this study investigates in particular the extent to which the oral proficiency of young English language learners benefits from their frequent use of extramural exposure activities. An exploratory investigation conducted in a public school of Navarre tried to demonstrate if the answers of a extramural exposure questionnaire correlated positively with the ratings of an oral task performed by 35 8-year-old participants. The results revealed that there was a clear influence of frequent use of extramural exposure activities with rather high scores on the speaking performance task. Additionally, it provides evidence that gaming and listening to music are the most popular extramural activities among young learners. Interestingly, and regarding oral proficiency, the most favoured aspect of it was pronunciation.

Keywords: extramural exposure, oral proficiency, young learners, language acquisition.

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Introduction

A growing body of research supports the notion that frequent exposure to out-of-school activities in which a foreign language is included leads to a positive influence on the acquisition of a number of language aspects. Through leisure activities such as playing video games, watching television or listening to music, to name but a few, English language development can be enriched (De Wilde et al., 2020; Peters, 2022; Hannibal Jensen, 2017; Kuppens, 2010; Sundqvist, 2009).

The activities young people are exposed to once they leave school can be a significant factor in the acquisition of aspects of the English language. Actually, the current favourites among children are thought to be gaming, watching TV, listening to music and surfing the internet, that is to say, the ones that are highly interactive and multimodal in their development (De Wilde et al., 2020). On the contrary, reading books and podcasting were examples of absence of interactive elements, in this way they were established in last position in terms of young people's preferences (Peters, 2022).

Evidence demonstrated how young people have benefited from the input that many of the extramural exposure (EE) activities provide and then show a clear enrichment of their oral and written vocabulary (Leona et al., 2021). Furthermore, another major factor that nowadays has to do with the acquisition of English skills is the appearance of chatrooms within video games, which let children to practise, talk and communicate in the foreign language with other users. In other words, an evident correlation is found between gaming and the speaking performance of young people (De Wilde et al., 2020).

Regarding the gender matter, many researchers have agreed that there is a difference between the tendencies of boys and girls, i.e., between the activities preferred by boys and those favoured by girls. Given the wide range of possibilities in terms of leisure time activities, preferences are divided between boys who clearly prefer video games; and girls who spend more time listening to music or watching TV programmes (Kuppens, 2010; Sundqvist & Wikström, 2015). Another approach to this gender issue is to study the influence of frequent exposure to such activities on each of the two groups. For instance, it is a useful factor to study the influence of gaming in young boys' acquisition of language given the popularity that it arouses among them (Hannibal Jensen, 2017).

Oral proficiency (OP) is one of the most easily influenced aspects of the English language, that is why some authors highlighted the importance of the communicative approach after having been exposed to EE activities (Sundqvist, 2009). For years, it has been a proven theory that incidental language acquisition may be possible through a repeated exposure to TV. Indeed, in many cases receptive vocabulary is the most benefited aspect thanks to being largely exposed to television (D'YdeWalle et al., 1999; Koolstra & Beentjes, 1999). Even much more recent authors such as Puimège and Peters (2019) have reconfirmed this theory, adding the importance of word cognition in order to start communicating in the foreign language. "Children find it easier to start comunicating in English when the word to pronounce is similar to Spanish" (Puimège & Peters, 2019).

Another giant that influences the vocabulary gains of most young people is video games. The correlation between vocabulary acquisition and frequent playing of video games is a fact (Sundqvist & Sylvén, 2012; Hannibal Jensen, 2017). One of the principal factors of this positive correlation may be the language mode used in the video games which is, in fact, repetitive and eye-catching. The amount of time spent gaming at home is a trigger of a high number of opportunities to acquire foreign vocabulary. In other words, the most outstanding students in terms of English skills, are considered to be the ones that spend more leisure time gaming.

Nevertheless, OP is much more than receptive vocabulary, actually, it encompasses many more skills for which little research has been found. It can be said that receptive vocabulary is a part of oral proficiency, but that oral proficiency is not only receptive vocabulary, which is what most research is about. The speaking performance of an individual also comprises aspects such as fluency, coherence, pronunciation among many others. While some studies analyse very general aspects of language acquisition, others focus only on gains in receptive vocabulary, but none of them study oral proficiency as such.

In view of this research niche, the present study analyses the impact of frequent use of selected EE activities on the oral proficiency of 8-year-old learners. Additionally, to proof the amount of EE they are exposed to, and which of the activities is the most influential in their speaking performance. We will also map out which aspects of the OP benefit most given the out-of-school practices of young people, and finally, a gender distinction about the EE habits will be also studied.

1. Literature review

The theoretical framework of the present study can be divided into two parts. The first section concerns the explanation of the term extramural exposure (EE) and its relation with some general benefits on learning the English language (L2). In contrast, the second part deals with the language gains on the oral proficiency (OP) of young English learners (YELLs) taking also into account the out-of-school exposure that they can be influenced by.

1.1. Extramural exposure and overall language gains.

Extramural exposure to a concrete language can be understood as the opportunities that today's subjects have to be influenced by different aspects of that language outside a school context. In particular, this study has a clear objective measure what is the impact of extramural English exposure.

Extramural or out-of-school exposure to English means no degree of conscious intention to acquire English as a target language. According to Benson (2001:62), out-of-class learning refers to "any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning." Individuals might get in contact with English always outside of the classroom atmosphere. In other words, when talking about EE one might not find any degree of deliberate intention to teach in English, although this deliberate intention is not excluded from the concept at all. (Sundqvist, 2009, p.6; Sundqvist & Sylvén, 2016).

We understand extramural exposure to be a variety of informal inputs through which learners can soak up aspects of the English language. As for television, today's children have unlimited access to a number of cartoons or films that they can easily choose to watch in the original English version or simply search for an English version whether or not it is the original. The same goes for adults. Series on platforms with millions of users such as Netflix are watched by many English learners in their target language version. Music is another factor that can have a major influence on incidental language learning (as opposed to intentional language learning) given the immense amount of potential exposure to English songs for young and old alike. In terms of the influx of gaming among children and young people, it is worth noting the great exposure to English to which they are subjected. Through video games, users are

frequently subjected to repeated words and expressions of the informal English language which, whether they want to or not, they may eventually acquire as new aspects of an L2. In fact, chat rooms within video games, in which all kinds of users can communicate orally or in writing, are considered another factor that affects the unconscious acquisition of the English language online (De Wilde et al., 2020a). In a globalized world, we can expect individuals to start or comment on a game with someone who speaks English as a native speaker on a daily basis. In this way, valuable input is transmitted to these people. Nevertheless, not all of these types of inputs are equally pre-eminent among individuals. A study reveals (Peters, 2022) that there are current favourites such as YouTube, listening to English songs, watching TV and video games. This type of input is in high demand in today's society, especially if we talk about age groups (children and young people especially). On the other hand, the same study shows how the less popular extramural inputs are the ones with a complete absence of interactive elements or even images, colours and challenges to be met (such as reading English books or radio-podcasting). In addition to all this, it is also very relevant to make a distinction as to which gender is more exposed to these types of inputs. For instance, according to a study carried out by Kuppens in 2010, girls watch a much higher percentage of TV in English than boys. In contrast, boys tend to be the most likely to play video games longer and much more repeatedly than girls. As evidence of this, the control group of the study of Sundqvist and Wikström in 2015 which held frequent gamers dedicating more than five hours per week to gaming, were mostly boys. Actually, for girls, the most popular EE activities were listening to music and watching TV. Otherwise, boys preferred gaming, and its influence was studied deeply by Hannibal Jensen in 2017 because of its significantly higher popularity.

The processes of language learning are significantly different when talking about intentional and incidental language acquisition. The focus of attention shifts its focus from the form of the language (regarding intentional learning) to a greater focus on the meaning (as occurs with incidental learning). In addition, the amount of exposure needed for incidental learning is broadly higher than the one for intentional language teaching. And finally, the most evident difference between incidental language acquisition and intentional language acquisition is the non-existence of any form of supervision, assessment or feedback. In this sense, out-of-school exposure is intimately linked with incidental language acquisition. In fact, “classroom-based learning is less and less the sole path followed for learning the language” (Muñoz, 2012, p.155). For that reason, we are focusing on the huge variety of paths with whom extramural exposure to English can increase the language proficiency of learners.

Turning now to some of the studies that have been carried out previously, the central piece of research to be highlighted in this section on EE and overall language gains is the study conducted by De Wilde et al in 2020. The participants ranged from 10 to 12 years old, and they were passed a questionnaire about their out-of-school exposure to English routines and the frequency with which this EE was carried out. Then they were tested in different proficiency areas of the English language (receptive vocabulary knowledge, listening, speaking, reading and writing skills). As far as the results were concerned, the most popular type of input among the participants was watching TV in all its forms (with and without subtitles) followed by listening to songs in English, gaming and surfing the internet. The results highlighted that the most beneficial types of input had to do with interactivity and multimodality (the multimodal method deals with various ways to reach one cognitive skill and provoke an output on individuals, i.e, images, songs, shapes…) and they, obviously, involved language production. Which skills were most affected is the second part of these results. It is of vital importance to note that thanks to the EE, high correlations were found between the test results of the different skills. Generally speaking, it can be said that overall language gains are achieved given the extramural exposure the participants faced. Talking about the correlation between the type of exposure and language gains in English, the most evident is the correlation between using social media and the gains in the participants' speaking performance. In addition, speaking is a skill that is not only enhanced by the use of social media but is also greatly influenced by exposure to video games. This being the case, oral proficiency would be one of the most developed skills, followed by the acquisition of receptive vocabulary. In turn, receptive vocabulary also correlates with listening to songs in English, as do reading comprehension and writing skills, but the relation is negative as De Wilde et al (2020) noted in the results section of their study "spending more time listening to English music is associated with overall lower language proficiency when the other variables are controlled for". Thanks to this study we can conclude that, even though some skills (e.g., speaking and vocabulary gains) are more developed than others (e.g., listening comprehension), with extramural exposure to informal English overall language ability can be achieved.

English is thought to be the most popular broad language among citizens. As a matter of fact, English surrounds us and takes part in many episodes of our daily lives. Apart from being taught in schools, English is present in music, television, social media and in a wide variety of other aspects of everyday life, including obviously the great power known as the Internet. Leona et al. (2021) showed recently in a study a comparison between the language

gains between YELLs learning English only informally through extramural English exposure and YELLs learning English also formally at school. The participants were 10 years old and their mother tongue was Dutch. The results demonstrated that there is a bigger impact in language domains on primary school students learning English only through extramural exposure, compared to YELLs learning English also formally. The English skill measured in this study was vocabulary. In particular, students who were more deeply exposed to EE, perform better regarding both oral and written receptive vocabulary. In terms of the formal exposure of the other part of students, their self-confidence, the willingness to communicate in English and the desire to continue learning the language were also positive factors found in this research. Moreover, it is common to see translation skills also appear in studies of this type. Kuppens in her study in 2010 wanted to measure the translation skills of their participants from English to Dutch, and vice-versa. She did it under the presumption that children who used to manage more English media would have better translation skills. And so it was. Of the nearly 400 6th-grade participants she chose for her study, those who claimed to watch TV in English rather than Dutch were better at both translation tests (English-Dutch and Dutch-English). She also said that computer games had a very positive influence on the English-Dutch translation tests.

The previous studies examine the influence of informal English acquired or learned outside school. In doing so, they divide the English language into different skills and draw conclusions about which ones benefit most and least from the extramural exposure of young learners. However, they all agree on vocabulary, grammar, listening, speaking, reading and writing as the main aspects to be taken into account after informal exposure to the L2.

The last study to be shown in this section is the one that may have the most similarities to the research that will be carried out later. It concerns a dissertation carried out by Pia Sundqvist in 2009, and she tried to demonstrate that EE can affect oral proficiency (OP). For that, she collected longitudinal data for one year from 80 teenage Swedish learners of English. In order to measure EE, she considered how much time they spent a week performing 7 given EE activities. In the case of oral proficiency, the data were collected with five interactional speaking tests and the results constituted a mean grade for OP for each student. “OP was defined as the learner’s ability to speak and use the target language in actual communication with an interlocutor.” (Sundqvist, 2009). As an overall conclusion, this study confirms the positive impact of EE on OP and vocabulary, nevertheless, given the importance of the study, we would like to go into more detail on the results obtained.

Firstly, the study involved four groups and all of them managed to progress over time, additionally, female participants reached a higher OP than boys. The correlation was crystal clear: The sample of students' level confirmed a positive statistical correlation between the time spent in EE and the level of oral proficiency. Because of that, Sundqvist remained optimistic supporting her findings. Secondly, an analysis of which were the most influential extramural activities on young learners' OP can be done. Results made clear that the most influential EE activities were reading in English (mostly books, magazines or newspapers) together with listening to English songs; while those least likely to correlate with the OP were watching TV in English, surfing the Internet or playing video games. That is to say, those activities that require a more direct performance on reading or listening have a more significant impact on OP than the EE activities which are more inactive or passive for learners. In third place, fluency was another item highlighted in the study. In this way, she wanted to check if the lengths of the pauses in the participants' speeches could be a factor to be taken into account when determining different levels in the OP of the participants. In short, a negative correlation between the pause length and the OP level was observed. Thus, the longer the pause length in the learners' oral test, the lower their OP level was. It is worth reminding, however, that Sundqvist's study was carried out with teenage learners of English, i.e., Not YELLs.

