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ICT in English language teaching in Norway

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ABSTRACT

The aim of this study was to learn more about how Norwegian teachers use ICT and digital skills in English classes, and to examine their reflections around the use of various tools and approaches in second language learning. The goal was to gain more insight into how ICT is used within a pedagogical frame in English teaching in Norway.

The method applied is a quantitative digital survey among 24 teachers of English from primary and lower secondary schools in different parts of Norway. Qualitative data were gathered from three focus group interviews which were carried out among 14 English teachers in primary and lower secondary school from a selected part of Norway**.** The quantitative survey was chosen in order to collect background information, followed by focus group interviews to gain insight into attitudes and descriptions of classroom practice. The questions in the survey and focus interview guides were both based on the digital skills stated in the English curricula, in addition to some general questions about the use of digital tools and educational digital resources.

The findings show that teachers use ICT in a varied manner in their teaching as far as they can considering time restrictions, their own competence and the availability of ICT tools in their schools. A major trend is that ICT is used mostly for writing and presentations in lower secondary school. Another significant feature was the use of "drill and practice" exercises for listening and speaking, and for vocabulary or grammar training. These results correspond to other findings in recent research about ICT in Norwegian English teaching. Project work was reported to be used rather seldom, and in ordinary English lessons, there was very little use of authentic communication with other English speaking people outside the classroom. The few exceptions were organized through in-depth English studies by using "ePals", or as part of a whole school project, such as "Comenius".

According to the responses, the course book still plays a predominant role in teaching, and digital exercises related to the course book web site are frequently used. Several teachers report that they learn more by sharing experiences and teaching each other, rather than attending external courses with little relevance to the situation in class. There was a great interest and demand for useful educational resources on the net, and for more knowledge on the use of ICT in class.

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1. INTRODUCTION

1.1.The digital generation

The generation growing up today are "multitaskers" and use a great variety of technological tools such as computers, i pods, and cell phones, and they communicate in a different way than the previous generation. They are used to social media such as Facebook and Twitter, they blog, comment on each other's information and instantly share thoughts and images with each other. The students in school today are the so-called web 2.0 generation, a term which describes the generation that has grown up surrounded by technology.

In schools, the use of Information and Communication Technology (ICT) has become widespread providing handy tools for many teachers, also for those who teach English as a second language (ESL). During the last two decades the use of digital technology to enhance language skills has had an enormous development. There are unlimited, easily available educational resources on the net. The use of ICT material makes it easier for ESL teachers to differentiate teaching material in classes with several levels of proficiency. Modern technology has made it possible to make use of a great number of language devices, such as word games, reading exercises, interactive and self-corrective material, and given pupils the possibility to listen to and communicate with authentic speakers of the language. English has become a global language, and is used as a lingua franca in order to communicate across cultures and language barriers.

1.2. Digital skills

In 2006 the Norwegian Ministry of Education introduced the term "digital skills" as an obligatory element that was to permeate all subjects in the Norwegian national curricula, in a document called the *Knowledge Promotion*. The digital skills are one of the five basic skills in the Norwegian national school curricula, along with oral skills, reading, writing and numeracy. A basic skill is defined as the basic prerequisites needed to be able to learn and develop in school, the workforce and in social life in the 21st century (The Norwegian Ministry of Education, 2012: 5).

As the basic use of technology has become integrated in schools, the question is no longer how to use technology, but how to use technology within a pedagogical framework related to

the subject aims. The English Subject Curriculum was revised in 2013, with a stronger focus on digital skills. Although no specific methods are mentioned, the intention that digital tools are to be integrated into the subject is reflected in the goals.

A large scale survey conducted by the European Commission in several European countries ranked Norway to be among the top five countries in terms of student access to computers, tablets and interactive whiteboards (European Commission 2013). This was confirmed in a recent national survey, entitled "Monitor", conducted by the Norwegian Centre for ICT in Education: Norway is one of the countries in the world which has made ICT tools most accessible in schools. During the past decades, Norwegian schools have invested in ICT tools, programs and infrastructure, and measured in equipment and Internet user rate, the conditions for creative use and learning outcomes using ICT have never been better (Monitor, Egeberg et al., 2013).

In spite of the affluence in technology and the specific focus on digital skills, the survey reveals that a majority of teachers in Norway still rely on course books as their main teaching resource in contrast to other comparable countries such as Finland and Denmark. Although the survey has provided valuable knowledge about how ICT is used in various subjects in Norwegian school, one of the main conclusions is that there is still a need for further research on how technology is used in general, including in specific subjects such as English (Monitor 2013: 152).With the results of the Monitor survey as a point of departure, my research aim was to gain further insight into how ICT is used in English teaching in Norway.

