Degree Thesis
Master's level
English in the digital era

Swedish grades 4-6 teachers' use of pupil's extramural English experience of new media

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Subject/main field of study: Educational work / Focus English
Course codes: PG3064
Credits: 15 hp
Date of examination: 2018-03-26

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Abstract:
Technology advances at a fast rate and pupils encounter a larger amount of English outside school than they do in the EFL classroom. In addition, an update to the Swedish curriculum (LGR 11), that concerns digitalization takes effect in July this year (2018). That is why this thesis aims to explore Swedish EFL teachers’ use of pupils’ extramural (out-of-school) English experience of new media in the EFL classroom. New media is a means of mass communication, a product or service that provides entertainment or information through a computer or the Internet. New media is generally created by the users and for this thesis, relevant new media are social media, social networks sites, online streaming, fan sites and gaming. The results of this study show that about two-thirds of the 27 teachers surveyed in this study have used new media in their English teaching sometime in the last two years. Most of the teachers use it because they are interested in new media, to catch the attention of the pupils or because they find the content of new media useful for their teaching. One-third of the teachers did not use new media and reported that they did not have sufficient knowledge on how to use new media in their English teaching. The results also show that even though new media is used by many of these teachers, the use of it is basic and few reflections are made during the use of new media. Further research about why teachers lack knowledge and how the use of new media can be extended would arguably give a better understanding of teachers’ use of pupils’ extramural English experience of new media.

Keywords: EFL teachers, new media, extramural English, digitalization, ICT.
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1. Introduction
The extramural [out-of-school] English experience pupils have today has advanced in the 20 years that have passed since I was in grades 4-6, and so has the technology. According to Kramsch (2014), globalization has changed how language is viewed and she states that institutes of education tend to not keep up with the changes in thinking and learning about language acquisition (pp. 296-297-308). Teachers now have a challenge to teach pupils who spend more time on extramural English per week than they have lessons in English at school (Sundqvist & Sylvén, 2016, pp. 24, 32).

Due to the advances in technology and affordability, digital tools such as laptops, tablets, and interactive whiteboards are common today in schools (Er & Kim, 2017, p. 1041). However, these devices are only a small part of what is considered as Information and Communication Technology (ICT). ICT includes a range of tools, from using Microsoft Word on a laptop to filming and uploading a vlog (video log) to a website and everything in between. An example of benefits with ICT is identified by Richards (2015) who proposes that “the internet, technology and [...] virtual social networks provide greater opportunities for meaningful and authentic language use than are available in the classroom” (p. 6). The relevant aspects of ICT for this thesis are communication combined with pupils’ extramural English: examples of this are social media, online-games, fan sites and streaming of videos.

In July 2018, the role of ICT will be even more prominent in Swedish schools. An updated version of the Swedish curriculum (LGR 11) puts an emphasis on digitalization which will influence all subjects (The Swedish National Agency of Education, 2017a). Even though the syllabus in English is not updated, it can be compared to the syllabus for Swedish, where an emphasis is made on digital tools. Furthermore, web texts, social media and games are mentioned in this updated version of the syllabus for Swedish (Government Offices of Sweden, 2017, pp. 5-29). In addition, research has shown that most pupils in grades 4-6 (age 10-13 years) in Sweden have access to the Internet and that most of them use the Internet daily (Swedish Media Council, 2015, pp. 15; The Internet Foundation In Sweden, 2017, pp. 23-24).

Numerous studies report that ICT and extramural English have positive effects on pupils’ learning in schools (Chaaban & Ellili-Cherif, 2016; González Otero, 2016; Henry, Korp, Sundqvist & Thorsen, 2017; Holmberg, 2016; Ito et al., 2008; Kruk, 2017; Richards, 2015; Sayer & Ban, 2014; Sundqvist, 2009; Sundqvist & Sylvén, 2011, 2014, 2016). Reading these reports made me wonder to what extent English-as-a-Foreign-Language (EFL) teachers use their pupils’ extramural English experience of ICT in the EFL classroom. My interest concerns particularly the pupil’s extramural English experience of new media, which can be defined as “products and services that provide information or entertainment using computers or the internet, and not by traditional methods such as television and newspapers” (Cambridge Dictionary, 2018). New media lies within the area where ICT and extramural English overlap, as Figure 1 below illustrates.

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1 The definition of ICT varies. In the background section a short definition of ICT relevant to this thesis will be presented. However, if a broader understanding of the definition of ICT is desired, see Zuppo, C. M. (2012) Defining ICT in a Boundaryless World: The development of a working hierarchy.
2 Curriculum for the compulsory school, preschool class and the recreation centre 2011.
3 English as a Foreign Language. Refers to English being taught in a context where English is not the pupils’ first language. EFL is contrasted to English as a Second Language (ESL) which is generally taught where English is the official language (Cambridge Dictionary, 2017a, 2017b).
To my knowledge, previous research has tended to focus on either extramural English or new media, but not on the combination of them with the addition of teachers’ use. Therefore, this thesis will present results from a survey to explore the reasons why EFL teachers in Sweden do or do not use pupils’ extramural English experience of new media in the EFL classroom, to hopefully shed some light on this fairly uncharted field.

1.1. Aim and research questions
The aim of this thesis is to explore Swedish EFL teachers’ use of pupils’ extramural English experience of new media in the 4-6 EFL classrooms. To achieve this aim, the following research questions are defined:

- To what extent do EFL teachers use pupils’ extramural English experience of new media in the EFL classroom?
- What are the reasons behind their choice to use or not to use pupils’ extramural English experience of new media in the EFL classroom?

2. Background
In this section terms relevant to this thesis and its focus on new media and extramural English will be presented. A short summary of the Swedish context, which this thesis is written in, will be given. Furthermore, previous research that concerns pupils and teachers in the context of ICT and extramural English will be presented.

Since the aim of this empirical study is to shed light on teachers’ use of pupils’ extramural English experience of new media, and since new media is only one of many aspects of ICT, research in this field is relatively scarce. Unfortunately, there also seems to be a lack of research concerning the combination of ICT and extramural English, even though it is broader than the aim of this thesis. Therefore, relevant research about ICT and extramural English separately has primarily been studied and will be used as a platform to understand EFL teachers’ use of pupils’ extramural English experience of new media.
2.1. Definition of terms
In this section, relevant terms will be defined in the context of ICT and extramural English.

2.1.1. Digitalization
Digitalization is the process when something is converted into digital\textsuperscript{4} form (Merriam-Webster, 2017c). According to The Swedish National Agency of Education, digitalization is needed in school due to the greater importance it is given outside the classroom and the school. Society is changing quickly, and digital competence is needed in many professions. The Swedish National Agency of Education also wants to implement digitalization in school to give all pupils equal possibilities (The Swedish National Agency of Education, 2017c). Digitalization can be seen as an umbrella term that includes ICT.

2.1.2. ICT
The definition of ICT differs depending on the context and new additions to ICT are being made regularly (Zuppo, 2012, pp. 13-14). Zuppo (2012) has dedicated a whole article to try to define ICT. One way of explaining ICT could be that it is activities or technology that is used in combination with IT (Information Technology). Another way of referring to ICT is to talk about the devices used to facilitate it, such as tablets and computers. ICT could also be the medium that is used, like the internet and wireless networks (p. 16). According to Zuppo (2012), the focus of ICT seems to fall on communication and in this thesis, ICT will be used to refer to online communication. Another relevant aspect of ICT in this thesis is social media. Social media is media where the content is created by the users, even if the hosting server itself could have a single owner. Examples of social media are networks or channels in which communication occurs, like wikis, social networks, and blogs. Some common platforms are YouTube, Facebook, and Twitter (Nationalencyklopedin, 2017).

2.1.3. New media
New media is part of ICT and according to Oxford Dictionaries (2018) new media is defined as a “[m]eans of mass communication using digital technologies such as the Internet”. To elaborate, the Cambridge Dictionary (2018) explains new media as “products and services that provide information or entertainment using computers or the internet, and not by traditional methods such as television and newspapers”. Ito et al. (2008) use the term “new media” to give emphasis to the relationship and union between traditional media and digital media, without focusing on a specific platform. Examples of new media could be “social network sites, media fandom, and gaming” (p. 8). These examples lie closest to the aspect of ICT that is relevant for this thesis.

2.1.4. Extramural English
The term extramural English is a composite word introduced by Sundqvist (2009), where extramural means “outside the classroom”, where extra means outside and mural means wall. Hence, extramural English refers to the English that pupils meet outside of the English classroom (pp. 24-25). The term extramural English is fairly recent and can be compared to out-of-school English and other similar terms. There are many aspects of extramural English though one of them, which is relevant for this study, is online extramural English. Online extramural English is designed to focus attention on extramural English and online activity.

\footnote{\textsuperscript{4} “Characterised by electronic and especially computerized technology” (Merriam Webster, 2017b)}
2.2. The Swedish context
Grundskolan (compulsory school) in Sweden is divided into three parts: pre-school class to 3rd grade (age 6-10 years), grades 4-6 (age 10-13), and grades 7-9 (age 13-16). Many pupils start to learn English during their first year in school, and the Curriculum asserts that in pre-school class the teachers have a charge to steer the pupils and give them prerequisites to reach the knowledge requirements in higher grades (The Swedish National Agency of Education, 2017b, pp. 13, 20).

English is also a natural part of life in Sweden through films, music, and commercials amongst other things. Some corporations in Sweden even use English as their first language (Sundqvist & Sylvén, 2014, pp. 4-5).

