ICT in English language teaching
A case study of Swedish lower and upper secondary teachers’
and students’ attitudes and experiences

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ABSTRACT

The aim of the thesis is to investigate what attitudes teachers and students at two Swedish secondary schools have towards using ICT in English language teaching. The material for the study has been collected through four teacher interviews and 81 student questionnaires. The results of the present thesis reveal that the teachers and students concerned are generally positive to using ICT in English language teaching, but they see both negative and positive aspects. The students think that they learn English in their spare time activities using the computer and that there can be positive outcomes from integrating these in teaching. The teachers seem to agree with this, but the results indicate that their views of ICT do not correspond with their uses of it. It is clear that the students think that ICT is helpful to them and whether or not it helps them learn, it definitely has a motivating effect.

Keywords: ICT, English language learning, English language teaching.
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APPENDICES
1 INTRODUCTION

Modern society constantly changes, as technology develops. As society evolves, both professional areas and school system undergo changes as well. In the Swedish curriculum for upper secondary school, it is stated that it is every school’s responsibility to make sure that each individual student knows how to use modern technology as a tool in their search for knowledge, communication, creativity and learning (Skolverket [www], 2011b). Information and communication technology (henceforth ICT), permeates society and it should therefore also be included in education. In addition, it is also stated that since all professions change in relation to technological development, it is necessary for teachers to understand the importance of personal development in their professional areas (Skolverket [www], 2011b).

A recent report based on an inspection made by the Swedish Schools Inspectorate reveals that although numerous schools have invested in ICT equipment, only a few schools incorporated it in the education the way it was intended (Skolinspektionen [www], 2012). Therefore, the present study aims to investigate if and how four teachers in secondary school in Sweden implement ICT in their teaching of the English language.

The Swedish syllabus for English advocates communicative language teaching, which is facilitated by the use of ICT. One of the greatest changes in Internet communication technology during recent years is that social communities have increased dramatically and communication via email has decreased. Students engage in these activities outside of school and develop skills through these, skills which teachers should make good use of (Green, 2012:95). It is therefore in the interest of the present study to investigate students’ attitudes to and use of ICT in and outside of school.

1.2 Aim, scope and research questions

The aim of the present study is to investigate how teachers and students in lower and upper secondary school experience the use of ICT in English language teaching. The specific research questions are:

- What are English language teachers’ views on and experiences of ICT the Internet in their teaching?
- What are the students’ views on and experiences of using ICT and the Internet in English language teaching?
- What pros and cons do teachers and students see in using ICT and the Internet in English language teaching and learning?

The present study is restricted to four English language teachers in one lower secondary school and one upper secondary school and 81 students from three different classes and programs in upper secondary school. It is a case study which presents the personal opinions and experiences of the participants and is therefore not representative for all English language teachers or students.

2 BACKGROUND

This section presents material about ICT and learning from books, views of ICT in the syllabus and the curriculum, and previous research from web articles accessed through One Search.

2.1 ICT

ICT is a wide concept. Estling Vannestål (2009:12) defines ICT as an extension of the notion of IT – information technology. As computers and other technical devices have developed, so have their uses. Today, technology is used for communication, rather than sending and receiving information, which is why communication was added to the notion of IT. This way, the ICT concept does not only include computers, but other technical devices used for communication as well. However, today ICT and IT are used with more or less the same meaning (ibid, 2009:12).

2.2 Syllabi and curricula

The syllabus for English in the Swedish upper secondary school provides a communicative approach towards language learning and mentions a number of learning objects which refer to communication skills (Skolverket [www], 2011a). A decentralized syllabus as the Swedish one, states the elements which should be taught, but not how or in what way. However, the syllabus for English does state that the pupils should be given the opportunity to communicate, interact and produce language, both with and without the help from different aids and media. In addition, it is mentioned that the teaching of English should use the entire world as recourse for contacts and information as well as an arena of information (Skolverket [www], 2011a). Moreover, the Swedish curriculum for upper secondary school states that it is the responsibility of
every school to enable each individual student to use not only books and library resources, but also modern technology as tools in the search for information, communication, creativity and learning (Skolverket [www], 2011b).

2.3 ICT and learning

As stated above, society constantly changes and develops. Alongside this, school as an institution also changes. However, Säljö (2008:18) declares that through the years, the view of knowledge and learning has not changed to a great extent within the institution. Memorization and mechanical learning are techniques that clearly have dominated the school, and to be able to repeat information has been the focus of the teaching (ibid, 2008:18).

Säljö mentions the term *artifacts*. An artifact is an artificial object created with specific properties for a certain purpose. They are designed from previous knowledge and experience to help and assist in a specific way, which means that the artifacts store this knowledge and these experiences (ibid, 2008:14). Almost everything surrounding us in our everyday lives is defined as artifacts, the fork we eat with, the chair we sit on and the pen with which we write. Säljö (2008:15) emphasizes that the concept of artifacts is important when discussing teaching and learning, due to the fact that there is always a material feature involved when acquiring knowledge. The mastery of the used artifact is a central aspect of learning new knowledge as well as performing a task or engaging in an activity. The institution of school contains numerous artifacts used as tools to help acquire knowledge. At the same time, as mentioned earlier, to be able to repeat memorized information on a test without the help of external tools has been the focus of the school even in modern times (ibid, 2008:19). This view of knowledge does not cohere with today’s society and the increasing use of technical devices, where information is just a second away. Säljö (2008:19) states that knowledge is more than the information stored in our minds at one specific moment; it includes social, cognitive and manual skills, and one aspect is the mastery of artifacts.

Svensson (2008:9) states that ICT and language education are closely related and that the modern use of ICT has an obvious position in the teaching of languages. Information and communication technology does not only work as an important tool for learning; it is a part of our daily lives and culture. It is therefore a teacher’s right as well
as obligation to explore the possibilities of technology and what it can provide for teaching (Svensson, 2008:9).

2.4 ICT and language education

Technical devices available in today’s society provide an almost unlimited world of possibilities. In school, the subject of English is perhaps especially benefited by it, as the Internet is an inexhaustible source of material written in English. Sources like online newspapers and television channels from all over the world provide authentic up-to-date material (Estling Vannestål, 2009:17). According to Svensson (2008:24), there are many reasons for using ICT in language teaching. As mentioned previously, the Swedish syllabus for English focuses on communicative skills and Svensson (2008:24) states that technology itself enables communication. ICT provides great possibilities of communication beyond the walls of the classroom. It is likely that the communication of the future will be accomplished through computers or other technical devices, which is why it is important that these new, modern ways of communicating are included in language education. To have communicative competence in modern society includes knowledge about computers and their virtual worlds as well (ibid, 2008:24). Svensson (2008:24) also mentions that ICT is useful in language education because of the vast flow of information available online. This is useful in language education in order to receive information about countries where the specific language is spoken. The Internet contains updated information which is mainly positive, but it requires the ability to evaluate that information found and its sources (ibid, 2008:24).