1.3. Research question

The goal is to gain more insight into how ICT is used within a pedagogical frame in English teaching in Norway, and my main research question is:

> *How do teachers in primary and lower secondary school use ICT in class, and how do they relate their methods to the goals in the English curricula?*

I explore this question in a digital survey and three focus group interviews which were carried out among English teachers in primary and lower secondary school in Norway during the school year of 2014.

1.4. The aim of the study

The aim of this study is to learn more about how Norwegian teachers use ICT and digital skills in English classes, and to examine their reflections around the use of various tools and approaches in second language learning.

Many teachers responsible for educating the generation of students today did not grow up with the same exposure to technology as their pupils, and they feel challenged by rapid technological changes and a constant stream of new devices. The term "digital immigrants" is meant to portray a large body of today's teacher generation as opposed to the young "digital natives" who have grown up surrounded by technology (Prensky 2001). Although later research has modified the notion that all young people are competent media users there is still a gap between the extent that young people use technology in their spare time compared to the way it is used in school (Erstad 2010).

My own interest in the field has grown as I have worked for several years as a teacher in primary and lower secondary school in Norway and I have observed and experienced extensive changes as a result of the development of technology. During the years 2005 to 2008 I was a member of "Lærende Nettverk" (Learning Network) which was a collaborative learning and sharing network of teachers who shared and developed ICT based material and knowledge (Baltzersen 2009). This experience spurred my interest in the use of ICT in language learning, and my desire to try out new technical devices in class.

1.5. Relevance

As the development of technology has grown more sophisticated, it has influenced more or less all levels of society, including school. As a natural stage in the development of technology, the focus is no longer on how to use technology in school, but how to integrate technology into a meaningful pedagogical learning situation. In the recent revision of the English Subject Curricula, new goals were specified with an explicit focus on digital skills (LK13). Furthermore, in the revision of the framework for basic skills the term "to be able to use digital tools" has been rephrased using the term "digital skills" (Norwegian Ministry of Education and Research). This indicates a broader knowledge than just an operational command of digital tools, with an ability to integrate and make use of digital resources in order to master life in the 21st century, as elaborated in the UNESCO competency framework for teachers:

> The use of new technologies in education implies new teacher roles, new pedagogies and new approaches to teacher education. The successful integration of ICT into the classroom will depend on the ability of teachers to structure the learning environment in new ways, to merge new technology with a new pedagogy, to develop socially active classrooms, encouraging co-operative interaction, collaborative learning and group work. This requires a different set of classroom management skills. The teaching skills of the future will include the ability to develop innovative ways of using technology to enhance the learning environment, and to encourage technology literacy, knowledge deepening and knowledge creation. (UNESCO 2011)

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The 2013 Monitor survey concludes by claiming that digital skills will be naturally integrated as the Web 2.0 generation become teachers themselves (Monitor 2013). On the other hand, the situation today is that there is still a large number of teachers who have not grown up with the same exposure to technology who are responsible for the current generation of students. Furthermore, students who have recently graduated from teachers' college report that they have not received sufficient training in the use of ICT in teachers' college, and claim that they do not feel competent enough to use ICT in an extensive manner in class (Monitor: 2014). In a recent article published in the *Nordic Journal of Digital Literacy*, the authors claim that there is a tendency to launch new technologies in schools, such as interactive whiteboards, without much research based evidence on whether they actually increase or enhance learning (Gudmundsdottir et al. "Interactive technology. Traditional Practice?" 2014:28).

In relation to this, the Monitor research indicates that there is a need to investigate further how ICT is used in schools, and also within the specific subjects in order to learn how teachers perceive and relate to the use of ICT in class. The present study is therefore relevant as it can shed light on how teachers are using ICT in English language learning classes in primary and lower secondary school in Norway today.

2. THEORETICAL FRAMEWORK AND PREVIOUS RESEARCH

In this section, I will first introduce a number of important terms and definitions, and then I will place my research within a context of previous research done within this field both internationally and in Norway. Finally, I will focus on the role of the teacher, as I have chosen to focus on the use of ICT from the teachers' perspective in their role as second language educators in the classroom. The goal is to gain more insight into how ICT is used within a pedagogical frame in English teaching in Norway.

2.1. Definitions

In order to explain how my research is conducted, it is necessary to elaborate on some of the terms which will be used in the discussion. The first term defined is "digital skills" as this will be used as the basis for my research questions. The second term is "digital literacy" which concerns how new ways of learning have evolved as a result of the development of technology.

