

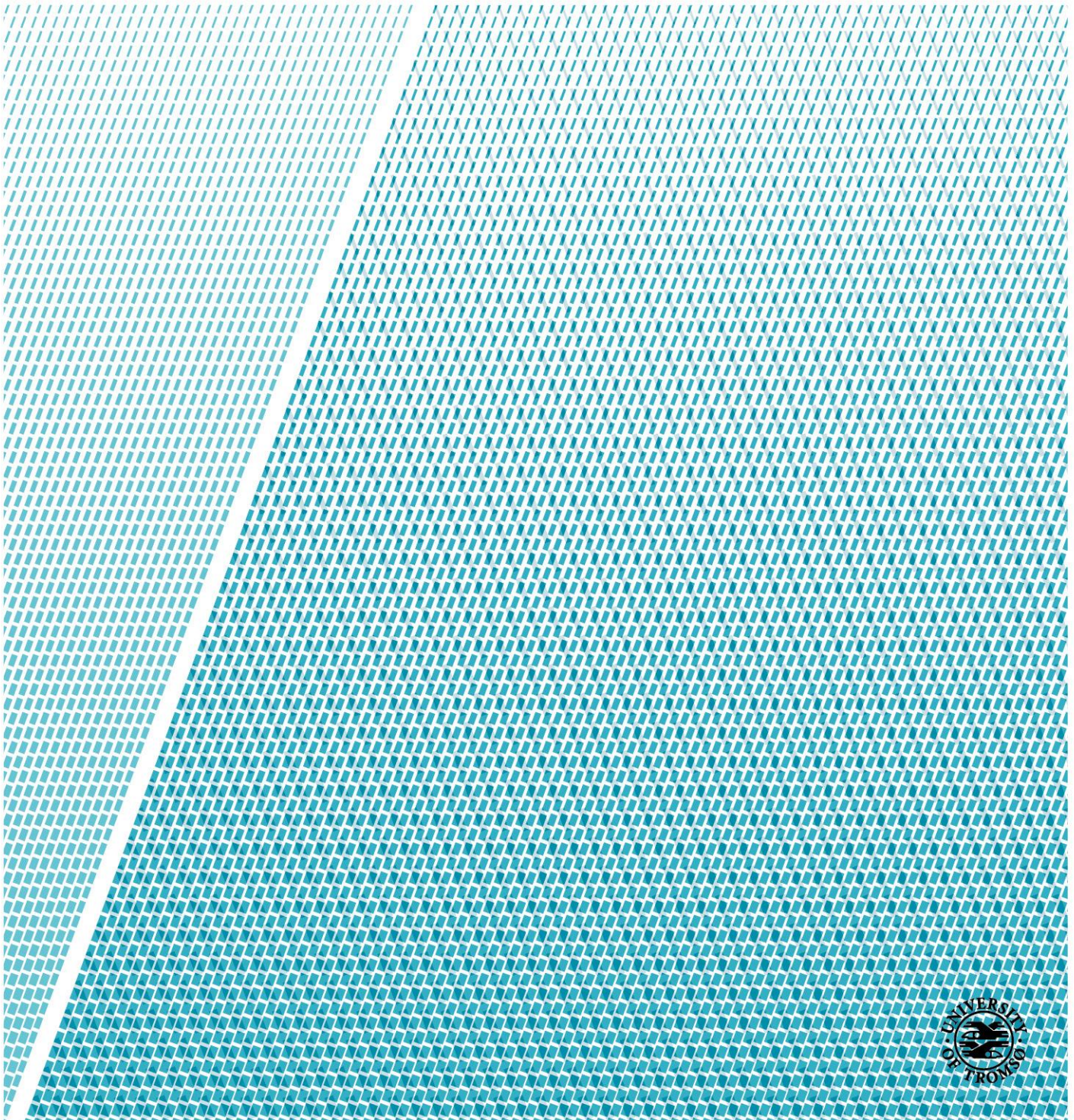


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The effect of media habits on English proficiency: A study of L1 Norwegian teenagers

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Master's thesis in English language... May 2017



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Abstract

This thesis compares the media habits of 86 Norwegian youth with their English proficiency. The goal is to investigate how much English we learn by e.g. watching TV, playing video games or listening to music. The 86 participants were between 16 and 20 years old, and answered a survey where they specified the number of hours they spent on an average day on each type of media. After this, they took an English proficiency test. The results from the test was then compared with the number of hours they spent on media in order to find a correlation.

The results show that there is a positive correlation between the English proficiency test score and communicating while playing video games. There is also a positive correlation between test score and reading English books. A few other smaller correlations were found, but these were mostly only for girls. There were 49 boys and only 37 girls included in the study, which might have caused the results for girls to be more unreliable.

No other clear correlations were found, and the main hypothesis was not confirmed. There are likely many factors unaccounted for which affected the results and gave unreliable data. One of these factors might be the age of the participant, because media habits could have a greater effect on English learning at younger ages. Also, comparing English proficiency with proficiency in other subjects must be done to discover correlations in case media habits bring down overall academic performance except in English.

Thus, for further research, I suggest studying younger children, while also including other subjects in school.

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1 Introduction

The idea for this thesis came to me when I was visiting Gdansk in Poland on a work trip. I was browsing TV channels in the hotel room and I could not find a single channel with English content. Everything was dubbed to Polish – even famous blockbusters like Titanic and Die Hard. I recalled my visits to Spain, Italy and Latvia - there were no English television there either. In Norway, only movies for children are dubbed to Norwegian and we are exposed to English all the time through different media: TV, music, video games, books and the internet. (Simonsen, 2005)

Is this the reason why Norway is ranked 4th according to the English proficiency index 2015, while Italy is ranked 28th and Spain is ranked 25th? Or is it because of our educational system? After the first ten years in Norwegian schools, students have had 593 hours of English classes. This adds up to 1,5 hours of English per week. (Utdanningsdirektoratet, 2013) If we compare this to our daily internet usage (which has mostly English content (Simonsen, 2005)), the English input from school is only a fraction of this. Statistics Norway shows in a study from 2015 that 16-24 year olds in Norway use an average of 3 hours and 33 minutes each day on the internet. If we also include the hours used on video games and other media, the amount of input each day is substantial. In this study, I found that the median for number of hours spent playing video games for boys is three hours each day. I recall playing video games several hours each day when I was growing up, and I have always believed that video games taught me English much better than what was taught in class.

This mix of personal experiences and statistics backing up my assumptions resulted in this thesis where I compare media habits with English proficiency in order to discover if we learn English through media exposure.

Why do we care? If media habits influence English learning a great amount, maybe English teaching in schools should change focus. Schools could focus on aspects of the language that are not learned by being exposed to media. – We should have more grammar education, more writing and speaking and watch less movies and have fewer lectures. However, different types of media offer different types of input. Different input teaches different aspects of the language. Therefore, it is important to know how different types of input affect our language learning.

2 Theoretical background

In this section I present the different variants of input and show what current research can tell us about them. I will also present some studies similar to this one.

If we are going to be able to measure the effect media input has on second language (L2) acquisition, we need to first look at the different kinds of input. This way, we can separate input coming from a school setting and input through media, in addition to categorizing media that give the same type of input in groups. The goal of this section is to provide background information which will justify the way I constructed my survey. Also, I will justify my research questions in this section.

2.1 Input

As we grow up, the language we are exposed to changes as our language skills increase. For example, L1 learners start out being exposed to “child directed speech”, or “motherese”. (Matychuk, 2005) This is a simplified version of a language with clearly articulated words and slow speech directed to the baby. Most L2 learners are not exposed to this kind of language, as they usually start learning the L2 at school. Krashen (1981) presents three different adaptations of input L2 learners meet; “Teacher-talk”, “Interlanguage-talk” and “Foreigner-talk”. These adaptations are beneficial at different times in the learners’ L2 development, starting with “Teacher-talk” at the very introduction to the language in a classroom setting.

Teacher-talk is the teacher talking in the L2 to the children. At earlier stages, the teacher might swap between the L1 and L2 in order for the students to understand what is being said. Once students reach the last few years in elementary school and can understand the basics of the language, teachers might talk almost exclusively in the L2. However, this is only the case if the L2 has been taught at early ages, like English is in Norwegian schools. Foreign languages taught from middle school and onwards such as German, French and Spanish might be taught differently, and classes can be taught using a simplified language similar to child directed speech or teacher-talk. When students reach a high proficiency, teachers also use the L2 during classroom management and for most other student interactions during class. This is the stage where teacher-talk gives the most input to students. After this, L2 learners

need to be exposed to contextual, meaningful dialog with other users of the L2 (with similar level of language proficiency) in order to further progress the language learning. Krashen (1981) refers to this as “Interlanguage-talk”, which is simply the interaction between L2 learners. This type of interaction is typically the first communication L2 learners experience in addition to communications with the teacher. In a study on young students with 20 different language backgrounds learning English as an L2 in Washington D.C., Fathman (1976) reported that "the students in schools where there were more than 40 non-native English speakers seemed to make more progress than those in schools where there were fewer foreign students" This finding suggests that students who communicate with people with the same level of language proficiency as themselves have greater progress than the ones that do not.

The next level of input would then be “Foreigner-talk”. Simply put, a native speaker adapts their language to better suit the L2 learner’s proficiency. This language is close to the native language, but is simplified to suit the recipient’s language proficiency in order to improve the communication. This might vary from very simplified speech similar to child directed speech to only mildly altered utterances, e.g. leaving out terminology which even some native speakers could struggle understanding.