2.2.1. Updated curriculum and the English syllabus
As previously mentioned, the Swedish National Agency of Education have revised the curriculum for elementary school with the main addition being digitalization. Digitalization, the large flow of information facilitated by modern technology, and rapid changes in ICT are areas that the Swedish compulsory school is charged to help pupils with (The Swedish National Agency of Education, 2017b, p. 9). However, the updates made in the curriculum do not directly cover the English syllabus (ibid., p. 2). Whereas the updated syllabus for Swedish explains that one of the aims is that “pupils should be given the opportunity to communicate in digital environments with interactive and changeable text” (my translation, ibid., p. 252), there is no such update in the syllabus for English.

Many functions of the school are presented in LGR11 that refer to the pupils being guided or having the opportunity to be creative, to be themselves, as well as being participants in community and developing knowledge and curiosity. Further functions presented in LGR11 are to prepare pupils for international contacts, to give space for diverse ways of knowledge and give them prerequisites for further growth in knowledge (The Swedish National Agency of Education, 2017b, pp. 7-10). These functions are holistic and are an overall aim within the school experience. This means that all functions could be applied to English. Since there has been no update in the English syllabus, digitalization is not a part of the aim. However, in the aim of the English syllabus there is no information that excludes digital tools or working in a digital environment (ibid., p. 35).

2.3. Previous research
In this section, previous research concerning pupils’ access to and benefits of ICT and extramural English in EFL learning will be presented, as well as teachers and their relationship with ICT and extramural English.

2.3.1. Pupils and ICT
Sundqvist (2009) highlights that it is common that people perceive young Swedes as competent in English (p. 5). As previously stated, nearly all pupils age nine to twelve have access to the internet and most of them use it daily (The Internet Foundation In [sic] Sweden, 2017, pp. 23-24; Swedish Media Council, 2015, p. 15). In addition, Kruk (2017) proposes that modern technologies are “an inseparable part of the contemporary language learners’ daily life, [and that] language teachers should try to implement them” (p. 76). In addition, Sundqvist & Sylvén (2014) present results from several studies that suggest that digital games are a perfect place for language learning and that authenticity is experienced in communicating and meaning making (pp. 6-8). Holmberg (2016) also highlights the importance of authenticity by suggesting that
learning is about making sense of different areas, and that this can be done by both discovering and creating as well as interpreting and being the author. According to Holmberg, another important aspect of learning is to be active and to communicate (Holmberg, 2016).

2.3.2. EFL teachers and ICT
Since ICT and digitalization have been added to the Swedish curriculum, one can assume that The Swedish National Agency of Education deems it important. Even if it is not explicit in the English subject, it is written as an overall aim in the curriculum (The Swedish National Agency of Education, 2017b, pp. 7-10). Rolandsson et al. (2016) point out that teachers now have the task to incorporate technology in their teaching (p. 446).

Laptops, tablets, and interactive whiteboards are common today in schools. However, even though the access to technology has increased, Er and Kim (2017) suggest that technology is not integrated in schools to the extent that it could be (p. 1041). One reason for this is brought to attention by Chaaban and Ellili-Cherif (2016), who emphasise that it is not enough to have access to technology, but that both pupils and teachers need knowledge about its use and its purpose (pp. 2448-2451).

Most teachers are positive towards technology and intend to use more of it in the classroom (See Chaaban & Ellili-Cherif, 2016; Er & Kim, 2017; Holmberg, 2016; Rolandsson et al., 2016). Having said that, Chaaban and Ellili-Cherif (2016) argue that teachers mainly use technology at a low-level and scratch on the surface of the potential benefits of technology. Chaaban and Ellili-Cherif go on to state that in their context in Qatar, the schools have received devices for using technology, but that there is a discrepancy between the access to digital tools and the use of them (pp. 2440-2443, 2448-2449). Holmberg (2016) reports that six teachers, in his small sample of eight Swedish upper secondary EFL teachers, felt that they were lacking skills and that they needed improvement in their use of technology, even though the eight teachers all saw themselves as more competent using technology than their colleagues. In addition, the four schools that the eight teachers were based at, were chosen due to their “one-to-one laptop programmes”⁵. Additionally, Holmberg agrees with Chaaban and Ellili-Cherif, that technology is used less than its potential and states that teachers lack the knowledge to use technology in a more satisfying way. Furthermore, Chaaban and Ellili-Cherif (2016) highlight that an important aspect of technology in school is the purpose it is used for. Technology can be used for teacher preparations, to give instructions, to share information with pupils and it can also be used as a learning tool. However, using technology as a learning tool and using it with a focus on and around the pupil was only a small part of the 263 responding teachers’ use of technology (Chaaban and Ellili-Cherif, 2016, pp. 2440-2442, 2451). Despite teachers being positive towards technology and showing their desire to use it in the classroom, the actual use of technology in the everyday school context does not correlate with the teachers’ intentions (see Chaaban & Ellili-Cherif, 2016; Holmberg, 2016; Rolandsson et al., 2016)

Chaaban and Ellili-Cherif (2016) propose that the reasons for this discrepancy between teachers’ attitude towards and actual use of technology could be explained by intrinsic and extrinsic factors. Intrinsic reasons are for instance teachers’ views on their own capability, the importance of technology, their knowledge and skills; while extrinsic factors are for example access to relevant devices, such as computers, tablets and interactive whiteboards; relevant software, an internet connection, formal training for teachers and instructional and technical support. In addition, Chaaban and Ellili-Cherif also found that most teachers in their study

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⁵ One-to-one laptop program refers to when schools are distributing individual laptops to all pupils.
mentioned lack of time as a reason for the lack of technology used in the classroom (2016, pp. 2442-2446). Similarly, Er and Kim (2017) propose that the reason why teachers choose not to use technology often relates to the teachers’ view of technology, and they suggest that the teachers’ use of technology is based on their previous experience with it. Er and Kim also suggest that teachers’ negative experience with technology could be a consequence of not having the necessary knowledge, and that the use of technology has not added any value or improvement to their teaching (pp. 1056-1061).

2.3.3. Pupils and extramural English
According to a study carried out by Sundqvist and Sylvén (2011) the average time pupils aged eleven-to-twelve spend on extramural activities in English was 9.4 hours a week (p. 191). When conducting a similar study, Sundqvist and Sylvén (2014) conclude that pupils aged ten-to-eleven spend an average of more than seven hours per week on extramural English, which was more than double the amount of time they spent on English in school (p. 15).

Authentic materials foster communication, strengthen pupils’ autonomy, offer appreciated challenges, so the pupils can see their achievements easier, and they can learn better and more individually according to studies reviewed by González Otero (2016, pp. 85-86). In addition, Kramsch (2014) points out that there is a discrepancy between the knowledge of the language that the pupils need and the knowledge that they receive in the classroom. She continues to suggest that the way language is used has changed and that in authentic situations where pupils speak languages outside school there are often no strict rules to be followed (2014, p. 296-297, 300).

Sundqvist and Sylvén (2011, 2014) found correlations between levels of exposure to extramural English and listening and reading skills as well as the results in English as a subject in school. They also argue that bringing extramural activities into the school setting would be beneficial to pupils’ motivation (Sundqvist & Sylvén, 2011, pp. 193-194, 196; Sundqvist & Sylvén, 2014, p. 5). Richards (2015) agrees and he emphasises that the strength of extramural English is often confirmed by “[a]necdotal evidence” (p. 6).

2.3.4. EFL teachers and extramural English
Kramsch (2014) explains that due to the globalization, teachers have a new challenge. Communication in foreign languages has become broader and there are various ways and contexts to communicate that did not exist earlier (pp. 296-297). Richards (2015) highlights a few benefits for teachers in this new situation. For instance, extramural English can give situations of learning outside school that might not be possible within the classroom and teachers can combine these with the classroom learning. Teachers will also have to assume the role of a learner in this new context (pp. 20-21).

Sundqvist and Sylvén suggest that EFL teachers should make sure that they become aware of the correlations between extramural English and English learning in school (Sundqvist & Sylvén, 2011, p. 196). Further, Henry, Korp, Sundqvist and Thorsen (2017) have concluded in a recent study that one of the most motivational things the teachers could do in the classroom, according to the teachers themselves, is to connect the content in their teaching to the pupils’ out-of-school experience and context (p. 4). In addition, Holmberg (2016) suggests that the combination of authentic examples from the internet and ICT, can help teachers to connect pupils’ extramural English to the EFL classroom (see Holmberg, 2016).
3. Theoretical perspectives
The first theoretical perspective chosen to aid the understanding of this thesis is IT as a machine, a tool, an arena, and a medium that is used to shed light on how teachers use new media, where the focus of their use lies and what that entails. Secondly, the reflection-in-action model is used to grasp the underlying reasons for teachers’ choice of their use of new media.

3.1. IT as a machine, a tool, an arena and a medium
Svensson and Ågren (1999) present the three paradigms IT as a machine, IT as a tool and IT as an arena. They are to be viewed as a succession, but not an evolution of the use of IT and they co-exist with IT as a medium (Svensson & Ågren 1999; Svensson 2008 p. 49). In addition, Svensson (2016) further explores IT as an expressive medium.

3.1.1. IT as a machine
The earliest use of IT was as a machine. Svensson and Ågren (1999) compare this paradigm with Frederic B Skinner’s operant conditioning. The teacher’s responsibility is to create situations where pupils’ knowledge is reinforced. IT becomes the machine that can serve all pupils at the same time and give instant feedback in a way the teacher cannot. The focus on language learning in this paradigm is to remember (Svensson & Ågren 1999). IT as a machine is similar to traditional language learning where the pupils fill in some words and there can only be one right answer, and all other answers are incorrect. The learning within this use is not holistic but focuses on smaller aspects of language learning. In brief, IT as a machine is mainly a change of what medium is used (Granath & Vannestål 2008 pp. 136-138). Svensson (2008) predicts a future development of this paradigm, namely intelligent programs automatically adjusted to each pupils’ progress (p. 51).