All in all, there are many studies that agree on results where the acquisition of the English language through extramural exposure is highly beneficial. As we have seen before, prior studies on this matter prove that learners' proficiency on listening, reading, writing and speaking skills increase eventually even if they have not received any previous L2 instruction in the school, only with continuous out-of-school exposure. With large amounts of extramural English (TV, gaming, YouTube, music, social media…) a considerable level of English language proficiency can be achieved.

1.2. Extramural exposure and oral proficiency with young learners.

As above mentioned, being exposed to the English language through audio-visual input during periods of our free time can lead to substantial gains in L2 acquisition. Many areas of the language can be reinforced and even improved by exposure to out-of-school English (De Wilde et al., 2020a). As mentioned before, a major correlation was founded between the use of social media and the gains in the participants' speaking performance. This evidence in the previous

section could lead us to affirm that oral proficiency could also be positively influenced by EE. Although there are not many studies that directly address this issue, this second section will attempt to provide a background on extramural exposure and the influences found on the oral proficiency of EFL young learners.

Starting with the term oral proficiency (OP), it is worth highlighting its increasing importance in education. In the past, the main focus in English was on language skills on a monotonous, categorised and individualistic level. In recent years, the communicative approach to English has become much more important (Sundqvist, 2009). Oral proficiency is thus perceived as an individual's ability to communicate in English and, in turn, to be understood. Speaking is a skill that at first sight may seem complicated given the many factors that affect young learners. However, as we have been pointing out, we have a great deal of extramural English which can contribute to an improvement of the oral proficiency of students.In this respect, inhibition may constitute one great problem when performing speaking activities (Lightbown & Spada, 2021), learners usually have nothing to say in English because of the lack of English knowledge about vocabulary or grammatical structures. That is why oral proficiency is mediated by additional elements, such as motivation. If we do not have motivated students, it is harder to promote the desire to speak in English. The attitude towards speaking English, and the desire to keep improving day by day might also mediate oral proficiency.

It is well-known that oral proficiency is a multifaceted skill mainly related to the presence of vocabulary, good grammatical constructions as well as good pronunciation and fluency of speech. If any one of these parts fails or is noticeably lower than the others, we cannot say that the student has demonstrated a good oral proficiency. On the contrary, if all the skills are present in a compensatory way in a learner's oral proficiency, then we can affirm that the learner is able to defend him/herself orally in the L2. This is why we have then focused on articles that deal with these speaking variables in young learners in order to lay a good foundation before starting our study.

This second part of the theoretical background requires more specific studies that take into account the oral proficiency of young learners exclusively. For this reason, it was quite difficult to select articles in which young learners and the impact of EE on their oral proficiency are addressed. However, a focus can be placed on the following studies, which deal with some aspects that could undoubtedly be related to oral proficiency.

In the previous section, oral proficiency was thought to be one of the most affected skills after being exposed to extramural English (De Wilde et al., 2020a). Continuing with this idea, De Wilde et al published in the same year another study in which they wanted to investigate whether out-of-school exposure had an impact on receptive vocabulary learning or not (De Wilde et al.,2020b). For that, they had participants from 10 to 13 years old and they tested children's L2 word learning prior to classroom instruction in the foreign language, in which speaking L2 skill were examined. Prior to any form of intended formal instruction, 14% of the students had an A2 level for speaking. Taking this into account, they were able to manage easy, linear pieces of information that would allow them to communicate in familiar contexts. As a matter of fact, after having conducted the study, it was highlighted that "young learners can build up receptive vocabulary knowledge in a foreign language through contextual (outside formal instruction) word learning alone." (De Wilde et al., 2020b). This could mean that children start by recognising words that have more similarities between the L1 and the L2, and because of that cognateness and age of acquisition were relevant indicators of receptive word knowledge for the whole sample of participants. Moreover, the results also showed how more proficient L2 learners were able to manage open L2-related variables such as L2 word frequency and concreteness. However, the term OP cannot be left behind. The investigation here deals with the impact of EE on the receptive vocabulary of young learners, but receptive vocabulary is not oral production at all.

This study could be important when talking about educational practice. It shows how important word cognition is for young learners to be able to start communicating with L2 vocabulary. Selecting appropriate materials, taking into account word-related variables, could be a good piece of advice for teachers. In this way, they do not have to teach some cognate words beforehand and children's vocabulary development is encouraged from an elementary level.

In this line, we also have a study by Puimège and Peters from 2019 in which participants of the same age were involved and the subject of the study was very similar to that of the previously described. The conclusion was almost the same as the previous one: "young learners can pick up a considerable number of words from extramural English before they receive formal instruction" (Puimège & Peters, 2019). They also found a positive correlation between word knowledge and cognateness, frequency and concreteness. In other words, this study also confirms that children find it easier to start communicating in English when the word they need

to pronounce is similar to its Spanish equivalent. This could be another example of receptive vocabulary investigation, which, in fact, has to do with OP but it is not entirely speaking production.

As for the most influential input, D'YdeWalle et al. in 1999 studied the incidental foreign language acquisition by young learners through watching subtitled television programmes. On the one hand, D'YdeWalle and Van de Poel wanted to investigate if children of 3rd, 4th, 5th and 6th of primary could improve their L2 performance thanks to viewing a subtitled 10 minutes long film. For that, three tests were carried out, and the most relevant one was the vocabulary test. Within it, a visual test was taken into account, as well as, an auditory test. The results highlighted how in both tests, the acquisition of new vocabulary emerges when L1 and/or L2 subtitles are available in the soundtrack of the film. D'YdeWalle and Van de Poel noticed that the soundtrack of an audiovisual input could suppose for children a great tool in order to improve the L2 performance significantly. They confirmed what other studies have been saying later: the fact of having two very similar words facilitates the language acquisition process (e.g., De Wilde et al., 2020 or Puimège & Peters 2019). Moreover, although the focus of this study is young students, the researchers did an observation comparing previous findings about adults in this matter: "In general younger children perform better in the auditory presentation mode, whereas adults seem to perform better with visual presentation of the foreign language (...) Unlike the adults, the children tended to acquire more when the foreign language was in the soundtrack than in the subtitles" (D'YdeWalle & Van de Poel, 1999).

On the other hand, Koolstra and Beentjes wanted to prove if 4th and 6th graders could acquire English words through watching a TV program with an English soundtrack and L1 subtitles. As they were working with very young participants, they decided to select a material in which the English language was clearly spoken. With this in mind, they formulated two hypotheses: the first one was that L1 children learn English words from a subtitled English programme, and the second one was that they expected 6th-grade children to acquire more English words than those from 4th grade.

The participants were split into 3 different groups. In the first one, participants watched an English TV program with Dutch subtitles. In the second one, students watched the same English program without subtitles and finally, the third group was the control group (they watched a Dutch TV program). Then, they were tested with a vocabulary test. As they have

imagined, the results confirmed that sixth graders performed significantly better than fourth graders. Moreover, vocabulary tests revealed that the subtitled condition was the higher score among the students, followed by the non-subtitled condition and finally, the control group marks were the lower ones. Consequently, it might be noticed that this study, as the previous ones was only testing receptive vocabulary matters not OP as such.

According to the results, although optimal performance is achieved by watching subtitled TV programmes in English, young children may learn new vocabulary items when watching non-subtitled programmes, too. This is a great opportunity to take advantage of platforms such as Youtube or Netflix to get children to watch series in the original version and thus acquire vocabulary and expressions in the L2.

Gaming is another popularly known extramural input as many studies have revealed as Sundqvist Wikström, 2015; De Wilde et al., 2020; Peters, 2022; Kuppens, 2010, to name but some. Through video games, young learners are exposed to a great number of repeated expressions and trends which might be little by little internalized in their minds. That is why oral proficiency might be affected by gaming: the exposure to continuous vocabulary about gaming can be a source of language acquisition when they try to speak in L2.

For instance, Hannibal Jensen in 2017 reported a study in which she wanted to focus on two different participant groups: early starters in English instruction (8 years old) and later starters (10 years old). These students were asked about EE in general and then, the relationship between gaming and English vocabulary gains, concretely. General results told us that, EE was a very influential factor for them but in different ways depending on genre. The language mode of video games was a key concept in this study. As a matter of fact, the busiest language mode for young learners was playing with both oral and written input, followed by games only with a rich oral input and then, with English written text. Thus, these results prove that letting children play video games that offer both spoken and written English, has a very positive relation with gains in the vocabulary skill. The more exposure time, the more opportunities to acquire more English receptive vocabulary. Otherwise, although receptive vocabulary seems to be positively affected by EE, there are very few studies specifically analysing EE in relation to speaking production.

"The motivational factor of gaming is indisputable as gaming in engaged in purely for entertainment" (Hannibal Jensen, 2017: 14). This quote may suggest that by having factors outside of school to help them learn English, young learners can show a higher degree of motivation than they are used to in ordinary English classes. That it to say, teachers should take advantage of this and have a look to the broad number of learning possibilities that students are exposed to when they are not in the school centre.

Sundqvist and Sylvén (2012) performed a study that also went along these lines and concluded that playing video games from an early age favours L2 acquisition. Taking as the main reference the article previously analysed (Sundqvist, 2009), they wanted to demonstrate the positive relationship between playing video games and incidental and informal L2 English learning. Through participants aged 11-12 years old, they corroborated that frequent gamers performed better in a vocabulary test than moderate gamers who, in turn, outperformed non-gamers. In other words, the amount of time spent gaming at home undoubtedly correlates with the result of the study. This could be quite relevant when talking also about oral proficiency: according to this research, more speaking-skilled students are thought to be the ones that spend more leisure time gaming. Actually, the table which deals with the scores on vocabulary tests (Sundqvist & Sylvén, 2012: 313) gives us revealing data. The part in which vocabulary production is concerned, frequent gamers performed almost twice as well as non-gamers. Furthermore, moderate gamers showed an OP slightly more developed than non-gamers. In fact, the speaking skill in moderate gamers reached 42%, while in non-gamers, findings dictated that only 21% of participants were able to speak in English. Nonetheless, the major difference in speaking performance is found between participants who play little or none games and, on the contrary, frequent gamers. Therefore, it is more than evident that video games may positively affect children's OP.

Curiously, Sundqvist and Sylvén purposed a very interesting remark in the discussion section of their article: they asked themselves if it was the frequency of gaming which leads to high scores in the vocabulary exam, or if it was the contrary; if these frequent gamers performed better just because they have already a certain proficiency in English and due to this fact they play frequently video games. Thanks to this appointment, one may draw different conclusions, however, this study not only has it highlighted the importance of gaming when talking about gains in L2 performance but also it advises teachers: "there are great opportunities for teachers to build on young learners' extramural language experiences (...). In fact, schools are

responsible for bridging the gap between students' extramural activities and learning activities intramurally" (Sundqvist and Sylvén, 2012: 317).

As can be seen, the vast majority of the studies about EE and YELLs deal with receptive vocabulary with a few exceptions such as De Wilde et al., 2020. In this case, OP and receptive vocabulary sections were tested separately. Results showed that the higher variance (23%) was attributed to the speaking test followed by an 18% variance in receptive vocabulary, which constitutes a slight difference between these two aspects. Nevertheless, taking advantage of the fact that this study tells us a little more about OP, the focus now is irremediably on this speaking part. The findings of the study highlighted that the regression model for speaking was headed by three clear types of EE. Without any doubt, playing English games, using social media in English and, obviously speaking in English were the factors which more affected the speaking performance of participants in the study. Up to this point, a hypothesis may be drawn. The reasons why these types of EE are the most beneficial for OP may be the frequency of use, the great amount of L2 in each of the inputs or the entertainment that children may find in this kind of input. Anyway, thanks to this study by De Wilde et al., it has been proved that, although there are not many pieces of research directly related to OP, the correlation between some types of EE and speaking performance in YELLs is highly beneficial.

To put all this in a nutshell, many studies have been taken into account in this second section, but the truth is that a great part of them deal with the influence of EE in receptive vocabulary for children. Receptive vocabulary is not entirely OP, but the process of recognising vocabulary items. In other words, it is the relationship that students are supposed to establish between images and words. So, does this mean that receptive vocabulary has nothing to do with OP? By no means. Receptive vocabulary takes part in the speaking performance of YELLs, but it is not everything that matters. Indeed, something as general as oral proficiency has to do with many other aspects of English language performance, and contradictorily, very few studies focus on the influence of EE in OP. Consequently, more research on young learners and oral proficiency has to be done in the near future, because due to the influx of technologies and new forms of entertainment, EE might be a substantial influence on OP for YELLs.

