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Master’s Level

Authentic Texts in English Language Teaching

An empirical study on the use of and attitudes towards authentic texts in the Swedish EFL upper elementary classroom

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Abstract:
International assessments indicate that Swedish students achieve high results in reading, writing and understanding English. However, this does not mean that the students display oral proficiency, despite an emphasis on functional and communicative language skills in the current English Syllabus. While a previous literature study by this researcher has shown that authentic texts are a way to increase these skills, most of the results shown are from an international viewpoint. Thus an empirical study was conducted within Sweden with the aim to examine the use of authentic texts in the Swedish EFL upper elementary classroom. Twelve teachers have answered a questionnaire on how they use authentic texts in their language teaching, as well as their opinions about these as a teaching tool. Additionally, 37 students have answered a questionnaire on their attitudes about authentic texts. Results indicate that all of the teachers surveyed see authentic texts as an effective way to increase students’ communicative competence and English language skills; however, only a few use them with any frequency in language teaching. Furthermore, this seems to affect the students’ attitudes, since many say that they read authentic texts in their free time, but prefer to learn English out of a textbook at school. These findings are based on a small area of Sweden. Therefore, further research is needed to learn if these opinions hold true for the entire country or vary dependent upon region or other factors not taken into consideration in this study.

Keywords: authentic texts, textbooks, teaching methods, English as a foreign language (EFL), Swedish upper elementary education, teacher attitudes, student attitudes
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1. Introduction

According to a language study conducted by The Swedish National Agency for Education (Skolverket), henceforth referred to as The Agency for Education (Skolverket, 2012), Swedish students achieve high results in reading, writing and understanding English in comparison with other European countries due to the high status of the language in Sweden (pp. 10-11). Hyltenstam (2002) concurs and writes that because English plays such an important part in today’s globalisation process, it has become a core subject in the Swedish curriculum. In fact, the author highlights the ongoing debate on whether English should continue to be treated as a foreign language in Sweden or if it should receive second language status (Hyltenstam, 2002, p. 47). Communicative competence is key and, according to Hyltenstam (2002), the Swedish educational system must ensure that students develop the proficiency in the English language necessary to meet the demands of today’s world. The question becomes if the Swedish school system can meet this demand (pp. 45-47).

The meaning of communicative competence can, however, be hard to pinpoint and the Council of Europe (2007) underlines that communication requirements differ dependent upon the situation, and thus someone who occasionally travels abroad requires a different language proficiency than someone who lives and works in an English-speaking country (pp. 53-54). Therefore, even though teachers have a responsibility to help their students increase their English communication skills, it is impossible to prepare them for every language situation that may arise (Council of Europe, 2007, p. 54). It is thus important that the students themselves become more aware of their own communication needs, based on their individual language learning goals (p. 54). Gilmore (2007) echoes this sentiment and uses the term “noticing” to indicate the gap between what learners already know and what they need to know in order to reach their English language goals. Authentic texts are seen as a possible way to bridge this gap (Gilmore, 2007 p. 111).

The push for authenticity in language teaching has been around since the 1970s and is seen as a way to impart communicative competence based on real language use by native speakers (Gilmore, 2007, pp. 97-98). As Gilmore (2007) argues, linguistic competence can be better taught through the use of authentic texts since these often include conversations, repetition and idioms, all of which are necessary components of native speakers’ speech (p. 99). Pragmatic models can also be taught through the use of authentic texts and are deemed crucial if students are to learn situation-driven communication skills (Gilmore, 2007, p. 100). Furthermore, student motivation is thought to be a benefit gained through the use of authentic texts in language teaching, especially from a cultural point of view (Gilmore, 2007, p. 107). However, despite these and other possible arguments for the use of authentic texts in the EFL classroom, many teachers continue to use textbooks with language presentations that are far removed from real-world English (Gilmore, 2007, p. 99).

This author has witnessed this trend throughout her 10 years working at several schools in Sweden. English surrounds the students in their everyday lives and they want to mimic the language they hear on television or read in a book. They are already motivated to learn “real” English, but are often limited to learning the language from a textbook within the school environment. A recent literature study conducted by this author has shown that many students find it fun and stimulating to learn English through the use of authentic texts and are thus motivated to continue learning the language (Wikström, 2016, p. 18). Furthermore, while many teachers also recognize the potential benefits of using these texts, they feel chained to textbooks because of the demands placed on them by their respective country’s Agency for
Education and the extra time needed to find appropriate authentic texts and plan lessons around these (Wikström, 2016, p. 18). However, most of these findings are based on areas outside of Sweden, since it was difficult to find studies aimed at this one particular area of English language learning in this country. The one Swedish study found focuses on students in kindergarten and the lower elementary classroom. It was therefore considered beneficial to conduct an empirical study within Sweden to further explore if the aforementioned international results do in fact also hold true in this country.

1.1. Aim and research questions
The aim of this study is to examine how a sample of teachers in Sweden work with authentic texts in the EFL upper elementary classroom, as well as to learn more about the attitudes and/or beliefs associated with these texts. With this aim in mind, the following research questions have been chosen for this thesis:

1. What do a sample of teachers say about the use of authentic texts in the Swedish upper elementary EFL classroom?
2. How do these teachers work with authentic texts in the classroom?
3. What are Swedish upper elementary students’ attitudes about the use of authentic texts in the classroom?

2. Background
This section will discuss the English Syllabus for the Swedish upper elementary classroom, as well the use of school English versus the everyday use of the language. Additionally, the key terms used in this study will be clarified. The section concludes with information on the use of authentic texts in the language classroom, as well as the textbook’s continuing role.

2.1. English in the Swedish classroom
The following section discusses the current English Syllabus in Sweden, as well as the gap between the English that is taught in school and the English the students encounter outside of the classroom.

2.1.1 The English Syllabus
English is a core subject in the Swedish school system and as such, should be taught from a young age. However, Hyltenstam (2002) highlights that while the language can be taught already from first grade, it is not until fourth grade that it must be taught and that teachers should then consider the role English plays in their students’ lives outside of the classroom when planning their lessons (pp. 48-49). Therefore, the English Syllabus puts an emphasis on functional and communicative English language goals and encourages teachers to use their students’ interests and everyday use of the language as a way to motivate them to learn English inside the classroom (Skolverket, 2011b, p. 6). As The Agency for Education (Skolverket, 2011b) points out, the earlier belief that English language learning comes solely through grammar and vocabulary training has been replaced with the notion that students learn the language more effectively through communication with others. It is through communication that students increase their vocabulary and learn correct pronunciation, grammatical structures and spelling rules (p. 6). This is reflected in the long-term goals for English language learning in the English Syllabus, which stresses that students should be given an opportunity to develop the following abilities:

- Understand written and spoken English
- Effectively communicate both verbally and in writing
• Use strategies to understand others and to be understood
• Adapt language usage dependent upon recipient and situation

(Skolverket, 2011a, p. 32)

However, The Swedish Schools Inspectorate (Skolinspektionen, 2011) brings to light that too much Swedish is being spoken in the EFL classroom, a trend that can be detrimental to the students’ development of communication skills. Additionally, they point out that many teachers restrict themselves to textbook teaching where all students work individually on the same task (p. 2). While most students complete the assignments as expected, many show little enthusiasm for these tasks and say when asked that they are bored by their current English lessons. What is more, the students that do need additional support spend much of their time waiting for help or assignments better suited to their learning needs (Skolinspektionen, 2011, pp. 2-3).

Teachers interviewed as part of a study by The Agency for Education (Skolverket, 2006) indicate that many think that English is an important subject, especially from the standpoint that most students will need proficiency in the language for future studies and work. Additionally, the teachers point out that the students like English and spend many hours outside of school watching films and listening to music in English (p. 66). Despite this knowledge, the majority surveyed continue to use textbooks as their main teaching method, along with another common teaching practice where teachers talk and students listen (Skolverket, 2006, pp. 67-68). Lundberg (2010) points out that even though this method can negatively affect some students’ willingness to speak English in front of their peers, it can also be an effective way to teach the language, as long as the teachers are confident and speak it correctly (p. 26).

Despite the fact that The Agency for Education (Skolverket, 2012) boasts that Swedish students achieve high results in reading, writing and understanding English in comparison with other countries (p. 10), there are many students that never achieve the level of English needed for future studies or travel (Lundberg, 2010, p. 30). Lundberg (2010) emphasizes that even if The Agency for Education has set new goals for the EFL classroom within the last few years, it is only the teachers that can help their students reach these goals (pp. 30-31). As the author reminds us, Sweden has a long tradition of teaching English through the use of grammar exercises and vocabulary lists, a teaching method thought to benefit the teachers more than it does the students (Lundberg, 2007, p. 31).