Svensson (2008:49) states that there are different ways of implementing ICT in teaching; ICT as an automaton, as a tool, as an arena and as a medium. ICT as an automaton can be seen as a “teaching machine”, which in some ways takes the place of the teacher when drilling the students into learning (ibid, 2008:51). This is for example different grammar- or spelling programs which the students can engage in without the help of the teacher. ICT as a tool is described as objects which help the students to be active in the teaching instead of passive receivers of knowledge and in language education, computers and other technical devices have many functions (Svensson, 2008:53). For example, when searching for information or using an online dictionary, the students use the computer as a tool. The third way of implementing ICT in teaching is looking at it as an arena. Computers and the Internet has become a natural part of our
lives and to some extent we even live our lives through virtual worlds (ibid, 2008:54). When ICT is implemented as an arena, the teaching situation is moved to another environment, the digital arena, where the students can communicate and interact with each other, their teacher and other people. The fourth way of implementing ICT in teaching is using it as a medium. According to Svensson (2008:56) an example of this is posting information or assignments to an online platform.

ICT and Internet activities are part of contemporary culture, especially among youths, and Svensson (2008:26) emphasizes that since so many of the students in schools spend a large amount of time engaging in these activities, it is of value to use them in their education as well. Estling Vannestål (2009:19) also mentions the fact that many students use computers and other technical devices for spare time activities and that the implementation of ICT in teaching is a way of connecting with the students. It is emphasized that there is no research indicating that there is a direct relationship between the use of ICT and language acquisition, meaning that the students learn more or faster from using computers (ibid, 2009:19). However, there is research which confirms that motivation is crucial for learning. Variation in teaching is important to help all students stay motivated and ICT and the Internet are very helpful tools in varying the teaching (ibid, 2009:19). Lundahl (2012:46) states that it is obvious that students acquire English both within school and outside of it. The types of language acquired during the students’ spare time and in school are somewhat different, but their functions complement each other. However, the way in which the students come in contact with and learn English during their spare time is to a great extent an unutilized resource (ibid, 2012:46). Lundahl (2012:71) implies that the use of ICT and the Internet are primarily considered a spare time activity, but that the line between spare time activities and school activities is fading, due to the increased use of ICT in schools. Digital technology is everywhere in today’s society and it affects teaching and learning whether we want it to or not (ibid, 2012:71).

Estling Vannestål (2009:19) states that alongside the benefits of using computers and the Internet in teaching, there are circumstances which disable the effective use of ICT as well. The access to equipment is a common obstacle for schools which complicates the use of ICT in teaching. Also, there is often a lack of technical support which places extra responsibility on the teachers to solve possible problems (Estling Vannestål, 2009:19). Other problems with the increased use of ICT in teaching are the teachers’
and also the students’ previous knowledge about computers and the Internet. When the teachers lack experience, a related problem is often the time aspect; it takes time to find and prepare material. It is often presumed that all students are skilled within the area of digital aids, but Estling Vannestål (2009:20) states that although this is often the case, it is important to keep in mind that not all students are equally experienced. Research made by Estling Vannestål (2009:22) shows that the access to equipment and the teachers’ attitudes are the greatest obstructions for the implementation of ICT as a natural element in language teaching. Green (2012:94) agrees that the implementation of ICT is challenging for teachers. The challenge lies in the secondary knowledge required for the use of computers and other technical devices. Green (2012:94) states that a teacher cannot ask the students to use web sources which neither the teacher nor the students have used before.

2.5 Previous research

Although there are numerous reasons for implementing ICT in language education, Al-Khatib (2009:2) claims that critical voices have implied that the use of ICT does not fulfill its aspiration of changing learning from a teacher guided process to a process where the students are active in the teaching. Although the implementation of ICT aims to involve the students in the teaching, the instructional approach connected to it alienates the students from the teaching process (ibid, 2009:2). However, Al-Khatib (2009:5) states in his research that although the implementation of ICT is limited by traditional approaches towards teaching, where the students are merely passive receivers of knowledge, this does not necessarily have to be the case. According to Al-Khatib (2009:5), the full potential support of ICT is enabled through a shift in pedagogic orientation, where the learning environment and strategies enable the students to be more active and take part in the learning process, to fully take advantage of the tools provided by ICT and the Internet. Al-Khatib’s research (2009:5) shows that the students need to be engaged in authentic and interesting contexts to be activated in the learning process, which can be made through project-based learning using ICT. Thus, the full potential of ICT implementation in education is not enabled through the teachers’ instructions via technical aids, but through students’ use of the resources catered by ICT.
Zepp (2005:5) states that discussions which concern technology in teaching often are matters of “either or”; either technology or teachers. The research discusses whether technology could replace teachers in the future or not, but Zepp (2005:5) stresses that the question should rather be in what ways teachers can use technology’s advantages to its full potential. The study shows that the respondents partaking, who all have a Master’s or Bachelor’s degree in education, lack understanding of what ICT can be helpful for in teaching. Zepp (2005:5) states that there are numerous benefits with integrating technology with the human properties of the teacher, and that to make all teachers or future teachers aware of these aspects they need to be stressed already in teacher training programs.

Research made by Young (2003:11) about teachers’ and students’ perceptions of the use of ICT and the Internet in English as a second language (henceforth ESL) education found that most students find it motivating to use ICT and the Internet. The students in the study consider the use of ICT and the Internet to provide a less stressful learning environment. The study also reveals that the students feel less pressure when they express themselves online instead of in real life due to the fact that potential mistakes can be made anonymously (Young, 2003:11). Young (2003:12) states that anonymity can help the students to communicate freely without being held back by the fear of making mistakes and relates it to the notion of communicative competence, coined by sociolinguist Dell Hymes, where the emphasis is on the actual communication rather than grammatical accuracy.

According to Young (2003:12), the increased motivation and decreased stress the students feel by using ICT and the Internet in their ESL education can transform learning from a passive process to an active one for the students. Although the study reveals that ICT and the Internet enable communication for the students, Young (2003:13) states that ICT and the Internet alone cannot improve the students’ language proficiency, rather it is a useful tool in the process, which Zepp (2005) and Al-Khatib (2009) agree with. Young (2003:14) states that the use of ICT and the Internet is an interesting way of varying language teaching, but it is not fundamental. It is also claimed that communication is indeed an important part of ESL learning, but the essential parts when acquiring a language are listening, reading, writing and speaking (Young, 2003:14). However, this contradicts the approach of the Swedish syllabus for English which promotes the development of the ability to communicate as the primary
purpose of language education. Furthermore, it is stated that this ability includes the four skills mentioned (Skolverket [www], 2011).