All the studies analysed in this theoretical framework base their findings on aspects of interest in order to begin to map out our own research in a more specific manner. They all

touch on aspects of YELL's extramural exposure and its relationship to English language proficiency, or sub-skills thereof. With all this, we have been able to verify that being exposed to activities and hobbies in which English is involved outside the walls of the classroom is potentially beneficial in the language proficiency of learners of an L2.

The present study stands for another unknown that has much to do with what we have already described above. The principal aim is to investigate the impact of informal English exposure on the oral proficiency of young children. Our participants are 8 years old, which is a rather young age at which to conduct such a study, compared to the studies that we have been looking at. It will undoubtedly be a challenge to determine the degree of influence on their oral proficiency having been exposed to a given extramural exposure, as well as to determine what kind of inputs affect them most. Because of that, this has to be thoroughly tested by means of two research questions around which our entire study will revolve:

1. What types and amount of EE are YELLs in Spain exposed to?

2. How does EE affect the oral proficiency of YELLs?

All the articles described above can help us to build the hypothesis that the impact of informal English outside the classroom has a positive influence on children's oral proficiency. As for the type of input more influential in their OP, this section corroborates that the type of extramural English that influences more on YELLs' speaking performance might be gaming and watching subtitled TV in English. However, listening to English songs, reading in English or surfing on the Internet and social media might be of importance, too.

2. Method

2.1. Participants

The study was conducted with Spanish-speaking pupils from Doña Mayor de Navarra public school. This group has been instructed with the same number of potential hours of English language since the first year of childhood education. The participants have been selected taking this principle as the substantial factor because our focus is not the formal education at school but informal out-of-school. Because of this, we require YELLs from the same programme at school, in our case, students who have been equally exposed to the PAI programme since they arrived at school, consequently, we might prove the real impact of their extramural exposure to English.

The research was carried out with 35 students from 3rd of Primary all of whom were born in 2014, that is to say, they were between 8 and 9 years old. Those pupils belonged to three different classrooms within the same school year: 3rd A, 3rd B and 3rd C. The last requirement we needed to fulfil in order to carry out the study was to exclude from our sample both the highest and lowest-performing students. Finally, regarding the gender matter, although it may not be quite relevant to our study, there were 18 girls and 17 boys.

2.2. Data collection

According to the different ways used to collect data from the participants for our study, two main tasks were carried out. Firstly, EE was measured through a questionnaire where the pupils answered how many hours did they spent on six different out-of-school leisure activities in which the English language was included (see Appendix 1). The options were reading books, watching TV programmes, listening to English songs, surfing the Internet (in platforms such as *YouTube* or *TikTok*), playing video games and, finally, other activities where the L2 was present. The range of hours available in our questionnaire was from 0 to 6 hours per week, being 0 a complete absence of practising a concrete activity, and 6 a considerably frequent practice of an EE leisure activity.

Then, we wanted to correlate the questionnaire with a second oral performance task. For that, we used a sheet of paper in which six vignettes were seen and they told a story. This

story was called “The Bicycle” (Heaton, 1966) and the pupils were supposed to narrate it with the sole resource of their speaking skills (see Appendix 2). In addition, each participant's narration was recorded in order to be able to have the data stored in order to later evaluate the performance of the whole group of students and draw conclusions regarding each of the narratives.

In conclusion, both the questionnaire and the speaking performance task are the key tools for our study. With the data obtained in both parts, we will be able to correlate the two aspects we have been talking about throughout the theoretical framework, how the EE might affect the OP of the participants.

2.3. Procedure and data coding

The process by which data could be obtained from all participants was fairly straightforward. Firstly, the questionnaire was carried out during the month of February when the author of the study was doing her placement at CPEIP *Doña Mayor*. The questionnaires were designed and printed exclusively for the participants of this study, including pictograms and instructions in their L1 so that they could complete them as accurately as possible. Given its lack of complexity, one session with each of the three classes was sufficient for the children to complete the questionnaire. In fact, in all three classes, there was time left for students to ask questions regarding the questionnaire, and the author's subsequent clarification.

With the permission of the 3rd grade tutors, the author first explained how the questionnaire was to be completed in L2. This information was then translated into Spanish to ensure that all participants understood the process. It should be noted that, despite knowing who was going to take part in the study in advance, the questionnaire was completed by all 3rd grade students. The reason for this was that this activity was done in English class time in each class, where all the pupils were present, and it was not appropriate to tell some children to complete it and others not to. It was primarily a question of inclusion.

Once we obtained the EE data from all the students thanks to the questionnaire, we selected the ones we needed for our study, i.e. those that corresponded to the requirements we have already presented above. This information was transferred to an anonymised data table reflecting the hours spent by each participant in each EE activity. A bar chart was also designed to make the data more visual, which would make it easier to distinguish the popularity of each of the activities among our participants.

The second part of the study was somewhat more complex and time-consuming. It was carried out in March, and it consisted of the recording of the participants' oral task narration. The requirement to isolate students one by one and record their voices initially made it necessary to pass a consent form to the families asking for permission to do so. However, this aspect could be omitted as the school management already had a consent form for the recording of the children. In addition, this study did not require the image of any of the participants, only the audio recording.

To start the recordings it was necessary to adjust the timetable of the three classes in order to have enough sessions to record everyone's task. With just over two sessions per class, it was possible to record all 35 participants. This was done in the following way: all participants in each class were called out in alphabetical order, starting with 3rd grade A and ending with 3rd grade C. All of them sat in a classroom in isolation, first listened to the explanations to carry out their narration and then began to speak. When all the recordings were available, the different aspects of the students' speaking performance were evaluated.

The evaluation of this oral task was the second part of the data collection necessary to establish a correlation between the answers to the EE questionnaire and the oral proficiency of our participants. For this purpose, a rubric was designed taking into account the characteristics of the story that the participants had to tell and the oral skills that an 8-year-old child can develop (see Appendix 3). The evaluation aspects of the task were coherence, fluency, pronunciation, grammar and vocabulary. Nevertheless, a very interesting point of the study was the need to adapt the rubric from Azpilicueta-Martínez (under review) to much more basic levels of assessment given the young age of our participants. The items that were modified to bring the level more in line with that of 3rd grade students were grammar, vocabulary and fluency. In this way, participants could be evaluated in a more accurate way. Each item was given a score ranging from 1 to 4 points, on purpose, I adapted those points on the rubric in order to cover the range of levels present in the sample. In the process, the participants were rated one by one. Two evaluations were required, one by the researcher herself and the other by a researcher external to the study, to ensure maximum objectivity in the results. The evaluations took place just after all participants had finished recording. The researchers played back all the recordings one by one, as many times as necessary, until they had all five aspects with a score.

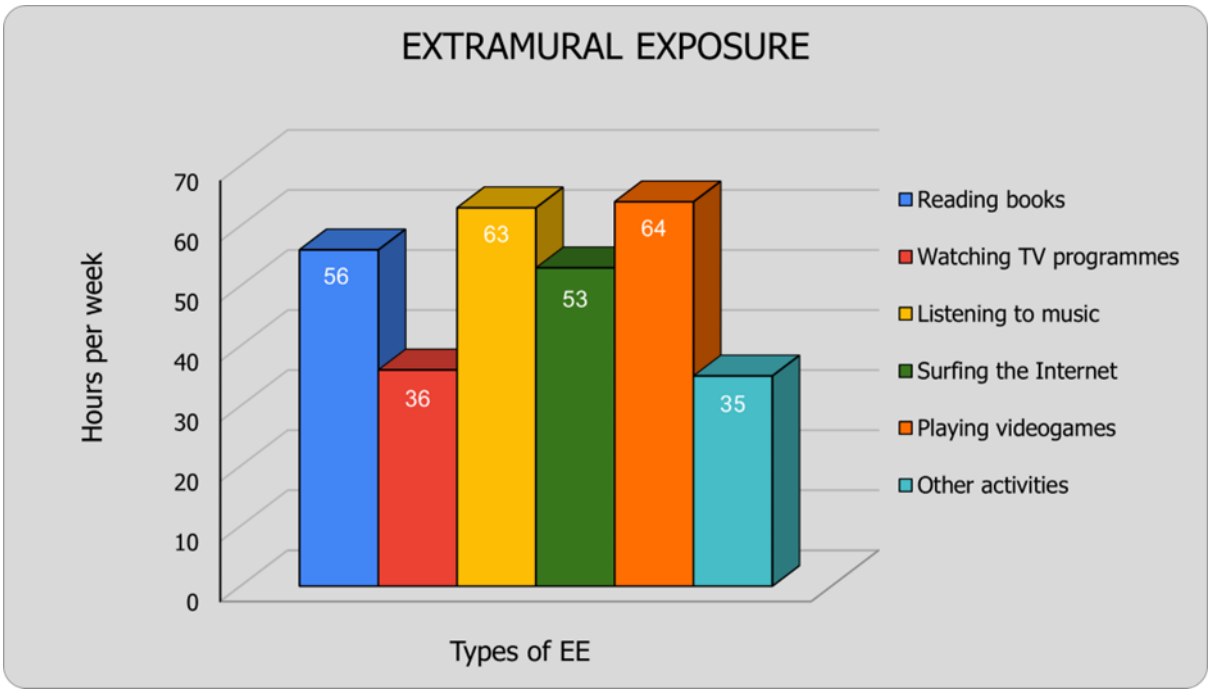
As in the first part of the data collection, the participants' oral task data were transferred to an anonymous table with all ratings. Once all the OP data was available, a bar chart was also designed to show which aspects of the oral task were the most advantageous. The questionnaire and the oral activity enable us to draw comparisons with previous research that we have taken into account in the theoretical framework.

3. Results and discussion

In this section, the results of our study are going to be reported and subsequently analysed so as to raise an answer to the research questions which have been proposed previously. Firstly, our research addressed the most popular types of EE among YELLS and the frequency with which our participants performed these activities on a weekly basis. To then proceed to the second matter, which is the extent to which use of the EE may or may not affect the OP of the students. Furthermore, we will later examine the potential correlations of concrete leisure EE activities with some of the OP item scores present in the data obtained, and vice versa. Finally, the gender matter is going to be dealt and some conclusions about girls on the one hand, and boys on the other hand might be drawn.

The first research question intended to address which EE activities are the preferred ones for YELLs and how often they are performed on a weekly basis. Overall, it is observed that having taken into account 6 activities, there is a clear difference between the popularity of three groups of two EE activities in each of them. One group stands out with higher values, followed by another one with intermediate popularity, and the last one that is not in great demand among our participants. This is graphically illustrated in Figure 1.

Figure 1. The popularity of EE activities among YELLs.



In the first place, Figure 1 shows that participants' favourite EE activity is playing video games (totalling 64 hours per week for all responses from our sample of students), closely followed by listening to songs in English (reaching 63 hours per week in total). In an intermediate position are two activities that have nothing to do with each other. The third most popular activity among participants, with 56 hours per week in total, is reading books in English. Contrasting with this, with only three hours less in total (53 hours per week) is the hobby of surfing the Internet. The last positions in the ranking of preferred EE activities among our YELLs, with almost the same number of hours per week, are, in fifth position watching TV programmes in English (36 weekly hours), and in last position, other activities in which English could play an important role (35 hours per week). These last activities could be playing board games in English, sports activities with the L2 involved, to name but some. In other words, gaming and music are the favourite leisure activities of our participants, coincidentally corresponding to two of the trends among young people today. This is consistent with what other researchers have previously stated; De Wilde et al., 2020; Sundqvist & Silvén, 2012; Peters, 2022; Kuppens, 2012; Hannibal Jensen, 2017 are just a few examples that show that gaming is one of the most popular out-of-school activities for young people, and that, consequently, it has a very positive impact on their OP.

Table 1. Answers to the EE questionnaire.

For how many hours a week do you USE ENGLISH outside of class to...?	Reading books	Watching TV programmes	Listening to music	Surfing the Internet	Playing videogames	Other activities	TOTAL
FC1	5	1	6	3	2	4	21
MC4	1	1	4	4	5	3	18
FA1	0	2	5	5	3	2	17
MC2	1	4	1	5	4	2	17
MC1	1	0	4	4	6	1	16
FC2	1	0	6	4	3	2	16
MA2	4	0	1	3	6	0	14
FA5	1	0	6	3	1	2	13
MB4	4	2	0	3	2	2	13
MB5	0	6	0	3	3	1	13
FB2	3	0	1	2	0	2	11
MC3	2	1	0	3	0	4	10
FC4	3	0	2	2	2	1	10
FC5	1	0	5	1	2	1	10
MB3	1	0	1	0	6	1	9
FB3	3	2	2	1	0	1	9
FA6	1	2	2	0	2	0	7
MA6	6	0	1	0	0	0	7
MB2	0	6	1	0	0	0	7
FB1	2	1	2	0	1	1	7
MB6	0	0	0	1	6	0	7
FA3	1	2	1	0	2	0	6
FA7	1	1	2	0	1	1	6
FB5	2	1	1	0	1	1	6
FC6	3	0	1	0	0	2	6
MC5	0	0	1	2	2	0	5
FA2	0	0	1	3	0	0	4
FA4	2	0	1	0	1	0	4
MA7	1	3	0	0	0	0	4
FB4	0	0	2	1	1	0	4
MA5	2	0	0	0	1	0	3
MB1	1	1	0	0	0	1	3
MA4	1	0	0	0	1	0	2
MA1	1	0	0	0	0	0	1
FC3	1	0	0	0	0	0	1
TOTAL	56	36	63	53	64	35	

The influx of technology might be reflected in the results. Taking this into account, our results clearly report a difference between the first block of activities (gaming and music) and the rest, which could be due to the appearance of technological devices such as tablets and/or consoles in this day and age, and the favourable behaviour that young people tend to show towards this type of leisure. Furthermore, a closer look at Table 1 shows that the largest number of hours per week represented in darker purple colours is concentrated in such technology-related activities, including surfing the Internet.