2.1.2 School English versus everyday English
The Swedish School Inspectorate writes in a 2011 report that many students imply a difference between the English that they use outside of the classroom and the English they use inside the classroom. These students explain that they often use English to chat with online friends, watch films or listen to music and maintain that they have learned at least half of their English skills in their leisure time (Skolinspektionen, p. 4). However, these communicative skills are often non-existent in the classroom, where these same students hesitate to answer questions or participate in class discussions in English (Skolinspektionen, 2011, p. 4). Additionally, results obtained in a study conducted by Henry and Apelgren (2008) show decreased motivation and interest to continue learning English in Swedish students in grades four through six (p. 613). The authors attribute this to the gap between the English the students hear and use outside of the classroom where youth culture is a motivating factor and the English they are expected to learn inside, in the form of textbooks and vocabulary tests (Henry & Apelgren, 2008, pp. 618-619).
In line with this, Pinter (2006) also discusses the social aspects of language learning and points out that the English used outside of school is informal and often used because students want to feel a connection with others who share their same interests. Therefore, they are motivated to speak the language (p. 30). School English, however, is an entirely different matter and one major difference is the diversity of learners in a classroom, many of whom have different backgrounds and different interests (Pinter, 2006, p. 30). What is more, school English is usually based on texts that seldom take students’ experiences and interests into consideration and is therefore not designed to promote a connection with others (Magnusson, 2008, p. 9). Therefore, if students are to maintain their motivation to continue learning English inside the classroom, teachers must provide the necessary social connections that stimulate students to continue developing their language skills (Pinter, 2006, p. 37).

2.2. Definition of terms
The following terms used throughout this thesis are explained below.

2.2.1 Authentic texts
Badger and MacDonald (2010) define authentic texts as “…texts which are not designed for the purposes of language teaching” (p. 579). The authors further explain that authentic texts are thought to better represent the natural language patterns used by native speakers and because of this, are considered by many as effective language teaching tools (Badger & MacDonald, 2010, pp. 579-581). It should be noted that the term authentic texts is used in a very broad sense in this study, where anything from recipes to newspaper articles, blogs and literary works are considered authentic texts. Additionally, because online/computer games frequently incorporate written dialogues and instructions, these are also considered authentic texts.

2.2.2 Simplified texts
Text simplification is believed to boost reading comprehension for foreign language learners and examples of simplified texts include abridged versions of original texts, or textbooks written for the specific purpose of language teaching (Crossley, Allen & McNamara, 2012, pp. 89-91). The simplification process often entails the shortening of words and sentences, introducing new words at the beginning of a chapter in a textbook and word repetition in conjunction with decreased grammatical complexity (Crossley et al., 2012, pp. 91-92). Throughout this study, the terms simplified texts and textbooks are used interchangeably.

2.2.3 English as a foreign language (EFL)
Pinter (2006) explains that the term English as a foreign language (EFL) usually infers students that have little opportunity to speak English outside of the classroom, while English as a Second Language (ESL) indicates students that are heavily exposed to the language outside of school (p. 166). Even though most Swedish-born students have easy access to English outside of the classroom, the term EFL is used in this study as a way to take the country’s diversity into consideration. Many students in Sweden’s current educational system have only recently arrived in this country and are learning English as a third and even fourth language.

2.2.4 Swedish upper elementary classroom
According to The Agency for Education (Skolverket, 2013) elementary education in Sweden stretches from grades one to six, with lower elementary education encompassing students in grades one to three. Upper elementary education consists of grades four to six, with ages ranging from approximately 10-12 years old.
2.3. Why use authentic texts in the EFL classroom?

Authentic texts are seen as a way to motivate language learners (Pinter, 2006, p. 120). Gilmore (2007) agrees with this assessment and writes that one reason for this may be that authentic texts are much more interesting than textbooks because their goal is to impart a message rather than to teach a language (pp. 106-107). The author additionally underscores that authentic texts are intrinsically motivating due to the fact that they are more difficult for some language learners, pushing many students to prove that they can read and understand English just as well as a native speaker (Gilmore, 2007, pp. 106-107). Pinter (2006) highlights that students around the age of 11 or 12 have different reasons for learning English than younger children and the language goes from being fun to a method to achieve future goals (p. 37). Despite this, many students begin to lose interest in EFL around fourth grade and Lundberg (2007) attributes this to many teachers’ continued use of textbooks and stand-alone vocabulary lists unrelated to the students’ reality (p. 121). Methods that can possibly re-spark students’ interest to continue learning English include having them correspond with native English speakers via e-mail, letters or blogs (Lundberg, 2007, p. 125).

Another plus is that authentic texts can better be adapted to meet students’ specific needs, since teachers can modify the tasks associated with these texts to ensure that students understand the idea behind a text without having to understand every word. This is seen as a way for students to improve their skills of deduction, since they strive to understand the meaning of a word based on context rather than a pre-determined vocabulary list (Gilmore, 2007, pp. 107-109). This concept of deduction, or guessing, is an effective strategy that teachers can use with newspaper articles and other shorter texts that incorporate headlines and pictures to facilitate understanding (Lundberg, 2007, p. 118). Longer texts and works of fiction can be used in group discussions or reading circles, a method teachers can use as a way for students to read, discuss and interpret authentic texts (Day & Ainley, 2008, p. 158). Group discussions can also be used in narrow reading, a concept described by Cho, Ahn and Krashen (2005) as EFL students reading authentic texts written by the same author or in the same genre, thereby facilitating understanding through the use of familiar backgrounds and contexts (p. 58). As Day and Ainley (2008) point out, authentic texts used in combination with class or group discussions not only help students learn new language patterns, but also encourage them to draw on each others’ language skills and strengths as a way to further develop their own English skills (p. 159).

Moreover, the natural dialogs found in authentic texts can help students improve their vocabulary and grammar skills (Seunariesingh, 2010, p. 53; Illés, 2008, p. 146). As Gilmore (2007) writes, these texts use “real” language and can serve as a basis for students to decide themselves what they already know and what they need to learn in order to reach their English language goals, a concept that he calls narrowing (pp. 107-111). Furthermore, students who become more aware of their own language learning needs are usually more willing to test the language, and as Lundberg (2007) advocates, this can lead to better communication skills (p. 136). What is more, these same students take a greater responsibility for their own education and suggest ideas for projects and tasks based on their interests and language learning strategies (Lundberg, 2007, p. 136). As the author underscores, students should be allowed to choose some of their own classroom material and Lundberg (2007) sees authentic texts as a possible path to increased motivation in the EFL classroom (p. 138).

2.4. The continuing role of the textbook

A common opinion that seems to be shared by some teachers is that while they would like to work with authentic texts in the EFL classroom, there are several factors that hinder them
from doing so. Time constraints are one such factor. Gilmore (2007) writes, for example, that choosing appropriate authentic texts and planning lessons around these is too time-consuming (p. 112). Another reason many teachers continue to restrict the majority of their teaching to textbooks is due to the educational goals placed on them by their respective Agencies for Education. As one teacher in Seunarinesingh’s (2010) study indicates, balancing the requirements set out in the English syllabus with the use of authentic texts is not always possible (p. 50), an opinion shared by several teachers in Lundberg’s study (2007, p. 135). Moreover, a number of studies indicate that teachers think authentic texts with their authentic language are too difficult for most students (Gilmore, 2007, p. 108; Day & Ainley, 2008, p. 172; Chan, 2013, p. 304).

However, Illés (2008) makes a case for textbooks in her article on the use of the 30-year-old Access to English series in one Hungarian school. As the author explains, this textbook series remains popular because it is funny and students equate their reading to a work of fiction (Illés, 2008, pp. 145-146). Additionally, the passages in the textbook give readers a good feel for English grammar and vocabulary (Illés, 2008, p. 146). Furthermore, even if the textbooks cannot be marketed as authentic texts, they still manage to convey a sense of authenticity in that they mimic real language situations that incorporate everyday situations and the students’ reality into language learning (Illés, 2008, p. 148). An added benefit according to Illés (2008) is that the textbooks can be used to foster class discussions, for storytelling, role play and other group activities (p. 152).

Task-based language learning (TBLT) is a teaching model thought to enhance students’ communicative competence through real-world language use and Chan (2013) explains that it is based on the incorporation of authentic texts into textbooks (p. 303). The author looks at three textbooks used in Hong Kong thought to mimic real-world scenarios where students participate in exercises, modelled after English language usage outside of the classroom (Chan, 2013, pp. 303-304). Chan (2013) reports that many chapters in these textbooks include pictures and photos aimed to inspire group discussions and help students increase their communication skills. What is more, dialogs and scenarios thought to represent what the English students may encounter outside of the classroom are also included (p. 310). A conclusion drawn is that while the textbooks do not always succeed in mimicking real-world language use, they can be seen as a way for teachers to vary their teaching methods and thus inspire their students to continued language learning (Chan, 2013, pp. 315-316).

2.5. Theoretical background
This section provides the theoretical groundwork relevant to language learning that will be used in the later analysis of the research results.

2.5.1 Sociocultural Theory
Lantolf (2000) writes that the sociocultural theory is based on Vygotsky and the thought that human minds are mediated. By this, the author means that people use different tools and activities to change the world and the way in which they live in it (p. 1). Lantolf (2000) explains additionally that people mediate their relationships with others through the use of physical and symbolic tools passed down throughout the generations, language being one of these (p. 1). In line with this, activity theory embodies all of Vygotsky’s ideas on human development, whereby human behaviour is linked to social and cultural forms of mediation (Lantolf, 2000, p. 8). Motive plays a large role in activity theory and different motives can generate different activities (Lantolf, 2000, p. 2). In the classroom, activities are usually linked to individual motives and students often have different reasons for performing teacher-
assigned tasks (Lantolf, 2000, p. 12). As the author stresses, teachers no longer bear the sole burden to determine if an assigned task will help their students achieve their individual goals. The students themselves must determine if and what type of mediation is needed (Lantolf, 2000, p. 11).