The input we receive through media can typically not be categorized as any of the previously mentioned types of input. Most variants of media, like music, YouTube, gaming and reading are presented almost exclusively with native speech. Input that comes from media does not adapt to the user’s language proficiency in a way similar to the way a teacher would, nor is it similar to Foreigner-talk. The only exception would be communications through playing video games, where some interactions can be in real time with real people that adapt to your language proficiency. This is very different from pre-recorded videos and pre-written text, which most media consist of. One interesting aspect of L2 learning through video games is that you learn through context. In a classroom setting, the best way to teach a language is by using immersion and context, but this is usually theoretical immersion with little practical activities. In a video game, you play as a character, and this character can “die” if you do not understand the language because you need to understand the instructions in order to successfully play the game. This is a much higher level of immersion than for example classroom exercises related to a text.

Since media is mostly native speech, a learner would need to already understand the basics of the language to learn something from it. Taking the previously mentioned theories on input into consideration, one would assume that a near-native speaker would see the most benefits - or have the most “intake” of media input, as a new learner would not comprehend much of the language in media because of its difficulty. When talking about “intake” and “input” it is important to understand the distinction between the two. So, what is the difference between “intake” and “input”?

2.2 Input and Intake

Even though a L2 learner is exposed to a significant amount of input, it might not have any effect on language learning at all. The input must be tailored for the individual. A L2 learner just starting out learning the language would have close to no gain by listening to two native speakers talk to each other. The learner would not understand anything. Similarly, a near native speaker would not have much to gain from child directed speech. A distinction between “input” and “intake” is important when considering the best approach to learning language. Intake is what is processed and truly internalized by the learner, while input is everything the learner is exposed to, even if it is incomprehensible. (Gass & Selinker, 2013) In addition, even if the learner can fully understand the input, it does not mean that the learner will remember it. Looking up a word in the dictionary does not mean you are guaranteed to remember the word at the end of the day. Putting the word in a context and working with it might lower the chances of simply forgetting the word.

“One should not be misled, however, into thinking that comprehension is the same as acquisition. Comprehension, in the usual sense of the word, refers to a single event, whereas acquisition refers to a permanent state.” (Gass & Selinker, 2013, p. 755) This is why it is so important for both parts of a conversation to know the language level of the dialog partner. The three variants of input described earlier are based on the exposor knowing the recipient. However, when the L2 learner’s language proficiency is unknown to the one giving the input, problems may occur. If the input is not tailored to the L2 learner’s skills, it might also cause other problems than the L2 learner not simply internalizing the input. Krashen (1981) explains: “When acquisition-type activities undershoot, the result of course may be boredom.

When they overshoot, the result will be frustration.” (1981:132-133) This is particularly true when working with classroom exercises.

When using media, especially the internet, the user is the one who initiates the exposure. This means that the user can pick and choose between different variants of language input. The users are the ones tailoring the input to their language proficiency. If a YouTube video has incomprehensible language, the user will move on to the next video. If a news article has too difficult language, the user will not read it. If you play a computer game and do not understand the language, you simply cannot play the game, because you do not understand the instructions needed to progress in the game. Kuppens (2008) reported in a study on 374 students in the Netherlands that students who viewed movies, TV or played video games had statistically significant achievement gains when translating English to Dutch. Video games bring learners into an immersive environment that has historically been the most efficient way to learn a language. (Young, Slota, & Cutter, 2012)

Most of the input coming from the internet can be categorized as “intake” because the users customize the input to their needs. Input that is too difficult can also be useful for L2 learning when they use different tools complementing the media: Videos can have subtitles, music has lyrics easily available, and Google provides an easy-to-use translate option for most popular sites.

2.3 Feedback and Recast

Input alone can be valuable, but it can be much more beneficial when aided by feedback. Feedback can tell the learner what they need to do in order to improve. Gass & Selinker (2013) says “feedback provides information about the success (or, more likely, lack of success) of their utterances and gives additional opportunities to focus on production or comprehension.” (2013:768-769) Feedback can occur in various ways. In the classroom, the most common feedback would be the teacher simply telling the student if their grammar, phonetics or intonation is correct. For writing, feedback would be the grade of the assignment and teacher’s notes commentating the student’s writing. However, some studies have found that feedback rarely happens in classrooms, despite its importance in language learning. Zyzik and Polio (2008) reported that no feedback was found in three Spanish literature courses.

Although, the courses in this study were taught at university, and they might be very different

than English classes that are thought in High School or Elementary school. However, the amount of feedback in classrooms may vary greatly and is obviously dependent on the teacher's methods.

Feedback also occurs naturally outside the classroom. "Sorry?", "What was that?", are utterances in normal conversation that tell the speaker that something might be wrong with their language. Without a teacher present, learners have to self-correct their language, or compromise by reducing the complexity of the language, or use hand gestures in order for the listener to understand.

A better way of helping communication could be to use recasts. This is a subtler form of correction, which helps the conversation flow by not bringing it to a halt when giving feedback. "A recast is a reformulation of an incorrect utterance that maintains the original meaning of the utterance." (Gass & Selinker, 2013, p. 779) Child directed speech often uses a variant of recast.

Baby: "Mommy cook"

Mother: "Yes, Mommy is cooking"

In a conversation between a native speaker and a non native speaker, a recast could occur like this:

Non native speaker: "Let get us some foods"

Native speaker: "Let us get some food?"

The non native speaker only needs to answer "yes" in order to continue the conversation. In a classroom, the teacher might use recast as a way of correcting speech without interrupting the lesson. If a teacher has to stop the lesson every time the L2 learner makes an error to correct their grammar, the lesson would be very slow paced. By using recast, the teacher can quickly correct the student and move on with the lesson. However, Gass & Selinker (2013) names numerous studies that question the effectivity of recasts. One of these studies is Lyster (1998), who argues that recasts might not be very valuable for acquisition, but it is useful in a classroom setting for practical reasons previously mentioned.

2.4 Negotiation

When communication is so bad that it shuts down, feedback and recasts are not enough. If one of the people participating in the conversation does not understand what is said, clarifications are needed. Negotiation is not needed for simple grammar errors. Negotiation is used to understand the content of what the other person is saying. A way of doing this is repeating the parts of the utterance which is understood, and then asking for an explanation for the other parts which are not understood. Another way of doing it is repeating only the word which is not understood. Varonis & Gass (1985) pp. 78-79 provides an example where most of the conversation between two non-native speakers (NNS 1 and NNS 2) revolves around figuring out what the other is saying through use of negotiation:

NNS 1: And your what is your mm father's job?

NNS 2: My father now is retire.

NNS 1: Retire?

NNS 2: Yes.

NNS 1: Oh yeah.

NNS 2: But he work with uh uh institution.

NNS 1: Institution.

NNS 2: Do you know that? The name is ... some thin like eh

control of the state.

NNS 1: Aaaaaaaah.

In this example, the flow of conversation shuts down because NNS 2 uses the words “retire” and “institution”, which are too difficult for NNS 1. They are not exchanging ideas or opinions; they are simply trying to understand the content.

Negotiation, recast and feedback are helpful elements in language learning that L2 learners using media are not exposed to very much. This is because media is mostly conveyed through input and these elements are given as a response to the L2 learner's output. However, there

are some possibilities for output when using media. But first: what is the difference between input and output?

2.5 Output

Using language for comprehension does not require the same level of proficiency as using it for production. A semi-proficient L2 learner would understand all these variants of the same sentence:

“Boy eat banana”

“Eat banana boy”

“The boy ate a banana”

“Banana boy eated”

However, a semi-proficient L2 learner would not necessarily be able to produce the variant which is grammatical.

Swain (1985) states that production through output “may force the learner to move from semantic processing to syntactic processing” (1985:249) Swain studied children learning French in an immersion context, and found that “what was lacking in their development as native-like speakers of French was the opportunity to use language productively, as opposed to using language merely for comprehension.” (1985:249)

In a later paper, Swain (1995) suggests that output stimulates the learner to evolve from semantic, nondeterministic processing onto “complete grammatical processing needed for accurate production” (1995:128) This might mean that output is not only a way to practicing knowledge which is already known, but a way to learn new elements of the language.

How does output work when using media? Media is dominated by English speakers (Simonsen, 2005), and English is usually the preferred language on the biggest internet sites. There is a big difference between oral output and textual in media. On a forum like Reddit.com (ranked no. 9 most visited internet site in Norway according to SimilarWeb), for example, there is an expectation for perfect English when reading an argument or opinion

from another user, and your credibility is hurt if you have grammatical errors in your comment. By participating in a discussion on this website, you will have to produce perfect English in order to be taken seriously. By writing imperfect English, the content of your argument or opinion will most likely be disregarded and your grammar will be corrected by other users. Users of Reddit know this, which might contribute to raising the threshold for daring to submit a comment in fear of writing ungrammatical English.

Oral output works in a different way. Chik (2014) and Richards (2015) suggest that players get better at talking English while playing video games. Usually oral output is produced while playing a computer game because of the need for teamwork and cooperation. Often, the groups communicating consist of people from all over the world and do not exclusively consist of native speakers of English. However, the language used is English. This means that a great amount of communications consists of imperfect English. A typical group might consist of 5-15 people, depending on the video game, and the threshold for participating in communication is lower because there is a need for teamwork in order to succeed. Also, since the English used is rarely perfect, less advanced English speakers are more likely to participate in the communications. This is not the case when choosing to participate in an online forum like Reddit.