At this point, it is useful to analyse the reason for the third place in our ranking of activities, i.e., reading books. Here we may have a contradiction with our previous theory since we have just stated that the most frequent habit of YELLs has to do with technology. However, this study also sought to address reading habits, as the researcher was aware that students borrow numerous books from the school library. These readings could be transferred to their free time and that is why many of our participants have reflected that the books they either take from the school library or decide to read by themselves at home, represent a very important part of EE, reaching third place in the ranking. In turn, these data in relation to reading in our study can enrich and complement the technological leisure we have been talking about. Nonetheless, if we take into account what previous authors such as Peters (2022) have said, we do find a contrasting note. Activities with an absence of interactive elements in their development were said to be the least popular among YELLs, such as reading books or listening to podcasts. Our study shows that, although less so, there is a tendency among young people to read, which does not contradict our previous theory but completes it.

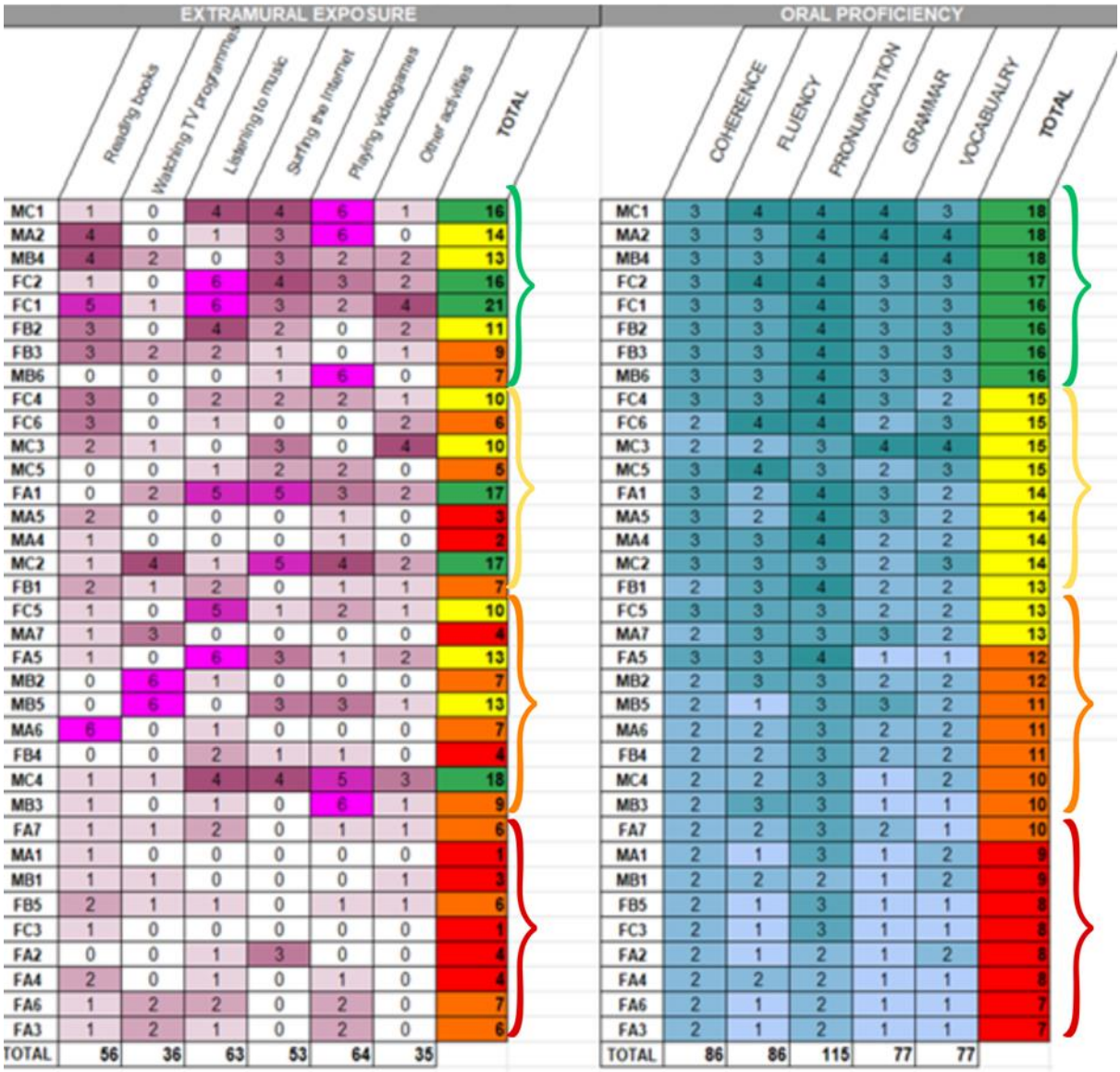
The fourth position is for the habit of surfing the Internet. This may be very much in line with what we have previously discussed about video games and listening to music. It is a question of the popularity of technology nowadays. By surfing the internet, we mean the weekly hours spent by participants on new platforms such as *YouTube* or *Tiktok*. Yet, if today's fashion is all about technology, why is there a considerable drop in the number of hours per week between the first block of activities and surfing the internet? Our analysis here lies in the age of our participants. With YELLs of such young ages, it may be that some parents control their children's electronic device activity and do not allow them to use the platforms mentioned above. This does not mean that this is true for everyone, but it may be a significant reason in the fact that the habit of surfing on Internet platforms has ranked fourth out of six activities.

As a last point to highlight in the first research question, our study presents us with another very curious fact: watching television is in second-to-last place. Previous studies have shown that, despite the popularity of video games or music, watching TV programmes was also a very recurrent habit among young people, as noted by De Wilde et al,. 2020, for example. Nevertheless, our sample of students is quite reluctant to watch television programmes in English. This may simply be because they prefer to spend their free time on activities that rank higher, or it may lead us to believe that today's TV programmes are a little more obsolete. While it is true that D'YdeWalle et al. and Koolstra & Beentjes investigated in 1999 that watching television could be very beneficial for language acquisition. However, studies like these date back a long time and young people have evolved in terms of interests and hobbies, among others. Here, obviously, the influx of more and more technological inventions of which the YELLs have been frequent consumers has also played a role, leaving aside something more traditional like TV.

The second research question seeks to map out how all of the EE that our participants are exposed to on a weekly basis affects their OP. Generally speaking and bearing in mind the data from the oral task evaluation scores that the YELLs faced, it can be stated that the OP of our participants has been positively influenced by the EE data extracted from the questionnaires.

Table 2 displays on the left side the table of EE results and next to it, on the right side, the total OP of our participants sorted from highest to lowest. For the sake of clarity, we have added brackets for quartiles so that the highest quartile in OP gets green, the second best quartile is yellow coloured, the third quartile is the one with the lowest pass rate in orange, and the last quartile is red, which would be the quartile with the worst scores. In general terms and at a glance, there is a lot of overlap between the total EE and OP columns. The highest and lowest quartiles are the most correlated with each other, and therefore we can confirm at the outset that there is a positive influence of the EE on the OP of the YELLs. Then take a look at the table, only with the colours on the total sections of both charts a correlation can be observed.

Table 2. EE & OP



	EXTRAMURAL EXPOSURE						
	Reading books	Watching TV programmes	Listening to music	Surfing the Internet	Playing videogames	Other activities	TOTAL
MC1	1	0	4	4	6	1	16
MA2	4	0	1	3	6	0	14
MB4	4	2	0	3	2	2	13
FC2	1	0	6	4	3	2	16
FC1	5	1	6	3	2	4	21
FB2	3	0	4	2	0	2	11
FB3	3	2	2	1	0	1	9
MB6	0	0	0	1	6	0	7
FC4	3	0	2	2	2	1	10
FC6	3	0	1	0	0	2	6
MC3	2	1	0	3	0	4	10
MC5	0	0	1	2	2	0	5
FA1	0	2	5	5	3	2	17
MA5	2	0	0	0	1	0	3
MA4	1	0	0	0	1	0	2
MC2	1	4	1	5	4	2	17
FB1	2	1	2	0	1	1	7
FC5	1	0	5	1	2	1	10
MA7	1	3	0	0	0	0	4
FA5	1	0	6	3	1	2	13
MB2	0	6	1	0	0	0	7
MB5	0	6	0	3	3	1	13
MA6	6	0	1	0	0	0	7
FB4	0	0	2	1	1	0	4
MC4	1	1	4	4	5	3	18
MB3	1	0	1	0	6	1	9
FA7	1	1	2	0	1	1	6
MA1	1	0	0	0	0	0	1
MB1	1	1	0	0	0	1	3
FB5	2	1	1	0	1	1	6
FC3	1	0	0	0	0	0	1
FA2	0	0	1	3	0	0	4
FA4	2	0	1	0	1	0	4
FA6	1	2	2	0	2	0	7
FA3	1	2	1	0	2	0	6
TOTAL	56	36	63	53	64	35	

	ORAL PROFICIENCY					
	COHERENCE	FLUENCY	PRONUNCIATION	GRAMMAR	VOCABULARY	TOTAL
MC1	3	4	4	4	3	18
MA2	3	3	4	4	4	18
MB4	3	3	4	4	4	18
FC2	3	4	4	3	3	17
FC1	3	3	4	3	3	16
FB2	3	3	4	3	3	16
FB3	3	3	4	3	3	16
MB6	3	3	4	3	3	16
FC4	3	3	4	3	2	15
FC6	2	4	4	2	3	15
MC3	2	2	3	4	4	15
MC5	3	4	3	2	3	15
FA1	3	2	4	3	2	14
MA5	3	2	4	3	2	14
MA4	3	3	4	2	2	14
MC2	3	3	3	2	3	14
FB1	2	3	4	2	2	13
FC5	3	3	3	2	2	13
MA7	2	3	3	3	2	13
FA5	3	3	4	1	1	12
MB2	2	3	3	2	2	12
MB5	2	1	3	3	2	11
MA6	2	2	3	2	2	11
FB4	2	2	3	2	2	11
MC4	2	2	3	1	2	10
MB3	2	3	3	1	1	10
FA7	2	2	3	2	1	10
MA1	2	1	3	1	2	9
MB1	2	2	2	1	2	9
FB5	2	1	3	1	1	8
FC3	2	1	3	1	1	8
FA2	2	1	2	1	2	8
FA4	2	2	2	1	1	8
FA6	2	1	2	1	1	7
FA3	2	1	2	1	1	7
TOTAL	86	86	115	77	77	