3.1.2. IT as a tool
IT is no longer used mainly as an extended teacher, but as a tool for pupils to retrieve information with the guidance of teachers. This paradigm is based on Seymour Papert’s ideas about pupils, their will to learn, their curiosity and need for good tools. IT is one of these tools among others, like the teacher and literature (Svensson & Ågren 1999; Svensson 2008 pp. 51-52). When using IT as a tool, pupils mainly consume, but they can also create basic text, audio, and video (Granath & Vannestål 2008 pp. 138-140). The focus when using IT as a tool changes from memorizing facts to understanding information. Svensson and Ågren (1999) and Svensson (2008 pp. 52-53) further highlight the pupils as bricoleurs, in that the pupils need to be creative and to work with what they are given. IT is flexible and can be adjusted to work with, for different purposes.

3.1.3. IT as an arena
Communication and interaction are in focus in IT as an arena, and pupils can participate through online chatrooms, forums, and e-mail (Granath & Vannestål 2008 p. 141). Svensson and Ågren (1999) describe IT as an arena as a platform and a place to meet and they suggest that it is possible to move aspects of the classroom learning into virtual environments, in contrast to simply facilitating IT or computers into the classroom. Svensson (2008) states that IT is an integrated part of many people’s lives today and that it is used for communication.

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6 For more information about Skinner and operant conditioning see The Technology of Teaching by B.F. Skinner, originally published in 1968.
8 Bricoleur comes from the word bricolage which means “construction (as of a sculpture or a structure of ideas) achieved by using whatever comes to hand (Merriam-Webster 2017a)
experience and to play. In addition, Svensson mentions that some individuals find speaking to other people easier when they can hide behind, in this case, a virtually simulated character (2008 p. 55).

3.1.4. **IT as a medium**

*IT as a medium* is about the “archiving and distribution of information” (author’s translation), such as using e-mail or conducting net-based teaching (Granath & Vannestål 2008 p. 136). Svensson and Ågren (1999) also suggest that *IT as a medium* is integrated in the previous three paradigms and is not a paradigm on its own. Svensson (2008) identifies the use of *IT as a medium* in administrative tasks like reporting grades, making changes in a schedule and giving information about a course\(^9\) (p.56).

3.1.5. **IT as an expressive medium**

The availability of diverse types of media on the web is presented by Svensson (2016), as a significant consequence of digitalization: “[M]oving image, text, music, 3-D design, database, graphical detail, virtual walk-through, and so forth” (Svensson, 2016) can all be expressed in one setting. Furthermore, Svensson highlights that tools are needed to create these settings and that these tools set the limits to what is possible to create. The way IT is used is generally based on our previous understanding and analogue world, which can be a hindrance for the use of IT as an expressive medium (Svensson, 2016).

3.2. **Reflection-in-action model**

The *reflection-in-action model* was developed from a problem with professionals’ lack of confidence in their knowledge and the limitations of previous models. The founder of this model, Donald Schön (1983), saw a solution to this problem that entailed professionals’ reflecting on their actions. Schön saw that they had tacit knowledge that they needed to express in words. Their *knowing-in-action* needed to be combined with *reflecting-in-action*. To elaborate, Schön makes a reference to baseball pitchers and how they get a feel for the ball when throwing it, trying to remember how they did it that time it turned out great. All this happens in a split-second, often without them even realising they adjusted how they threw the ball. In all professions, there are things the practitioners know without knowing why they know it, and they probably do not reflect on why they know something or not. Schön wants to change this with the reflection-in-action model, since he wants to encourage professionals to reflect on their knowledge, and their tacit knowledge, not only after something has been done (reflection-on-action), but also during a task or exercise (reflection-in-action) as Schön calls the *action-present* (Schön, 1983, pp. 22-26, 28).

Schön highlights texts from the Russian novelist Lev Tolstoy\(^{10}\), where Tolstoy suggests that the teacher needs to be able to abandon trying to use methods that should fit everyone in the classroom, but instead be prepared to change his or her method so it is suitable for each individual pupil. Furthermore, Tolstoy suggests that the teacher should be able to invent new methods to suit pupils if the existing ones do not work. In addition, Tolstoy argues that if a pupil does not comprehend, the problem lies with the teacher who needs to find a way to teach the pupil. Further, he challenges the idea that a method is what makes good teaching and suggests that good teaching is an art (Schön, 1983, pp. 2-31). Schön (1987) further explores the idea that it is artistry to adjust thinking and actions suitable for each unique situation (pp. 1-40).

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\(^{9}\) E.g. through learning platforms such as Edwise, PingPong, Blackboard, or Unikum.

\(^{10}\) Lev Nikolayevitch Tolstoy was a famous writer, probably best known for his novel *War and Peace*, but Tolstoy also built schools and did extensive work within education.
Tolstoy’s educational work is considered in Schön’s reflection-in-action model and Schön agrees with Tolstoy’s views on teaching and goes on to state that teachers should not rely only on the technical knowledge when teaching, but that they need to reflect on their knowledge and actions. In addition, teachers should not be overconfident in their knowledge, so that they teach on routine and knowledge, without developing their knowledge further and accepting that every situation and pupil is unique (Schön, 1983, pp. 2-31).

3.2.1. Knowing-in-action

Knowing-in-action is the tacit knowledge that is implicit, but it can also be explained as the kind of knowledge used when typing in our pin code at the ATM\(^\text{11}\). We can press the right buttons even if we do not always remember the code. It can also be about seeing patterns without looking closely, being able to walk without concentrating on your actions or to recognize “a familiar face in a crowd” (Schön, 1987, pp. 22-26; 1992, p. 124).

3.2.2. Reflection-in-action

The tacit knowledge has an innate function of discovering anomalies, even if the anomaly is not explicit. When we meet a situation, an anomaly, where our tacit knowledge (knowledge-in-action) is not sufficient, we can either reflect on the action or in the action. Reflection-in-action takes place in what Schön refers to as the action-present. Reflection-in-action can be verbal but is more often non-verbal as well as automatic. Reflection-in-action is the split-second reflection that you make during an action that makes you stay on course or make a new one. When reflecting-in-action you are given the possibility to “reshape what we are doing while we are doing it” (Schön, 1987, p. 25-26; 1992, pp. 124-125). The period for the action-present vary depending on the context and the action, but it is narrowed to the zone where a difference to the situation still can be made (Schön, 1983, p. 28).

3.2.3. Reflective conversation

“[C]onversation with the situation” as it is also called, consists of a “discussion” between the reflector and the action itself. The reflection could change the action, while in the action, which subsequently could change the reflection into a new one (Schön, 1992, p. 125). Schön (1983; 1987) shares an example about jazz musicians to illustrate what a reflective conversation could look like in everyday life. When jazz musicians meet for an improvising session, they bring a repertoire of musical knowledge and experience. When playing they use their tacit knowledge as well as they are reflecting-in-action, adjusting and tuning-in to the other musicians. The consequences of the jazz musicians’ adjustments change the situation at hand which prompts for new reflections, and a reflective conversation is in action (1983, p. 25; 1987, pp. 30-31).

3.2.4. Reflection-on-action

Reflection-on-action is the reflection made on knowing-in-action or reflection in action and can be made in the action-present or looking back on the action. Reflection-on-action is when you stop and think, and when you are aware that you are reflecting. However, when reflecting-on-action in the action-present no interference to the situation is made in contrast to reflection-in-action. (Schön, 1987, p. 26; 1992, p. 126).

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\(^{11}\) ATM is equal to "bankomat" in Swedish
4. Method and materials

For this thesis, a qualitative survey has been chosen as a method for reasons presented below. Further, the data collected will be analyzed searching for themes and correlations between one respondents’ different answers as well as between respondents.

As explained by Cohen, Manion and Morrison (2011), surveys generally collect data with the intent to describe “existing conditions [and to] determine relationships that exist between specific events” (p. 256). Further, Cohen et al. highlight that the advantages of a survey are that it is possible to achieve a great sample of respondents in an economic and time efficient manner, and that it “provides descriptive, inferential and explanatory information” (ibid.). It was therefore decided that a survey fits this thesis well, in searching for answers to EFL teachers’ use of pupils’ extramural English experience of new media. A survey can also provide information about the extent in which EFL teachers use the pupil’s extramural English experience of new media in the EFL classroom. In addition, it can provide explanatory information about the reasons, if any, as to why the EFL teachers use, or do not use, the above in the EFL classroom. With a survey, it is possible to obtain a large number of respondents, something that also Stukát (2011) agrees with. Additionally, Stukát proposes that responses from a larger group strengthens the results (p. 47). However, Cohen et al. (2011) also address the situations where a survey is not the best fit for the research. One of these situations, is when you want to know the how and the why of a person’s action or behavior (p. 257). In contrast, Ejlertsson (1996/2014) states that a survey can have a qualitative or a quantitative approach depending if the result will be focused on generalization or understanding and immersion of an area (p. 18). Based on McKay’s (2006) differentiation of qualitative and quantitative research, my interpretation is that it is not the method that is qualitative or quantitative, but the aim and the research questions, as well as the analysis and the presentation of the results in the report. In addition, McKay presents surveys as a method in qualitative research (pp. 5-9). Further, McKay suggests that a survey is less controlled compared to interviews (pp. 10-11), which can encourage the respondents to answer truthfully.