3 Previous research

This section contains an overview of relevant research for my study. I base my research questions on the studies I present in this section.

Frønes, Narvhus & Aasebø (2013) analyze a PISA (Programme for International Student Assessment) digital reading assessment from 2009 where Norway was one of the participating countries. The students participating were 10th graders and were reading in L1. The study concludes with “[i]n all the PISA countries, the gender differences are in the girls’ favor when it comes to reading on paper.” The papers had both academic language and everyday language.

Why is this gender gap in Norwegian L1 reading comprehension important to my study? It is important because frequent use of media can influence overall academic performance as well as L2 proficiency. This means that if there is a gender difference in L1 proficiency and no

difference in L2 proficiency, media can be the factor causing this if boys have other typical media habits than girls. Can previous research confirm that this is the case?

Brevik, Olsen & Hellekjær (2016) uses data from two national reading tests, comprising a large sample of 10,311 16-year-old students in Norwegian schools. This study shows a big gender difference in L1 and L2 proficiency as seen in table 1.

	Boys (<i>n</i> =5,398)	Girls (<i>n</i> =4,943)
Percentage	52	48
L1 mean (SD)	72.9 (18.6)	79.7 (17.7)
L2 mean (SD)	18.3 (7.6)	19.4 (7.2)

Table 1 – Gender difference in L1 and L2 proficiency. (SD = standard deviations)

The table shows that when boys and girls read in the L1, girls perform much better than boys. However, when reading in L2, boys almost match the girls' performance. To figure out why there is less variation between genders in L2, the researchers interviewed a small group of boys they found interesting because of their high English proficiency compared to a low overall grade in other subjects. (this is not featured in the study, but it got published as a news article in *Aftenposten* after the study got published. (http://www.aftenposten.no/norge/Jenter-gjor-det-bedre-enn-gutter-Men-nar-16-aringene-leser-pa-engelsk_-er-det-nesten-ingen-forskjell-608710b.html)) The students interviewed stated that they played a lot of video games and said that this was why they knew English so well. This makes it seem like students that play a lot of video games score lower overall in all subjects, except for English.

If we compare this with Sletten, Strandbu & Gilje (2015), we further see that there might be a relation between playing video games and English learning among young people. Sletten, Strandbu & Gilje (2015) present a study carried out by NOVA in 2010. 4160 students that were between 13 to 16 years participated in the study, with a 66.2% completion rate. Students were asked to specify how often during the preceding week they had trained with a sports team, and how often they had played computer games. The goal of the study was to determine if school grade was affected by these two hobbies. The conclusion was that students involved with sport teams in their spare time performed better in school, while students that spend a lot of time playing video games performed worse in Norwegian and math, while not performing worse in English. This is seen in figure 1.

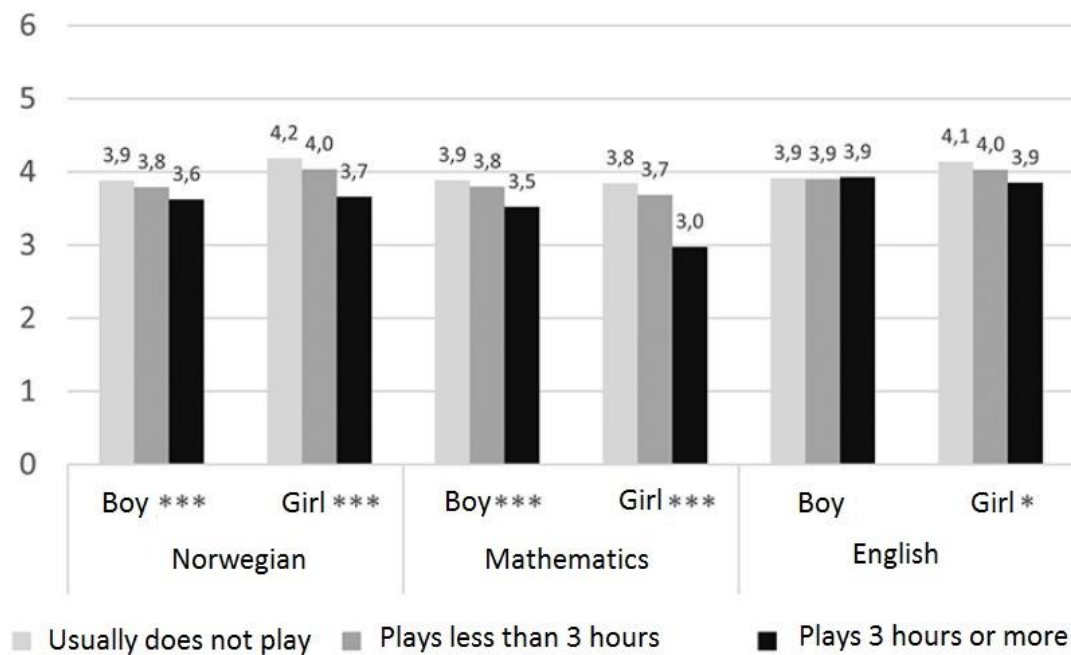


Figure 1 – Average grade in Norwegian, mathematics and English by gender and playing video games (from Sletten, Strandbu & Gilje, 2015)

The study also shows that only 2% of girls play video games more than three hours daily, while 24% of boys play more than three hours a day, as seen in figure 2. This confirms that boys have other media habits than girls, which means that this can be the factor affecting L2 proficiency.

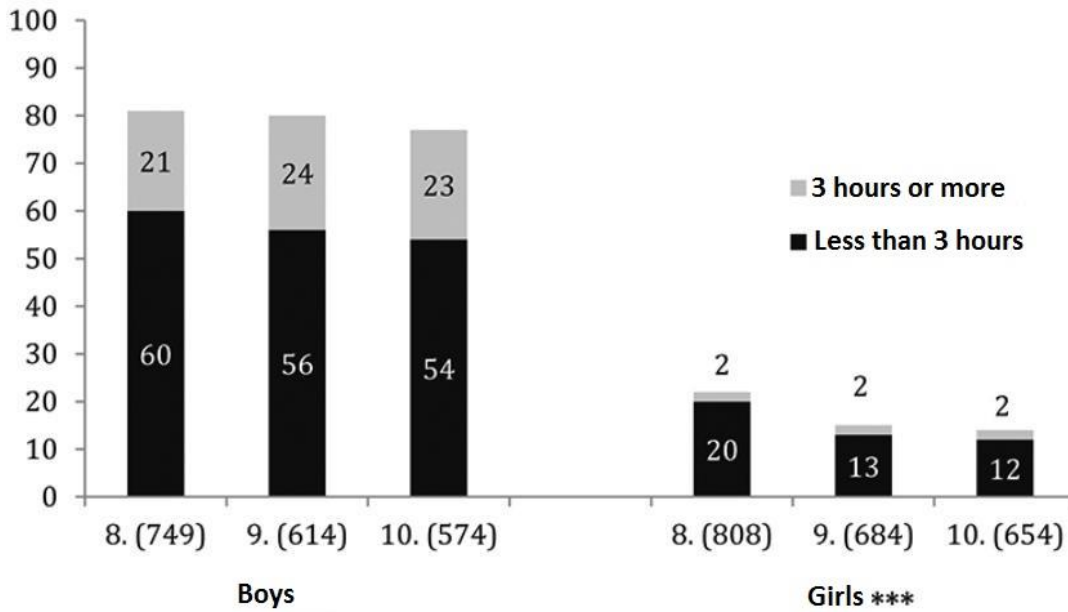


Figure 2. Share of students that play video games several times each week by gender and class grade. Percentage. (* $p < 0,05$, ** $p < 0,01$, *** $p < 0,001$) Sletten, Strandbu & Gilje (2015)

These studies are what I have based my research questions on. There are many other studies that state that playing video games affects language learning positively, but most are studies done in other countries (for example, Kuppens (2008) and Young, Slota, & Cutter (2012) which I mentioned in the previous section.), while I only focus on Norwegian students.

4 Research questions

I have four research questions which I will try to answer in this thesis. The preceding theoretical section justifies and explains why I have chosen these research questions.

PRIMARY RESEARCH QUESTION:

1. Do media habits affect English learning?
 - Prediction: Yes. Many of us are exposed to much more English input through media than we are in a school setting. I anticipate that those exposed to a lot of media each day will have a high English proficiency.

SECONDARY RESEARCH QUESTIONS:

2. What type of media habit has the most effect on English learning?
 - Prediction: Because of the findings in Breivik, Olsen & Hellekjær, (2016) I predict that video games has the most effect on English learning. Video games put players in an immersive setting with language being provided to them in a contextual environment. In order to succeed in the game, the player has to master the language. This way, players choose to play games where their English proficiency approximately matches the English proficiency required to finish the game. As previously discussed, being exposed to language similar in complexity to what you can understand is the best way to learn language. I anticipate that many of the students participating in the study will spend 6-8 hours daily playing video games, and these participants are especially interesting to me. I anticipate that these participants will have a high level of English proficiency.
3. Is there a difference between genders?
 - Prediction: Yes, I predict getting very different results from males and females. I believe boys that play video games many hours each day will have a high English proficiency. I anticipate that very few of the girls participating will specify that

they play video games more than a couple of hours each day, but considering the findings in Breivik, Olsen & Hellekjær (2016), the ones that do play video games might score highly on the test.