Säljö (2011) highlights, however, that it is only when students come into contact with knowledge above their own personal experiences that they realise their need for mediation (pp. 170-171). The Zone of Proximal Development (ZPD) is a phrase used by Vygotsky (1978) to indicate “…the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). The main idea behind the ZPD is that students learn best through the imitation of others and participation in collective activities (Vygotsky, 1978, pp. 87-88). In activity theory, the ZPD takes on a social or cultural meaning and a division of labor often takes place (Lantolf, 2000, p. 13). In a school setting, some students more naturally take on the role of leader, while others are better at performing the actual tasks at hand. It is this collective effort that leads to continued development, since the students draw on each others’ strengths and skills to become mediators for each other (Lantolf, 2000, p. 13). What is more, it is not only other students who can serve as mediators. Here again, it is the students’ themselves who determine which mediation best suits their own needs and culturally relevant objects in the form of books and computers, which can also be effective mediators (Lantolf, 2000, p. 15).

2.5.2 L2 Motivational Self System

As already stated, activity is usually related to motive. Dörnyei and Ushioda (2013) remind us, however, that motivation can be a hard term to define and that many theories have been developed throughout the years to try and pinpoint what makes people engage and persist in certain activities (p. 3). From a school perspective, motivation has long been seen as an individual attribute tied to cause and effect, where high achievers are thought to have high motivation and low achievers suffer from low motivation, a concept that Dörnyei and Ushioda (2013) criticize as an oversimplification of a complex process (pp. 5-6). As they point out, motivation also has a social context and actions are usually driven by the need to feel a connection to a larger group (Dörnyei & Ushioda, 2013, pp. 6-7).

The L2 Motivational Self System is a theory that combines language learning with psychology (Dörnyei & Ushioda, 2013, p. 79). Possible selves¹ is a key phrase used in this theory and Dörnyei and Ushioda (2013) explain that the phrase infers a person’s expectations, hopes and fears for their future selves (p. 80). Motivation comes into play when someone regards their current self as sufficiently different from their desired future self and thus puts forth a greater effort to attain this perceived future self (Dörnyei & Ushioda, 2013, pp. 83-84). Because school is a part of the students’ social arena, peer groups and society at large affect their motivation, with most students shaping their own environments based on their social and cultural needs and goals (Dörnyei & Ushioda, 2013, pp. 28-34).

The three components of The L2 Motivational Self System are thought to help categorize the motives behind some students’ efforts to learn a foreign language (Dörnyei & Ushioda, 2013, p. 86). The Ideal L2 Self is a component thought to serve as a very strong motivator if the self a person wants to become speaks another language (Dörnyei & Ushioda, 2013, p. 86). The

¹ This author’s italics, aimed to facilitate reading understanding.
**Ought-to L2 Self** encompasses the attributes someone feels they should possess in order to avoid possible negative future selves and Dörnyei and Ushioda (2013) explain that the **L2 Learning Experience** is specifically linked to students who want to achieve a good grade or reach immediate educational goals (p. 86). As the authors point out, most language learners will fall into one of these three categories, making The L2 Motivational Self System an effective way to measure motivation in language learning (Dörnyei & Ushioda, 2013, p. 86).

### 3. Methodology

The following section discusses the methods used for data collection relevant to the aim and research questions of this study. The pilot study will also be discussed, as well as the selection criteria used to determine the final respondents. Finally, chosen analytical methods will be presented, as well as the validity and reliability of this study and the ethical considerations that have been taken into consideration.

#### 3.1. Design

Larsen (2009) writes that all research projects require some sort of data collection. It is therefore of utmost importance that a researcher chooses the method that best suits the aim and research questions of the study (p. 17). To accomplish this, there are two main methods used in research. The first is qualitative, which is useful when studying the attitudes and methods associated with a phenomenon, and the other is quantitative, which is used in projects where the results are measurable (Larsen, 2009, pp. 22-23; McKay, 2010, p. 35). The actual collection of data is equally as important and Dimenäš (2007) underlines that questionnaires are effective both in qualitative studies when studying attitudes and opinions, and in quantitative studies when the goal is to compare different groups (p. 85). Based on the aim and research questions of this study it was therefore decided that a separate questionnaire for teachers and students mixing both qualitative and quantitative strategies was the most appropriate method for data collection.

There are two types of questions usually employed in a questionnaire (McKay, 2010, p. 37). The first is the open-ended question, which allows respondents to write their own short answers and as Larsen (2009) highlights, these are advantageous in that they allow respondents to voice their own opinions rather than being forced to choose between categories that the researcher deems relevant (p. 47). On the other hand, open-ended questionnaires take more time to answer and can discourage some respondents from answering (Larsen, 2009, p. 48). The second type of questions are close-ended, where respondents choose between one or more researcher-specified answers (McKay, 2010, p. 37). Larsen (2009) states that these questionnaires also have advantages, especially if a question is difficult, since the choice of answers can facilitate understanding (p. 47). It can be a challenge, however, for a researcher to include all possible choices so that the respondents can choose the answer that best fits their situation (Larsen, 2009, p. 48). Therefore, Larsen (2009) underscores that the ideal is to combine both open- and close-ended questions as a way to gain a true, balanced picture of the phenomenon being researched (pp. 47-48). This strategy has been employed in both the teacher and the student questionnaires, which are explained in more detail in the following section.

#### 3.2. Questionnaires

Cohen, Manion and Morrison (2011) name some areas of importance that researchers should have in mind when designing a questionnaire, the first being that the questions are formulated in such a way that the aim and research questions of a study will be answered (pp. 402-403). Additionally, the questions should be clearly worded and the response categories should be
simple (Cohen et al., 2011, p. 403). These and other considerations have been taken into account in the design of both the teacher questionnaire (Appendix 1) and the student questionnaire (Appendix 2).

The success of both questionnaires depends upon the teachers and the students knowing what an authentic text is and, as Larsen (2009) points out, explanations should be given when unfamiliar terms are used in a research project (p. 49). Because of this, a definition of authentic texts is given prior to the questions revolving specifically around this concept. Additionally, McKay (2010) reiterates that survey questions should be short and simple to facilitate ease of use, with special consideration given when writing questions for students in the younger grades (p. 39), advice this author had in mind when designing the student questionnaire. What is more, both surveys use a combination of open- and close-ended questions. Most of the open-ended questions require either a fill-in or a short answer, which McKay (2010) explains is a way to gain more detailed information on certain teaching or learning methods (p. 37). Different answer strategies are employed in the close-ended questions, for example likert-scale questions, which McKay (2010) states are used to rate levels of interest or usefulness (p. 38); and a checklist format, where respondents choose one or more of the alternatives that best describe their situation (McKay, 2010, p. 38). Even though McKay (2010) points out that these strategies can be disadvantageous in that the answers are usually somewhat limited (p. 38), it was nevertheless determined that this was the best way to garner more knowledge about the use of and attitudes towards authentic texts in the EFL classroom.

Google Forms was chosen to both design and distribute the teacher questionnaire, mainly based on its ease of use. While the service requires that this author have an account, respondents do not need to log-in in order to answer the questionnaire. This service also alleviates the need for respondents to return the survey via e-mail, an extra step that can discourage some respondents from participating (Larsen, 2007, p. 47). Since only one click is needed in Google Forms to return the questionnaire to its sender, this possible deterrent for participation is hopefully avoided. Google Forms, however, was not considered a suitable method for conducting the student survey. Therefore, a self-administered questionnaire with this researcher present was the chosen method. As Cohen et al. (2011) underline, this method enables questions and misunderstandings to be handled immediately and usually ensures that all questions are answered in accordance with the instructions given on the actual questionnaire (p. 404).

3.3. Selection of participants

Teachers must currently teach or have taught EFL in the upper elementary school within the last four years to be included in this study. The Google Forms questionnaire was therefore designed with several background questions relating to the teachers’ prior teaching experiences in the Swedish school system. The teachers who indicate that they do not currently teach EFL and have not done so within the last four years are directed to the last page of the survey and thanked for their participation. Additionally, all teachers are asked if they are licensed to teach English in the Swedish upper elementary classroom. While it is preferable for all teachers to be licensed in the subject they teach, it is not a requirement to be included in this study. This decision is based on the fact that even an unlicensed teacher currently teaching EFL can have opinions and methods regarding the use of authentic texts as a language teaching method.
An important part of the aim of this study is to learn how teachers in a sample of Swedish upper elementary classrooms work with authentic texts and explore their attitudes associated with these texts. However, this author resides in a very small Swedish municipality with only two schools with upper elementary classrooms. Therefore, a decision was made to also send the questionnaire to a number of schools in another municipality. An e-mail with a link to the questionnaire was thus sent to 15 schools, 10 of which had teacher information listed online, thus enabling 34 teachers to be contacted directly. The principals of the other five schools were asked to forward the email and link to the appropriate teachers. It is estimated that approximately 50 teachers were initially invited to participate in the study; the information letter attached to the questionnaire stating the purpose of the study is attached as Appendix 3.

Subsequently, only five of the approximate 50 teachers originally contacted answered the questionnaire and it became necessary to find additional respondents. Twenty teachers in two other Swedish municipalities were thus contacted, seven of which chose to answer the questionnaire. In total, 12 teachers representing seven different schools have responded to the questionnaire. A breakdown of these respondents is in Table 1.