4.1. Design

For my survey I have used a questionnaire, distributed through kwiksurvey.com. See Appendix B for a copy of the questionnaire in Swedish. Cohen et al. (2011) point out that when designing a survey, it is important to consider how to distribute it and to decide which type of population is relevant. Furthermore, Cohen et al. suggest that the purpose and the aim of the survey is specified and not to broad (2011, pp. 257-258).

Kwiksurvey.com was chosen for its simplicity and user-friendly design. The researcher can make sure that the questions are presented in an appropriate way and respondents’ motivation to answer is not diminished by a complicated and/or unprofessional questionnaire. Trost and Hultåker (1994/2016) mention that online questionnaires have the advantage that they can be interactive. As Trost and Hultåker point out, the risk of a non-response is higher when all questions are mandatory (p. 140). For this study, it was more important to receive several respondents’ answers, than that they answer all questions, and therefore all questions are optional. In addition, the questionnaire has one interactive feature to separate EFL teachers who use new media and EFL teachers who do not use new media or have not yet used it, but plan to. This was done to make sure that all respondents are asked relevant questions.

Both open-ended and close ended question are used in the questionnaire to obtain different types of responses from the teachers. Close-ended question are questions with a set of
alternatives to choose from. In contrast, in open-ended questions the respondents are free to answer however they prefer (Trost & Hultåker, 1994/2016, p. 74). Trost and Hultåker (1994/2016) give a warning about open-ended questions in questionnaires. For instance, respondents might not answer at all, they might just write a few words or a long essay. They can also make associations that might seem far-fetched and off topic. However, as Trost and Hultåker point out this is often interesting information, though it is more difficult to analyze (p. 74). Since the aim of this survey is to focus on qualitative aspects, open-ended questions are important to be able to answer the research questions.

4.2. Pilot study
A pilot study can identify aspects of the questionnaire that need clarification (McKay, 2006, p. 41). Ejlertsson (1996/2014, pp. 89-90), agrees and proposes that weaknesses in the design of the questions and their response alternatives can be detected. A pilot study is also useful to make sure that the questions are interpreted the way the author intends them to.

A teacher currently working in grade 4 was chosen for the pilot study and it was conducted at the teacher’s workplace. The teacher filled out the questionnaire, while the author sat as a silent observer and studied what questions the teacher lingered on and the total time it took to fill out the questionnaire. Afterwards the questionnaire was discussed.

As a result of the pilot study, several questions were added in order to have a better foundation to answer the research questions. The main changes made to the questionnaire were about how the teachers reflect on working with new media before, during and after its use as well as the wording within the questions. The pilot study showed that more specific questions needed to be asked to receive adequate information about the teachers’ reflection of their use of new media.

4.3. Selection of participants
In this thesis, the population consist of EFL teachers in Sweden who currently teach in grades 4-6. Since teachers in Sweden today are more or less required to have basic skills using a computer and the Internet, a questionnaire distributed through e-mail and answered on a website should not be a hindrance for most teachers. Both certified and uncertified teachers were welcome to participate in the survey. Information about the survey, including a link to the questionnaire was sent either directly to teachers or to principals, where the principals themselves decide if they wanted to forward them to the relevant teachers or not. All principals and teachers work in adjacent municipalities in the same county in the northern part of Sweden. At least 150 teachers were contacted, and 27 teachers answered at least one question. 19 teachers completed the questionnaire, whereas one of those did not answered the first question which was the sorting question. In addition, 8 answers were incomplete. A non-response analysis has been made and can be viewed in section 6.1.2.

4.4. Ethical aspects
Ethics is a set of norms, right and wrong, good and bad (Swedish Research Council, 2017, p 12). When regarding research ethics informants need to give informed consent. The potential respondent must be informed that they are asked to participate in this study, about the purpose of the study, that they can end their participation at any time without consequences (for them) and should be informed about what they are asked to do and what the survey entails. The respondents also need to be informed about how the data will be used and how, or if, it will be
published. However, “[i]n general, anonymous written surveys do not require informed consent” (McKay, 2006, pp. 25-26). Nevertheless, I have chosen to use informed consent to make sure that no respondent feels coerced into answering the questionnaire, and so that those who do respond experience motivation to complete the questionnaire. Information about the survey was sent as an attachment in the e-mail to teachers, either directly or through their principals. The information letter is included in Appendix A. Further, a reminder of the most important aspects of the study was added to the first page of the web questionnaire, so that any teachers who went straight to the online questionnaire without reading the attached informed consent letter would find the information easily.

Since the author does not know which teachers have answered the questionnaire the teachers’ anonymity is automatically preserved (See Swedish Research Council, 2017, p. 40). However, necessary precautions will be taken to make sure that there will be no unauthorized access to the original data or contact information, to ensure confidentiality (See Swedish Research Council, 2017, p. 40).

Another aspect of ethics is if the research has scientific quality. The criteria (which can be interpreted in diverse ways) for scientific quality can be ensured by making sure to follow ethical guidelines, be true to research question(s), be consistent, make sure research has value for others (society) and make your research count. To achieve scientific quality there is a holistic approach employed in this study, where all aspects need to be in order. With that said, there is not simply good or bad quality but a span between poor and good research quality (Swedish Research Council, 2017, p. 16).

4.5. Method of analysis
Kwiksurveys.com which was used for the questionnaire, makes tables and pie-charts for the close-ended questions automatically. The open-ended questions are compiled in lists. Kwiksurveys.com also provide a view of what each respondent answered to each question. To get an even more elaborate overview all responses were copied to a spreadsheet in Excel. Within all of the responses, connections were sought between each respondents’ answers, as well as between the answers of the different respondents. Answers were partially color coded in search for different themes, and comments were made on a printed version of the spreadsheet. The questionnaire was distributed in Swedish (see Appendix B). However, the results and figures have been translated into English for all non-Swedish speaking readers of this thesis.

Rapley (2011) suggests that many methods of analysis follow the same scheme and emphasize that “neat tags” is not enough. Instead, he proposes a hands-on approach (p. 274). This approach is well suited to this survey, where partially quantitative data is analyzed in a qualitative manner. Rapley also highlights that the answers received, in this case through a questionnaire, are transformed from the descriptive into searching for connections, understanding, meaning, and patterns (2011, p. 276). Rapley’s checklist for the analysis is in short: read data carefully, makes notes, find correlations, connections, note what’s re-occurring and what stands out. Make labels, revaluate labels continually and add more labels if needed. Reflect on what you have done and reflect in particular on why you have done it. Then focus on key labels and their relationship (pp. 277–278).

The data will also be analyzed within the theoretical framework of IT as a machine and the Reflection-in-action model, and according to the research questions and previous research.
4.6. Validity and reliability

To measure the validity, the question - does the collected data measure what it is intended to? - is asked and answered (Cohen et al., 2011, p. 179). To ensure sufficient validity, the research questions as well as the survey questions were analyzed and revised several times before and after the pilot study, with a final control before distribution to the targeted survey group. For instance, new media was specified in the questionnaire before asking questions concerning this type of media, in an attempt to weed out irrelevant answers (see a downloaded view of the questionnaire in Appendix B). According to Cohen et al. (2011), one aspect that strengthens the validity of a questionnaire is that when it is anonymous, people tend to give more truthful answers, even though potential lies and made up answers are difficult to discover, if anyone would choose to do so (p. 209).

A risk to the amount of internal validity in qualitative research is that conclusions are made which are difficult to strengthen through the collected data (voluptuous legitimation) or interpreting the data so it suits previous hypotheses (confirmation bias). Further, there is a risk that the author draws conclusions of relationships between respondents, their answers, causal relationships, and behavior which do not exist (illusory confirmation and causal error) (Cohen et al., 2011, p. 185). To avoid low internal validity, the author of this thesis has taken caution when conclusions from the data are made.

External validity measures how well the results can be generalized. In this thesis, external validity is not pursued, although the author is optimistic that the result of this thesis will inspire further studies in the area to obtain data which can be generalized to a larger population (see Cohen et al. 2011, p. 186).

Reliability refers to whether or not the result questionnaire could be replicated if it was distributed to “a similar group of respondents in a similar context /…/, [and] similar results would be found“ (Cohen et al., 2011, p. 199). Some aspects of the results have the possibility to be similar, but if the questionnaire would be sent out a year from now, the results might be vastly different, due to the nature of the questions. Since new media, digitalization, and how we use the Internet change rapidly, one can assume that the questions concerning new media would be answered differently in a different time. The questions concerning reflections about the teachers’ teaching method before, during and after a specific content are dependent on whether teachers have a habit of reflecting and could therefore give a similar answer in a similar context and group. Further, McKay (2006) identifies that internal reliability is ensured by “the extent to which someone else analysing the same data would come up with the same results” (p. 12). Because of the nature of a questionnaire, and its lack of possibilities to ask follow-up questions; if the response is unclear, the internal validity in this thesis is low in some respects (See McKay, 2006, p. 12).

5. Results

As stated earlier, the aim of this thesis is to explore Swedish EFL teachers’ use of pupils’ extramural English experience of new media in the 4-6 EFL classrooms. The results of the questionnaire are divided into the categories “What”, “How”, and “Why”.

5.1. What types of new media teachers use

The most common type of new media used by the EFL teachers are YouTube (n=10), an online video upload-site, followed by Facebook (n=4), which is an online social media/social
networking site. Facebook however, is only used by these teachers as inspiration and not incorporated in the actual lessons.

It was explained in the beginning of the survey that the focus was on social media (such as Facebook, YouTube, Snapchat, Instagram, Periscope, MovieStarPlanet et cetera), streaming services (such as vlogs, music videos or informational videos), online games (such as World of Warcraft) or fan sites (such as Twilightlexicon.com or Loveneymar.com), and not on new media that had been especially developed for learning (such as Kahoot, elevspel.se or UR.se). However, some of the teachers gave examples of sites specifically developed for learning even though this was not the intention in the survey. These limitations of the survey will be further discussed in section 6.1. The different types of new media that teachers mentioned that they used in their English teaching are presented in Figure 2 below. More frequently mentioned words are shown in a larger size than less frequently used words.