4. Do media habits with a possibility for English output have a greater effect on English learning than media habits that only give input?

- Prediction: Yes. As previously mentioned, producing output is a very efficient method for learning language. I anticipate that those who communicate while playing video games will have a very high English proficiency. I also anticipate that participants that frequently use Reddit, 9gag and other forums will have a high English proficiency because these sites offer a possibility for output.

5 Methodology

The data were collected using an online service called Questback, which provides easily customizable surveys for distribution online. First, I considered a service called SurveyGizmo, but because of the nature of my method for acquiring participants, SurveyGizmo was too difficult to use: SurveyGizmo records IP-addresses, which means I would have to get participants to sign an agreement in order for them to legally be able to answer the survey. Questback, on the other hand, does not store any IP-addresses and is completely anonymous, which makes collecting data much easier.

While writing my master's thesis I got a job at a local school in my district. This changed my plans on how to recruit participants. Originally I planned to distribute my survey on Facebook and E-mailing it to schools across the country. My goal was to get a hold of 2-3 teachers who would make their students answer my survey, giving me approximately 30-40 participants.

By getting a job at a local school, I would be able to recruit students for my research more easily. This was also a factor which made me make the change from SurveyGizmo to Questback. By making this change, teachers at the school could easily use the surveys in their classes. I went door to door asking teachers to use my survey, and for this to be successful, the survey would have to be easily accessible. If the students had to sign an agreement in

order to take the test, the teachers could feel that it would be too much work. The arguments I used while talking to the teachers were that the test only took 15 minutes to complete, it included an English test which meant it was not a waste of time because the students did something of significance to the subject – and lastly, the test was easily accessible by simply clicking a link to a website I provided. All the data were obtained over a period of one month.

5.1 The Survey

The survey consists of 3 parts to be specified below:

- **Background information**

These questions are mostly included to exclude people with another native language than Norwegian and to group similar respondents in order to be able to make comparisons.

- **Media habits**

Participants specify the number of hours they spend on different types of media.

- **English proficiency test**

This is a standardized test where the participants are given a score from 1 to 40 depending on how well they did on the test.

To answer my four research questions, I will exclude students that do not fit my criteria (specified below), and compare the rest of the participants' media habits with their score from the English proficiency test.

Background information

This section includes questions about:

- **Age**

All participants attend high school, but this does not mean they are the same age. Participants that are too old (above 20 years old) are excluded from the results.

- **Gender**

I will be doing several comparisons between genders in order to answer my third research question: "Is there a difference between genders?"

- **Study programme**

The school consisted of several different study programmes. This question is only included to allow controlling for major differences between study programmes. If I do not find any major differences, I will not discuss this in the result section.

- **English grade last semester**

Students with some media habits could perform poorly at school while still excelling in the language. Students that spend multiple hours playing video games each day might not spend much time on homework, resulting in a poor English grade. This does not mean that they have poor English proficiency. Some students might not answer the survey to the best of their ability because it is anonymous. This makes it beneficial to include their English grade. I will also compare English grade with the English proficiency test scores in order to improve the validity of the test. There should be a clear correlation.

- **Language of preference**

I include some questions about language of preference in order to eliminate all participants that speak another language than Norwegian. If the participants speak English with their family or friends they are excluded. This is because this introduces

too many variables that might affect their English proficiency in comparison to Norwegian students that do not speak an additional language or have English family.

Media habits

This section has questions about the participants' use of media. The participants are presented with different types of media, and they shall specify how many hours they spend on a typical day on that particular type of media, e.g. watching TV, playing video games or reading books.

This section includes questions asking how many hours they spend on:

- **Listening to English music**

The intake gained from this might vary a lot between different people. Some do not listen to lyrics and only focus on the melody, while some feel the lyrics are the most important part. Still, there is definitely potential for learning English by listening to music. (Sund, 2015)

- **Reading English books**

I anticipate that very few respondents read English books several hours a day, but the few that do might score very high on the English proficiency test. However, this might not be because of the reading. If you do not read English well, you will probably not read English books in your spare time, which means that it might not be the reading itself that is the cause of a high score on the test. The fact that you have a high English proficiency might cause you to read a lot, but you might have learned English from another source. This especially applies to this variant of media because even if you do not understand English fluently, you can still watch TV shows with subtitles or play English games and you would still be able to understand the basics of it. Reading English literature requires a much higher level of understanding.

- **Watching TV where the content is in English**

Even though TV is one of the most frequently used media, I anticipate that most participants will spend more time on sites like YouTube and Netflix than they do watching TV. This seems to be the latest trend among youth.

- **Playing video games**

As stated in my research questions, I predict that this type of media will have the biggest effect on participant's English proficiency score.

- **“How often do you communicate with other players when you are playing video games?”** This question is supplemented with a scale ranging from “Very often” to “Never”. As mentioned in the theoretical section, output is very important when learning English, which is why I want to investigate this type of media in particular. Communicating with other players is in this case the most beneficial type of output - both oral and written communication.

Websites

Earlier in this thesis I presented and discussed the different variants of input. When I now list the questions in the survey regarding web pages frequently visited by the participants, keep in mind that these web pages are grouped the way they are because they offer the same type of input.

The majority of these websites were selected because they are listed as the top visited websites in Norway. (SimilarWeb, 2017) Also, most content on these websites is English and give some kind of input or output.

- **Facebook, Instagram and Twitter**

These websites are some of the most frequently visited sites in the world. However, these are not the sites I anticipate will correlate with high English proficiency. These sites are custom made by the user, and the input may vary greatly. Some users might experience great input from videos and articles that show up in their newsfeed, while others might only see pictures or only Norwegian articles and videos. Because of this,

I will not focus too much on these sites, but as they are very frequently visited I include them.

- **Youtube, Netflix, Twitch and other similar websites for video and streaming**

These sites are very interesting to me. Almost all content on these sites is English. As I mentioned earlier in the theoretical section, users choose for themselves which kind of content they want to view on these sites. This means that users view content where the level of English which is used matches their English proficiency. Therefore, I believe participants that use these sites several hours each day will have a high English proficiency.

- **Reddit, 9gag or similar websites**

While Youtube, Netflix and similar sites offer great oral input, Reddit offers all kinds of input. Reddit is a forum where different news articles, pictures and videos appear in a newsfeed. It is similar to Facebook's newsfeed in nature, but Reddit allows for discussions and has almost exclusively English content. Users of Reddit and similar sites might spend several hours a day reading arguments from other users and participating in discussions themselves. Frequent users of Reddit are exposed to a lot of written input, and the ones participating in discussions themselves also produce output.

- **Other websites where the content is in English**

In my pilot tests (presented below), some students stated that they used lesser known forums several hours a day as well as other web sites that were not listed in the survey. I will not put much focus on this question as I cannot know what type of input the sites offer.

English test

The last and longest part of the survey is a modified version of The Standardized Oxford Proficiency test. I got the test from Jensen (2016) after my supervisor recommended it. This test is used in experiments by linguist Roumyana Slabakova. (Slabakova & Garcia Mayo,

2015) The full test consists of 50 questions, but I did not include the last 10 because of their difficulty even for a native English speaker.

The test contains sentences where some words are missing. Three alternatives are given, where one of them is correct. The test gets harder as the responder progresses.

These are the two first sentences in the test:

Water _____ at a temperature of 100° C.

- is to boil
- is boiling
- boils
-

In some countries _____ very hot all the time.

- there is
- is
- it is

5.2 Pilot test

I conducted two pilot tests. I conducted them in two of my classes and I was present while they answered the survey to make sure that everybody could answer the questions. I also asked for feedback after everybody had finished. I specifically asked if they felt some websites they frequently used were missing from the survey. They responded that no popular websites were missing, because they specified less popular websites they visited under “Other websites”. I also asked how they interpreted “number of hours spent on social media each day.” Most answered that they only counted the hours browsing through the news feed. This was what I was hoping for because some could interpret being available “online” as actively using the media. For my second pilot test, I mainly made small changes to formatting and categories.

Some questions are included mostly in order to not confuse the participant. This is because some types of media overlap. Reading an English book is basically the same type of input as reading an article online. But if there is a question in the survey asking “How much English do you read”, the participant might not consider the article read online as “proper reading” if they often read English novels. Also, the input difference between watching TV and Netflix or YouTube can be big, which is why I separate the two: Basically, I tried to separate internet usage from all the other variants of media. This is because when you are using a computer, you often do several things at once within a short time frame. When browsing the internet, several tabs can be open at once in a web browser which allows for multitasking. Also, people can “binge watch” Netflix: watching an entire season of a series in one day. This is not normal when watching TV because of commercials and the pre-set TV-schedule. This gave me a reason to separate TV and online streaming services into two individual questions.

I considered making the questions about weekly usage of media and not daily usage. However, as I wanted to know the hours they spent on media on average, a weekly number would allow for misinterpretation. I discovered that some students were confused. Some would say that they usually played computer games several hours a day, but this week they had not had the time because of homework, which left them confused on what to submit in the survey. Therefore, I changed the question to “How many hours do you use on average on a daily basis on these types of media:”

5.3 Participants

Participants are students attending high school in vocational programmes (mostly construction) and general programmes. I have taught most of the classes participating in the study. The students in the vocational programmes have on average lower grades in English, are taught a simpler syllabus in English class with less literature to be read, and are overall less motivated to participate in class than students in general studies. However, I have noticed a general trend among students in the vocational programmes. Students in vocational programmes seem to play video games and spend more time online more frequently than students in general studies. This might be because almost all students in the vocational programmes are male.