### Table 1
Presentation of teachers and schools

<table>
<thead>
<tr>
<th>School</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of teacher responses</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Licensed?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Qualified to teach English?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teach English now?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

As seen in Table 1, all 12 respondents are licensed teachers, are certified to teach English and are currently teaching this subject in the Swedish school system. Their ages range from 32 to 66 years old and they have been teaching anywhere from one to 42 years, with an average teaching time of 22 years. Additionally, the upper elementary grades are equally represented by the respondents, with three each teaching in grades four, five and six. The remaining three teachers indicated that they teach in other grades, but it was nevertheless decided to include their answers due to the overall low response rate.

A total of 110 students in grades four through six at this author’s VFU (student teaching) school were asked to fill-out the student questionnaire. Participation required that each receive written approval from their respective parents/guardian. A consent letter was therefore sent home with the students to be returned before the study took place (see Appendix 4). Student participation by grade is shown in Figure 1.

**Figure 1.** Number and percentage of participating students by grade
As shown above, a total of 37 students answered the questionnaire, a 34% overall participation rate. Broken down by grade, 25 out of a possible 45 students (57%) in the fourth grade participated, while only 5 of the 41 (13%) fifth graders answered and 7 of 24 (30%) sixth graders chose to participate.

3.4. Pilot studies
Cohen et al. (2011) write that pre-testing a questionnaire is the key to its success, as well as a good way to lend reliability and validity to a study (p. 402). Additionally, pilot studies are a good way to check questionnaires for ambiguity, general understandability and wording difficulties (Cohen et al., 2011, p. 402). Therefore, pilot studies were conducted on both teachers and students similar to the chosen respondents as a way to fine-tune the questionnaires.

3.4.1 Teacher pilot study
The teacher questionnaire was piloted on a Facebook group for English teachers, grades four to six, where a post was made describing the study and its aim and research questions, as well as a link to the actual questionnaire in Google Forms. An additional section with the following questions was added at the end of the survey, aimed at evaluating the effectiveness and understandability of the questionnaire:

- Approximately how long did it take you to complete the questionnaire?
- Were the questions easy to understand?
- Are there additional questions that you think should be included?
- Are there questions that you think should be discarded?
- Other recommendations

Choices given for the first question on how long the questionnaire took the teachers to answer were “0-5 minutes”, “6-10 minutes”, “11-15 minutes” and “15+ minutes”. The teachers were also given the choices “yes” and “no” for the second question pertaining to the understandability of the questionnaire. All other questions were open-ended and the teachers were free to write whatever they chose.

Since only four teachers in this group responded to the pilot questionnaire, the link was sent to an additional five teachers that this researcher has worked with in the past. Only one was able to respond within the time-frame given, bringing the total number of pilot study responders to five. All indicated that the questions were easy to understand, were necessary for the success of the survey and that no additional questions were required. The average time to complete the survey was between 6 and 10 minutes, although this time can vary slightly since the teachers were not advised in advance to measure the amount of time it took to them complete the questionnaire. As a final check, a spreadsheet was generated displaying each question and the responses given to ensure that no leading questions or questions that all respondents omitted were found, areas that McKay (2010) recommends a researcher pay close attention to when analysing the results of a pilot study (p. 41).

3.4.2 Student pilot study
McKay (2010) writes that piloting a survey with a small number of students is sufficient if only a few classes are going to answer the actual questionnaire (p. 41). Therefore, the questionnaire was piloted on five students, all in fourth grade. Unlike the teacher questionnaire, no additional questions were added, since it was thought that better answers on understandability and ease-of-use could be gained through observation and informal
conversation. The five students were chosen at random and a small study room was found so that they would not be distracted while completing the questionnaire. The purpose of the study was explained and authentic texts were discussed at great length; however, the students still had a hard time understanding this concept. A mental note was therefore made to bring examples of authentic texts to the actual study to facilitate understanding. Otherwise, the students encountered very few problems when completing the questionnaire, although it was noted that the students became unsure when the word “other” was given as an answer option, along with a line for them to write in their answer. Additionally, the open-ended question asking for any additional comments and/or opinions that the students would like to give concerning authentic texts was met with confusion. During the course of the ensuing conversation, it was learned that they prefer close-ended questions where they can choose what they think is the most appropriate answer. Question 21 was therefore amended to include a check-box for the answer “other” and question 22 was changed to indicate that they could write additional comments only if they wanted to. The average time calculated to complete the student survey was 15 minutes.

3.5. Analysis
As McKay (2010) writes, content analysis can begin once data is collected and this usually entails finding and coding the main results found in the data (p. 57). The author writes additionally that there are a variety of tools that simplify this process if the data is computerized (McKay, 2010, p. 57). Such is the case with the teacher survey, where Google Forms organized the collected results and created various charts and lists dependent upon the answer parameters that were selected when creating the questionnaire. For instance, close-ended questions generated pie charts and other diagrams, while open-ended questions were exported to a spreadsheet and used to create tables. Since the teacher questionnaire used both open- and close-ended questions, a combination of figures and tables is used to display the results received. Additionally, tables and figures were thought to be an effective way to display and compare the results received from the student questionnaires; however, these results were not computerized. Therefore, the responses were first categorized manually and then used to generate figures and tables as needed.

The content analysis work described above was considered a viable way to compare and present the results obtained from the teacher and student questionnaires. These results were additionally categorized according to the theoretical groundwork presented earlier in this study, thereby linking the teaching methods used and the students’ and teachers’ attitudes about authentic texts to sociocultural theory with its employment of activity theory and Vygotsky’s ZPD, as well as the L2 Motivational Self System. This linkage is then deliberated in the discussion section of this study.

3.6. Validity and reliability
Fejes and Thornberg (2015) point out that the term validity in research is interchangeable with the terms credibility and quality, and focuses on how carefully and systematically a researcher has conducted the study and presented results based on the study’s aim and research questions (pp. 258-259). In line with this, both questionnaires used in this study were designed with the aim in mind to examine how authentic texts are used in the Swedish upper elementary classroom, as well as to learn more about the attitudes associated with these. Careful consideration was therefore given to ensure that all involved understood what authentic texts are.
Additionally, the answer alternative “I don’t know” was included when respondents were asked to give their opinion, a strategy that ensures that no respondents are forced to choose answers outside their realm of experience (Larsen, 2009, p. 48). Since no teachers chose this answer alternative, it can be assumed that the answers given paint a relatively accurate picture of their teaching methods and attitudes about authentic texts, thereby adding validity to the results obtained. The validity of the student questionnaire was obtained through the use of self administration, enabling this researcher to answer any questions the students had when actually filling out the survey.

Reliability is also important and McKay (2006) states that there are two types used in research. The first is internal reliability, which measures the extent to which other researchers come to the same conclusions as the original researcher based on analysis of the collected data (p. 12). External reliability has to do with the repeatability of a research project and if other researchers reach the same conclusions when following the same methods of data collection and analysis (McKay, 2006, pp. 12-13). This researcher has striven to be transparent under the entire course of this study and thus the methods used for respondent selection, data collection and the ensuing analysis work are described in detail, all of which lend reliability to this thesis.

3.7. Ethical aspects

Gustafsson, Hermerén and Pettersson (2011) write that research plays an important role in Sweden and that researchers have a responsibility to protect the people who participate in this research (p. 12). In line with this, The Swedish Research Council (Vetenskapsrådet, 2002) lists four areas where consideration should be given when conducting research involving people. These are translated from Swedish as follows:

- **Information**: all involved shall be made fully aware of the reasons for the research
- **Consent**: respondents have the right to refrain from participation in a research project
- **Confidentiality**: Participation shall be kept anonymous
- **Usage**: All data shall be used only for the research project for which it was collected (Vetenskapsrådet, 2002, pp. 6-14).

The above have been taken into consideration with this thesis project, whereby all potential respondents have received information on the scope and research questions of the study. They have also been advised that their participation is voluntary and that they are free to withdraw from the study at any time with no further explanation needed. Additionally, they have been informed that any and all personal information received will be kept anonymous and used only for the purpose of this author’s current study.

In keeping with the above, McKay (2010) expands on the necessity of informed consent and states that written parental/guardian consent is necessary for all minors involved in a study (McKay, 2010, p. 25). Care has thus been taken in this study to ensure that all students who filled out the questionnaire have provided written parental/guardian consent. Additionally, all teachers invited to fill-out the digital questionnaire have received a letter of consent with a clause stating that filling out and submitting the survey is seen as consent to participate.
4. Results
This section presents the results of both the teacher and the student questionnaires. General information is given first regarding the subject English, followed by results specifically tied to the aim and each research question associated with this study.

4.1. General attitudes about English language learning
All of the students surveyed indicate that they like learning English, although 15 (41%) did admit that they only like it sometimes. Their reasons for wanting to learn the language varied and are shown in Figure 2 below.

![Figure 2. Why students want to learn English](image)

As can be seen, only one student (14%) in sixth grade and one student (20%) in fifth grade want to learn English in order to talk and chat with their friends, while 10 students (40%) in grade four see this as important. Additionally, a majority of students in all three grades have future studies/careers in mind, with six of seven (86%) of the students in sixth grade listing this as a goal, along with 60% each in both the fourth and fifth grades. The categories of moving to an English-speaking country, reading English books, and online/computer games are relatively even, with percentages ranging from a low of 20% (grade five) to a high of 56% (grade four); although no fifth graders say that they want to learn English to be able to play online/computer games. Other reasons cited included travel, that English is an important language to know and just because it is fun.