3 MATERIAL AND METHOD

This section presents the material and method used in the thesis. The participants of the study are presented and the method with which the study was conducted is described. The section also includes a description of problems and limitations of the thesis.

3.1 Material

The material for the present study is based on interviews with four English language teachers, working in one lower secondary school and one upper secondary school. All teachers are given fictive names. James is a 29 year old male working in school 1 and he has been working as a teacher of English for five years. Anne is a 35 year old female working in school 1 and she has been working as a teacher of English for seven years. Kate is a 44 year old female working in school 1 and she has been working as a teacher of English for 10 years. They all work at the same upper secondary school. Adam is a 35 year old male working in school 2 and he has been working as a teacher of English for 10 years. Adam works at a lower secondary school. In addition to the interviews, questionnaires were handed out to three of the teachers’ classes. Class A is a first year natural sciences class with 27 students, where 15 of them are girls and 12 of them are boys. Class B is a second year technology program class with 27 students, where four of them are girls and 23 of them are boys. Class C is a first year electricity program class with 27 students, all boys.

3.2 Method

Sixteen upper secondary English teachers in the area were contacted and asked via email to participate in the study. Five teachers replied and three of them chose to participate. As the participation number was low, a decision was made to contact teachers at lower secondary schools as well. Ten teachers at two different schools, which the author had previous contact with during teacher practice periods placed at the particular schools, were contacted. Out of three replies, one teacher agreed to be interviewed for the study.

The interviews made for the study consisted of open questions (see Appendix 1), where the purpose was to investigate the respondents’ approaches towards the
involvement of ICT and social media in English language teaching. It was assumed that all teachers approach the matter differently, which is why it was important to give the teachers a chance to present their personal experiences and opinions. Open questions also give the chance to ask follow-up questions, which is why a semi-structured interview method was used. The interview questions were asked in the teachers’ mother tongue, Swedish, to enable them to answer freely and thoroughly. The interview questions were asked in the same order during all four interviews, but the follow-up questions were different in each interview, depending on the teachers’ answers. All interviews were carried out individually in the teachers’ workplaces and recorded with a mobile phone. The answers were then transcribed and translated into English.

As the study involves students’ experiences as well, a questionnaire was constructed and handed out to three of the teachers’ classes. The questionnaire was written in Swedish, to avoid the students misunderstanding the questions (see Appendix 2). Adam was only teaching a grade 6 class and the decision was made not to hand out the questionnaire to his class. Both teachers and students were guaranteed anonymity in the study, which is why the teachers are given fictive names. The students were assured in advance that there was no obligation to answer the questionnaire and that they would be completely anonymous, and all students who were asked answered the questionnaire. The questionnaire was answered by the students by hand in paper format. After the material was analyzed, there was a reflection about the students’ answer to one question and three students agreed to answer two follow-up questions. The students answered the questions individually to give each of the students the chance to answer them independently without influence from other students. The questions were asked and answered in Swedish.

An alternative method of how the present study could have been carried out, would have been to interview a sample of students as well, instead of handing out questionnaires to them. That way, the students’ thoughts and opinions would have been given a more central role in the results and they could have been analyzed more deeply.

3.3 Problems and limitations

Before the interviews were conducted, the author presumed that the teachers in some way had worked with the said questions, which may have caused some of the questions to be somewhat leading. There is no guarantee that the results are completely valid,
since the teachers who were interviewed may have given false answers. However, some of the answers are self-critical and do not always show an “ultimate way of working”, which can be an indicator that the teachers were honest during the interviews. Also, the result of the questionnaires relies on the students’ answers without actually knowing whether they were honest or not. The margin of error in the results of the questionnaire also needs to be considered, but since the present study is a case study of only four teachers and 81 students and does not present any generalized conclusions, the author decided to disregard the notion.

The study is based on two schools in the same municipality, which means that it is not representative for either an entire country or another specific area, but is simply a study of the involved teachers’ and students’ experiences. The study is restricted to four teachers without much variation in age which disables a comparison between different generations of teachers. Although this is not the main focus, the study might have benefited from a discussion of such kind. The questions in both the interviews and the questionnaire were asked in the respondents’ mother tongue, Swedish, to avoid the students misunderstanding the questionnaire and to give the teachers a chance to answer freely without being held back by possible deficiencies in the English language. The answers have therefore been translated into English, which means that the results section does not present the teachers’ actual words.

4 RESULTS

This section aims to present the results of the teacher interviews and the student questionnaire. The answers are translated from Swedish to English.

4.1 Teacher interviews

In this subsection, the teachers’ answers are presented. The interview questions fall under two categories and are presented in two sections. The answers are not presented word by word; instead they are summarized and rephrased, and quotes are used to highlight some of the teachers’ most important views and opinions.

4.1.1 Uses of ICT

The first category of questions concerns the teachers’ use of ICT. They answer questions concerning if, how, when and to what extent they use ICT in their English language teaching.
All four teachers answer that they use ICT in some way when teaching English; either they or their students. A number of activities are mentioned; e.g. online grammar exercises, listening comprehensions, Internet forums for communication, PowerPoint presentations and videos. What the teachers use ICT specifically for is presented further along in the result section. James, Anne and Kate all answer that they use ICT and the Internet in their teaching to a great extent, while Adam answers that he does not use it as much as he would like to. He tries to use it as much as possible, because there is so much that you can do to vary the teaching, but they do not have access to that many computers or other ICT equipment devices at his school. Some weeks he uses it every lesson and some weeks he does not use it at all. However, Adam says that there are teachers at his school who work with ICT in other subjects and that he is inspired by them, but that he does not know enough about the area to be able to use it sufficiently. Since they have not had any training in how to use ICT equipment, Adam is under the impression that it is up to each individual teacher to use their previous knowledge of ICT. Anne says that her school has invested in the area of ICT and all students and teachers have been given a computer. She sees the computer as a supplement to the white board and she uses ICT almost all the time in some way. Anne says that although she uses it 90% of the time, she thinks that teachers should be careful of using it too much.

The computer is a good complement to standard teaching, but I don’t think that you should or can replace it completely. I think that the reason teachers become teachers, is the personal contact with the students… [My translation] (Anne)

James also thinks that he uses ICT just about enough in his teaching; not too often and not too seldom. He tries to include the computer as a natural component when teaching English, especially since the students at the school all have computers. Although he is satisfied with the quantity of the ICT use, he thinks that he needs to develop and vary the way he uses it.