2.2. Digital skills in the English Subject Curriculum

The Ministry of Education has implemented the use of ICT in the Norwegian national curriculum. The goals and skills in the LK06 are the overarching guidelines for schools and teachers. The digital skills in the English subject curricula are as follows:

> Digital skills in English means being able to use a varied selection of digital tools, media and resources to assist in language learning, to communicate in English and to acquire relevant knowledge in the subject of English. The use of digital resources provides opportunities to experience English texts in authentic situations, meaning natural and unadapted situations. The development of digital skills involves gathering and processing information to create different kinds of text. Formal requirements in digital texts means that effects, images, tables, headlines and bullet points are compiled to emphasize and communicate a message. This further involves using digital sources in written texts and oral communication and having a critical and independent attitude to the use of sources. Digital skills involve developing knowledge about copyright and protection of personal privacy through verifiable references to sources. (LK06)

The focus in this research paper is on the general use of ICT in English language learning along with the use of digital skills in English lessons. The requirements stated above have formed the basis for the questions I have prepared for the research, and elaborate and define the term "digital skills" as used in this paper. Digital skills are meant to be *integrated* and

permeate all the goals in the curricula and may be used to strengthen language learning, communication and the knowledge of culture, society and literature, which are the three main areas within the English Subject Curricula.

Although ICT is intended to be integrated in these three areas, there are only a few goals mentioned in the English Subject Curricula where the use of digital tools is mentioned *explicitly* from 2nd to 10th grade. These goals are mentioned explicitly in the area of language learning and communication.

Under "language learning" the students are meant to be able to: "find digital resources in their experience of language" (2nd grade); "use digital resources and other assistive aids in exploring the language" (4th grade); "use digital resources and other assistive aids in their own language learning" (7th grade); "choose various digital resources and other assistive aids and use them in an independent manner in their own language learning" (10th grade).

The area "communication" was divided into oral and written communication when the curriculum was revised in 2013. The only *explicit* digital goals are under the category "written" communication; the students are meant to be able to "use digital tools to gather information and experiment in creating texts" (4th grade); "use digital tools and other aids to find relevant information and make various types of texts" (7th grade); "use digital tools and formal requirements for information processing, text production and communication" (10th grade).

The Norwegian Directorate for Education and Training made a framework for digital skills in 2012, in order to help schools understand and integrate the basic skills in teaching. The grid is an important basis to understand how schools may use ICT. The grid is divided into five levels of proficiency, each describing what that level includes. (Digital framework: 2012).

2.3. Digital literacy

The term digital literacy is a complex and multifaceted term. The narrow definition includes mastering simple technical use of ICT and digital skills, while a broader definition moves from "mastering a simple use of ICT to exploring and solving more complex problems and challenges" (Erstad: 2008, p188f as quoted in Hatlevik: 2009). Digital literacy is related to the understanding of how to use ICT "in ways that go beyond reading, writing and arithmetic". It

involves more than words and covers "sounds, pictures and combinations – usually denoted multimodal texts" (Arnseth et. al., 2007, p. 37, as quoted in Hatlevik).

In a language learning context the term "digital literacy" has evolved as a result of the emerging use of technology in schools. The traditional English term *literacy* means the ability to read and write. When the term is used in the plural form *literacies* or *multiliteracies*, this indicates that texts appear in a broad context, and the monopoly of the printed or written word on paper has been challenged (Lundahl 2009: 57). As computers facilitate and mix various types of material, the written word is complemented with pictures, sound animation and various types of interactivity (Svennson: 2008, p.65). For teachers of ESL, the new ways students are expressing themselves by using technology has raised questions on how to access and evaluate this knowledge.

The term 'Postmodernism' may be perceived as a philosophical trend which has influenced art, architecture and literature during the past decades. The term may also be related to the fragmented and multiple information flow in our society today. A crucial fact to take into consideration is the explosive use of computers and the Internet during the past decades, which in many ways has changed our traditional understanding of writing and reading skills (Carl F. Dons 2008).

In relation to language use, the Internet supplies us with an abundance of information, and there are a myriad of choices. Several studies show that children today include digital technologies in their interplay, and they move among several technologies such as mobile phones, game consoles and internet applications as they merge and influence each other (Dons 2). Norwegian students spend a lot of time on the net, and a large number report that they interact in English while using games on the net (Monitor: 2013).