5.2. How teachers work with new media
Information about how often they use new media in the EFL classroom during the past two years was shared by 26 teachers (the answer is partially dependent on how many lessons in English are taught every week). As Figure 3 shows, 18 out of 26 teachers have used new media in the past two years, whereas twelve, which is almost half of the respondents, have used new media at least once a month. Further, eight respondents have not used new media at all in the EFL classroom in the last two years, but two of those teachers say that they are planning to use new media in their teaching in the future.

5.2.1. Working with films
All teachers who responded to the question about how they were working with new media (n=10), said that they work with films or videos. One teacher explains that they give the pupils questions that they go over together, then they translate and make sure that everyone understands the questions. Then the teacher shows a short film. The pupils answer the questions either while watching the film, or after the film has ended. The teacher and pupils then discuss the film and questions together. Another teacher uses new media in a similar manner but prepared the pupils by going through vocabulary instead. In addition, they review what they have seen, and the pupils present short oral summaries. Yet another teacher explains that they work with films in class, but mostly individually. When working together they follow TV-series, and then they “are of course always working with the content in different ways” [authors translation]. One teacher uses animated films on Netflix to achieve understanding for the spoken language as well as reading and listening comprehension. Pupils then present the material in groups to show their understanding of the content.

5.2.2. Working with music and lyrics
Three teachers mention that they work with songs and/or music videos. One of them said that they translate the songs into Swedish together, and that the pupils learn the lyrics in English. The teacher also explains expresses that on a few occasions they have chosen songs that are featured in English films and thus they have been able to follow in the song when watching the film. Another teacher reports that they sing songs, read the lyrics while they listen as well as translate the lyrics. In addition, five teachers have mentioned that they work with YouTube but have not elaborated on how they have used it. There is a possibility that a few of those also work with music.
5.3. Why (or why not) teachers use new media

The reasons behind teachers’ choices to use or not to use new media in their English teaching has been divided into three sections. In the first section reasons why teachers do not use new media will be explored. In the second, the views of teachers who are on the way to using new media or wish to try it, will be discussed. In the third section, teachers’ reasons for using new media will be presented. A comparison between their personal interest in new media as well as their knowledge of new media and confidence in to use it in their English teaching will also be presented. In addition, reflections that the teachers make on their teaching method before, during and after they have worked with a particular content in their English teaching will be presented.

5.3.1. Reasons for not using new media

All teachers who answered the question about why they have not used new media in their English teaching, including those who plan to use it, said that it was because of lack of knowledge on how to use new media in English teaching, lack of time and/or that they did not see the need for new media in their English teaching, see figure 4 below.

![Figure 4. Reasons why teachers have not used new media in their English teaching.](image-url)
5.3.2. Teachers who want to or are on their way to use new media

Three teachers expressed that they currently do not use new media, but that they would like to use it in the future. These teachers believe that it will be easier to receive pupils’ attention. Two of these three teachers also have an interest in new media themselves. In addition, one of these teachers also explains that they find these medias useful at the same time they have not reflected on reasons why they want to use new media.

Of the remaining six teachers, two have responded that they have not reflected on why they plan or want to try new media in their English teaching, an additional two responded that there is a lot that can be used in these medias, and the fifth is planning to use new media due to extended digitalization in the form of a one-to-one program (1:1) consisting of tablets. The last teacher who has not used new media does not have any plans or wishes to use new media in their English teaching.

5.3.3. Teachers’ reasons for using new media

When asked to express the reasons behind why they use new media in their English teaching ten out of the twelve that responded to the question expressed that “[t]here is a lot that can be used in these medias” and that “[i]t makes it easier to receive attention from the pupils”. Nine teachers explain that they use new media in their English teaching because of their own interest in new media. Four teachers refer to requests from pupils as a reason why they use new media. Other teachers give additional reasons such as: “I have read research about the subject”; “it has not been a deliberate choice”; “it has just happened”; “I have read about it at my teacher/in-service training” and “other: good to hear genuine English for the sake of pronunciation”.

5.3.4. Interest and confidence in new media

In general, the responding teachers are equally interested in new media personally as they are comfortable in their knowledge to use it in their English teaching or they are more interested than they have knowledge. However, there are a few exceptions where teachers rate their confidence in their knowledge higher than their interest. Furthermore, figure 5 below shows how often the respondents have used new media during the last two years, their personal interest in new media, and how comfortable they are in that their knowledge about new media is sufficient enough to be able to use new media in English teaching. All respondents who answer at least one of the questions concerning personal interest in new media and confidence in their knowledge to use new media in their English teaching, are included in figure 5. The teachers who use new media in their English teaching have a slightly higher personal interest compared to those who do not use new media in their teaching. Those who responded that they had not used new media did not get the opportunity to rate the confidence that they felt in their knowledge of new media because of the question logic in the questionnaire.
5.4. Thoughts and reflections about teaching methods
To understand the reasons behind the teachers’ use of new media, questions were asked about their thoughts and reflections on their chosen teaching method. The answers are divided into thoughts and reflections concerning new media and general reflections.

5.4.1. Thoughts and reflections about new media
When it comes to thoughts and reflections during and after the use of new media in a lesson, the responses are almost exclusively positive. Teachers mention that it is motivational (without explaining for whom or in what way), often successful, relatable, manageable most of the time, and that it often receives a positive response. In addition, teachers experienced that several pupils think that the use of new media is fun, and that they dared to speak more when new media was used. Teachers also mention that even pupils who think that English is difficult tag along when new media is used. Further, one teacher highlights that a benefit from using new media is that the pupils receive a holistic view of the English language compared to when they work with glossary and grammar, which are often segmented. Furthermore, they think that new media is a good foundation for discussions and work areas.

Only one teacher mentioned a negative aspect of new media. This teacher said that sometimes the network connection is not working properly at the school, which leads to the teacher in question being stressed. However, when the network connection works the teacher said that they experience “happy and interested pupils that expressed that they have learnt a lot” [authors translation].

5.4.2. Thoughts and reflections on teaching method before use
There are a few themes (some of them intertwined) that emerge in the teachers’ answer to the question about how they think and reflect on their choice of teaching methods and approach. The teachers were asked about what they think, or how they reflect upon their choice of working method before, during and after teaching a specific content.
One of these themes is the adaptation to and/or focus on individuals and groups, such as making sure that both weak and strong pupils, as well as pupils with neurodevelopmental disorders\textsuperscript{13}, needs are met. This also entails ensuring that all groups can develop further, and that the teaching method is suitable for the present group of pupils. Furthermore, pupils’ interests and/or motivation is mentioned as an influence for choice of teaching method as are the pupils’ potential responses to the teachers’ choice. The teachers also mention that when they have decided on an area to work with, they choose different types media, including new media, as well as different exercises. The teachers use the same strategy when planning additional exercises for more proficient pupils. The teachers also reflect on the syllabus when they prepare their teaching method, making sure they cover the necessary areas. The teachers also try to focus on the basic skills (to listen, read, speak, and write) when they prepare their lesson, simultaneously as they make sure that the lessons have variation. The teachers also try to reflect on the purpose and potential result of the chosen teaching method. Questions about how the pupil will accept the chosen approach, how the planned activity can develop discussions and further thoughts, and how the teacher would absorb and grasp the information if they were a pupil? were considered when the teachers thought and reflected on the choice of teaching method before they worked with a specific content.

5.4.3. Thoughts and reflections on teaching method during and after use

Since a lesson also can be a part of a larger theme it is unclear when a thought or reflection is made during a lesson or between lessons but during working with a theme. Furthermore, the responses to the questions about reflection and thoughts during, as well as after lessons or themes can be divided into two categories: \textit{what the teachers think or reflect on} and \textit{what they do}. However, in this thesis only thoughts and reflections will be presented.

5.4.3.1. During use

Most teachers express that they first of all think about the pupils’ reactions during a lesson. The teachers say that they wonder if the pupils are bored, if the topic is interesting and if the level is too hard or easy for the pupils. Further reflections made during lessons are if the pupils take in or grasp the information and whether or not they are learning. Furthermore, teachers reflect on if adjustments and improvements need to be made, either immediately or to an upcoming lesson. The teachers reveal that they reflect and think about whether they have planned too many different things for one lesson, about how the strong pupils can move further, as well as actively not reflecting since that way of doing things has worked before.

5.4.3.2. After use

The thoughts and reflections most teachers have in common after a lesson is about what worked well and what did not, reasons why, and how they can adjust, improve, or remake it. In addition, the teachers evaluate exercises, reflect on whether pupils develop and what they have learnt. They reflect on whether all pupils were keeping up and how they can adjust this if the answer is no. The teachers also reflect on which pupils that was favoured by the exercises and what the pupils need more practise on.

6. Discussion

A discussion on method, including limitations and a non-response analysis is presented below as well as a discussion of the results of this empirical study.