There are still things that I would like to develop. There are so many possibilities now that the students have computers. It is not the quantity, because I think that we use it enough, but I aspire to always vary my teaching. [My translation] (James)
Kate agrees with James, and says that she would like to expand the way she includes ICT in her teaching. She also uses the computer or some other technical device almost every lesson, but she feels that it needs to develop all the time or it will, just like all other teaching components, become boring. All the teachers use ICT in their teaching, but for what purposes and during which circumstances differ to some extent. Adam says that during his lessons it is mostly he as a teacher who uses technical devices. Mostly, he uses the stationary computer in the classroom and shows videos, slideshows or presents exercises via the projector. When the students work on their individual writing tasks, such as shorter essays, they use computers to search the Internet for information and to transcribe their handwritten texts. The students also use the computers for authentic listening exercises online.

I know I could use it more and I think that it is a good way for the students to learn, but it requires material and we are somewhat limited at this school. [My translation] (Adam)

Anne says that she uses ICT mostly as a means for exchanging information with her students and for presentations. She uses Facebook as a forum for the students to collect and post assignments. Since the students were given computers, Anne tries to let them use them in all areas in her teaching. She thinks that since the school has invested in them, the students should use them for other purposes than just writing and searching for information. Just like Anne, James uses Facebook as a platform for information, informal discussions and feedback for assignments. In addition, he uses Facebook as well as Twitter as a part of the actual teaching, where the students post contributions to written argumentative discussions for example. James says that the only area where he does not use ICT at all is oral interaction. Kate explains that she has many thoughts about using digital aids in her teaching. Mostly, she uses ICT to show films and for different projects where the students search for information, write or record themselves and present the results for Kate and the rest of the class. However, she feels that there is more to the concept of ICT than she makes use of at the moment.

I have so many ideas about how to use digital aids and it is nothing new to me, but I realize that I haven’t come very far. For example, I don’t use YouTube or blogs or share documents via Google Drive, which I know that some of the teachers at this school do. But I think about it and I want to form this kind of teaching. [My translation] (Kate)
When answering the question about how they communicate with their students, three of the four teachers say that they use ICT and the Internet. Adam says that he does not communicate with his students via the Internet, but he has plans on using Facebook because all students already use it. He also says that communication through email is mostly done with the students’ parents. Anne says that she communicates with the students online on a daily basis, both via Facebook and email.

My experience is that students forget what I tell them during the lessons; they need reminders. Facebook is good because it is easy for me to post information and just as easy for them to receive it, since they are online almost all the time. [My translation] Anne

James also says that he uses Facebook to communicate with his students, while Kate says the she does not. She mentions that communication via email is not very efficient, because the students do not read their emails often enough and that using Facebook is convenient for the students, but not for her since she does not use it in her private life.

4.1.2 Views of ICT

The second category of questions concerns the teachers’ view of ICT. They were asked what pros and cons they have experienced while using ICT in their teaching, their students’ attitudes, the access to technical aids and in what ways the use of ICT affects their teaching.

All of the four teachers mention that they have experienced both positive and negative sides in using ICT in their teaching. The teachers agree that one of the positive sides is that almost all students are used to using computers and the Internet which makes it a natural way of learning for them. All four teachers also say that using computers and other ICT devices prepares the students for living and working in the modern society as well as for studies at university level. Anne says that today’s students are online and available almost all the time and they learn English through this in their spare time. Therefore they recognize it when they use it in school as well. Anne also says that using ICT and the Internet saves time when she assesses the students and gives them feedback, due to the fact that it is hard to find time for actual, physical contact with each individual student. James also mentions fast communication as a positive side of using ICT in his teaching.
The speed with which I can communicate with my students is unbeatable. If I post something on our forum tonight, everyone will know it by tomorrow morning. [My translation] (James)

James and Kate both say that they use Internet forums to communicate with their students and as a place for them to post assignments, and that one of the pros of this is that all students can have access to the material and receive all information even if they have missed lessons. Kate sees this as something that forces the students to take responsibility for their own studies and that it is up to them to find information on the forums. In addition, Kate says that the Internet is a quickly available and unlimited source of information.

If I have 31 dictionaries for my class, the information is limited to those 31 books. The Internet is not a bookshelf with 31 books; we can access the entire world just by pressing a button. That is both convenient and time saving. [My translation] (Kate)

When discussing the negative aspects of using ICT when teaching, Adam says that he only sees one problem; the technical equipment. If the computers do not work properly, it takes time from his lesson plan. Otherwise, Adam does not see any disadvantages in using ICT, except that its use needs to be varied just like any other way of teaching. While Kate thinks that the students learn to be responsible by finding the information they need on Internet forums, Anne feels the opposite. She says that the students expect everything to always be available online and that it is up to the teachers to post it, which can be stressful.

The students are spoiled with information. They are so used to being served with everything and they do not take any initiatives of finding out anything for themselves. They take everything for granted and their own responsibility is somewhat lost. It is stressful for me, if I have not had the time to post it. [My translation] (Anne)

James thinks that, besides the fact that the students sometimes have a hard time focusing on the actual task, the interaction between the students is lost, because there is so much focus on using ICT. James also mentions that how well the students are able to use the computer is automatically included in every subject, although it is not a part of any subject per se.
All students know how to use a computer but there are differences in how experienced they are and it becomes yet another competence that is rewarded by the school. [My translation] (James)

Kate says that the constant flow of information available on the Internet makes it difficult for the students to find what is reliable and what is not. However, she also presents this as a positive aspect when she says that it is excellent practice for the students to critically scrutinize the sources they find online. When the teachers are asked what they think their students’ attitudes are towards using ICT in teaching, they are unanimous; they all say that the students think it is a good and fun way to learn. Anne says that her impression is that the students find learning English easier and more fun when ICT is involved.

I think that it has to do with the students already being familiar with the medium. They use computers so much in their spare time and suddenly it is fun to do it in school too. You could say that the students actually fool themselves into enjoying learning. [My translation] (Anne)

Out of the four teachers, Kate is the only one who says that she has experienced negative attitudes amongst the students towards working with ICT during class. She says that she has noticed that some students think that they use the computers too much and that it is tiring for them. Anne also mentions that her students are more tired since the computers were handed out to them, due to the fact that they sit in front of the computer screens so many hours every day. However, she does not say that her students are against the use of ICT or that they think it is used too much, and she has not heard the students themselves say that they are more tired now than before when they did not have their own computers.