When asked “What do you think is the best thing about the subject English?”, the students’ answers were mainly in line with their reasons for wanting to learn English, for example “It’s a fun language” (grade four) and “You need to learn so that you can go to the U.S. and speak English” (grade five). On the other hand, opinions expressed about “What do you think is the worst thing about the subject English?” included “It can be hard sometimes” (grade 5) and “That the words are spelled one way, but you say them another way” (grade six). Tests and vocabulary lists were also brought up by several students as one of the worst things about the subject: “When there are too many vocabulary lists” (grade six) and “That we have tests” (grade five).
In comparison with the students’ reasons for wanting to learn English, Figure 3 shows why the teachers think that their students want to learn English.

Figure 3. Why teachers think their students want to learn English

All 12 respondents indicate that they think their students want to learn English so that they can communicate verbally, while 11 teachers think that the students want to be able to watch movies. Eight teachers think that their students want to be able to read and write in English, as well as play online or computer games. Only five teachers think that their students want to learn the language in order to listen to music or for the sake of their future studies and/or careers.

The teachers were also asked which activities they think motivate their students to learn English and one teacher responded, “Through games, play and meaningful interactions. Students enjoy doing activities independently, in pairs or projects in groups”. Several teachers also answered that they plan lessons so that their students can practice speaking English. As one respondent puts it, her lessons revolve around “anything with a receiver and the use of ‘real English’, as the students themselves say”. In line with this, three teachers mention that they plan social activities and arrange for pen-pals from other countries so that their students can practice communicating in English, which is seen as a way to motive them to continued language learning. Finally, several teachers agree that the students should have fun when learning English. One explains that focus should be on “activities that the students think are nice and fun”. In line with this, three teachers plan lessons around their students’ interests and backgrounds. As one teacher points out, motivation is personal and “…depends totally on the student and his interests and background”.

One last question on the students’ general use of English concentrated on where they feel they learn the majority of their language skills: at home, in school or both places. The results are presented in Figure 4.

Figure 4. Where students learn the most English
As can be seen, 22 students (55%) feel they learn English both in their free time and at school. Sixteen students (40%) say that they learn the most English at school, while only two students (5%) feel that they learn more English in their free time. It should be noted, however, that three students checked both the “at school” and “both at school and in my free time” options.

4.2. What do teachers say about authentic texts?
All of the teachers surveyed think that students can learn English through the use of authentic texts and were asked to give their opinions to an open-ended question regarding the advantages of using these texts in the EFL classroom. A summary of their answers is shown below:

- Motivate students to learn English
- Provide a variation of teaching methods
- Expose students to real language use and a glimpse into the cultures where English is used
- Authentic texts are more meaningful than textbooks
- Provide a greater focus on why students need to learn English

Motivation was mentioned by a few teachers and as one explains, “You can often find texts that are interesting for the students”. However, the most significant advantage felt by many of the teachers is that they can better vary their teaching methods and gain added depth through the use of authentic texts. As one teacher states, “sometimes class discussions can lead to different learning experiences”. An opinion also held by many of the teachers is that authentic texts present their students with real English that has not been “cleaned-up and simplified”, plus that “the students get a glimpse of English culture”. Another teacher points out that authentic texts “feel more natural and meaningful than textbooks” with the additional bonus that the students gain a better understanding of the English Syllabus and why they should learn English. One teacher emphasizes that “It's sometimes easier for the students to understand the point of the lesson”, while another writes that authentic texts “…are a way for the students to understand why it is important to be able to use English, plus they gain a better understanding of the skills they need to develop”. As one teacher puts it, authentic texts “…are the best and most interesting way of learning”.

On the other hand, there were some disadvantages named with the use of authentic texts in the EFL classroom. The main disadvantage brought up by the teachers is the extra time needed to plan and carry-out lessons centered on authentic texts. As one teacher says, “the students need even more guided instructions and material continuity in order to increase their vocabulary and reading comprehension”. Additionally, one teacher thinks that “[s]ome texts need adjustments or they need to be made easier for students and this is time-consuming for teachers”. In line with this thought, the majority of the teachers also stated that authentic texts are too difficult for the students. They point out that it is “hard to find texts that are both at the right level plus are appealing for the students” and that “the texts can contain slang words or can be difficult to translate”.

The teachers were also asked what other material they use in their language teaching and five express that they use textbooks, usually in combination with speaking and listening exercises. Other methods include using films, news programs and current events, games and multimedia material. One teacher, however, did not name any of these methods and instead wrote that she “creates her own material to use in teaching”.

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4.3. How do teachers work with authentic texts?
Only three of the 12 teachers surveyed indicate that they often use authentic texts in their English teaching. Eight communicate that they sometimes do this, while one teacher admits that she seldom does. Additionally, different types of authentic texts are used in these EFL classrooms, with storybooks being the most common (used by nine teachers). Eight use websites/blogs and/or magazines, while six use some type of English reference material. Comic books are used by five teachers, and only one or two use song lyrics, films or pictures. Teaching methods also vary, as seen in Figure 5 below:

![Figure 5. Teaching methods used with authentic texts](image)

As shown in Figure 5, reading aloud is the most popular teaching method and 11 teachers state that they use this method. Additionally, 10 teachers indicate that they use silent reading and class discussions as a way to work with these texts, while group and/or project work is used by seven teachers. One teacher has her students write their own texts.

4.4. What are the students’ attitudes about authentic texts?
Thirty-four students (92%) state that they read authentic texts in English at least occasionally, while only two (5%) admit that they never read authentic texts at all. However, figure 6 below shows the students’ answers when they were asked what kinds of authentic texts they read.

![Figure 6. The types of authentic texts read by students](image)
As seen in Figure 6, storybooks are read by one student (14%) in sixth grade, one student (20%) in fifth grade and 14 students (56%) in fourth grade. Additionally, four (57%) of the sixth graders indicate that they read texts associated with online/computer games, as do two (40%) of the fifth graders and 14 (56%) of the fourth graders. Furthermore, three (43%) of the sixth graders say that they read websites/blogs and two (8%) of the fourth graders read magazines/comics. While thirteen students (52%) in grade four, and two (29%) in grade six also state that they read other authentic texts; four (80%) fifth graders say that they do not read authentic texts at all. In a separate question, 26 students (70%) encompassing all grades indicate that they often or sometimes read authentic texts outside of school. On the other hand, seven (19%) answer that they seldom read authentic texts outside of school and four (11%) maintain that they never read them in their free time.

When asked if they think that authentic texts are difficult, 11 students (44%) in fourth grade and five students (71%) in sixth grade answered “no”. Two each in grades four (8%) and five (40%) answered “yes” and 12 students (48%) in fourth grade, three (60%) in fifth grade and one (14%) in sixth grade think that authentic texts are sometimes difficult. In line with this, the students were then asked questions regarding reading comprehension, the need for guessing and their perceived vocabulary gains when reading authentic texts. See Figure 7 below.

Figure 7. Students’ reading comprehension and vocabulary gains

Figure 7 shows that 16 of the surveyed students (45%) say that they understand most of the words in the authentic texts that they read, while 17 (47%) sometimes understand the words and three (8%) are unsure. The majority of the students also indicate that they guess a lot of words, with only 11 (31%) stating that they do not do this and three (8%) answering that they are unsure. Additionally, all of the students (96%) save one feel that they learn new English words at least sometimes when they read authentic texts and many (86%) also feel that they comprehend what they read, although three students (8%) do answer no to this question and another two (6%) are unsure. What is more, almost all of the students surveyed find authentic texts motivating, as illustrated in Table 2 below:
Table 2

<table>
<thead>
<tr>
<th>Grade</th>
<th>Very</th>
<th>A little</th>
<th>Not at all</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>15</td>
<td>9</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6th</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>14</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

A total of 32 students (86%) state that they are either very motivated or a little motivated to learn more English when they read authentic texts. As shown, only one student each in grades four (4%) and five (20%) answer that they are not motivated at all to learn more of the language, while one (20%) fifth grade student and one (14%) sixth grade student are uncertain. Despite this, textbooks continue to play an important role in all of these students’ classrooms. A combined 30 students (81%) from all three grades write that their teachers only sometimes, seldom or never use authentic texts in language teaching. Furthermore, while most acknowledge that there are several authentic English texts available both in their classrooms and in the school library, only four (11%) say that they often choose to read these texts on their own. Twelve students (32%) acknowledge that they sometimes do this and 19 (51%) admit that they seldom or never choose their own authentic texts to read at school. Figure 8 below, which summarizes the students’ responses to the question if they like learning English from a textbook, seems to support this.

![Figure 8](image.png)

**Figure 8.** Number of students who want to learn English from a textbook

Despite the fact that two students chose not to answer this question, Figure 8 clearly shows that 17 students (48%) like learning English from a textbook, while another three (9%) like it sometimes. Two reasons given are “because it is easier for me and I learn more” (grade four) and because “you can always go back in a textbook and learn more” (grade six). Additionally, some students seem to trust the accuracy of textbooks more than they do authentic texts, as the following statement indicates: “everything is right” (grade six). However, 15 students (43%) state that they do not like learning English from a textbook.