5.4 Survey - Pros and cons

Bryman and Bell (2015) lists several positive aspects about using a survey for collecting data. Due to it being distributed online, a survey can easily be answered by many people. Also, a survey is easily administrated during the research period and after. The researcher does not even need to be in the same room as the participant. If the survey has been set up properly with mostly yes/no questions and few sections where participants can type in their own answers, the data is easily converted into statistics afterwards. However, it seems like the positive aspects of using a survey is mostly practical things surrounding the experiment, and not the research itself.

There are many negative aspects of using a survey. But the most obvious problems which I experienced originated from the fact that the survey was completely anonymous. Lazy students can answer the survey blindly, or they might not bother answering it at all as they know that the answers cannot be traced back to them.

Students sit close to each other in the classroom, which means that what they enter into the survey can be seen by students sitting nearby. Some of the questions in my survey might cause embarrassment to the student if other people knew what the student replied.

In an experiment like mine, several factors come into play which I cannot control for in a survey. If I would want my data to be more reliable, I would have to have a structured interview with the students. This would eliminate many of the misunderstandings that may occur when the students answer my survey. Some questions are ambiguous, especially the section where they specify the number of hours they spend on media, as mentioned in the pilot test section. Some might interpret this as how many hours they spent yesterday, or they might not consider checking Facebook for a few minutes every hour as properly “using” the media. These are just some of the misinterpretations that may occur when answering my survey. In a structured interview, I would be able to instruct the students properly and explain thoroughly what I mean by each question. As this is very time consuming, I did not have the opportunity to carry out such interviews. The best way to do it would be to use a similar approach as seen in Brevik, Olsen & Hellekjær (2016). They used data gained from quantitative national reading tests to find an interesting group within the participants of the study. This group, which fulfilled pre-set criteria, were then interviewed by the researchers. If I were to do the same thing, I could not have let my respondents be anonymous (which would

make it very hard for me to get the same number of participants). I could then choose only the most interesting participants (the ones that spend a lot of time on media and who also achieved a high score on the proficiency test) to interview. This would be the best approach as I would be able to control for different variables affecting the interesting students like the age of acquisition, travelling abroad and similar elements that may have had an impact on the student's English proficiency other than their media habits. However, time constraints made this approach difficult.

6 Results

The survey was answered by a total of 113 people. Before I started running statistics, I excluded from the study the ones that submitted that they were:

- Above 20 years old.
- A native speaker of any other language than Norwegian.
- Regularly speaking any other language than Norwegian with friends, parents or other relatives.

This excluded 27 people from the study, while 49 boys and 37 girls remained. There was a risk that very many people would be excluded, but luckily most students participating were local youth with mostly Norwegian parents and family. I checked if there would be a great difference with everybody included in the study compared to when the 27 people were excluded - I ran a simple statistic comparing all media habits and the test score from the English proficiency test. The results varied greatly when all 113 participants were included compared to when the 27 people were excluded. A quick comparison on PR values is shown in table 2.

Coefficients:				
	Estimate	Std. Error	t value	Pr(> t)
(Intercept)	33.18443	1.26191	26.297	< 2e-16 ***
all\$Books	-1.40693	0.46617	-3.018	0.00321 **
all\$Music	0.04272	0.29072	0.147	0.88346
all\$TV	-0.41948	0.35490	-1.182	0.23996
all\$Youtube_Netflix	-0.16804	0.37203	-0.452	0.65247
all\$Games	-0.06409	0.22236	-0.288	0.77377
all\$Reddit	0.54268	0.45401	1.195	0.23474
all\$FB_Twitter_Insta	-0.70667	0.29048	-2.433	0.01673 *
all\$Other_web	0.27767	0.34354	0.808	0.42083

Table 2 - All participants and all media compared to test score with PR values.

Coefficients:				
	Estimate	Std. Error	t value	Pr(> t)
(Intercept)	33.21962	1.05046	31.624	< 2e-16 ***
clean\$Books	0.86414	0.55783	1.549	0.12551
clean\$Music	0.13801	0.27165	0.508	0.61288
clean\$TV	-0.85587	0.30809	-2.778	0.00689 **
clean\$Youtube_Netflix	0.07730	0.30008	0.258	0.79740
clean\$Games	0.09359	0.17597	0.532	0.59641
clean\$Reddit	0.17832	0.43018	0.415	0.67966
clean\$FB_Twitter_Insta	-0.64236	0.27564	-2.330	0.02244 *
clean\$Other_web	0.22785	0.32833	0.694	0.48982

Table 3 - 27 students excluded, all media compared to test score with PR values.

There is a big difference when the 27 students are excluded. The difference is most noticeable on students reading books (all\$Books in table 2 and clean\$Books in table 3). When the 27 students are excluded, there is a positive correlation between reading books and test score. When the 27 students are included, there is a negative correlation.

I did one more test before running the core statistics. I wanted to check if my decision to compare media habits with the English proficiency test score instead of English grade was justifiable. The English proficiency test score should in theory correlate with the English grade participants submitted. I ran this statistic in order to strengthen the English proficiency test's credibility.

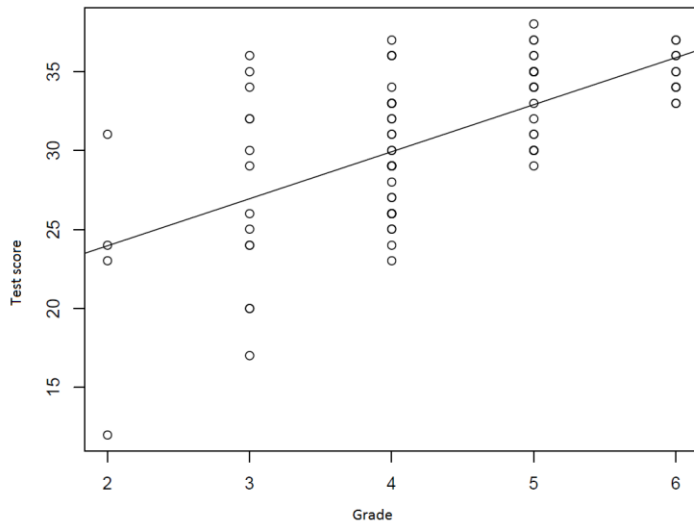


Figure 3 – Both genders, English grade and test scores correlation.

I discovered a clear correlation between grade and test score, as seen in figure 3. Thereafter I started running statistics related to my research questions.

My first, main research question is **“Do media habits affect English learning?”** To answer this I rendered diagrams for each type of media and checked for correlations. I quickly discovered a great difference between boys and girls. Therefore, I separate genders in most figures presented.

One of my secondary research questions was **“What type of media habit has the most effect on English learning?”** My prediction was that video games would have the biggest effect on English learning. Unfortunately, there seems to be no correlation, seen in figure 4.

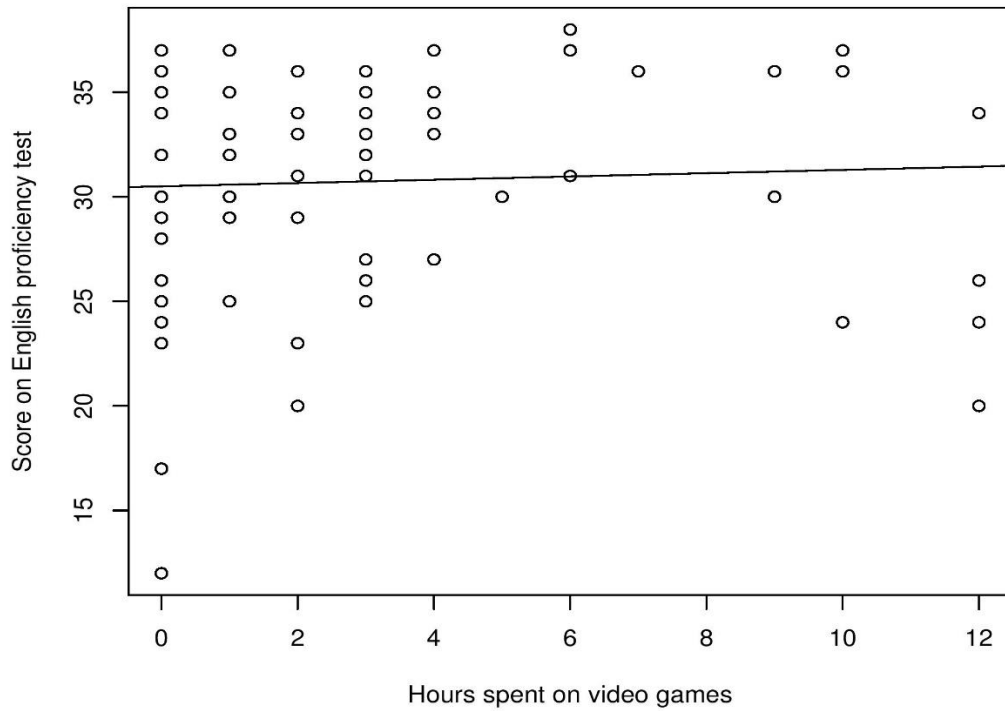


Figure 4 – Both genders, hours spent playing video games and test scores

However, there is a difference between boys and girls, seen in figures 5 and 6. Girls that play video games achieve slightly better test scores, while boys only perform a little bit better if they play video games.