I feel that all teachers try to use the computers as much as possible and when my students have been sitting in front of their computers since eight o’clock in the morning, I notice that they are tired when my lesson starts at three o’clock in the afternoon. [My translation] (Anne)

The teachers agree that the access to technical aids is decisive for how and to what extent ICT is used in teaching. James and Anne both think that they have enough access
to ICT equipment and see no limitations in the area. Adam says that at his school there are enough computers for two classes at a time, which makes it difficult for him to use ICT as much as he would like to. If he plans a longer project involving the computers he needs to reserve the computers for several lessons, which restrict the other teachers’ possibilities of using them during that time. Kate says that she has enough access to equipment, but that they have not had enough training in how to use it. She feels there is a lack of support from the school management and that the teachers are expected to learn by themselves, which takes time. All teachers agree that the use of ICT helps them develop their teaching. Both Adam and James mention that using computers and especially the Internet makes the teaching of English more authentic and related to the outside world. Adam also says that using ICT in the teaching does not only affect his students; it also makes him as a teacher more enthusiastic because the unlimited source of material varies his teaching. Anne agrees and says that it is important to keep up with the development of the digital aids. She says that you cannot change the entire method of teaching all at once and that learning one thing at a time is the best way of developing teaching. Kate on the other hand says that the investment in ICT in schools has changed her entire way of teaching. She says that the Internet has created a window to the world and the access to ICT has changed our view of knowledge, which makes it important for teachers to keep up with the development. Therefore she feels that ICT and the Internet is an essential part of teaching in modern society. James concludes the question by stating that today it is not a question if teachers should use ICT, but how.

4.2 Student questionnaires

This section presents the results of the student questionnaires. The questions (see Appendix 2) are presented in three subcategories.

4.2.1 Uses of ICT

The first category presents the questions concerning the students’ use of ICT, in school and during their spare time. Out of the 81 students responding to the questionnaire, 80 students answered that they use computers or other types of technology most of the time or always during their English language lessons, while only one student replies that it happens but not very often. Figure 1 shows the result for the question.
Figure 1. Results for the question “Does your teacher use computers or other types of technology as aids in English language teaching?”

The answers to the questionnaire show that the students feel that ICT in the classroom is primarily used for the exchange of information between the students and the teacher; for posting assignments and receiving feedback; and for information searching for the students’ projects.

71 students answered that they use some type of ICT equipment more than three hours per day during their spare time, and 10 students say that they use it one to three hours per day or less. The result for the question is presented in Figure 2.

Figure 2. Results for the question “Do you use computers or other types of technology during your spare time?”

The result for the question concerning which activities the students use technology for in their spare time shows that they use it mostly for communities as Facebook, watching videos and/or films and listening to music, but to a great extent also for school work. When asked during which of these activities they use the English language the students state that most of them use it when watching videos and/or films, for listening to music
and playing games. A majority of the students also answered that they use English when visiting Facebook or other communities. This result shows that the students are under the impression that they use English to a greater extent when engaging in these activities than when doing their homework in the subject of English.

4.2.2 Views of ICT

When asked about the amount of time the ICT equipment is used during the English language lessons, by the students themselves or by the teacher, 68 students reply that they think that it is used a reasonable amount of time. 10 students think that their teacher uses too much ICT, while three students answer that they would like to use computers or other types of technology more.

Figure 3. Results for the question “What do you think about the amount of time you use the computer or other types of technology in English class?”

One of the students who thinks that ICT is used too much during the English language lessons says that some students have a hard time focusing when the computers are used, which disturbs the other students. Some of the students give examples of what they would like to use ICT for more during their English language lessons. Two students mention watching films without Swedish subtitles for the opportunity of listening to authentic English, and one student says that it would be good to do more grammar exercises during the lessons, because grammar is so difficult. One student wants to have the opportunity to attend lessons via video conference calls if he or she for some reason cannot attend the lesson in person.
4.2.3 Learning English through ICT

Out of the 81 students answering the questionnaire, 22 students are under the impression that the use of ICT is helpful to them all the time in the English language teaching. While the majority, 56 students of the respondents, think that ICT is helpful most of the time, only 3 students say that it is helpful to them very rarely or not at all.

![Figure 4](image)

**Figure 4. Results for the question “Do you think that it is helpful to use the computer in English class?”**

One of the most commonly mentioned ICT activities in which the students engage during their spare time is watching films and videos. 73 out of the 81 students who answered the questionnaire say that they use English when they watch film and videos outside of school. This activity is the most commonly mentioned one through which the students think they learn English as well; 72 students consider developing their language skills when watching videos during their spare time. Other frequently mentioned activities are computer and/or video games and when reading or listening to news online. 38 of the students concerned feel that they learn English by doing homework, while 51 students think that they learn English through listening to music. Three students answer two follow-up questions regarding this result; how do they learn English by listening to music and do they use it during their English lessons? The first student says that music helps her widen her vocabulary, due to new words in the lyrics which she has never heard before. She says that even if she does not know the exact meaning of the words, she can guess what they mean by the context of the song. The other two students also mention vocabulary and context; they say that they learn how to use words correctly in a sentence. In addition, the third student says that by listening to
music with English lyrics, he improves his pronunciation of words. All three students say that they have used music during the English lessons and they all think that it is a very effective way of improving their English proficiency, especially vocabulary.

5 DISCUSSION

In this section, the results of the study are discussed in comparison to the previous studies presented in Section 2. The results are discussed under the same subheadings which are found in Section 4.

5.1 Uses of ICT

Both the curriculum and the syllabus for English in Swedish schools have an evident setting regarding the use of ICT and the Internet in teaching. Although it is not stated in what ways ICT should be implemented in the education, it is emphasized that it should be included and that it is the schools’ and the teachers’ responsibility to give students the opportunity to learn about ICT, as well as through ICT. All the teachers partaking in the present study are under the impression that computers and other technical devices are important and they use it in one way or another when teaching English.