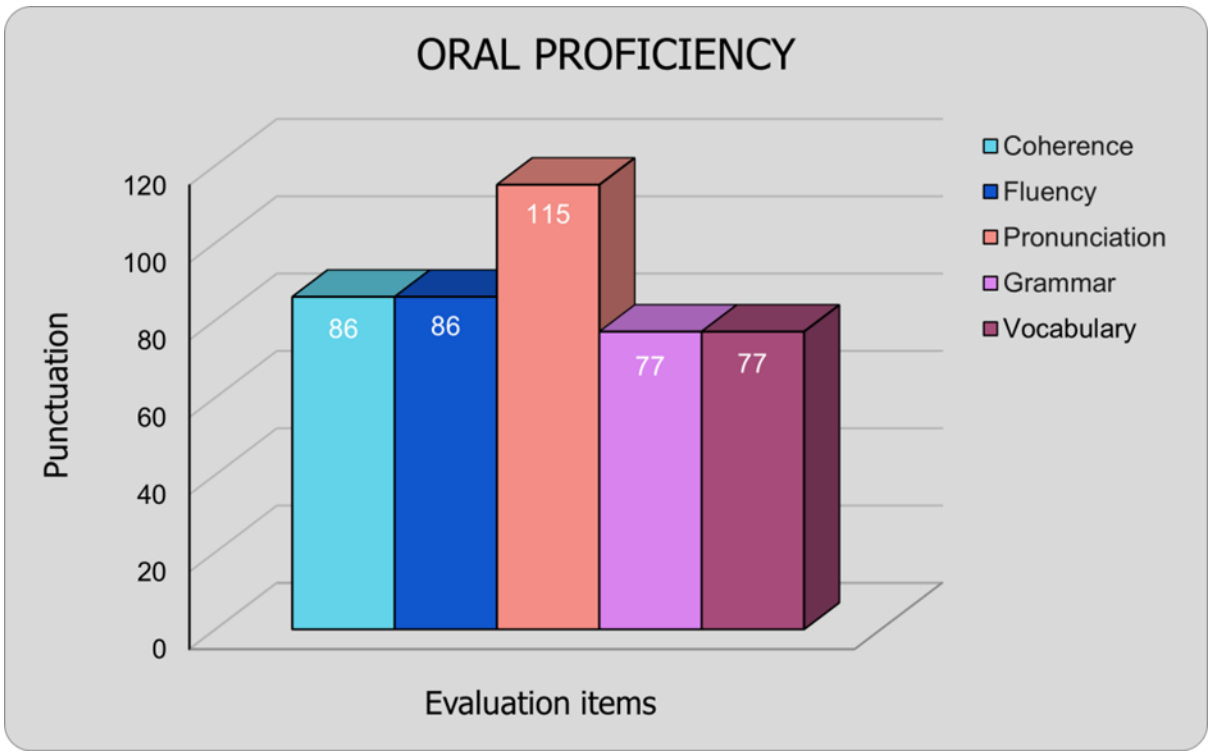
In the first quartile of OP of our YELLs are the most outstanding scores of the sample ranging from 16 to 18 points out of a maximum of 20 (given that the maximum score in each of the 5 skills was 4 points). The correlation lies in the fact that in the first quartile of the EE table, there are no scores in red, as well as a large majority in green and yellow. Throughout the intermediate quartiles, we do see more colour variety in EE, this may denote that intermediate OP scores may carry with them in many cases many hours of EE per week, but in other cases, we can see red starting to appear. That is to say, there are subjects who, even though they have claimed to spend only a few hours in EE activities, have quite advantageous speaking performance. However, if we are rigorous in the number of coincidences in the yellow and

orange quartiles between OP and EE, we can also affirm that the majority of participants who score in the intermediate quartiles of OP are also in the intermediate quartiles of EE. The last quartile is the one that most demonstrate the aim of our study: to test whether hours of EE affect OP in 8-year-olds. The worst scores in the oral task are those that are coloured red in the OP table and in the last position. If we look at the corresponding cells in the EE table, a strict correlation between the two is evident. Neither green, nor yellow, nor even orange appears in the last quartile of both tables. This shows that the worst speaking performance task scores (in red) are undoubtedly those of the participants who have confirmed receiving the fewest hours of EE (also in red). After this analysis we can claim that our research is highly useful, confirming that frequent exposure to L2 activities is influential in the way 8-year-olds perform orally in English. Moreover, the results speak for themselves, and this is a very positive influence, as the more hours of exposure to English outside of school, the better the results in speaking performance.

Now that the positive correlation between EE and OP is clear, many appealing points remain to be highlighted in our study. Some interesting remarks could be the speaking skills that are most enhanced by EE, which EE activities have the greatest impact on children's OP or even the gender differences we can find in the research.

Hereafter, we will see how certain activities may be even more influential than others within our study. Firstly, as can be seen in Figure 2, the first results are more than striking. Within the speaking performance, children's pronunciation is the highest scoring item, leaving behind two groups with equal scores between them. Immediately after, we find with equal scores two assessment items that have to do with the cognitive ability of the learner. Despite having a weight within OP, fluency and coherence in the learners' discourse is also a matter of the subjects' mental capacity, as well as how they manage their L2. Lastly, grammar and vocabulary also go hand in hand and are the two aspects that score the lowest marks. These two fixtures in rating scales skills lag behind in the oral task, achieving a large difference in points compared with the pronunciation item.

Figure 2. Speaking task evaluation

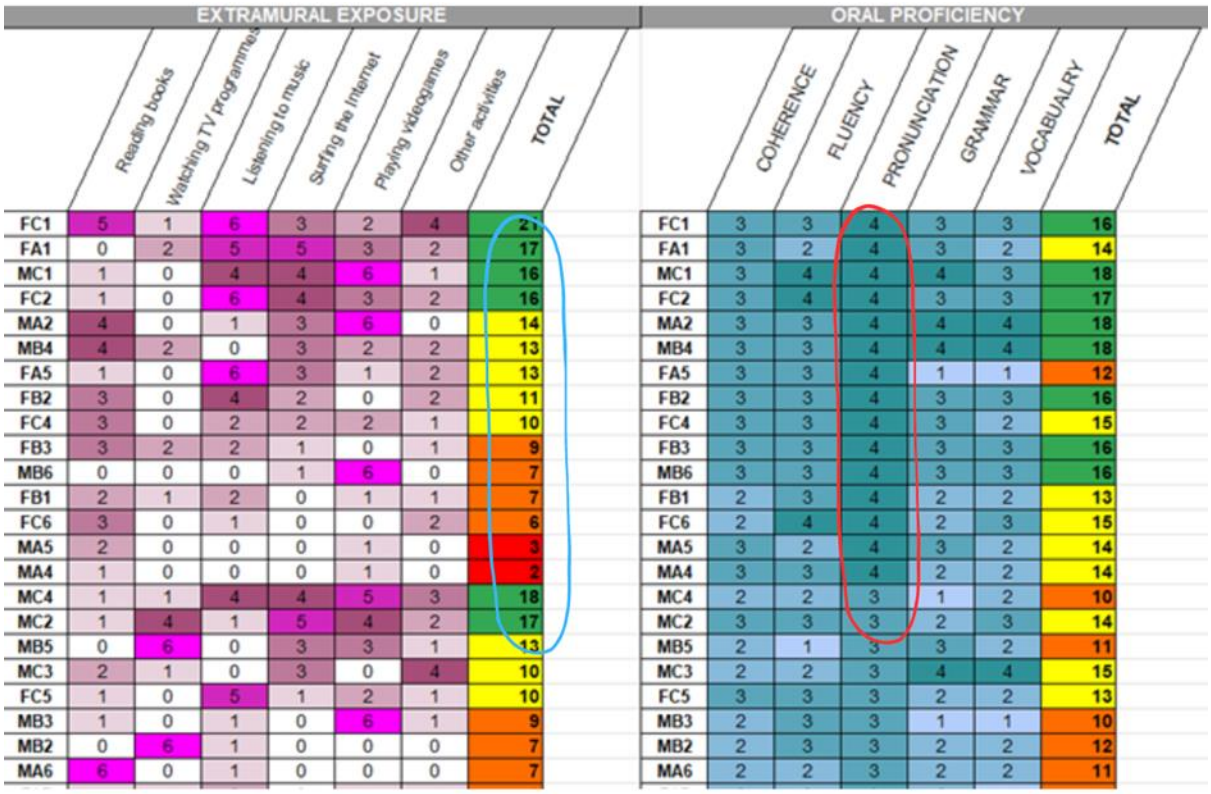


The curious result of the speaking elements which can be seen in Figure 2, helps us appreciate that since pronunciation is the most favoured aspect in the oral task scores, the monologue of the vast majority of our participants in the exercise was understood without any effort whatsoever. By the way, two hypotheses can be drawn. It may be that pronunciation is the item that YELLs are exposed to the most thanks to EE activities in their leisure time, or it may also be determined by all the hours of formal exposure to which our participants have been obligatorily exposed in the PAI programme at school. In fact, it could be that many of the words they have had to use to tell the story in the oral task, they may have heard well pronounced by the teacher repeatedly during their school days, or even or that they have improved their pronunciation through specific training, as stated by Gallardo et al. 2009; Varchmin, 2010.

If we compare Table 1 (EE) and Table 2 (OP) and order everything according to the scores in the pronunciation item, we can clearly see how the first half of Table 2 shows that the best results not only in pronunciation but also in overall speaking performance correspond to the participants who have claimed to spend more hours exposed to EE activities, that is the green and yellow colour in Table 1. As a matter of fact, only two participants with low EE (red

coloured in Table 1) are placed in the first half of the table where most of the subjects scored 4 points in pronunciation.

Table 2.1. OP & EE ordered according to pronunciation scores.



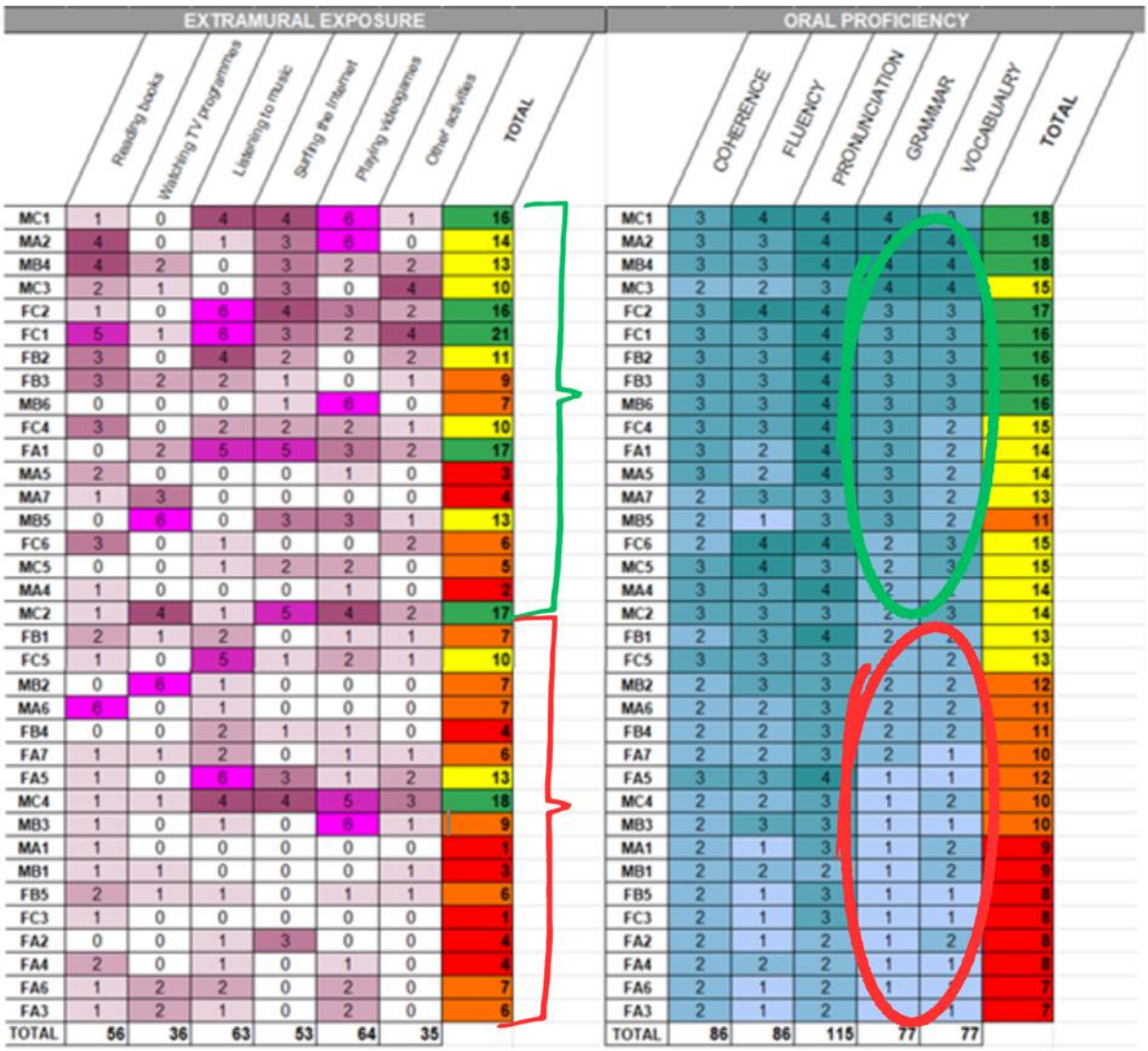
	EXTRAMURAL EXPOSURE						
	Reading books	Watching TV programmes	Listening to music	Surfing the Internet	Playing videogames	Other activities	TOTAL
FC1	5	1	6	3	2	4	21
FA1	0	2	5	5	3	2	17
MC1	1	0	4	4	6	1	16
FC2	1	0	6	4	3	2	16
MA2	4	0	1	3	6	0	14
MB4	4	2	0	3	2	2	13
FA5	1	0	6	3	1	2	13
FB2	3	0	4	2	0	2	11
FC4	3	0	2	2	2	1	10
FB3	3	2	2	1	0	1	9
MB6	0	0	0	1	6	0	7
FB1	2	1	2	0	1	1	7
FC6	3	0	1	0	0	2	6
MA5	2	0	0	0	1	0	3
MA4	1	0	0	0	1	0	2
MC4	1	1	4	4	5	3	18
MC2	1	4	1	5	4	2	17
MB5	0	6	0	3	3	1	13
MC3	2	1	0	3	0	4	10
FC5	1	0	5	1	2	1	10
MB3	1	0	1	0	6	1	9
MB2	0	6	1	0	0	0	7
MA6	6	0	1	0	0	0	7

	ORAL PROFICIENCY					
	COHERENCE	FLUENCY	PRONUNCIATION	GRAMMAR	VOCABULARY	TOTAL
FC1	3	3	4	3	3	16
FA1	3	2	4	3	2	14
MC1	3	4	4	4	3	18
FC2	3	4	4	3	3	17
MA2	3	3	4	4	4	18
MB4	3	3	4	4	4	18
FA5	3	3	4	1	1	12
FB2	3	3	4	3	3	16
FC4	3	3	4	3	2	15
FB3	3	3	4	3	3	16
MB6	3	3	4	3	3	16
FB1	2	3	4	2	2	13
FC6	2	4	4	2	3	15
MA5	3	2	4	3	2	14
MA4	3	3	4	2	2	14
MC4	2	2	3	1	2	10
MC2	3	3	3	2	3	14
MB5	2	1	3	3	2	11
MC3	2	2	3	4	4	15
FC5	3	3	3	2	2	13
MB3	2	3	3	1	1	10
MB2	2	3	3	2	2	12
MA6	2	2	3	2	2	11

Therefore, we can affirm that our study proves that our 8-year-old participants might or might not develop a good pronunciation of the English language given the educational model they follow at school, but what is clear from the research is that the EE is a determining factor in this aspect of the L2. This means, in other words, that the pronunciation of YELLs is enhanced by frequent use of EE activities.