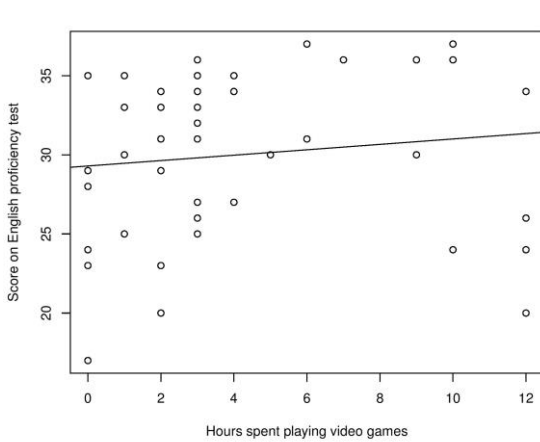


Figure 5 – Males, video games and test scores

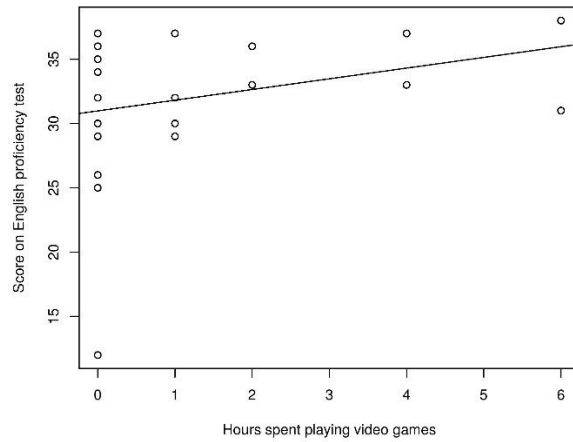


Figure 6 – Females, video games and test scores

Tables 4 and 5 show that boys play a lot more video games than girls, which might cause these trends to be inaccurate – only a few girls play video games at all, and the few that do, do not play more than six hours a day. More boys play video games, and when they do, they spend more hours doing so. The median of boys is three hours, while the median for girls is zero hours.

Games	
Min.	: 0.00
1st Qu.:	2.00
Median	: 3.00
Mean	: 4.02
3rd Qu.:	6.00
Max.	:12.00

Table 4 – Males, average hours spent playing video games each day.

Games	
Min.	:0.0000
1st Qu.:	0.0000
Median	:0.0000
Mean	:0.8378
3rd Qu.:	1.0000
Max.	:6.0000

Table 5 – Females, average hours spent playing video games each day.

One interesting finding is that participants that often communicated (both orally and by writing) with other players while playing games performed better at the English proficiency test.

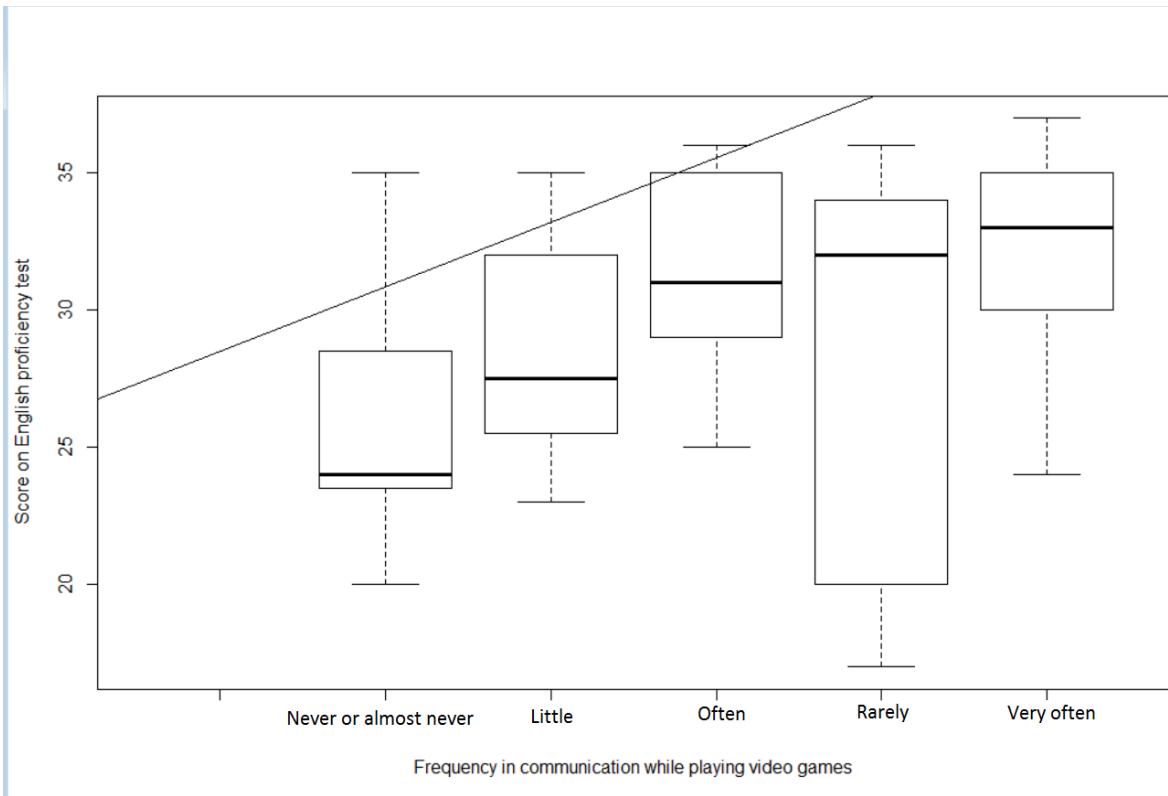


Figure 7 – Males only - “How often do you communicate with other players while playing video games?” compared to test score.

Figure 7 shows that players communicating “very often” have high test scores, while players communicating “never or almost never” have low test scores. “rarely” was answered by participants with both high and low test scores. Note that these are only males, as just a few girls communicated at all while playing video games.

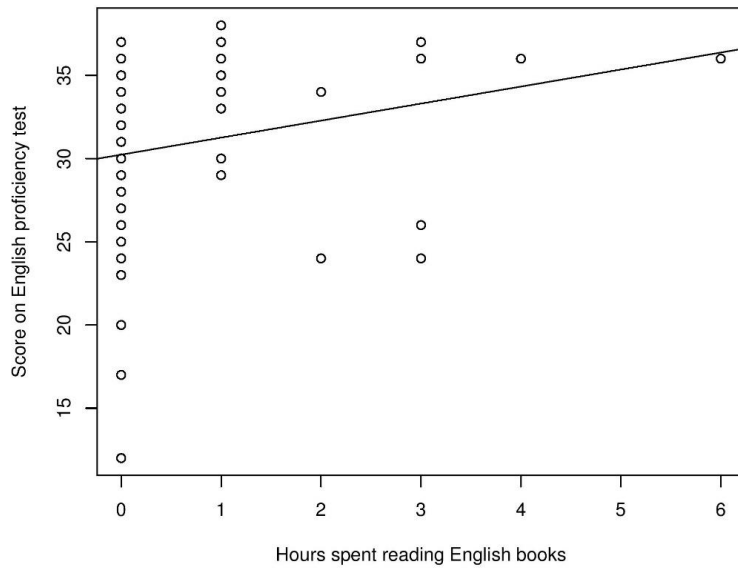


Figure 8 – Both genders, hours spent on “reading English books” and test scores.

Reading English books has a clear correlation with the English proficiency test scores. This type of media has the biggest correlation of all media I have controlled for.

One of my secondary research questions is: **“Is there a difference between genders?”** I found correlations between test score and “hours spent on other websites”, “hours spent on Reddit” and “hours spent on YouTube, Netflix and other similar sites”, but only for girls. There were no correlations for boys. Figure 9 shows a positive correlation between “hours spent on other websites” and test score for girls.

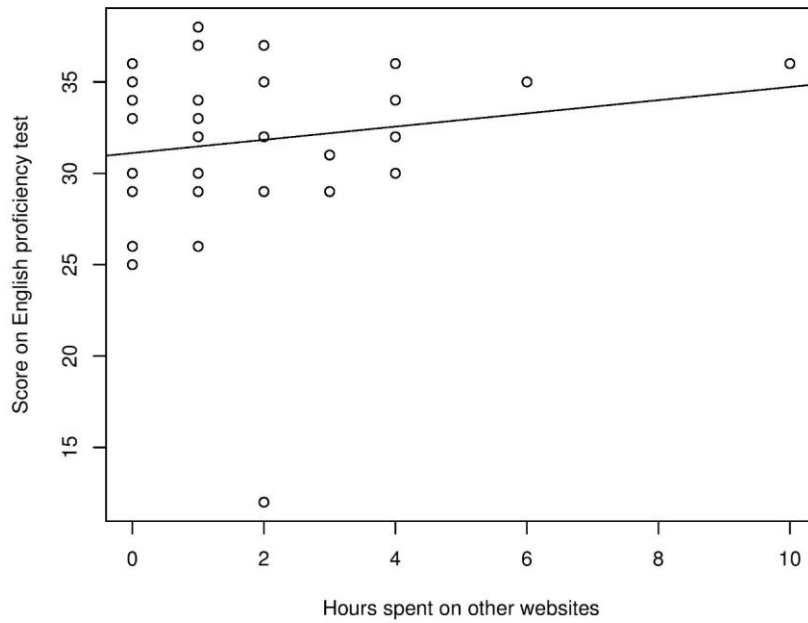


Figure 9 – Females, hours spent on “other websites” and test score correlation

Figure 10 shows a negative correlation between “hours spent on Reddit, 9gag and similar sites” and test score for girls.