Although the four teachers use ICT somewhat differently, the use of computers is more or less a natural component of their teaching. For example, Anne thinks that ICT is a supplement to the whiteboard and James says that computers are aids in teaching just like books are. These statements are well in line with what Säljö (2008:14) mentions about artifacts used in school; that they are tools to help us when learning and that artifacts are always involved in the acquisition of knowledge. Säljö’s (2008:14) statement that the development of technical aids and their increased use diverge from the view of knowledge in schools is also in accordance with what the teachers say about using ICT in the language teaching. For instance, both James and Kate mention that they think that there is more to the concept of ICT than they have explored and made use of. Furthermore, three of the four teachers say that they are satisfied with the amount of time they use ICT in their English teaching but they all think that they could develop the use of it. The quantity of usage is not important compared to the quality of usage, and from this a conclusion can be drawn that they agree with Al-Khatib’s (2009:2) statement, that the use of computers does not automatically help provide a helpful learning environment.
It is obvious that the equipment available or the lack thereof is decisive for how the teaching is designed and for what attitude the teacher will adopt. Estling Vannestål (2009:19) mentions the access to technical equipment as a possible obstacle for teachers when trying to implement ICT in education. The teachers partaking in this study have different access to technical aids at their respective schools and as a natural consequence they use it differently. Adam feels limited while the other three teachers work at a school where all students and teachers have been provided with a computer each which simplifies the use of ICT.

The results of the study show that the teachers at school 1 mostly use computers and other ICT equipment for handing out information to their students, either in the classroom via presentations or online for the students to find. Adam at school 2 also uses ICT mostly for presenting new exercises to the students and to some extent for the students to work with the exercises. Also, the results of the questionnaire answered by the students reveal that they use their computers most of the time during English lessons and that they are mostly used for finding information from the teacher, posting assignments and receiving feedback. Although using ICT in teaching is very much in line with modern society’s development, this is still a traditional way of teaching. As stated by Al-Khatib (2009:5) the full potential of ICT is explored when the students are engaged in activities, such as project-based learning, using technical devises and the Internet, not by the teachers handing out information via the technical aids. However, all the teachers seem to agree with such a statement, as they all say that they want to and try to develop their own and their students’ use of ICT. Kate is the only one who uses project-based teaching, but the other teachers say for example that they think that ICT should be used for other purposes than just instructions, writing and searching for information. Although the teachers seem to want to expand their use of ICT in teaching, the results show that they mostly use it as an automaton, a tool or as a medium (Svensson, 2008:52).

The time the students partaking in the study spend in front of their computers is spent mostly using communities, such as Facebook, and the majority of the students use English during these activities. As mentioned in Section 2, both Green (2012:95) and Svensson (2008:26) claim that since most youths spend a large amount of time on online activities where they use and practice their English, it is of great importance to include these activities in education in general, perhaps English language teaching in
particular. The four teachers included in the study are aware that their students engage in these activities during their spare time and they all mention that it is a useful tool to use in their teaching as well, since their students are already familiar with the area, which is also mentioned by Estling Vannestål (2009:19). Both James and Anne use Facebook as a forum for communication with their students, while Adam has plans of using it in the near future. Kate on the other hand is determined that she does not want to use Facebook or any other online community in her teaching and the reason is that she does not use it in her private life. According to Green (2012:94), the secondary knowledge which both teachers and students have of computers and the Internet plays a large role in the implementation of ICT in the education. One might also suggest that this does not only apply to knowledge per se, but also to material and sources with which the teachers, and of course the students as well, feel comfortable. Kate does not use Facebook personally and although it could possibly be an asset in the teaching, a teacher cannot be asked to use sources with which she or he is not familiar, as stated by Green (2012:94).

5.2 Views of ICT

The four teachers partaking in the study all see both positive and negative aspects with the use of computers and other technical aids in the teaching. As previously mentioned, they agree with the researchers’ statements that it is a well-known area for many students, which makes it natural, effective and fun for the students (Green, 2012:95; Svensson, 2008:24; Estling Vannestål, 2009:19). Another positive aspect which all four teachers mention is that using ICT in education in general prepares the students for further studies at university level and for working in modern society. This too is stated by Svensson (2008:24) when he mentions that it is likely that in the future, most of the communication will be done through technology. Alongside this, one might say that the clearly communicative approach in the syllabus definitely makes the use of ICT in English language teaching beneficial.

The three teachers at school 1, where the students have their own computers, all think that the Internet is a source which can provide the students with information from the teachers and they all use some form of Internet forum for communication. However, none of the teachers seem to use ICT and the Internet as an arena in their teaching, which is one of the four ways of implementing ICT (Svensson, 2008:54). They use the
Internet as a medium when using forums for posting information to their students, but not for the students to communicate with native speakers of English.

Among other things, they all mention that students who for some reason have missed lessons can have access to all information posted on the forum, but their attitudes towards this are divergent. On one hand, Kate thinks that this is positive for the students because it is up to them to find the information. On the other hand, Anne mentions the negative aspect, which is that the students take for granted that the information will be handed to them and they do not have to take any initiatives of their own.

Estling Vannestål (2009:17) states that the Internet is an inexhaustible source of material and information written in English and this might be especially beneficial for the subject of English. This is something that Kate also mentions in her interview when discussing positive aspects of ICT. According to her, the use of the Internet in teaching has opened a door to the English speaking world, and the access to it is unlimited. Access to authentic material seems to be important and it is something that the students mention as well. When giving examples of what they would like to use ICT for more during their English lessons, two students mention watching films without subtitles, for the opportunity to hear authentic English.

The teachers see mostly positive sides of using ICT in their teaching, but some negative aspects are also mentioned. Time is a recurring subject in the results for the teacher interviews; time for finding usable material as well as time for learning how to use the material and equipment to their full potential. Both Adam and Kate feel that there has been a lack of training and support from the school management and that it is up to the teachers themselves to learn. As mentioned by Green (2012:94), ICT can be challenging if the teachers do not know how to use it, and one might suggest that this is an explanation for why some teachers, Adam for example, do not use it as much as they would like to. As Zepp (2005:5) states, there are numerous benefits of using ICT in teaching, but they need to be made visible for the teachers in order to be efficient.

When discussing negative sides, Adam, Kate and Anne mention aspects like trouble with equipment, stress for the teacher and lack of guidance from the school management, while James is the only teacher who mentions that his students sometimes have a hard time focusing on their tasks when using the computers. One of the students who answered the questionnaire mentions this as well, and that it can be disturbing for the other students. Despite this, James does not think that his students are negative
towards using ICT. In fact, Kate is the only one who has noticed negative attitudes among her students. However, the results of the questionnaire show that 10 students think that they use the computers too much in school. Although Anne has not experienced any negative attitudes from the students towards ICT, she has noticed that the students are more tired since they were given the computers. She thinks that it has to do with the fact that all teachers use them every lesson. One might suggest that a possible explanation is that the teachers have not been guided and trained in how to use the equipment sufficiently. The focus might not always be on using ICT for improving the teaching, but for using the computers just for the sake of it.