On the contrary, we will now check whether there is still a positive correlation even with the lowest items in the results, i.e. grammar and vocabulary. As already discussed above, there is a very visible difference between the highest score in pronunciation and the lowest score in grammar and vocabulary. Let's sort the tables according to the results in grammar and vocabulary.

Table 2.2. OP & EE ordered according to grammar and vocabulary scores.



	EXTRAMURAL EXPOSURE							ORAL PROFICIENCY					
	Reading books	Watching TV programmes	Listening to music	Surfing the internet	Playing videogames	Other activities	TOTAL	COHERENCE	FLUENCY	PRONUNCIATION	GRAMMAR	VOCABULARY	TOTAL
MC1	1	0	4	4	6	1	16	3	4	4	4	3	18
MA2	4	0	1	3	6	0	14	3	3	4	4	4	18
MB4	4	2	0	3	2	2	13	3	3	4	4	4	18
MC3	2	1	0	3	0	4	10	2	2	3	4	4	15
FC2	1	0	6	4	3	2	16	3	4	4	3	3	17
FC1	5	1	6	3	2	4	21	3	3	4	3	3	16
FB2	3	0	4	2	0	2	11	3	3	4	3	3	16
FB3	3	2	2	1	0	1	9	3	3	4	3	3	16
MB6	0	0	0	1	6	0	7	3	3	4	3	3	16
FC4	3	0	2	2	2	1	10	3	3	4	3	2	15
FA1	0	2	5	5	3	2	17	3	2	4	3	2	14
MA5	2	0	0	0	1	0	3	3	2	4	3	2	14
MA7	1	3	0	0	0	0	4	2	3	3	3	2	13
MB5	0	6	0	3	3	1	13	2	1	3	3	2	11
FC6	3	0	1	0	0	2	6	2	4	4	2	3	15
MC5	0	0	1	2	2	0	5	3	4	3	2	3	15
MA4	1	0	0	0	1	0	2	3	3	4	2	2	14
MC2	1	4	1	5	4	2	17	3	3	3	2	3	14
FB1	2	1	2	0	1	1	7	2	3	4	2	2	13
FC5	1	0	5	1	2	1	10	3	3	3	2	2	13
MB2	0	6	1	0	0	0	7	2	3	3	2	2	12
MA6	6	0	1	0	0	0	7	2	2	3	2	2	11
FB4	0	0	2	1	1	0	4	2	2	3	2	2	11
FA7	1	1	2	0	1	1	6	2	2	3	2	1	10
FA5	1	0	6	3	1	2	13	3	3	4	1	1	12
MC4	1	1	4	4	5	3	18	2	2	3	1	2	10
MB3	1	0	1	0	6	1	9	2	3	3	1	1	10
MA1	1	0	0	0	0	0	1	2	1	3	1	2	9
MB1	1	1	0	0	0	1	3	2	2	2	1	2	9
FB5	2	1	1	0	1	1	6	2	1	3	1	1	8
FC3	1	0	0	0	0	0	1	2	1	3	1	1	8
FA2	0	0	1	3	0	0	4	2	1	2	1	2	8
FA4	2	0	1	0	1	0	4	2	2	2	1	1	8
FA6	1	2	2	0	2	0	7	2	1	2	1	1	7
FA3	1	2	1	0	2	0	6	2	1	2	1	1	7
TOTAL	56	36	63	53	64	35		86	86	115	77	77	

First of all, it is worth noting, although it may seem obvious, that the highest marks in grammar and vocabulary are in accordance with the highest marks in the overall OP. Furthermore, despite finding a less visual correlation than in the pronunciation item, grammar and vocabulary are also influenced by exposure to English in out-of-school activities. If we look at the first half of Table 2.2, we see how the highest grammar and vocabulary scores comprise mostly data in the EE table that are mainly green or yellow, that is, a very high number of EE hours. In this first half, we can also notice that those participants who scored only 2 points in one of the two items are those who obtain an orange or red cell, thus concluding that the lower the number of EE hours, the lower the score in grammar and vocabulary in the oral task. The second half of the table we are analyzing is much clearer, and the colours once again confirm the correlation we have been talking about. In actual fact, we have a large orange and

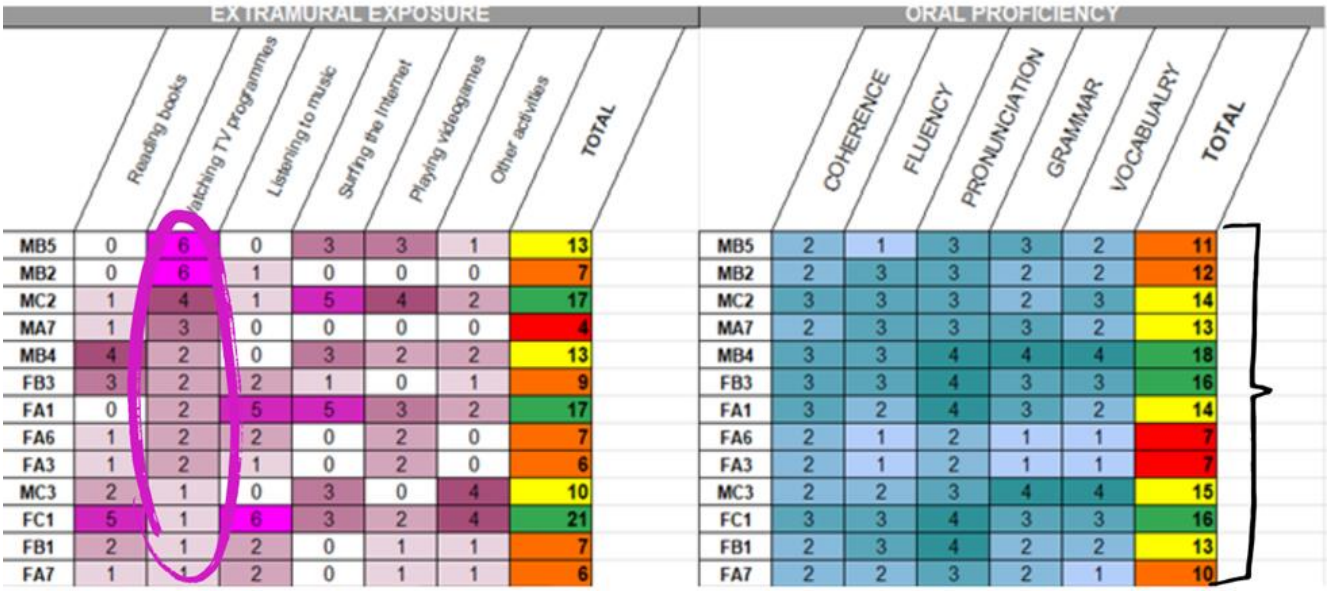
red majority, that is, the worst OP scores in relation to the scores obtained in grammar and vocabulary. Accordingly, the red bracket in the lower half of the EE table contains some clarifying data. It is perfectly clear how the poorer grammar and vocabulary data (participants with just 1 or 2 points) correlates with a very low number of hours of exposure to activities where informal English may be present. As a matter of fact, in this EE space, we only have the presence of one cell in green and two in yellow, which confirms that the rest are data from a few hours of exposure and are directly correlated with the low OP results.

With these results regarding both the highest and lowest items in OP and their positive correlation with EE, it is evident that the previous theories set out in the theoretical framework have been demonstrated. Sundqvist, as early as 2009, highlighted the importance of the communication approach in YELLs, but no study was found that analysed the actual impact of EE activities on each and every one of the OP items considered in our study. While it is true that we did not find direct articles that would discuss the influence of EE on the aspects of OP of YELLs, there were many authors such as Puimège & Peters, 2019 who based their work on the impact of a particular type of EE on receptive vocabulary. From this, it was concluded that children would have less difficulty starting to communicate in the L2 when the words to be pronounced were similar to those of the L1.

In addition, after analysing the results of our study we can affirm the hypothesis presented in the theoretical framework. Having taken into account 5 items such as coherence, fluency, pronunciation, grammar and vocabulary we can confirm that the participants managed to perform the task. In other words, in general terms, both the best and the worst performers obtained no more than 2 points difference between the items, which confirms that whether at a more basic or more advanced level, a participant who has all the communicative skills compensated, can manage to fend for themselves in the L2.

It is worth highlighting within our second research question which of the EE activities taken into account in the study influence more or less the OP of our participants. To do this, we will order the tables we have been analysing so far according to the hours spent by YELLs in both the most and least frequently used activity. In other words, we will check whether gaming, being the most frequent activity, correlates more positively with the OP of the participants than watching TV (which is the least favoured activity according to our results).

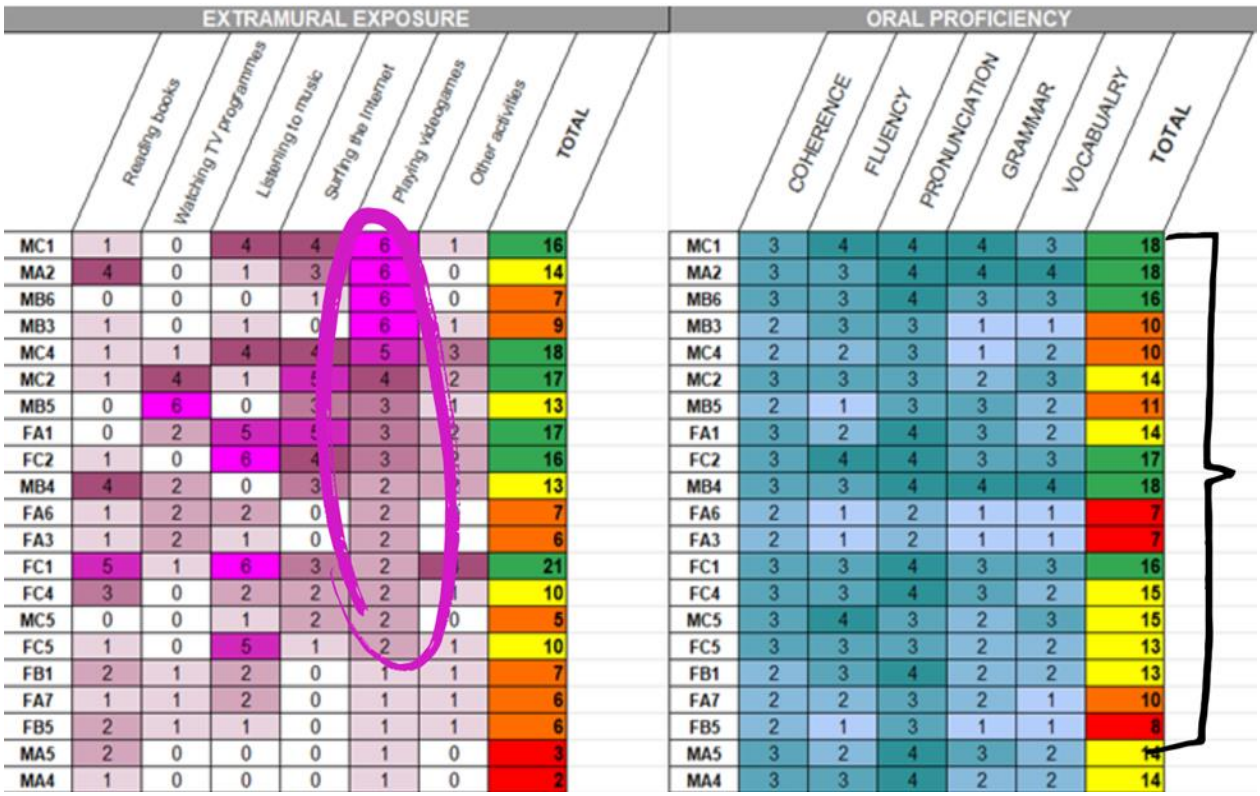
Table 2.3. OP & EE ordered according to watching TV number of weekly hours.