\textsuperscript{13} In Swedish: Neuropsychiatriska funktionsnedsättningar, commonly abbreviated NPF. For more information visit www.attention.se.
6.1. Methods discussion

Information about to what extent Swedish EFL teachers in year 4-6 use the pupils’ extramural English experience of new media was collected through the questionnaire. Explanatory information about the reasons behind the teachers’ use was also gathered through the questionnaire. A survey was chosen because it could reach a broader sample of teachers than for instance interviews would. McKay (2006) writes that surveys are less controlled and more anonymous than interviews and therefore the answers tend to be more reliable, due to respondents answering truthfully (p. 10-11). With that said, only one teacher in the survey had negative reflections about the use of new media. A possible reason for this could be that teachers mainly remember what has worked well and as Ejlertsson (1996/2014) highlights, memory is not always reliable (p. 65). The respondents’ answer can therefore be subconsciously constructed in hindsight. Further, the answers to the open-ended questions were shorter than anticipated. Since new media is not a concept that is, to my knowledge, commonly used in Sweden, it might lead to a different understanding to the concept than the author intended. This might be the reason to why three teachers mentioned new media that is specifically designed for teachers’ use in the classroom, even though a definition of new media, including a clarification that new media that is created for learning (instead of for instance communication or entertainment) is not relevant in this study preceded the questions about new media.

The teachers were asked about their year of birth, what grades they teach, how long they have been certified teachers, what subject they are qualified to teach in and in what municipality they currently work. This information was used in order to search for potential correlation between any of these factors. However, since no strong correlations were found, this information was not presented in this thesis.

6.1.1. Validity and reliability

The validity of this study could also have been improved by using more respondents in the pilot study as well as through conducting an additional pilot study after the revision of questions. Moreover, the validity of this thesis could have been enhanced by supplementing the questionnaire with interviews, to give a deeper perspective to the research questions. Within the given time frame, both interviews and a survey were not an option. An improvement and clarification to the questions about reflections before/during/after work procedure would have been helpful in answering the research questions. The questions about reflections on teaching method were more complex than first realized and in hindsight these questions should have been given more attention in their construction and accompanied with further definition or explanation. Further, a replication of this study will most likely attain different results, since the area of new media is constantly changing. In addition, the questionnaire would also need to be adapted to the presumed changes.

6.1.2. Non-response analysis

27 teachers responded to one or more questions out of the 150 (approx.) teachers who received an email with a letter of information about the survey together with a link to the online questionnaire. One reason that the survey did not receive more respondents could be, as Trost and Hultåker (1994/2016) point out, that emails are easily disregarded. The email can be omitted either because the respondents forget to open it, or it is filtered out and has ended up in a folder intended for spam or advertising (p. 143-144). Ejlertsson (1996/2014) adds that the response rates for surveys have diminished in recent decades, presumably due to the large increase in advertising, information, and surveys designed to make us buy more products, as well as the overall feeling of being investigated (pp. 13-14). Eight teachers did not complete
the questionnaire and Cohen et al. (2011) suggest that this issue can be because the respondents do not understand the questions and thus stop filling out the questionnaire (p. 403).

6.2. Results discussion
The aim of this thesis is to explore Swedish EFL teachers’ use of pupils’ extramural English experience of new media in year 4-6 EFL classrooms. To achieve this aim, the following research questions were defined:

- To what extent do EFL teachers use pupils’ extramural English experience of new media in the EFL classroom?
- What are the reasons behind their choice to use or not to use pupils’ extramural English experience of new media in the EFL classroom?

6.2.1. Implementation of new media in the EFL classroom
In 2018, the Swedish curriculum LGR 11 was updated with an increased focus on digitalization (see The Swedish National Agency of Education, 2017a, p. 9). This corresponds well with recent research, such as Kruk (2017) who suggests that teachers should try to implement modern technologies in their teaching (p. 76). Furthermore, most pupils in grades 4-6 use the internet daily. They also spend more time on extramural English than studying English at school (Swedish Media Council, 2015, pp. 15; The Internet Foundation In (sic) Sweden, 2017, pp. 23-24; Sundqvist & Sylvén, 2016, pp. 24, 32). In this thesis the results show that three quarters of the responding teachers have used new media during the past two years and that half of the respondents use it at least once a month. One quarter of the responding teachers have not used new media in the EFL classroom, but some of them either plan to or want to give it a go. However, it is important to remember that new media is only one of the areas within ICT and digitalization. Though it can still give a hint to how often teachers are working with digitalization.

6.2.2. The use of new media in the EFL classroom
The most common type of new media used in the EFL classroom, according to the teachers themselves, is streaming of video clips or films. Further, the most common platform that the teachers use is YouTube. YouTube is mainly used by these teachers in a way that Svensson and Ágren (1999), Svensson (2008, pp. 51-52), and Granath and Vannestål (2008, p. 136) classify as IT as a tool and IT as a medium. Two teachers share similar teaching methods where the teachers first prepare the pupils with glossary worksheets or listening comprehension questions, and then watch a YouTube clip with their pupils. After watching the video clip, the pupils answer their questions, talk about the film, or write a review. One teacher used films or videos from Netflix and works with a similar structure. When teachers use elements of pupils’ extramural English experience in the EFL classroom like they seem to do in these examples, Richards (2016) proposes that learning situations that would not be possible otherwise are brought into the classroom (pp. 20-21). Holmberg (2016) also states that the use of ICT combined with authentic examples from the Internet can help teachers to connect the pupils’ extramural English to the EFL classroom. According to González Otero (2016), using authentic materials strengthen pupils’ autonomy and are beneficial to pupils’ development (pp. 85-86). Furthermore, Kramsch (2014) states that the knowledge of language that pupils learn in the classroom differs from the knowledge that they need (pp. 296-300). By incorporating new media in the EFL classroom, pupils will experience and learn from authentic situations where English is spoken without the rules of the English that are generally taught in the EFL classroom (compare with Kramsch 2014, pp. 296-300).
When asked about what type of new media the teachers used, many of them answered things like Lingual.net, Bingel, Elevspel.se, which are all websites specifically designed for learning. Even though they could indeed be classified as new media, they are not part of pupils’ extramural English experience brought into the English classroom. If these websites are a part of the pupils’ extramural English experience of new media, it is most likely to have begun in the classroom, which makes them internur English activities brought outside school.

Regardless of what type of new media teachers used, it was used in a similar way. As previously mentioned, Svensson and Ágren (1999) and Svensson (2008, p. 49) present the three paradigms: *IT as a machine, IT as a tool, IT as an arena* with the addition, and to the others co-existing *IT as a medium*. When analyzing how the teachers used different new media it became evident that they were used either as a tool or both as a machine and a tool. Games like Elevspel.se, Bingel as well as Magic! Online14 are used as machines, giving pupils immediate feedback, and doing a teachers’ potential work without the teacher present. Games and online educational materials (such as Magic! Online) are also used as tools (Svensson & Ágren, 1999; Svensson, 2008, p. 51-52).

As presented in the definition of terms, new media is a product or service that communicates something and is generally provided through the Internet (see Cambridge Dictionary, 2018; Oxford dictionaries, 2018). This means that all types of new media mentioned by teachers in the questionnaire are in fact also used as *IT as a medium*. Even though they are not using pupils’ extramural English experience of new media, three teachers express that they use Facebook for inspiration and advice, in addition to one of them who also use Instagram, blogs and Pinterest for inspiration. This is in line with how Chaaban and Ellili-Cherif (2016) describe for what purposes technology is used, with one of the purposes being for teacher preparation. In their study, only a small part of teachers in Qatar used technology as a tool. This is in contrast with the results in this thesis where all Swedish teachers who described how they use new media used it as tool. However, the teachers in this thesis did not use new media as something the pupils could learn in or with, similar to Chaaban and Ellili-Cherifs results (pp. 2440-2442, 2451).

The teachers in this study present authentic materials to pupils, which is in line with Holmberg (2016) who highlights the significance of authenticity for pupils’ learning. However, Holmberg as well as Sundqvist and Sylvén (2014, pp. 6-8) suggest that pupils also need to make sense of situations, communicate, and be active. Furthermore Holmberg (2016) proposes that a way for pupils to make sense of situations is that pupils both consume as well as produce. This contrasts with the results in this study where teachers imply that the pupils are mainly receivers and are not active in producing or communicating through new media. Further, the results indicate that the teachers in this study do not use pupils’ extramural experience of new media in a way that Svensson and Ágren (1999) would classify as *IT as an arena*. *IT as an arena* can be described as the platform where communication and interaction take place. Hence, when teachers are engaged in a discussion on Facebook or seeking inspiration when planning lessons, it falls into the category *IT as an arena*. However, these elements are not used in the interaction with the pupils.

New possibilities are presented to teachers due to advances in technology (see Svensson, 2016). For instance, *IT as an expressive medium* is highlighted by Svensson (2016) and refers to when

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14 Magic! Online is the online version of Magic! which is an educational material and a textbook.
different ways of using media are combined to heighten the experience\textsuperscript{15}. This way to use new media is not expressed by any of the teachers in this thesis. Svensson mentioned that (the lack of) tools and our analogue perception can stop or slow us down in using IT in a more advanced and holistic way. Simultaneously, tools are also a crucial to enable the use of IT as an expressive medium. In addition, Kramsch (2014) highlights some challenges with globalization, including digitalization. She can see that the way English is spoken has broadened and that there are completely new contexts to communicate in (pp. 296-297). These challenges show in how Swedish teachers use (and do not use) new media in the EFL classroom.

6.2.3. Teachers’ reasons for using new media in the EFL classroom
Ten out of twelve teachers in this study expressed that they used new media because of its useful content. Ten teachers also mentioned that it is easier to capture the pupils’ attention when the teachers use new media. This is in line with the report from Henry et al. (2017) where 4-6 teachers in Sweden said that the most motivational thing they could do was to incorporate the pupils’ extramural experience into the classroom (p. 4). In addition, nine out of the twelve teachers mentioned that they used new media because of their personal interest. Three teachers mentioned that one reason for their use of new media was because they had read research about it or read about it in their teaching- or in-service training. Similarly, Sundqvist and Sylvén (2011) propose that teachers need to know that there are correlations between pupils learning in the ELF classroom and extramural English (p. 196). If more teachers had knowledge about the importance of extramural English, they might be more inclined to learn how to incorporate pupils’ extramural English experience of new media.