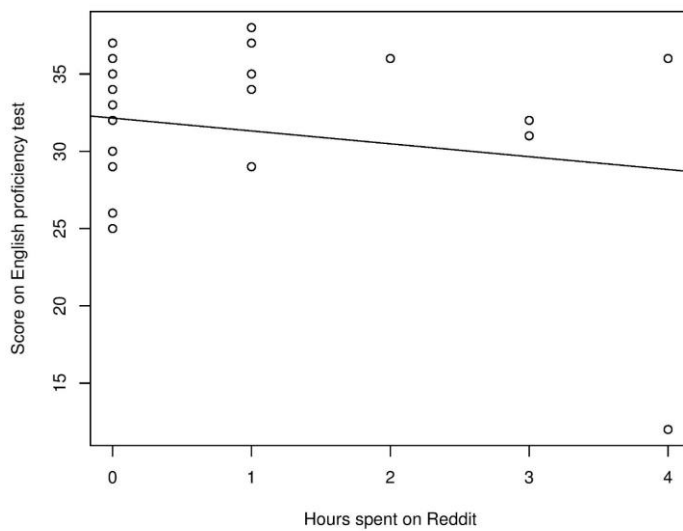


Figure 10 – Females, hours spent on “Reddit, 9gag and similar websites” and test score

Figure 11 shows a very negative correlation between “hours spent on YouTube, Netflix and similar sites and test score for girls.

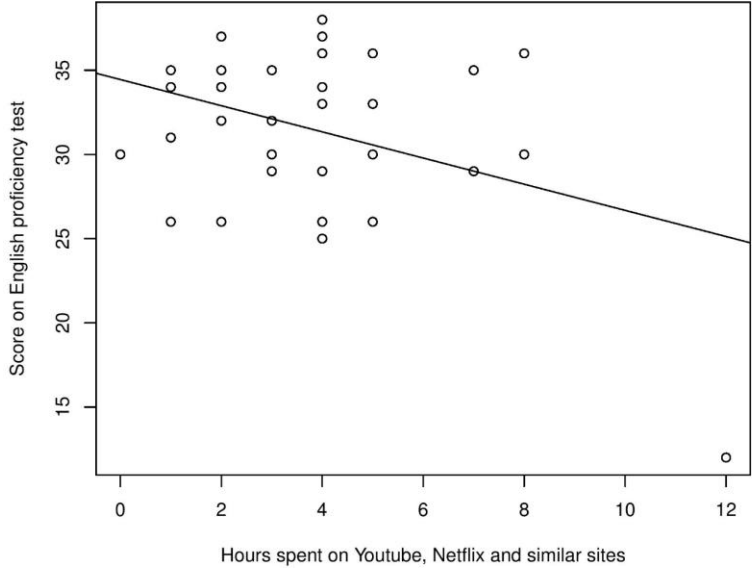


Figure 11 – Females, time spent on Youtube, Netflix and similar sites and test score.

My last secondary research question is “**Do media habits with a possibility for English output have a greater effect on English learning than media habits that only give input?**”. My prediction was that communicating while playing video games and using Reddit, 9gag and other similar sites would correlate with a high score on the English proficiency test. Figure 5 shows a clear positive correlation between communicating while playing video games and test score for boys. However, figure 8 shows a negative correlation between using Reddit, 9gag and other similar sites and test score. This correlation was only found with girls, while there was no correlation with boys.

7 Discussion

I will now answer my research questions by using the data I have presented in the results section. I will first answer my secondary research questions and then my primary research question.

What type of media habit has the most effect on English learning?

Reading books has the biggest correlation with test score as seen in figure 8. Communicating with other players while playing video games also showed a big correlation with test score, seen in figure 7. However, these findings have a confounding factor which hurts their credibility.

Communicating while playing video games: People that do not speak good English do not usually speak English when they do not have to. Communicating in video games is not mandatory. I believe that participants that communicate a lot with other players do this because they already are good at English, as you cannot communicate well with other players if others struggle with understanding you. This is different from concluding that participants are good at English because they communicate when playing video games.

Reading books: Participants that read a lot of books have a higher test score. This could mean that we learn English very well by reading English books, or it could mean that by being good at English, you are more able to read English books. However, just because I cannot prove this 100% does not mean that I cannot draw conclusions from this data. There will always be a better methodology or more and better data, but by using only the data I have gathered, my answer to my secondary research question “What type of media habit has the most effect on English learning?” would be reading English books, but communicating while playing video games also show a very positive correlation, even though playing video games in general does not show a correlation.

Is there a difference between genders?

Yes, there is a difference between genders. There are no clear correlations to be found between media usage and English proficiency with boys. Girls, however, have negative correlations between using “Reddit, 9gag and similar sites” and “YouTube, Netflix and

similar sites” and test score as seen in figures 10 and 11. Positive correlations are found between “hours spent on other websites” and “playing video games” and test score as seen in figures 6 and 9.

However, fewer girls than boys participated in the study. There were 49 boys and 37 girls. This could mean that the results for girls are less reliable than the results for boys.

If we look past the small sample group of girls, I have struggles explaining the negative correlations between sites like Reddit and YouTube and test score. I have no grounds for explaining the gender performance difference with a psychological or sociological stance. One explanation could be that people that spend a lot of time on these types of media have a worse overall academic performance. If English proficiency is affected less negatively than what other subjects are, there could still be a positive correlation between media usage and English proficiency, but it would not be detectable in my statistics because I have no data on the participants’ performance in other subjects. I discuss this issue in more detail soon.

However, even if this is the case, it would still not explain why there was a negative correlation between test score and these types of media for girls and not boys.

Do media habits with a possibility for English output have a greater effect on English learning than media habits that only give input?

Yes, communicating while playing video games had the biggest correlation with test score of all media types, even bigger than reading books. However, there was a negative correlation between girls that used Reddit and similar sites and English proficiency. As previously mentioned, there is a possibility for producing output when using Reddit. It is not required. One explanation could therefore be that the girls using Reddit in this sample size did not produce output when using the site.

Correlation and causation

One thing to keep in mind when drawing conclusions from these graphs is that correlation does not imply causation. There might be other factors unaccounted for affecting these

findings, which might create inaccurate answers to my research questions. These are two of the two factors that might influence my results the most:

1. Brevik, Olsen & Hellekjær (2016) found that playing video games made students perform worse in all subjects except English, which remained unchanged. If this is true, my results could be entirely different if I had controlled for the participants' other grades. I would have to know the participants' grades in order to check if the English grades were higher than the other grades. I predicted that "video games" was the answer to my research question "What type of media habit has the most effect on English learning?", and this could still be correct, even though my data showed otherwise. However, I did not check the participants' other grades in my study, which means that I cannot compare the participants' English proficiency with their performance in other subjects. As this factor is a key element in understanding why my hypothesis can be true even though my data show otherwise, I will explain it in simple terms:

Imagine a student getting the grade B in their English class, and another B in their Norwegian class during their first semester. The student then starts to play a lot of video games. The next semester, the student gets the grade C in their English class, and D in their Norwegian class. The student has dropped two grades in Norwegian and one grade in English. When explaining why the English grade dropped without taking the Norwegian grade into consideration, a negative correlation between English proficiency and playing video games is the explanation. By also including the Norwegian grade in the equation, we can say that there is a positive correlation between English proficiency and playing video games.

With this said, why can we not just use the findings in Brevik, Olsen & Hellekjær (2016) as evidence supporting my answer "video games" to my research question "What type of media habit has the most effect on English learning?". Brevik, Olsen & Hellekjær (2016) can unfortunately not be used as evidence because of some flaws to its methodology. The study compared reading skills between genders in Norwegian and English. There was a great difference between genders when reading Norwegian, (girls were better than boys) but when reading English, boys and girls were almost

equal in skill. To learn why there was a difference between languages, they interviewed a small group of male students that had better grades in English than all other subjects. This group said they learned English through video games. This is not evidence for video games affecting English learning as the sample size is too small, and the interview data was not even included in the study – it was included in the article posted on Aftenposten.no discussing the study. (Mellingsæter, 2016)

2. The age of the students might be an important factor that can explain why my results were not as I anticipated. Playing video games could have a much greater effect on English learning at younger ages. Young children that play video games are exposed to much more English input than those of the same age that do not play video games. When the children start learning English in school, the difference in proficiency might be evened out, as explained in figure 12. When they reach 16 years, the difference in proficiency between those that played video games growing up and those that did not could be gone.