5. Discussion

This section will present a discussion of the methods used and the main findings of this study in light of background information and theories previously reviewed. In addition, the limitations of this study will be presented, as well as possibilities for additional research regarding the use of authentic texts in the EFL classroom.
5.1. Method discussion
A study using mixed methods (qualitative/quantitative) in combination with a questionnaire to both teachers and students was determined to be an appropriate method for data collection. Both open- and close-ended questions were used as a way to gain a better understanding of the use of authentic texts in the EFL classroom and the opinions about these as a teaching and learning tool. A pilot study was conducted on a number of teachers and students considered representative of the targeted respondents as a way to ensure the understandability and workability of the questionnaires. Based on feedback received from these pilot study participants, relevant adjustments were made as a final preparation before the actual data collection.

Subsequently, it was difficult to find teacher respondents and of the original 50 asked to participate, only five responses were received. The search was therefore expanded and 20 additional teachers were invited to respond. Seven of these chose to participate, bringing the total number of respondents to 12. It was then determined that this was a sufficient base to gain a better picture of the teaching methods and attitudes about authentic texts in language teaching, even though the small number of respondents limits the generalizability of the results. Student participation was somewhat better and 37 students out of a possible 110 filled-out the student questionnaire, although the majority of these students were from the fourth-grade class. Nevertheless, enough responses were received from grades five and six to enable a comparison of the results received from each grade.

5.2. Result discussion
The aim of this study has been to examine how a sample of teachers in Sweden work with authentic texts in the EFL upper elementary classroom, as well as to learn more about the attitudes and/or beliefs associated with these texts. Results have been obtained based on the following research questions and the results will be discussed with an objective to compare and contrast the teachers’ and students’ answers.

1. What do a sample of teachers say about the use of authentic texts in the Swedish upper elementary EFL classroom?
2. How do these teachers work with authentic texts in the classroom?
3. What are Swedish upper elementary students’ attitudes about the use of authentic texts in the classroom?

Regarding sociocultural theory, Lantolf (2000) writes that people use different activities and tools to adjust their environment so that it meets their own needs (p. 1). Activity theory is linked to this and driven by motivation, which in a classroom means that students usually have different motives for performing teacher-assigned tasks, motives that fit their own personal goals (Lantolf, 2000, pp. 8-12). An interesting starting point for the student questionnaire was therefore to learn why students want to learn English. Their top three reasons, in order, are for future studies/careers, to move to an English-speaking country, and to be able to read English books (see Figure 2). As Pinter (2006) points out, students around the age of fourth grade begin to see EFL as a way to achieve future goals (p. 37), and the student results seem to verify this. In comparison, the teachers surveyed think that students want to learn English in order to be able to talk to others and watch English films. Surprisingly, only five teachers mentioned future studies/careers (see Figure 3).

The teachers were asked why they think their students want to learn English and results lean strongly towards interaction and communication. For instance, one teacher mentions games
and pair/group activities while others state that their lessons focus on social activities and communication using “real” English, a teaching method similar to what Chan (2013) calls task-based language learning (TBLT), which strives to increase students’ communicative competence based on real-world language use (p. 303). This is in line with Vygotsky’s thoughts on the ZPD, where students learn through group activities and imitation of others (1978, p. 86), although in this instance, the groups that the students imitate are native English speakers living in English-speaking countries. Dörnyei and Ushioda (2013) describe their L2 Motivational Self System and the phrase possible selves as a person’s expectations, hopes and fears for their future selves (p. 80), and this theory correlates with the comments received from both the teachers and the students regarding the need to learn “real” language skills. Several students expressed that they want to learn English in order to move to an English-speaking country. In fact, one student specifically writes that “you need to learn so that you can go the U.S. and speak English”. Future plans, including a move to an English-speaking country, can thus be seen as these students’ hopes for their possible selves, where their Ideal L2 Self speaks another language, which Dörnyei and Ushioda (2013) explain is an important component of their L2 Motivational Theory (p. 86).

When asked if authentic texts motivate them to learn more English, it comes as no surprise that almost all of the students admit that they find these texts motivating to some degree (see Table 2). However, while the teachers do name student motivation as one advantage of using authentic texts in language teaching, it is not considered by them to be the most advantageous. This instead is their ability to vary their teaching methods and add a greater depth to their lessons. One such method mentioned is class discussions centered on authentic texts. Day and Ainley (2008, p. 158) and Cho et al. (2005, p. 58) point out that this method helps students develop their English by drawing on each other’s language skills and strengths, a method that can again be linked to Vygotsky’s ZPD. However, according to The Swedish School Inspectorate (Skolinspektionen, 2011) some students hesitate to answer questions or participate in class discussions in English (p. 4). This can be due to the gap between the language skills they learn outside of the classroom, where youth culture is a motivating factor, and the language skills they learn inside (Henry & Apelgren, 2008, pp. 618-619). While no clear conclusions can be drawn regarding the validity of this statement in conjunction with the students surveyed, the majority did indicate that most of the authentic texts they read are outside of school, thereby implying this gap between the English they hear and use outside of the classroom and the English they hear and use inside.

The students also infer language benefits gained through the use of authentic texts (see Figure 7). For instance, they feel that they understand most of what they read in authentic texts and can reason-out more difficult words and passages using what Gilmore (2007) calls guessing, a strategy used to gain understanding of a text based on context rather than a vocabulary list (pp. 107-109). As Lundberg (2007) states, guessing strategies are especially effective with shorter texts and pictures that promote understanding (p. 118) and in this instance, they can be a very useful strategy since many of the authentic texts that students read are those in online and computer games and usually consist of short, instructional texts or dialogues and pictures. Moreover, the students surveyed feel that they increase their English vocabulary, a benefit attributed to the natural dialogues and “real” language found in authentic texts (Seunarinesingh 2010, p. 53; Illés, 2008, p. 146; Gilmore, 2007, p. 107). Additionally, increased vocabulary leads to better communication skills and as Lundberg (2007) points out, better communication skills lead to the students’ willingness to test the language and take a greater responsibility for their own learning (p. 136). As the Council of Europe (2007) states, the students themselves need to become more aware of their own communication needs (p. 54) in order to bridge the
gap between what they know and what they need to know to reach their English language goals (Gilmore, 2007, p. 111). This opinion is also shared by a few of the surveyed teachers who emphasize that authentic texts help to facilitate their students’ understanding of the English Syllabus and why they need to learn the language.

However, despite the above advantages given by both teachers and students for using authentic texts in the EFL classroom, only three of the teachers surveyed state that they often use these in their teaching. Most say that they use authentic texts only sometimes and one teacher even admits that she seldom uses such texts. When used, storybooks are the most common, although websites, magazines and even reference material are occasionally used. The most frequent teaching method is reading aloud to the students, followed closely by having the students read silently to themselves and class discussions. Group activities and project work were also named as a teaching method, although not as frequently as the aforementioned methods (see Figure 5). What is interesting to note is that while several teachers mention that they see social activities and communicative tasks focusing on “real” English use as a motivator for their students, in reality the most commonly used method of reading storybooks aloud or having the students read them silently to themselves are reminiscent of the methods that The Agency for Education and The Swedish Schools Inspectorate criticize as being detrimental to the development of students’ communication skills in English. As these agencies point out, students are bored by lessons that largely consist of teachers talking and students listening, or individual tasks that entail little or no student interaction (Skolverket, 2006, pp. 67-68; Skolinspektionen, 2011, pp. 2-3). It should be noted, however, that the class discussions and occasional group/project work used by the teachers surveyed can be seen as a way to overcome at least some of the indicated harm caused by the lack of other group activities.

One reason for the lack of authentic texts in language teaching can possibly be attributed to the disadvantages that the teachers express in connection with these. For instance, many say that authentic texts demand extra time in planning and carrying-out lessons, an opinion also stated by Gilmore (2007, p. 112). Several authors also indicate that authentic texts are often too difficult for some students (Gilmore, 2007, p. 108; Day & Ainley, 2008, p. 172; Chan, 2013, p. 304) and the teachers questioned in this study also share this view. However, this study has shown that this opinion may not be so far off the mark, since approximately half of the students surveyed also think that authentic texts are sometimes difficult. Nevertheless, most read these texts at least occasionally and then mostly in their free time, which is interesting in itself since several students indicate that there are available authentic texts in both the classrooms and the school library. It can therefore be speculated that because the teachers seemingly show little or no interest in using authentic texts in the classroom, the students mirror this behavior and turn to textbooks and other sources for EFL-learning inside the classroom.

This can be considered especially true from the standpoint that 32 students acknowledge that they sometimes like to learn English from a textbook, which is not a surprising result considering that 30 students also indicate that their teachers only sometimes or seldom use authentic texts in language teaching. Furthermore, five of the teachers surveyed acknowledged that they use textbooks as a language-teaching method. Illés (2008) does, however, make a case for the continuing use of textbooks in EFL teaching and states that these can often help students increase their grammar and vocabulary skills, especially those that mimic real language usage (pp. 146-168), an opinion also shared by Chan (2013, pp. 303-304). However, since this author did not see the textbooks currently used in the students’
classrooms, it is impossible to speculate if these do indeed incorporate real-world language use.