	EXTRAMURAL EXPOSURE						
	Reading books	Watching TV programmes	Listening to music	Surfing the Internet	Playing videogames	Other activities	TOTAL
MB5	0	6	0	3	3	1	13
MB2	0	6	1	0	0	0	7
MC2	1	4	1	5	4	2	17
MA7	1	3	0	0	0	0	4
MB4	4	2	0	3	2	2	13
FB3	3	2	2	1	0	1	9
FA1	0	2	5	5	3	2	17
FA6	1	2	2	0	2	0	7
FA3	1	2	1	0	2	0	6
MC3	2	1	0	3	0	4	10
FC1	5	1	6	3	2	4	21
FB1	2	1	2	0	1	1	7
FA7	1	1	2	0	1	1	6

	ORAL PROFICIENCY					
	COHERENCE	FLUENCY	PRONUNCIATION	GRAMMAR	VOCABULARY	TOTAL
MB5	2	1	3	3	2	11
MB2	2	3	3	2	2	12
MC2	3	3	3	2	3	14
MA7	2	3	3	3	2	13
MB4	3	3	4	4	4	18
FB3	3	3	4	3	3	16
FA1	3	2	4	3	2	14
FA6	2	1	2	1	1	7
FA3	2	1	2	1	1	7
MC3	2	2	3	4	4	15
FC1	3	3	4	3	3	16
FB1	2	3	4	2	2	13
FA7	2	2	3	2	1	10

Table 2.4. OP & EE ordered according to the gaming number of weekly hours.



	EXTRAMURAL EXPOSURE						
	Reading books	Watching TV programmes	Listening to music	Surfing the Internet	Playing videogames	Other activities	TOTAL
MC1	1	0	4	4	6	1	16
MA2	4	0	1	3	6	0	14
MB6	0	0	0	1	6	0	7
MB3	1	0	1	0	6	1	9
MC4	1	1	4	4	5	3	18
MC2	1	4	1	5	4	2	17
MB5	0	6	0	3	3	1	13
FA1	0	2	5	5	3	2	17
FC2	1	0	6	4	3	2	16
MB4	4	2	0	3	2	2	13
FA6	1	2	2	0	2	0	7
FA3	1	2	1	0	2	0	6
FC1	5	1	6	3	2	4	21
FC4	3	0	2	2	2	1	10
MC5	0	0	1	2	2	0	5
FC5	1	0	5	1	2	1	10
FB1	2	1	2	0	1	1	7
FA7	1	1	2	0	1	1	6
FB5	2	1	1	0	1	1	6
MA5	2	0	0	0	1	0	3
MA4	1	0	0	0	1	0	2

	ORAL PROFICIENCY					
	COHERENCE	FLUENCY	PRONUNCIATION	GRAMMAR	VOCABULARY	TOTAL
MC1	3	4	4	4	3	18
MA2	3	3	4	4	4	18
MB6	3	3	4	3	3	16
MB3	2	3	3	1	1	10
MC4	2	2	3	1	2	10
MC2	3	3	3	2	3	14
MB5	2	1	3	3	2	11
FA1	3	2	4	3	2	14
FC2	3	4	4	3	3	17
MB4	3	3	4	4	4	18
FA6	2	1	2	1	1	7
FA3	2	1	2	1	1	7
FC1	3	3	4	3	3	16
FC4	3	3	4	3	2	15
MC5	3	4	3	2	3	15
FC5	3	3	3	2	2	13
FB1	2	3	4	2	2	13
FA7	2	2	3	2	1	10
FB5	2	1	3	1	1	8
MA5	3	2	4	3	2	14
MA4	3	3	4	2	2	14

As can be seen in Tables 2.3 and 2.4, there is a considerable difference in the influence of both activities on the speaking performance of the students. Another of our objectives was to confirm that the activity in which children show the most interest in their free time is the one that has the greatest influence on their subsequent OP. Indeed, the hours pupils spend playing video games are much more strongly correlated with OP results than the hours they spend watching TV.

On the one hand, if we look at the section of Table 2.3 where the subjects who report spending more hours in front of the TV watching English programmes are found, and then look at the OP results in the black bracket, we see a great variety of colours, which means a great variety of scores. For instance, the two participants who claim to spend up to 6 hours per week doing such activity have only achieved 11 and 12 points out of 20 in OP, so they are in orange (only pass mark, not excellent). Further evidence that watching TV has a rather poor correlation with OP is that in the black bracket space, we find only 3 excellent notes coloured in green. Moreover, these marks correspond to students who say that they spend only 1 or 2 hours a week watching TV in English.

This analysis of the TV viewing chart leads us to contradict or rather refute the arguments once investigated by authors such as D'YdeWalle et al., 1999 or even by more recent researchers such as De Wilde et al., 2020. They established a very clear correlation between the habit of watching TV in English and the acquisition of English as a second language. In our case, this may be because the interests of the YELLs have changed or because our sample of participants is simply reluctant to watch TV, so there is little correlation between the hours of exposure and the results in OP. It is also worth noting that in our case, we have only taken into account the speaking performance. As a matter of fact, these authors saw a clear correlation in the overall English skills score and that is why they stated that the more exposure to English programmes, the more English language acquisition in general terms. Our study leads us to believe, however, that there is no positive correlation between hours of EE viewing and the speaking performance.

On the other hand, gaming in Table 2.4 shows a positive and directly proportional correlation: the more hours of EE playing video games, the higher level of OP. At a glance only, we see that three of the four participants who say they spend up to 6 hours playing video games score three marks coloured in green as very high marks in the overall speaking performance. Besides, a large majority of the participants who answer that they are exposed to

video games frequently during the week are those who also score above 11 OP points (therefore seeing a majority of cells in green and yellow). Further evidence of the positive correlation is that we found only three scores in red below 10 points, and these correspond to participants who only claim to spend between 1 and 2 hours a week playing video games.

With our analysis in mind, here we must reaffirm previous gaming research. Examples of this are the studies conducted by Hannibal Jensen (2017) or Sundqvist & Sylvén (2012) which also demonstrate our theory linking frequent use of video games with successful speaking skills. "The amount of time spent gaming at home correlates with positive results" (Sundqvist & Sylvén, 2012). Whether it is the English language frequently used in video games, the possibility to play online in multiplayer mode and talk or communicate with other users, or simply the repeated use of video games, the results in OP speak for themselves. There is a clear influence of our participants' favourite hobby on their ratings in the oral task they carried out.

For all these reasons, we can affirm that our exploratory study has generally been completely revealing in that it shows us that very young children are highly influenced in their way of expressing themselves orally in English by the EE hours they spend outside the school environment. Much previous research has focused on older participants and more general English language skills, demonstrating a positive correlation between certain EE activities and L2 acquisition. In this case, thanks to the analysis of results carried out in this section, we can answer our research questions in a clear way. YELLs as young as 8 years old consider that the EE activities they are most exposed to and therefore most popular for them are playing video games and listening to music. Furthermore, the correlation between EE hours and OP in our sample of participants is very positive, and the most favoured item of speaking performance is, undoubtedly, pronunciation.

To conclude this section, where we have discussed the results obtained in the research, we are going to provide a gender perspective. Albeit not directly a focus of our study question, we believe that it may be a curious fact to see whether male and female tendencies towards EE activities correspond to what other authors have already investigated. As we have already mentioned in the subsection on participants, in our sample of students we have a very even number of girls (18) and boys (17). This being the case, we will divide our EE results between those for girls and those for boys. In this way, we will be able to see the leisure time trends of each gender.

Figure 3. The popularity of EE activities among young girls.

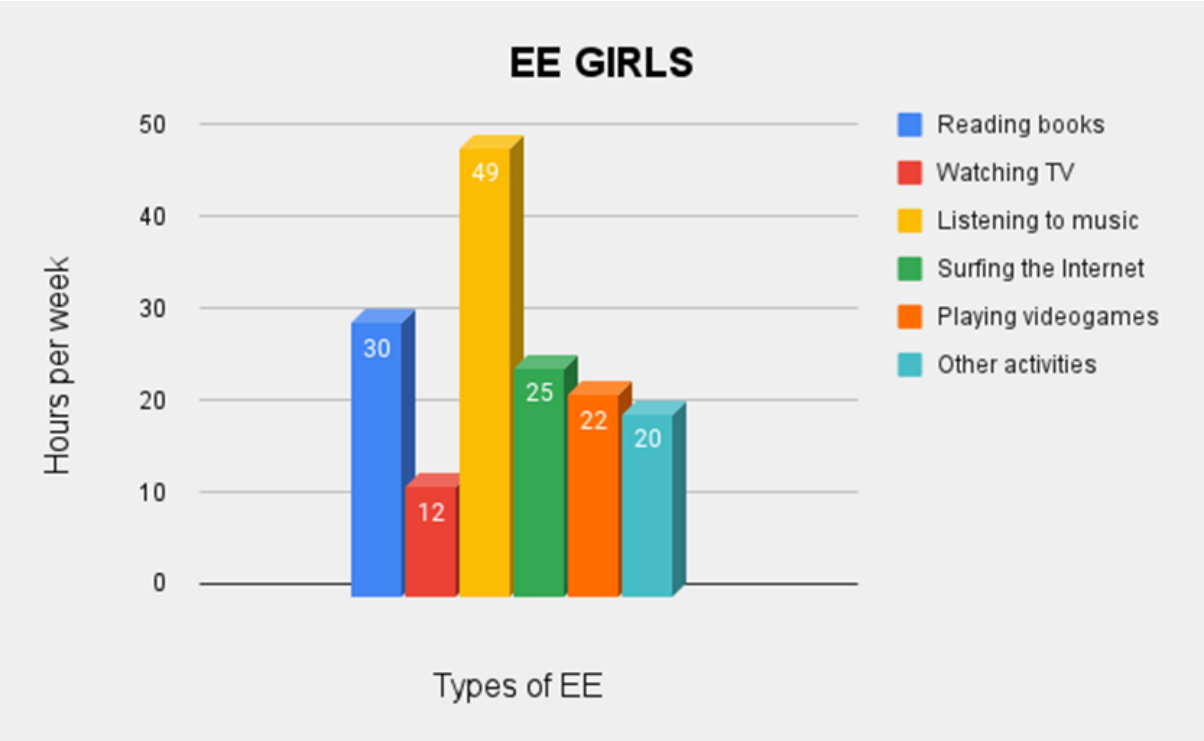
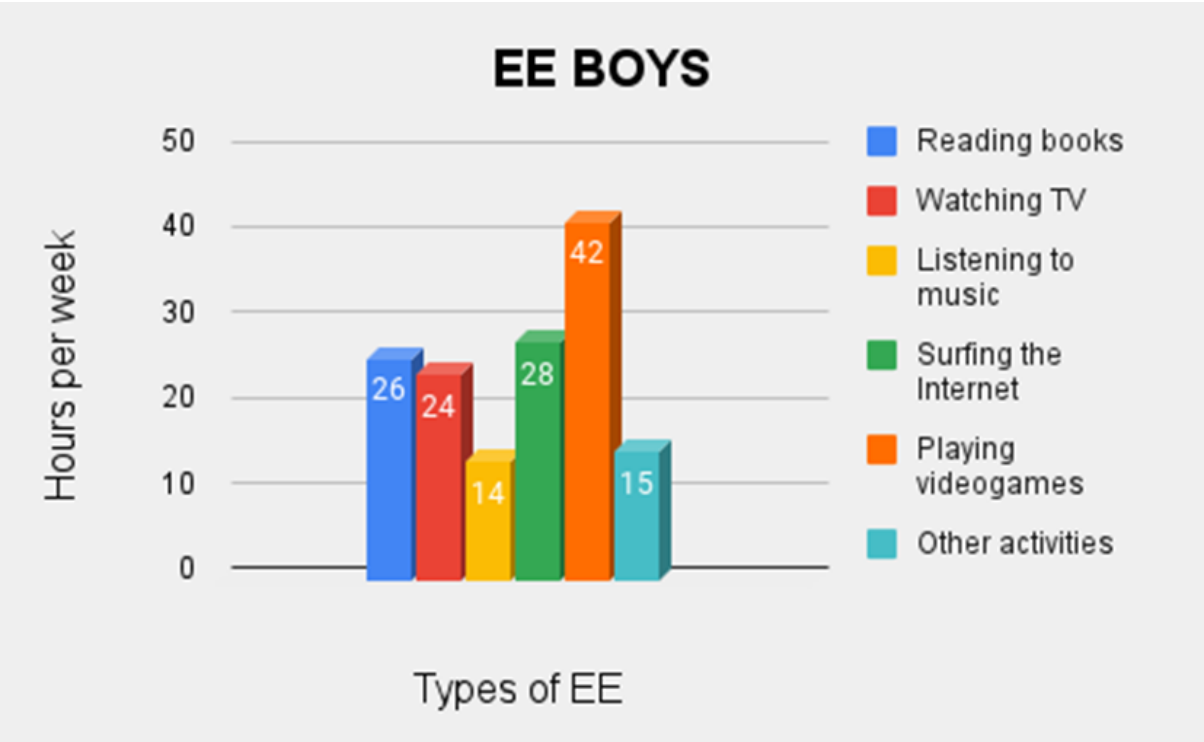


Figure 4. The popularity of EE activities among young boys.