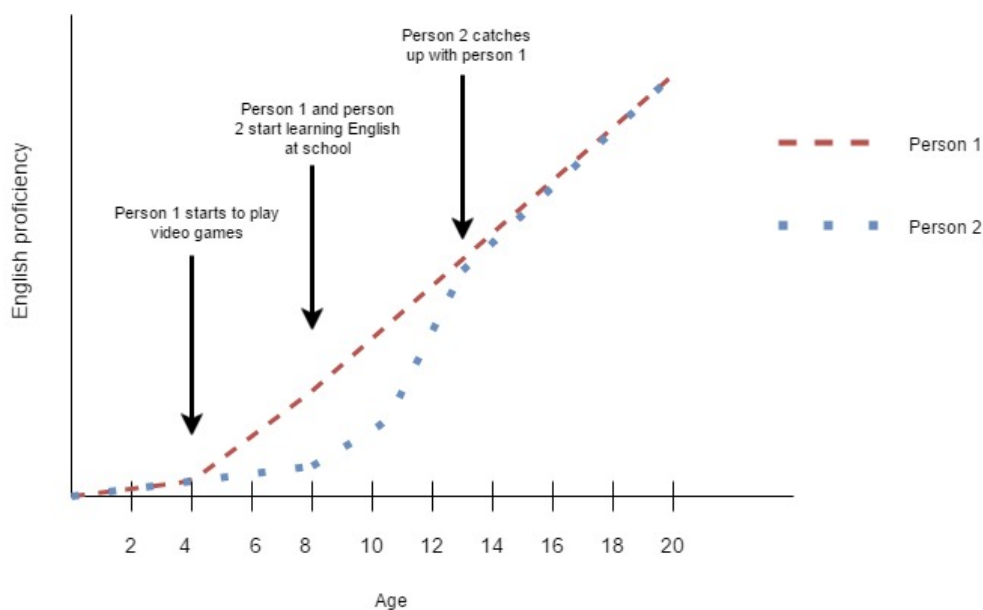


Figure 12 – Imagined correlation between English proficiency and the year a person starts to play video games.

Therefore, researching students that are 16 years old or older was not ideal. Also, as one gets older, habits change. Students that play little video games now, might have

played a lot of video games when they were young. Students could perform well at the English proficiency test, but specify few hours playing video games in the survey.

These are the two main factors that might have given me inaccurate data. However, there may also be other factors that I am unaware of that I cannot control for that affect my results.

Primary Research question:

Do media habits affect English learning?

My prediction was yes. My findings indicate that there is a correlation between media habits and English proficiency. There is a positive correlation between English proficiency and reading books, as well as communicating while playing video games. There is a negative correlation between English proficiency and using Reddit and similar sites, as well as using YouTube, Netflix and similar sites, but only for girls.

However, I cannot surely say that these correlations imply causation because of primarily two factors:

1. I did not compare English proficiency with other subjects in school.
2. My sample size was too young.

8 Conclusions

The aim of this study was to compare students' media habits with English proficiency. My predictions were that English media exposure and especially video games would have a positive correlation with English proficiency. I did not get the results I anticipated. There were very few correlations between media habits and English proficiency among boys, but some were found among girls, although a few were negative correlations. Reading English books showed the biggest correlation among both genders. Communicating while playing video games also had a very positive correlation with test scores.

It seems that most of my results can be argued to be unreliable because of the many factors unaccounted for. The main thing I should have done to get more reliable data was to also control for other subjects in school like in Brevik, Olsen & Hellekjær (2016). If English media habits bring down overall academic performance excluding English, a correlation will not be found when not controlling for the other subjects.

Additionally, the students were between 16 and 20 years, which I believe is another reason why my results did not show what I had anticipated. If the participants were younger, the results might have shown a bigger correlation. When reaching 16 years, the difference in proficiency between the ones that played video games growing up and those that did not could be gone.

So, for further research, I suggest researching a younger population and comparing English proficiency with the other subjects taught at school.

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10 Appendix

10.1 The survey

Spørreundersøkelse om medievaner og engelskferdigheter

Takk for at du tar deg tid til denne spørreundersøkelsen.

Denne spørreundersøkelsen har som hensikt å måle dine engelskferdigheter opp mot dine medievaner.

Denne spørreundersøkelsen er helt anonym og kan ikke spores tilbake til deg.

Din identitet vil holdes skjult.

[Les om retningslinjer for personvern.](#) (Åpnes i nytt vindu)

1) * Alder

Velg alternativ

2) * Kjønn

Velg alternativ

3) Studieretning

Velg alternativ

4) Hvilken karakter fikk du i engelsk på karakterkortet ditt det siste semesteret?

Velg alternativ

5) Hva er morsmålet ditt? (Kryss av på flere om har to morsmål)

- Norsk
- Engelsk
- Annet

Hvilket språk snakker du med...

6) Moren din?

Velg alternativ

7) Faren din?

Velg alternativ

8) Søsknene dine?

Velg alternativ

Hvor mange timer bruker du i gjennomsnitt daglig på:

9) Høre på engelsk musikk

Velg alternativ

10) Lese engelske bøker

Velg alternativ

11) Se på engelskspråklig TV

Velg alternativ

12) Spille dataspill

Velg alternativ

13) Hvor ofte kommuniserer du på engelsk med andre spillere når du spiller dataspill?

Velg alternativ

Internettsider:

14) Facebook, Instagram og Twitter

Velg alternativ

15) Youtube, Netflix, Twitch og lignende nettsider for video og streaming

Velg alternativ

16) Reddit, 9gag eller lignende nettsider

Velg alternativ

17) Andre nettsider hvor det hovedsakelige innholdet er på engelsk

Velg alternativ

10.2 The Standardized English Oxford Proficiency Test

Part 1:

Instructions: Please complete the sentences by selecting the best answer from the available answers below.

- 1) **Water _____ at a temperature of 100° C.**
 - is to boil
 - is boiling
 - boils
- 2) **In some countries _____ very hot all the time.**
 - there is
 - is
 - it is
- 3) **In cold countries people wear thick clothes _____ warm.**
 - for keeping
 - to keep
 - for to keep
- 4) **In England people are always talking about _____.**
 - a weather
 - the weather
 - weather
- 5) **In some places _____ almost every day.**
 - it rains
 - there rains
 - it raining
- 6) **In deserts there isn't _____ grass.**
 - the
 - some
 - any
- 7) **Places near the Equator have _____ weather even in the cold season.**
 - a warm
 - the warm
 - warm
- 8) **In England _____ time of year is usually from December to February.**
 - coldest
 - the coldest
 - colder
- 9) **_____ people don't know what it's like in other countries.**
 - The most
 - Most of
 - Most
- 10) **Very _____ people can travel abroad.**

- less
- little
- few

11) Mohammed Ali _____ his first world title fight in 1960.

- has won
- won
- is winning

12) After he _____ an Olympic gold medal, he became a professional boxer.

- had won
- have won
- was winning

13) His religious beliefs _____ change his name when he became a champion.

- have made him
- made him to
- made him

14) If he _____ lost his first fight with Sonny Liston, no one would have been surprised.

- has
- would have
- had

15) He has travelled a lot _____ as a boxer and as a world-famous personality.

- both
- and
- or

16) He is very well known _____ the world.

- all in
- all over
- in all

17) Many people _____ he was the greatest boxer of all time.

- is believing
- are believing
- believe

18) To be the best _____ the world is not easy.

- from
- in
- of

19) Like any top sportsman, Ali _____ train very hard.

- had to
- must
- should

20) Even though he has now lost his title, people _____ always remember him as a champion.

- would
- will
- did

Part 2:

21) The history of _____ is

- airplane
- the airplane
- an airplane

22) _____ short one. For many centuries men

- quite a
- a quite
- quite

23) _____ to fly, but with

- are trying
- try
- had tried

24) _____ success. In the 19th century a few people

- little
- few
- a little

25) succeeded _____ in balloons. But it wasn't until

- to fly
- in flying
- into flying

26) the beginning of _____ century that anybody

- last
- next
- that

27) _____ able to fly in a machine

- were
- is
- was

28) _____ was heavier than air, in other words, in

- who
- which
- what

29) _____ we now call a 'plane'. The first people to achieve

- who
- which
- what

30) 'powered flight' were the Wright brothers. _____ was the machine

- His
- Their
- Theirs

**31) _____ which was the forerunner of the Jumbo jets and supersonic airliners that are
_____ common**

- such
- such a
- some

32) sight today. They _____ hardly have imagined that in 1969,

- could
- should
- couldn't

33) _____ more than half a century later,

- not much
- not many
- no much

34) a man _____ landed on the moon.

- will be
- had been
- would have

35) Already _____ is taking the first steps towards the stars.

- a man
- man
- the man

36) Although space satellites have existed _____ less

- since
- during
- for

37) than forty years, we are now dependent _____ them for all

- from
- of
- on

38) kinds of _____. Not only

- informations
- information
- an information

39) _____ being used for scientific research in

- are they
- they are
- there are

40) space, but also to see what kind of weather _____.

- is coming
- comes
- coming

Answer key – The Standardized English Oxford Proficiency Test:

1 = boils	11 = won	21 = the airplane	31 = such a
2 = it is	12 = had won	22 = quite a	32 = could
3 = to keep	13 = made him	23 = had tried	33 = not much
4 = the weather	14 = had	24 = little	34 = would have
5 = it rains	15 = both	25 = in flying	35 = man
6 = any	16 = all over	26 = next	36 = for
7 = warm	17 = believe	27 = was	37 = on
8 = the coldest	18 = in	28 = which	38 = information
9 = Most	19 = had to	29 = what	39 = are they
10 = few	20 = will	30 = Theirs	40 = is coming