5.3. Limitations
This study has aimed to examine how a sample of teachers in Sweden work with authentic texts in the EFL upper elementary classroom, as well as to learn more about the student and teacher attitudes and/or beliefs associated with these texts. Teacher participation, however, was limited, especially when considering the number of teachers that were invited to fill-out the questionnaire. This can possibly depend on a number of factors. First and foremost, many teachers that received the invitation do not currently teach EFL and therefore never actually looked at the questionnaire. Secondly, the questionnaire was written in Swedish because the target responders work in Swedish schools. However, some potential respondents indicated via return e-mail that they do not read or write Swedish and were therefore unable to fill out the questionnaire.

The third and perhaps largest problem is that the e-mail accompanying the questionnaire stated that this study focuses on the use of authentic texts in the EFL classroom and the opinions surrounding these. In hindsight, this probably discouraged some teachers from answering, especially those that seldom or never use authentic texts in language teaching. Furthermore, this inadvertently created another limitation in that all but one of the teachers that answered currently use authentic texts to some extent in their EFL teaching. Additionally, all seem to be advocates for this teaching method. It would perhaps have been better to give less information in the e-mail, thereby enabling more teacher participation from those who do not use authentic texts in language teaching. This could also have helped ensure a more balanced and realistic look at these texts from the teacher viewpoint.

Along these same lines, student participation was limited in grades five and six and even though the results are often categorized according to grade, meaningful comparisons were impossible to make. This researcher has previously visited and taught in the fourth grade classroom surveyed and this more than likely made those students more willing to be a part of this study. The students in grades five and six have no prior connection to this researcher. Additionally, the study was conducted during the same week as the Swedish National Test in grade six and this could also have played a role in these students’ willingness to participate.

A small sample of teachers and students has been used as respondents in this study and the results are solely based on the answers and opinions given by them. If other people had been chosen as respondents, totally different results may have been reached on the use of authentic texts in the EFL classroom and the attitudes surrounding these. Additionally, the conclusions drawn are based on this researcher’s understanding of the answers received. Other researchers may have come to different conclusions. Furthermore, a questionnaire was chosen as the most effective method for data collection in this study. Student and teacher interviews and/or classroom observations could also have led to different conclusions.

5.4. Further research needed
As already stated, the teachers who responded to this study can be considered advocates for the use of authentic texts in EFL classroom, thus lending a certain bias to the results obtained. It would therefore be interesting to further research this area, striving to ensure that the use of and opinions towards authentic texts are more balanced. For example, classroom observations and interviews could be a way to gain additional information on the teachers’ use of authentic texts in language teaching instead of solely relying on a questionnaire. Additionally, only a
limited area of Sweden was included in this study. Therefore, it would be interesting to expand this study to encompass the country in its entirety. It would then be possible to research if opinions towards authentic texts in EFL vary dependent upon region. Furthermore, other factors not taken into consideration here are years of teaching experience, teacher education, and the age of the teachers. These and possible other factors could provide interesting results in an expanded study. Lastly, a wider student base could also yield results enabling a more viable comparison of students’ attitudes and/or beliefs regarding authentic texts based on gender and/or school grade.

6. Conclusion
This thesis has aimed to examine the use of authentic texts in the EFL upper elementary classroom by researching what a sample of Swedish teachers say about these, how they use them in language teaching and what students’ attitudes are about these texts as a learning tool. While this is not a new concept in language teaching, it is a concept that has seldom been explored in Sweden during the last 10 years. The conclusions reached are somewhat ambiguous. The 12 teachers surveyed indicate that authentic texts are advantageous for language learning and they seem to be advocates for this method of language teaching. However, only three state that they use these with any frequency in their EFL teaching. The majority only use authentic texts occasionally and then often in the form of storybooks. As one teacher points out, while authentic texts “feel more natural and meaningful than textbooks”, another highlights that these texts demand more time on her part: “Some texts need adjustments or they need to be made easier for students and this is time-consuming for teachers”. Nevertheless, one common advantage pointed out by both the teachers and the students surveyed is that authentic texts are motivating.

Authentic texts expose students to “real” language and the cultures where English is used and, as already mentioned, both the teachers and the students involved in this study say that they find such texts motivating. Dörnyei and Ushioda (2013) have coined the L2 Motivational Self System and the phrase possible selves as a way to describe a person’s expectations for their future selves (p. 80). This theory, in conjunction with Vygotsky’s (1978) ZPD, where students are thought to learn best through collective activities with capable peers (p. 86); facilitates understanding as to why authentic texts motivate today’s students to learn English. Because the English language is an important part of Swedish society and students are literally surrounded by it daily, they strive to emulate what they see and hear. They imitate capable English-speaking peers in the form of online and computer games, films and music and in this way develop their communication skills. Additionally, many have an image of their possible selves living in an English-speaking country and as the Council of Europe (2007) points out, someone who occasionally travels abroad needs different language proficiencies than someone who lives and works in an English-speaking country (pp. 53-54). This necessitates that the students themselves become aware of their own communication needs based on their own goals with English language learning. (Council of Europe, 2007, pp. 53-54).

This study has shown that all the teachers surveyed share the opinion that students want to learn English in order to communicate. Additionally, many of the students have also indicated that they want to learn English in order to talk and chat with friends. Furthermore, they express that authentic texts help them learn new vocabulary, which Lundberg (2007) points out, leads to better communication and more willingness to use English (p. 136). Teachers have to ensure that their teaching methods provide students with opportunities to increase these communicative skills. While authentic texts and collective activities centered around them are seen as a way to do this, textbooks continue to be prioritized. This can depend on the
fact that authentic texts require extra time and effort, luxuries that many teachers cannot afford. However, these texts are considered crucial for the development of situation-driven communication skills (Gilmore, 2007, pp. 99-100), a necessity for those students whose future plans entail studies in or moving to an English-speaking country. As Lundberg (2010) points out, many Swedish students never reach the English-level needed for future studies or travel (p. 30). The materials used, teaching methods chosen and attitudes regarding language learning on both the students’ and the teachers’ part are the keys towards continued student motivation and progress in English language learning. Authentic texts are seen as one solution. As one student so succinctly says it, “English can be fun and boring. It depends on what you read” (grade five).
References


Appendix 1: Teacher questionnaire

Autentiska texter i engelskundervisningen

Jag läser min sista termin på grundläararprogrammet, årskurs 4-6, vid Högskolan Dalarna och skriver mitt andra examensarbete. Syftet med min undersökning är att få veta hur lärare i år 4-6 använder sig av autentiska texter i engelskundervisningen samt deras attityder till att använda sig av autentiska texter i sin undervisning. Frågeställningar följer och är på engelska eftersom mitt arbete skrivs på engelska:

1. What do teachers say about the use of authentic texts in the Swedish upper elementary EFL classroom?
2. How do teachers work with authentic texts in a sample of Swedish upper elementary EFL classrooms?

Autentiska texter är texter skrivna för andra syften än språkinlärning. Dessa består av bland annat skönlitteratur, serietidningar, recept, bloggs, webbsidor, on-line spel, tidningar och facklitteratur.

Deltagandet i denna undersökning är frivilligt och du kan när som helst välja att avsluta din medverkan.

Bakgrundsinformation
1. Jag är: (markera endast en oval) man/kvinna
2. Skolans namn:________
3. Hur gammal är du?_____
4. Hur länge har du arbetat som lärare?*________
6. Är du behörig att undervisa i engelska, 4-6?* (markera endast en oval) ja/nej
7. Undervisar du i engelska nu?* (markera endast en oval) ja (fortsätt till frågan 12)/nej (fortsätt till frågan 9)

Tidigare undervisning
9. Har du tidigare undervisat i engelska?* (markera endast en oval) ja/nej (fortsätt till Tack för din medverkan!)

Tidigare engelskundervisning
10. När undervisade du senast i engelska?* (markera endast en oval) för 1 år sedan (eller kortare)/för 2 år sedan/för 3 år sedan/för 4 år sedan (fortsätt till Tack för din medverkan!)
11. I vilken årskurs)er) har du tidigare undervisat i engelska?* (markera alla som gäller) åk4/åk5/åk6/övrigt

Nuvarande engelskundervisning
12. Vilka aktiviteter tror du motiverar eleverna att lära sig engelska?*________
13. Vad tror du att eleverna vill lära sig i och på engelska?* (markera alla som gäller) att kunna läsa och skriva/att kunna prata/att kunna spela online spel-datorspel/se på engelsktalande filmer/att lyssna på engelsktalande låtar/framtida studier-yrkesliv/vet ej/övrigt

Vad menas med autentiska texter?
Autentiska texter är texter skrivna för andra syften än språkinlärning. Dessa består av bland annat skönlitteratur, serietidningar, recept, bloggar, webbsidor, tidningar och facklitteratur.
14. Tror du att eleverna kan lära sig engelska genom att läsa autentiska texter?* (markera endast en oval) ja/nej/vet ej
15. Jag använder autentiska texter i engelskundervisningen.* (markera endast en oval) ofta/ibland/sällan/aldrig
16. Vilka sorts autentiska texter använder du dig av i din undervisning?* (markera alla som gäller) skönlitteratur/facklitteratur/serietidningar/tidningar/webbsidor-blogger/övrigt
17. Hur använder du autentiska texter i engelskundervisningen?* (markera alla som gäller) du läser högt för eleverna/eleverna läser själva/klassdiskussioner/grupp och projektarbete/övriga
18. Jag väljer texter efter rekommendation från bibliotekarie/andra personer.* (markera endast en oval) ofta/ibland/sällan/aldrig
19. Jag väljer texter som jag tror kommer att intressera eleverna.* (markera endast en oval) ofta/ibland/sällan/aldrig
20. Vilka fördelar finns det med användningen av autentiska texter?*_____
21. Vilka nackdelar finns det med användningen av autentiska texter?*_____
22. Vilket övrigt material använder du dig av i din engelskundervisning?*_____
23. Andra kommentarer/åsikter om autentiska texter och/eller engelskundervisning._____