6.2.4. Teachers’ reasons for not using new media in the EFL classroom
The main reason why teachers do not use new media in the EFL classroom is the lack of knowledge on how to use new media in the EFL classroom, which correlates well with Chaaban and Ellili-Cherifs (2016, pp. 2448-2451) as well as Holmberg’s (2016) conclusion that teachers need knowledge on how to use technology and that it is not enough that they simply access it. As Er and Kim (2017) point out, technology in the form of tablets and laptops for instance are common in schools nowadays (p. 1041). However, Holmberg (2016), Chaaban and Ellili-Cherif (2016, pp. 2440-2443) and Er and Kim (2017, p. 1041) all propose that teachers’ integration of technology is low in comparison to its potential (p. 1041). Even if devices are common, the teachers who responded to the questionnaire also mentioned lack of devices, such as computers and tablets as reasons to why teachers do not use pupils’ extramural English experience of new media in the EFL classroom. Lack of time was also mentioned as a reason to not use new media. One teacher did not use new media due to the lack of tools at their school. The teacher further rated their personal interest in new media with a high score (nine out of ten) and added that the school had decided to invest in tablets, one to each pupil\textsuperscript{16} which was the reason to why the teacher planned to use new media in the future. In this case, it could be argued that the lack of devices directly hindered the use of new media.

There can be several reasons why teachers do not use new media in the classroom, but there is now a requirement to use technology and adapt to digitalization, as stated through the updated curriculum LGR 11 (The Swedish National Agency of Education, 2017a). As Rolandsson et al. (2016) conclude, teachers of today must incorporate technology in teaching (p. 446) and new media is one way of fulfilling the requirement of LGR 11.

\textsuperscript{15} For example, when using several screens simultaneously, combining music, text, and 3-D design.
\textsuperscript{16} Also called one-to-one programmes, 1:1.
6.2.5. Teachers that want (or plan) to use new media, and their reasons why

Kruk (2017, p. 76) suggests that teachers should try to use modern technologies more (such as new media [author’s addition]). All but one teacher who had not used new media in the past two years expressed that they either wanted to or planned to use new media. This is in line with research, which states that most teachers have an intent to use more technology in the classroom as that they have a positive attitude towards technology (see Chaaban & Ellili-Cherif, 2016; Er & Kim, 2017; Holmberg, 2016; Rolandsson et al., 2016). Of eight teachers the main reasons why they wanted or planned to use new media was because of their own interest or that new media caught pupils’ attention as well as its other useful aspects. A few teachers also expressed that they had not reflected on why they used new media.

6.2.6. Teachers’ confidence and personal interest in new media

The results in this study show that teachers who use new media often generally have more confidence in their knowledge how to use it in the EFL classroom. It could be hypothesized that it works the other way around as well, that teachers who are confident in their knowledge of how to use new media use it more often. However, teachers who used new media two times per week or more were less confident in their knowledge than several of the teachers who used it one to four times per month. Holmberg (2016) shows that several teachers who saw themselves as competent still felt that they needed improvement to their technology skills. Concerning the teachers’ personal interest and their use of new media, there is a correlation between a greater interest and a greater use of new media. However, there are several exceptions where teachers who used new media often rated their personal interest as low, as well as teachers who used new media less often, or never, who rated their personal interest in new media as high. Furthermore, Chaaban and Ellili-Cherif (2016) suggest that teachers’ use of technology can be explained by intrinsic and extrinsic reasons. The teachers’ confidence in their use of technology as well as their interest, can both be hindered and encourage by intrinsic reasons such as their own perception of their skills, their actual skills, and the importance they place on the use of technology. A few of the extrinsic reasons to the teachers’ confidence to use new media mentioned by Chaaban and Ellili-Cherif were access to devises, software, training in how to use technology as well as technical support (pp. 2442-2446). Since digitalization now has been incorporated into the Swedish curriculum (see The Swedish National Agency of Education 2017b, p. 9), both teachers’, their schools, and municipalities need to be involved in strengthening teachers’ knowledge and their confidence.

6.2.7. Teacher’s reflections and thoughts on new media

In the questionnaire, teachers were asked to share how they reflect or think about their use of new media, during and after its use. The teachers then mention the positive responses from pupils and how they have been able to reach pupils who are difficult to reach as benefits of their use of new media. Further, the teachers reflect that their use of new media gives a holistic view on the English language and that new media is a good base for discussion. However, it is unclear if the teachers’ reflections and thoughts are done in the action-present or looking back at it stage.

What the answers have in common is that they are all reflections-on-action. Schön (1987, p. 26-28) explains that reflection-on-action is defined by not interfering with the action-present. However, according to Schön (1983, p. 28) the action-present can be both during one lesson, as well as being a semester. Therefore, the results can also be interpreted as that the teachers’ reflections about new media were interfering with the action-present. These reflections can lead to new ways of teaching as well as new reflections and eventually transforming into a
reflective conversation during for instance a semester (See Schön, 1987, p. 28-31). Teachers in this study are then possibly reflecting on their use of new media in a way that changes how they think about and use new media in the future.

There was only one negative reflection of new media and that was about the network connection not working properly, which is interesting to note. This extrinsic factor is expressed by Chaaban and Ellili-Cherif (2016) as one of the hindrances for teachers use of new media (pp. 2442-2443).

6.2.8. General reflections and thoughts on teaching method
Concerning reflections and thoughts in general on their choice of teaching method and approach there is more variation compared to the reflections and thoughts about new media. Two teachers seem to not only be reflecting-in-action, but that their reflections continue into a reflective conversation (See Schön, 1987, p. 26-35). One teacher expresses that they always evaluate and reflect on what they do and goes on to state that they adjust according to the pupils’ participation and performance. Another teacher also adjusts according to how they perceived that the pupils are learning at the moment. The teacher also reflects on whether the pupils seem bored, which sometimes leads to a change in their teaching.

From the answer received from the questionnaire it is difficult to determine if any reflections-in-action are made during a single lesson, except in the example above. However, as Schön (1983, p. 28) has stated, the action-present extend as far as a whole semester. With this in mind, several reflections-in-action and potential reflective conversations were discovered in the teachers’ reflections. Teachers are asking for pupils’ opinions and if they should make changes or continue the way they have done. They also watch the pupils to see their reaction, perceived interest and how they respond to the current level of difficulty. Further, teachers mention that they try to see to the pupils need, that they try to make sure that all pupils learn, how the strong pupils can develop and how to use new things that emerge. One teacher’s reflection and thought about their teaching method was that they had too many different activities planned for a lesson. In a wider perspective, this teacher’s reflection-on-action could turn into a reflection-in-action.

Schön (1983, pp. 2-31) highlights that it is important to not rely too much on your existing knowledge, because it can hinder the expanse of your knowledge. Schön maintains that every situation and pupil is unique, and that teaching is an art that must be learnt, with reflection as an important part of this. Therefore, one teacher gave an interesting response to their thoughts and reflections on their teaching methods after a lesson, when responding “when you notice that hello this is not working anymore you need to rethink” [author’s translation]. Thoughts and reflections seem to only be relevant when the teacher notices that something does not work. This teacher makes an active choice not to reflect during lessons when they expressed that “sometimes you do not want to invent the wheel, if something has worked before in the same educational material you go on as usual” [author’s translation]. Even though this teacher response was not given in the specific context of new media, this was the teacher’s general approach when choosing teaching method, including or excluding new media.

6.3. Further studies
One question that arose during the analysis of the survey was why the teachers lacked knowledge in new media. In further studies, it would be interesting to explore the reasons behind the lack of knowledge on how to use new media. In addition, a similar study with respondents from other parts of Sweden would give an even broader perspective to the extent of teachers’ use of pupil’s extramural English experience of new media. Doing a similar study,
a year or two from now when the updates concerning digitalization in LGR 11 has been implemented would be interesting. Another angle for further research is to target schools that have one-to-one programmes, or in other ways are prominent in their use of ICT to discover how they reflect on their use of new media. Also, finding out in what way teachers would like to incorporate new media, had they the knowledge, would be beneficial information for those at Educational Institutes.

7. Conclusion

The main reason why EFL teachers use pupils’ extramural English experience of new media in the EFL classroom is due to their own interest, that they more easily receive pupils’ attention, and that new media contains useful content. These reasons are also expressed by teachers, who have not used new media, as the reasons for their plan to use new media in their English teacher or the reasons why they want to. The teachers who had not use new media expressed that it was mostly due to not having the necessary knowledge to use new media in the EFL classroom.

This correlated with both Holmberg (2016) and Ellili-Cherif (2016, pp. 2448-2451) who highlighted lack of knowledge amongst teachers, even though devices such as laptops and tablets were at their disposal.

The teachers’ reflections on their use of new media and use of teaching method in general were mainly reflections-on-action as Schöns describes it (1987, p. 26; 1992 p. 126). Few of the teachers’ reflections and thoughts could change their teaching method during the lessons it seems. However, a semester could also count as the action-present if a wider perspective were adopted, and therefore their reflections could make a change. Schöns (1983, pp. 2-10; 1987, pp. 1-40) suggest that teachers should reflect on their knowing as well as adapting to the idea of teaching being an art.