With this gender distinction, we aim to ratify previous theories regarding EE activity preferences between boys and girls. Studies by Kuppens (2012); Sundqvist & Wikström (2015) and Hannibal Jensen (2017) established through their research that young boys tended to spend a considerably large amount of time playing video games compared to other leisure time activities. In fact, all these articles tried to analyse the unique influence of video gaming on children's acquisition of L2, given its great popularity in this sector.

Our study provides further evidence that boys claim to spend twice as many hours as girls playing video games. They are the most common users of this type of EE activity, whose frequency of use is far above that of all other proposed activities. This may also mean, given our previous analysis, that through spending a lot of exposure time with video games, young boys will also have the opportunity to acquire a higher level of OP.

If we turn to girls, we also have to contradict the above-mentioned studies. In particular, Kuppens (2010) stated that girls preferred to watch TV. This was also confirmed later by Sundqvist & Wikström (2015) where the female group stood out for their frequent use of watching TV as well as listening to music. Well, in our case, as we have already analysed, the activity of watching TV is not favoured given the answers of our participants in the questionnaire, hence the contradiction with previous studies. Besides in our study, it is again boys, not girls, who claim to spend twice as many hours of television exposure.

Nevertheless, we corroborate the research of Sundqvist & Wikström (2015) as it is clear from Figure 3 that girls preferred the activity of listening to music above all others. Looking at the graphs in Figure 3 and Figure 4, it is in fact the activity that collects the most EE hours. So, just as we have correlated ideas with boys, we will also correlate them with girls. In this way, the evidence suggests that, although less than for boys (as gaming was the most popular EE activity), there is also a positive correlation between the second most popular EE activity in our overall study (listening to music) and girls' OP. In this case, the more hours girls spend listening to music in English, the more chances they have of acquiring better speaking performance in L2.

Conclusion

This study focused on investigating the impact that exposure to English outside the classroom (extramural exposure) may have on the oral proficiency of 3rd grade Primary school pupils using English as a foreign language. Throughout this section we will try to analyse to what extent the EE affects the oral proficiency of these pupils, as well as pointing out the preferences of such a young sector for various extramural exposure activities.

Generally, there is a trend in the results discussed in the previous section which indicates that learners with more informal exposure to L2 will be more likely to produce a higher quality speaking performance. In terms of informal exposure activities outside the school environment, the results obtained in the present study reaffirm previous research that highlights playing video games as the most influential habit in language acquisition.

The first research question addressed the types and amount of EE that our sample of participants were exposed to on a weekly basis. The results have confirmed that, as we have already mentioned, video games top the ranking, closely followed by listening to music. These activities, interestingly, also serve to establish a gender distinction in our study, as has also been done in previous research (Kuppens, 2010; Sundqvist & Wikström, 2015; Hannibal Jensen, 2017). Boys are the individuals who spend the most hours per week gaming, while girls, on the other hand, report that their favourite activity is listening to music.

Another surprising finding in the first question was the affluence of reading books in third place in the ranking of results. Overall, our participants were more in favour of activities involving new technologies, not surprisingly given the times we are living in. Nevertheless, many of our students reported spending a considerable number of hours reading books in English, which may be due to their habit of borrowing English books from the school library. This also undoubtedly entailed a gain in relation to language acquisition, particularly regarding vocabulary. (Lightbown & Spada, 2006).

The last aspect to highlight in the first question is the unpopularity of television viewing among our participants. While previous studies have shown that watching TV programmes in English is a very important factor in language acquisition (D'YdeWalle et al., 1999; Koolstra & Beentjes, 1999), currently, our participants rank it rather poorly, and our results show that TV viewing is the least correlated with successful OP outcomes. This could be due to the

emergence of internet platforms and new technological devices that push traditional television into the background.

The second research question sought to corroborate whether, given the amount of EE our students are exposed to on a weekly basis, this directly affects their OP. As stated by previous authors (De Wilde et al., 2020; Peters, 2022; Sundqvist, 2009…) there is a correlation between children exposed to a large amount of EE and higher L2 acquisition. Our study may well mirror these, but rather than looking at L2 acquisition in general, we have focused on the speaking skills of individuals.

After considering the results of the EE questionnaire and assessing the oral task, the data revealed a clear positive correlation: individuals who spend the most hours per week exposed to EE activities also have the highest OP scores. The most telling data on this are the extremes, i.e., the more hours of exposure the better the speaking performance, and consequently, students who claim to spend fewer hours exposed to EE activities are also the poorest performers in OP.

This theory is also confirmed by taking into account the evaluation items within the OP. Pronunciation has been proved to be the most beneficial oral aspect of the study. Therefore, those who achieve good marks in pronunciation after the oral task, are also those who have the longest EE time. The same is true for grammar and vocabulary which, despite being the least outstanding aspects among the participants, also establish a correlation between the students with the highest marks in these aspects and those who spend the most time on EE activities.

In conclusion, we can summarise the results obtained in a few central conclusions: (I) there is a positive correlation between the amount of extramural exposure a student can consume, and their gains in oral proficiency; (II) more specifically, pronunciation is the aspect of OP that benefits the most from the amount of EE that participants show; (III) according to our study, the activities that 8-year-olds consider to be their favourite leisure time activities outside school are playing video games and listening to music, which also have the greatest impact on the acquisition of better oral proficiency.

Limitations

With regard to the limitations present in our study, first of all, there is the handicap of age. As young as 8 years old, it is more than likely that participants do not have a clear perception of the amount of English exposure time they spend outside the school environment. For this reason, the answers to our first research tool, the questionnaire, will probably not be completely accurate to the reality of each individual. The timing and frequency of informal exposure activities may depend on the perceptions of individual students.

On the other hand, our sample of participants has only 35 pupils, all of them belonging to 3rd grade Primary, and to the same school centre, a public school of Pamplona (Navarra). This implies that no account has been taken of age comparisons, nor of anything related to ISEC (Índice Socieconómico y Cultural). Therefore, there could be factors that have not been considered in relation to these conditions that influence in one way or another the extramural exposure of each individual.

Finally, most of our students managed to perform the oral task, but given the level expected of them at such a young age, in many of the recordings L1 and L2 are mixed and the pauses in the monologues were very recurrent in many cases. This could be considered another limitation, not because they spoke in Spanish, but because their narratives, in most cases, led us to adapt the evaluation rubric to fit the level of the participants.

Pedagogical recommendations

EE is inevitably connected to citizens' attitudes towards the English language. In other words, if the attitude with which we are exposed to the English language outside the classroom is favourable, repeated and positive, then the acquisition of linguistic content will be more extensive, more effective, more lasting and more meaningful. We can take advantage of the fact that English is a highly globalized language, as we have said before, to inculcate in young learners that English has to be seen as a language that surrounds us. They will also understand that English is necessary for their lives as it is present in many of the hobbies they are passionate about, such as music, video games or cinema in all its aspects. And finally, they might internalize English as the "coolest" language (Kuppens, 2010) because it is hidden in most leisure corners today.

Teachers have the opportunity to introduce students to these best practices for foreign language acquisition not only in the classroom, but also outside the school environment. In this way, teachers can take advantage of all the motivation young people have for certain leisure activities to make English a part of their entertainment. In fact, the influx of new technologies, all that they offer to children and how well they are received by this age group, is a major factor contributing to their gains in L2. Although considered a distraction for them considering the school load, the truth is that watching *YouTube* videos, surfing the Internet, playing video games or listening to music can help students' English development.

Having said this, it may be optimal for kids that teachers encourage extramural exposure from an early age. It is proven: the more often young learners are exposed to EE activities, the more positive the influence of English gains will be on their oral (and written) performance. In addition to fostering children's imagination and entertainment, which is fundamental and enriching for their emotional and cognitive development.

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Appendices

Appendix 1. EE questionnaire.pdf

How many hours per week do you spend on these free time activities?

¿Cuántas horas pasas a la semana haciendo las siguientes actividades de tiempo libre?

¿Durante cuántas horas semanales USAS EL INGLÉS fuera de clase para...?						
	Leer libros, revistas, cómics ... 	Ver la TV: dibujos animados, películas, series ... 	Escuchar música. 	Navegar en Internet. 	Jugar a videojuegos. 	Otras actividades. (música, pintura, deportes, estar con amigos...) 
0 Horas semanales						
1 Hora						
2 Horas						
3 Horas						
4 Horas						
5 Horas						
6 Horas						

Appendix 2. Speaking task "The Bicycle".pdf

The Bicycle

Script:

The teacher tells the child the name of the story and describes the first picture:

Teacher: ***"These pictures tell a story. It's called "The Bicycle". Just look at the pictures first.*** (Pause) ***Henry was riding his bicycle. An angry driver was right behind him, tooting his horn: "honk-honk"! You tell the story now.***

The teacher points at the pictures if necessary.

CAPTION	Proactive question	Reactive question
CAPTION 2	*What was the boy doing?*	*Was the boy scared?*
CAPTION 3	*What happened to the boy?* *What did the car driver do?*	*Did he fall off his bicycle?* *Did he keep driving after the accident?*
CAPTION 4	*What happened to the bicycle?*	*Was the bicycle broken?*
CAPTION 5	*What happened to the car?*	*Has the car broken down?*
CAPTION 6	*Were they happy then?*	*Was the boy happy because he could ride his bicycle at the end?*

The teacher provides positive feedback after the child's answers, with words like ***"good"***, ***"excellent"***, or ***"that's right".***

Appendix 3. [Evaluation rubric for the speaking task.docx.pdf]

RÚBRICA TASK "The Bicycle"

Pronunciación

Su pronunciación es muy clara, y no cuesta esfuerzo entender su discurso.	4
Su pronunciación es clara, aunque hay momentos aislados en que hay que esforzarse para entender alguna palabra.	3
Su pronunciación es suficientemente clara, aunque exige esfuerzo por parte del/la oyente.	2
Su pronunciación no es suficientemente clara, aunque la/el oyente se esfuerce en entender el discurso.	1

Fluidez

I) Apenas hay pausas, y ninguna es larga, o ***II)*** no necesita ayuda del profesor/a para continuar.	4
I) Hay ciertas pausas pero el discurso tiene un ritmo razonable o ***II)*** necesita ayuda del profesor/a para continuar en una ocasión.	3
I) Necesita ayuda del profesor/a para continuar en más de una ocasión, o ***II)*** las pausas son largas o frecuentes y/o, aunque lento, hay un discurso.	2
I) No es capaz de narrar la historia sin la total ayuda del profesor/a en ninguna ocasión , o ***II)*** las pausas son largas y constantes y/o el discurso es excesivamente lento.	1

Gramática

Uso ambicioso de la gramática y los errores que comete no dificultan la comprensión.	4
Uso ambicioso de la gramática, aunque comete errores que, en ocasiones afectan a la comprensión.	3
La gramática es sencilla, y algún error dificulta la comprensión.	2
Su gramática es excesivamente pobre o su producción en inglés tan escasa que no permite contar con una muestra válida para evaluar este ítem.	1

Coherencia

Narra la historia de forma muy clara y coherente, y la secuencia de eventos se entiende sin ningún esfuerzo.	4
Narra la historia de forma clara y coherente, y la secuencia de eventos se entiende sin mucho esfuerzo.	3
Es capaz de narrar la historia, aunque hay que prestar mucha atención para entender la secuencia.	2
Su discurso es inconexo, no hay secuencia en la narración, o es muy difícil seguir aquello a lo que hace referencia.	1

Vocabulario

Demuestra el vocabulario suficiente para narrar la historia, aunque le pueda costar encontrar alguna palabra suelta.	4
Se consigue el vocabulario suficiente para narrar la historia, pero tiene dificultades con el vocabulario de varias viñetas.	3
Su vocabulario es muy escaso, y aunque tiene dificultades para referirse a conceptos muy básicos, consigue narrar la historia.	2
Su vocabulario es excesivamente pobre, o su producción en inglés tan escasa que no permite contar con una muestra válida para evaluar este ítem.	1