Estling Vannestål (2009:19) states that it is important to be aware that not all students have the same experience of using computers and other technical devices, although many youths in today’s society are conversant in the area of ICT. James is aware of this and is the only teacher who mentions that the students’ technical competence can be a problem when using computers in the teaching. However, related to what Säljö (2008:14) mentions about artifacts, one could claim that having difficulties handling the computer is comparable to being a poor writer or a slow reader. It is worth mentioning that none of the teachers state plagiarism as a negative aspect of using ICT in school. As presented in this thesis both teachers and researchers find the Internet to be useful because it provides a world of information. However, the information can easily be copied by the students and one might suggest that it is a problem for teachers when they assess their students’ work.

### 5.3 Learning through ICT

All of the teachers mention the convenience of using ICT sources which the students use during their spare time because they are familiar and comfortable with it, but none of them mention that the students actually learn English while engaging in these activities. This is an interesting fact, since the students answer that during their spare time, they learn and practice English to a greater extent when they watch films/videos and listen to music, than when they do their English homework. This is also stated by Lundahl (2012:46) who claims that it is obvious that students learn through spare time activities and that these are useful resources in teaching as well.

An interesting fact appears when comparing Estling Vannestål’s (2009:19) statement saying that no research proves that the use of ICT helps students learn more or faster,
with the results of the student questionnaires. 78 respondents are under the impression that the use of computers or other types of technology is helpful to them when learning English, always or most of the time. To the question of what the students would like to use technology more for in the teaching, one student answers that she wants to do more grammar exercises using the computer, because she thinks that grammar is very difficult. This too points to the fact that the students are under the impression that the use of ICT makes either the English language or studying easier. However, as mentioned by Estling Vannestål (2009:19), motivation is crucial for learning. A possible explanation could therefore be that the students feel more motivated to learn when using computers or other technical devices. Young (2003:14) states that although the use of ICT in English language teaching is a way of varying the teaching, its use is not fundamental. However, one might suggest that it is too an important element to include in education, since the results show that the students find it very helpful.

6 CONCLUSION

The aim of the thesis was to investigate the experiences and views four teachers and 81 students in Sweden have of using ICT in English language teaching. The aim has been reached, since the study reveals the opinions and thoughts which the teachers and students concerned have regarding the use of ICT in the subject of English at their particular school. The first research question concerned the teachers’ views and experiences of ICT in their teaching. From the results one can see that overall, all four teachers partaking in the study have positive attitudes towards the use of ICT in the subject of English. For three of the teachers, ICT is a natural element in the teaching, since their students have their own computers in school. The fourth teacher (Adam) has a limited access to technical equipment, but all the four teachers appear to see the benefits of using ICT before the difficulties and they want to develop and improve their use of it. The teachers use ICT and the Internet as an automaton, as a tool and as a medium in their teaching, but none of them implement it as an arena and it can be stated that this is how the teachers concerned can develop their use of ICT. The second research question concerned what the students’ opinions are about the use of ICT in English language teaching. A majority of the students think that ICT is helpful to them in the subject of English, always or most of the time and their impressions are also that it is used a reasonable amount of time. The students consider themselves using and
learning English to a greater extent when they listen to music, use communities as Facebook and watch films and videos than when they do their homework, and a conclusion can be drawn that it is of great value to include the students’ spare time activities in the teaching of English. The results of the present thesis do not reveal with whom the students communicate in English during their spare time, but it is arguable that this is something that the teachers need to pick up on and use in the teaching as well. The students seem to be more motivated to learn English when they use ICT and it is beneficial for the teachers to be aware of this. The third research question concerned what pros and cons there are in using ICT in teaching. One benefit seems to be that ICT provides a fast link between people; not only from student to student or from teacher to student and vice versa, but also from the students to any place in the world. The teachers mention the link to the global surroundings as a positive aspect, but none of them actually use ICT in their teaching to let their students communicate with native speakers of English. The Internet is an arena for quickly accessible, authentic material in English and this is what the teachers seem to appreciate most when using ICT in their teaching. Technology constantly develops and the changes it brings affect the entire society; school and its environment included. From the results of the present thesis, the students and teachers partaking agree that it is important for teachers and schools to develop alongside technology. It seems that the obstacles for teachers regarding the use of ICT to its full potential in teaching are that the teachers do not have enough time and/or guidance when learning how to implement it. One might suggest that this is a possible explanation to the fact that the views of ICT and the actual use of it diverge.

Suggestions for further research could be to investigate the possible relationship between the use of ICT in the subject of English and the students’ grades. Another suggestion is to look at how ICT is used in a specific area of the subject, such as grammar, or a specific skill, such as reading, and what potential benefits there are.
LIST OF REFERENCES


APPENDIX 1

Intervjufrågor lärare

Bakgrund:
1. Hur gammal är du?
2. Hur länge har du arbetat som engelsklärare?
3. På vilken nivå undervisar du? Om du undervisar på gymnasiet, vilka program undervisar du?

Intervjufrågor:
1. Använder du IKT och sociala medier som hjälpmedel när du undervisar i engelska? **Följdfråga:** Varför inte?
2. Inom vilka områden/under vilka omständigheter använder du IKT som hjälpmedel i undervisningen?
3. På vilka sätt använder du som lärare IKT och sociala medier när du undervisar engelska?
5. Hur ofta använder du IKT och sociala medier som hjälpmedel i din undervisning?
6. Använder du IKT och sociala medier i din undervisning så mycket som du skulle vilja? **Följdfråga:** Varför inte?
7. Använder du eller har du använt plattformar eller forum på internet i din undervisning (t.ex för läxor och uppgifter)?
8. Kommunicerar du med dina elever på internet? **Följdfråga:** Hur kommunicerar du med dina elever på internet (t.ex via e-post eller communities som Facebook osv)?
9. Vilka fördelar för dig som lärare har du upplevt/ser du med att använda IKT och sociala medier i engelskundervisningen?
10. Vilka nackdelar för dig som lärare har du upplevt/ser du med att använda IKT och sociala medier i engelskundervisningen?
11. Vilka fördelar för dina elever har du upplevt/ser du med att använda IKT och sociala medier i engelskundervisningen?
12. Vilka nackdelar för dina elever har du upplevt/ser du med att använda IKT och sociala medier i engelskundervisningen?
13. Vad upplever du att dina elever tycker om att använda IKT och sociala medier i engelskundervisningen?
14. Upplever du som lärare att du har tillgång till datorer och andra tekniska hjälpmedel i klassrummen?
15. Vad är din tankar om användandet av IKT och sociala medier i engelskundervisning? Hur tror du att det påverkar din undervisning?
Interview questions teachers

Background:
1. How old are you?
2. For how long have you been working as an English teacher?
3. At what level are you teaching? If you are teaching at upper secondary school, what programs are you teaching?