All teachers who responded to this survey mentioned that they use media in a way that correlates with what Chaaban and Ellili-Cherif (2016) and Svensson and Ågren (1999) refers to using IT as a tool or a machine. As Svensson (2016) highlights, technology can also be used as both an arena and an expressive medium, but we are often hindered by our analog thinking. A change in our mindset could give new possibilities in teaching, not only incorporating new media into our existing teaching, but using it as a base, or even as the arena in were teach. Furthermore, I agree with Holmberg (2016), as well as Chaaban and Ellili-Cherif (2016, pp. 2440-2443) and Er and Kim (2017, p. 1041) when they suggest that teachers use technology far from its potential

Through Schöns reflection-in-action model and Svenssons and Ågrens’ paradigms of IT as a machine, a tool, an arena, and a medium I have understood that the reflections that teachers make in action, with the possibility of changing the action itself are scarce, as are more advanced uses of new media.

From when the process of this thesis started until the last paragraphs of this thesis my understanding of this subject has changed greatly. There is a strength in developing knowledge together with the thesis, but it also presents limitations. The understanding I have today of how teachers use pupils’ extramural English experience of new media would have been beneficial when I read previous research as well as in the construction of the questionnaire.

The update to LGR 11 that concerns digitalization takes effect in July 2018. The change this will induce to how teachers’ use pupils’ extramural English experience of new media will be interesting to see in future studies.
References
Appendix A
Information letter in Swedish.

Information om undersökning kring hur engelsklärare i sin undervisning använder sig av elevers erfarenhet av engelska via new media

Du tillfrågas härmed om deltagande i denna undersökning.

Syftet med undersökningen är att utforska hur engelsklärare i Sverige i sin undervisning använder sig av elevers erfarenhet av engelska via new media. New media är exempelvis vloggar (videobloggar), bloggar, YouTube, fansidor (sidor dedikerade till specifika artister, böcker, skådespelare eller liknande), sociala medier och online-spel. Det finns flera studier kring användning av IKT (information och kommunikationsteknik) och om elevers erfarenheter av engelska utanför klassrummet. Däremot finns det inte lika många studier om hur elevers erfarenheter av engelska via new media utanför klassrummet används av lärare i klassrummet. Det gör den här undersökningen både viktig och relevant.


Enkätns 21 frågor tar cirka 15–30 minuter att fylla i. Önskar du att få ta del av det färdiga examensarbetet kan du kontakta mig via e-post, så skickar jag en kopia till dig när examensarbetet är godkänt.

Genom att enkäten ligger online har jag ingen möjlighet att se vilka som har fyllt i den och på så sätt så är du anonym i vad du har svarat. Din mailadress, namn och annan information om din person kommer endast att ses av mig personligen och kommer inte att delges i examensarbetet. Enkäten och dess resultat sparas till dess att examensarbete godkänns, liksom dina kontaktuppgifter och dylikt. Därefter kommer all information att raderas.

**Ditt deltagande i undersökningen är helt frivilligt. Du kan när som helst avbryta ditt deltagande utan närmare motivering.**

Genom att fylla i enkäten godkänner du ditt deltagande i undersökningen som beskrivs ovan.

Undersökningen kommer att presenteras i form av en uppsats vid Högskolan Dalarna samt publiceras online i DiVA, en samling av forskningspublikationer och studentuppsatser.

**Ytterligare upplysningar lämnas av nedanstående ansvariga:**

Student: Joy Helgesson  
Tel: 07xx-xxxxxx  
x.x@du.se  
xxxxxxxxxx  
xxxxxxxxxx

Handledare: Katarina Lindahl  
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Högskolan Dalarna  
791 88 Falun

31
Appendix B
A downloaded version of the questionnaire in Swedish.

Lärarens användning av new media i engelskundervisningen

Information om undersökning kring hur engelsklara i sin undervisning använder sig av elevers erfarenhet av engelska via new media.

Du tillfrågas härmed om deltagande i denna undersökning.

Syftet med undersökningen är att utforska hur engelsklara i Sverige i sin undervisning använder sig av elevers erfarenhet av engelska via new media. New media är exempelvis vloggar (videobloggar), bloggar, YouTube, fansidor (sidor dedikerade till specifika artister, böcker, skådespelare eller liknande), sociala medier och onlinepel.

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Genom att fylla i enkätan godkänner du ditt deltagande i undersökningen som beskrivs ovan.

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New media

Information om, och användning av new media

New media kan definieras som ett sätt att masskommunicera genom användning av digitala verktyg, som exempelvis internet. Det kan också vara tjänster som försar med information eller nåja genom användningen av internet. New media är även ett sätt att uttrycka flyten från traditionella medier till "nya" medier i form av exempelvis; sociala medier, fansidor (sider dedikerade till artister, filmer, böcker mera), onlinepel och streaming i form av vioggar (videobloggar), musikklipp, informationsvideoer med mera.

Exempel på new media är:
Sociala medier (som Facebook, YouTube, Snapchat, Instagram, Periscope, MovieStarPlanet med mera)
Streaming: Ytoggar (videoblogg, kan ligga på en hemsida, YouTube eller annan plats), musik- eller informationsvideoer på YouTube/Vimeo
Onlinespel (exempelvis World of Warcraft och MovieStarPlanet)
Fansidor (twilightlexicon.com, lovenymar.com och liknande)

Vad som menas med new media varierar då det tillkommer nya aspekter av new media löpande och då det inte heller är ett fastställt begrepp. I denna enkätt är endast den del av new media som nås genom internet och som inte är specifikt urformat för ett officiellt lärande relevant (därför räknas till exempel elevspel.se, Kahoot. UR.se med mera INTE till new media i den här undersökningen).


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New media

2. Hur kommer det sig att du inte har använt dig av new media i din engelskundervisning?
Du kan markera flera alternativ

A. Brist på verktyg (som datorer och surfplattor)
B. Verktygen (exempelvis datorer och surfplattor) krävs ofta
C. Tidbrist
D. Jag har inte kunskap i hur man använder sig av new media i undervisningen
E. Mina elever har inte tillräckligt med kunskap kring new media
F. Mina elever har inte något intresse av new media
G. Seriösa behov
H. Rektor och/eller inställd
I. Vet ej

Ytterligare/annan anledning, specificera gärna

3. Vad är det som gör att du planerar/vill prova på att använda dig av new media i engelskundervisningen framöver?
Du kan markera flera alternativ

A. Förryckning från rektor
B. Eget intresse
C. Har läst forskning om ämnet
D. Önskning från elever
E. Har inte reflekterat över det.
F. Har läst om det på min lärarutbildning/fortbildning
G. Det finns mycket användbart i dessa medier
H. En förhoppning att det gör det lättare att få elevernas uppmärksamhet
I. Vet ej
J. I nuläget har jag inga planer på eller önskemål att använda mig av new media i engelskundervisningen.

Ytterligare/annan anledning, specificera gärna
**New media**

**Bakgrund till valet att använda dig av new media**


6. Upplever du att dina kunskaper i new media är tillräckliga för att känna dig trygg i att använda new media i undervisningen?

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   Nej, inte alls | Jag känner mig väldigt trygg i att använda mig av new media

7. Varför har du valt att använda dig av new media i dina engelskundervisningar?
   Du kan markera flera alternativ
   A. Påtryckning från rektor
   B. Eget intresse
   C. Jag har läst forskning om ämnet
   D. Onskning från elever
   E. Det har inte varit ett medvetet val, det har "han blivit så"
   F. Jag har läst om det på min lärarutbildning/forbildning
   G. Det finns mycket användbart i dessa medier
   H. Det gör det lättare att få elevernas uppmärksamhet
   I. Vet ej
   Ytterligare/annan anledning, specificera gärna

8. Vid de tillfällen du använder dig av new media (som blogger, sociala medier, streamad film) i engelskundervisningen, hur ser dina reflektioner kring dessa användning ut, UNDER OCH EFTER lektionen?
### Om undervisning

Hur tänker eller reflekterar du kring dina val av arbetssätt INFÖR att du ska arbeta med ett visst innehåll i engelskundervisningen?

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Hur tänker eller reflekterar du kring dina val av arbetssätt UNDER TIDEN du arbetar med ett visst innehåll i engelskundervisningen?

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Hur tänker eller reflekterar du kring dina val av arbetssätt EFTER att du arbetat med ett visst innehåll i engelskundervisningen?

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**Brukar du individanpassa din undervisning i engelska?**
Markera det svar som du tycker stämmer in bäst för dig.

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<tr>
<td>D</td>
<td>Nej</td>
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Om du svarat ja, delvis eller sällan på fråga 12, beskriv gärna på vilket sätt du brukar individanpassa undervisningen i engelska.

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Frågor om dig

14 Vilket är år du född?

15 Vilken/vilka årskurs/er har du undervisat i de senaste två åren (räkna in 2016 till idag)?

16 Hur många år har du arbetat som lärare totalt (avsett ämne)?

17 Vilket är tog du lärarexamen?
(Om du ej har lärarexamen och inte heller är under utbildning kan du hoppa över fråga 18)

A 1980 eller tidigare
B 1981-1985
C 1986-1990
D 1991-1995
E 1996-2000
F 2001-2005
G 2006-2010
H 2011-2015
I 2016-2018
J År under utbildning
K Har ej lärarexamen (och är inte under utbildning)

18 Vilka ämnen har du behörighet i/kommer du att ha behörighet i när din pågående utbildning är avslutad?
19. Hur intresserad är du privat av nyheter (som bloggar, sociala medier, streamad film)?

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Inte alls |                     |                   | Väljigt intresserad |

20. Vilken kommun arbetar du i (svar kommer att redovisas som exempelvis "kommun A och B")?

21. I fall det finns någon information du vill delge men som inte passat in i någon av dessa erkänts frågor så finns utrymme här nedan.

Genom att trycka på "avsluta enkät" godkänner du ditt deltagande i undersökningen.

Stort tack! /Joy Helgeson