Förslag till förbättring av enkäten (endast pilotstudien)
24. Ungefär hur länge tog det att besvara enkäten? (markera endast en oval) 0-5 minuter/6-10 minuter/11-15 minuter/mer än 15 minuter
25. Var frågorna lätt begripliga? (markera endast en oval) ja/nej
26. Finns det några frågor som du tycker bör inkluderas?_____
27. Finns det några frågor som du tycker bör tas bort?_____
28. Andra rekommendationer._____

Tack för din medverkan!
Appendix 2: Student questionnaire

Jag har lämnat in vårdnadshavares underskrift □

Elevenkät om engelskämnet

Jag är: □ Flicka □ Pojke □ Vill inte ange
Jag går i årskurs: _______

1. Jag tycker om engelskämnet.
   □ Ja □ Ibland □ Nej

2. Varför vill du lära dig engelska? (du får kryssa i flera val)
   □ Prata/chatta med kompisar □ Framtida studier □ Flytta till ett engelsktalande land □ Låsa engelska böcker □ Online spel/datorspel
   Andra anledningar: ____________________________________________________________
   Jag vill inte lära mig engelska □

3. Vad tycker du är bäst med engelskämnet?
   ____________________________________________________________
   ____________________________________________________________

4. Vad tycker du är sämst med engelskämnet?
   ____________________________________________________________
   ____________________________________________________________

5. Var lär du dig mest engelska?
   □ I skolan □ På fritiden □ Lika mycket i skolan som på fritiden
Autentiska texter består av berättelser, serietidningar, tidningar, webbsidor, bloggar, brev, recept, o.s.v.


Ja  Nej  Ibland

7. Jag tycker att det är svårt att läsa autentiska texter på engelska.

Ja  Nej  Ibland

8. Jag förstår de flesta engelska orden när jag läser autentiska texter.

Ja  Nej  Ibland  Vet ej


Ja  Nej  Ibland  Vet ej

10. Jag lär mig nya engelska ord när jag läser autentiska texter.

Ja  Nej  Ibland  Vet ej


Ja  Nej  Ibland  Vet ej


Mycket  Lite  Nej  Vet ej
**Autentiska texter på engelska i skolan**

13. Läraren använder autentiska texter i engelskundervisning.

- [ ] Ofta
- [ ] Ibland
- [ ] Sällan
- [ ] Aldrig

14. Vilka sorts autentiska texter använder läraren? (du får kryssa i flera val)

- [ ] Berättelser
- [ ] Serietidningar/
tidningar
- [ ] Webbsidor/
bloggar
- [ ] Andra texter

Läraren använder inte autentiska texter på engelska: [ ]

15. Finns det autentiska texter (olika exemplar) på engelska i klassrummet?

- [ ] Många (15+)
- [ ] Några (6-14)
- [ ] Få (1-5)
- [ ] Inga

16. Finns det autentiska texter (exemplar) på engelska i skolans bibliotek?

- [ ] Många (15+)
- [ ] Några (6-14)
- [ ] Få (1-5)
- [ ] Inga

17. Jag väljer egna autentiska texter att läsa på engelska.

- [ ] Ofta
- [ ] Ibland
- [ ] Sällan
- [ ] Aldrig


- [ ] Ja
- [ ] Ibland
- [ ] Nej

19. Om du har svarat *ja* eller *ibland* på frågan 18, varför tycker du om en lärobok?

___________________________________________________________________________
___________________________________________________________________________
**Autentiska texter på engelska på fritiden**

20. Jag läser autentiska texter på engelska på min fritid (hemma/på rast).

- [ ] Ofta
- [ ] Ibland
- [ ] Sällan
- [ ] Aldrig

21. Vad läser du för autentiska texter på engelska? (du får kryssa i flera val)

- [ ] Berättelser
- [ ] Serietidningar/tidningar
- [ ] Webbsidor/bloggar
- [ ] Online och datorspel
- [ ] Andra texter

Jag läser inte autentiska texter på engelska på fritiden: [ ]

22. Här får du skriva om du vill säga något annat om engelskundervisning och autentiska texter.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

**Tack för din medverkan!**
Appendix 3: Information letter to teachers

Information om undersökning angående användning av autentiska texter i engelskundervisning årskurs 4-6

Du tillfrågas härmed om deltagande i denna undersökning.

Jag heter Debra Wikström och jag läser min näst sista termin på grundlärarprogrammet, årskurs 4-6, vid Högskolan Dalarna. Som en del av utbildningen skriver jag mitt andra examensarbete som handlar om användandet av autentiska texter i engelskundervisning.

Studien syftar till att undersöka hur ett antal lärare i en svensk kommun använder sig av autentiska texter i engelskundervisning i årskurs 4-6. Frågeställningarna handlar därför om hur lärare arbetar med autentiska texter samt deras attityder till dessa i undervisningen. Eftersom det har kommit fram i en tidigare litteraturstudie att det finns få studier inom detta område utifrån ett svenskt perspektiv, är ett mål med den här studien att kunna bidra till svensk forskning. Ett annat viktigt mål är att ta del av hur erfarna lärare arbetar med engelskundervisning i klassrummet för att gynna elevernas språkinlärning.

Min valda metod för informationsinsamling till denna studie är en enkätundersökning som skickas till ett antal lärare i årskurs 4-6 under vecka sex. Alla frågor kommer att utgå ifrån förutnämnda syfte och frågeställningar. Enkäten skickas via e-post och förväntas ta ca 10 minuter att besvara.

Deltagande personer och skolor kommer att vara anonyma och endast information relevant för studien kommer att publiceras. Dessutom kommer all insamlad information raderas efter undersökningens slut. Resultaten av enkäten och intervjuerna kommer att presenteras i form av en uppsats vid Högskolan Dalarna samt publiceras online i DiVA, en samling av forskningspublikationer och studentuppsatser. Skolorna och deltagarna kommer också att få ta del av det färdiga examensarbetets resultat om så önskas.

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 forskningsstudien som beskrivs ovan.

Ytterligare upplysningar lämnas av nedanstående ansvargiga.

Student: Debra Wikström
Tel: 070-xxxxxxx
xxxxxxxxxx
000 00 Nykvarn

Handledare: Christine Cox Eriksson
Tel: 023-xxxxxx
Högskolan Dalarna
791 88 Falun

Nykvarn, 2016-02-01
Falun, 2016-02-01
Appendix 4: Letter of consent to parents/guardians

Information angående undersökning om elevers undervisning i engelska, årskurs 4-6
Du tillfrågas härmed om ditt barns deltagande i denna undersökning.

Jag heter Debra Wikström och jag läser min sista termin på grundlärarprogrammet, årskurs 4-6, vid Högskolan Dalarna. Som en del av utbildningen skriver jag mitt andra examensarbete med syftet att undersöka hur autentiska texter (ex. skönlitteratur, serietidningar, tidningar, bloggar) används i engelskundervisning i årskurs 4-6. Eftersom det har framkommit i en tidigare litteraturstudie att det finns få studier inom detta område utifrån ett svenskt perspektiv hoppas jag med den här studien att kunna bidra till svensk forskning.

För att samla ihop material vill jag låta elever i årskurs 4-6 besvara enkät om hur autentiska texter används i engelskundervisning. Jag vill dessutom veta mer om deras intresse för dessa som ett inlärningsverktyg. Eleverna kommer antingen att ingå i pilotstudien eller som en del av undersökningsgruppen. Innan eleverna svarar på enkäten kommer jag såväl att presentera min studie som att reda ut begreppet autentisk text. Eleverna är förstås välkomna att ställa frågor och dela sina funderingar under min genomgång. Enkäten kommer att ta ungefär 20 minuter att genomföra.

Deltagande elever kommer att vara anonyma och endast information relevant för studien kommer att publiceras. Dessutom kommer all insamlad information raderas efter undersökningens slut. Resultaten av enkäten och intervjuerna kommer att presenteras i form av en uppsats vid Högskolan Dalarna samt publiceras online i DiVA, en samling av forskningspublikationer och studentuppsatser. Skolan kommer också att få ta del av det färdiga examensarbetets resultat.

Deltagandet i undersökningen är helt frivilligt. Du eller ditt barn kan när som helst avbryta deltagandet utan närmare motivering. Undervisningen i skolan förblir densamma vare sig ditt barn medverkat i studien eller inte.

Ytterligare upplysningar lämnas av nedanstående ansvariga. Tack på förhand!

Student: Debra Wikström
h12debwi@du.se
Tel: 070-xxxxxxxx
xxxxxxxxxxxx
000 00 Nykvarn

Handledare: Christine Cox Eriksson
cce@du.se
Tel: 023-xxxxxx
Högskolan Dalarna
791 88 Falun

Nykvarn, 2016-02-01
Falun, 2016-02-01

Jag godkänner mitt barns deltagande i forskningsstudien som beskrivs ovan:

Elev:

Underskrift, vårdnadshavare

Ort, datum