Interview questions:
1. Do you use ICT as an aid when you teach English? If no, why not?
   **Follow-up question:** Do you use the internet?
2. In what areas do you use ICT as an aid when you teach English?
3. In what ways do you as a teacher use ICT when you teach English?
4. Which sources do you use when teaching English? (E.g. power point, photo programs, web-pages etc).
5. How often do you use ICT as aids in your English teaching?
6. Do you use ICT as aids in your teaching as much as you would like to?
   **Follow-up question:** Why not?
7. Do you use or have you used an online platform (for homework etc)?
8. Do you communicate with your students online?
   **Follow-up question:** How do you communicate with them (e.g. email or online communities like Facebook etc.)?
9. What benefits for you as a teacher have you experienced/do you see with using ICT in English language teaching?
10. What disadvantages for you as a teacher have you experienced/do you see with using ICT in English language teaching?
11. What benefits for your students have you experienced/do you see with using ICT in English language teaching?
12. What disadvantages for your students have you experienced/do you see with using ICT in English language teaching?
13. What are your experiences regarding the students’ reactions towards working with ICT in your English language teaching?
14. Do you think that you as a teacher have enough access to computers and other technical aids in the classroom?
15. What are your thoughts on using ICT in your English language teaching? How do you think it affects your teaching?
APPENDIX 2

Enkätundersökning elever

Enkätundersökning, IKT (Informations- och kommunikationsteknik)

Vilken årskurs går du i? ______________________________________
Vilket program läser du? ______________________________________
Jag är □ kvinna □ man

   □ Ja, alltid
   □ Ja, för det mesta
   □ Det händer, men inte speciellt ofta
   □ Nej, inte alls

2. Vad tycker du om användandet av datorer och andra tekniska hjälpmedel i klassrummet?
   □ Jag tycker att vi använder datorer/andra tekniska hjälpmedel för mycket
   □ Jag tycker att vi använder datorer/andra tekniska hjälpmedel lagom mycket
   □ Jag tycker att vi använder datorer/andra tekniska hjälpmedel för lite

   □ Grammatik
   □ Översättning av ord
   □ Ta emot/hitta information från din lärare (på olika forum osv)
   □ Lämna in uppgifter till din lärare (på olika forum eller via mail osv)
   □ Skriva (uppsatser osv)
   □ Spela spel
   □ Hörövningar
   □ Läsövningar
   □ Söka och hitta information på internet
   □ Redovisningar
   □ Läxor
   □ Andra saker, som till exempel ________________________________

4. Tycker du att det hjälper dig att använda datorer/andra tekniska hjälpmedel i engelskundervisningen?
   □ Ja, alltid
   □ Ja, för det mesta
   □ Det händer, men inte speciellt ofta
   □ Nej, inte alls

5. Har du något förslag på vad du skulle vilja använda datorer/andra tekniska hjälpmedel till i engelskundervisningen? ____________________________

__________________________________________________________________

__________________________________________________________________
6. Använder du datorer/andra tekniska hjälpmedel på din fritid (hemma eller någon annanstans)?
   □ Ja, ofta (mer än 3 timmar per dag)
   □ Ja, ibland (1-3 timmar per dag)
   □ Det händer, men inte speciellt ofta (mindre än en timme per dag)
   □ Nej, aldrig

   □ Facebook och/eller andra communities
   □ Skype
   □ Spela spel
   □ Skolarbete
   □ Läsa/skriva bloggar
   □ Lyssna på musik
   □ Titta på filmer och/eller videos
   □ Läsa nyheter
   □ Andra saker, som till exempel ________________________________

8. Under vilka datoraktiviteter använder du engelska på din fritid (hemma eller någon annanstans)?
   □ Facebook och/eller andra communities
   □ Skype
   □ Spela spel
   □ Skolarbete
   □ Läsa/skriva bloggar
   □ Lyssna på musik
   □ Titta på filmer och/eller videos
   □ Läsa nyheter
   □ Andra saker, som till exempel ________________________________

9. Under vilka datoraktiviteter upplever du att du lär dig engelska på din fritid (hemma eller någon annanstans)?
   □ Facebook och/eller andra communities
   □ Skype
   □ Spela spel
   □ Skolarbete
   □ Läsa/skriva bloggar
   □ Lyssna på musik
   □ Titta på filmer och/eller videos
   □ Läsa nyheter
   □ Andra saker, som till exempel ________________________________

Övriga kommentarer
________________________________________________________________________
Questionnaire, ICT (Information and communication technology)

1. What grade are you in? ________________________________________________

2. Which program are you attending? ______________________________________

Questionnaire:
1. Does your teacher use computers as an aid in the English language teaching?
   Mark the option which best applies to your education:
   - Yes, often
   - Yes, sometimes
   - It happens, but not very often
   - No, not at all

2. What do you think about the amount of time you use the computer in the classroom?
   - I think we use computers too much
   - I think we use computers enough
   - I think we could use computers more

3. For what do you use computers in English class? Mark the options below. You can mark more than one option.
   - Grammar
   - Translating words
   - Find information from your school/teacher (on forums etc.)
   - Posting assignments to your teacher (on forums or via email etc.)
   - Write (essays etc.)
   - Play educational games
   - Listening comprehensions
   - Reading comprehensions
   - Searching for information on the internet
   - Presentations
   - Other things, such as ________________________________

4. Do you think it is helpful to use computers in English class?
   - Yes, often
   - Yes, sometimes
   - It happens, but not very often
   - No, not at all

5. Do you have an example for what you would like to use the computer for in the English language education? _____________________________
   ________________________________________________________________
6. Do you use computers in your spare time (at home or somewhere else)?
Yes, often (more than 3 hours per day)
Yes, sometimes (1-3 hours per day)
It happens but not very often (less than 1 hour per day)
No, never

7. If so, for what activities do you use computers in your spare time (at home or somewhere else)? Mark the options below.
Facebook and/or other communities
Skype
Playing games
School work
Reading/writing blogs
Listening to music
Watching movies/videos
Reading news
Other things, such as ______________________________________________________

8. For what computer activities do you use English in your spare time (at home or somewhere else)? Mark the options below.
Facebook and/or other communities
Skype
Playing games
School work
Reading/writing blogs
Listening to music
Watching movies/videos
Reading news
Other things, such as ______________________________________________________

9. From what computer activities do you learn English in your spare time (at home or somewhere else)? Mark the options below.
Facebook and/or other communities
Skype
Playing games
School work
Reading/writing blogs
Listening to music
Watching movies/videos
Reading news
Other things, such as ______________________________________________________