Today, a teacher must have basic digital competence, but as the current generation of students has grown up in a multimodal environment, their technological skills often surpass those of their teacher. A pedagogical consequence of postmodernism is the promotion of a democratic and dialogical interaction between teachers and students. In his article "Postmodernism, Pedagogy, and Philosophy of Education" Clive Beck claims that in postmodern society, the role of the teacher is more of a guide and facilitator, who does not have a monopoly on the one and only "truth", but who negotiates meaning with their students (1993:173).

As technology has developed toward the users being producers and not only consumers, the concepts of teaching and learning are changing. Students today have access to vast amounts of information, and with access to Facebook, Flicr and YouTube they interact, send snapshots, remix information, produce films and build collaborative knowledge. In this context, theorists have viewed learning through a sociocultural perspective, emphasizing the importance of digital skills and the central role of language as a knowledge constructor (Otnes: 2009, 92). In this sense, teachers may learn a lot by letting the students' digital knowledge relate more towards work in school, as this is a part of students' everyday life (Lundahl 61).

2.4. Walker & White's framework

In relation to language learning, the co-existence of various digital devices in use today is elaborated on by Aisha Walker and Goodith White in their book *Technology Enhanced Language Learning* (2013). As "digital skills" is a broad term encompassing all subjects in the curricula, I have decided to use Walker and White's model as described below in order to keep the analysis and discussion of the survey and interview results within the context of language learning, and not the use of ICT in general. This was one of the main challenges in this study, especially during the focus group interviews: to concentrate on digital skills and ICT use specifically directed towards English as a second language.

As my main intention with this thesis is to gain insight into how teachers use ICT in English lessons, the results of the survey and interviews will be descriptive. In my analysis of the material, I will refer to Walker's and White's table of different phases of computer assisted language learning and technology enhanced language learning and how these relate to language learning theories (Figure 1).

Approach	Structured CALL	Communicative CALL Open CALL	Integrative CALL	TELL
Technology	**From mainframe to mobile**	**PC's**	**Multimedia, Internet**	**Mobile devices, tablets, multiplayer games and virtual worlds**
English teaching paradigm	Grammar translation-audio lingual	Communicative language teaching	Content based ESP/EAP	Communication, interaction
View of language	Structural (A formal structural system)	Cognitive (A mentally constructive system)	Socio-cognitive (Developed in social interaction)	Structural, cognitive, socio-cognitive, adaptable.
Principal use of technology	Drill and practice	Communicative exercises	Authentic discourse	Normalized
Principal objective	Accuracy	Fluency	Agency	Autonomy within community
View of learning	Behaviourism	Constructivism	Social constructivism /situated learning	Connectivisim
Role of technology	Tutor	Tutee	Mediational tool	Environment, resource

Figure 1. An overview of the different phases of CALL and TELL and how they relate to language learning (Walker & White 2013:10)

The table gives an overview of how technology has developed and changed the way teaching and learning has been perceived and how educational institutions have organized their courses. Walker & White have discussed and modified earlier models and concepts of use of ICT (Warschauer & Kern 2000, Bax 2003) and developed the table above to describe various stages and how the role of technology has influenced education and language learning theories.

In focus in their discussion are the terms CALL (Computer Assisted Language Learning) and TELL (Technology Enhanced Language Learning). Walker & White claim they see a movement from computer assisted language learning to technology enhanced language learning, as they see technology not as assisting language learning, but as a part of the environment in which language exists and is used (p 10). They maintain that "…as people become accustomed to something new, the technology itself recedes and becomes simply a normal part of the way that we do things…"(Bax as quoted in Walker &White, p. 3).

The sections in the table from right to left give a chronological description the development of ICT in education. Since its early start in the 1970s with structuralistic drill and practice programs, through the 1980s with personal computers in schools which encouraged constructivist learning, to the paradigm shift in the 1990s with the internet influencing communicative learning theories, today there is a "normalized" integration of ICT in education. This "normalized" stage includes using ICT in an adaptable manner for communication and interaction and may relate to structural, cognitive and socio-cognitive learning theories. I chose this table as a support in my discussion and analysis when giving a descriptive view of how ICT is used in language learning today. The stages of development will be further elaborated in the following sections.

2.5. Research on ICT in language learning

In order to place my project within a practical and theoretical frame, I have looked into previous literature written on the subject to grasp an overall idea of how ICT has been used within language education. In her book *Second language learning and language teaching styles* Vivian Cook claims there are several approaches to language learning today, and there is no one single method that can be said to be better than another. This has relevance for language teaching, which means that teachers should try a variety of approaches in order cater the various learning styles of their students. In her description of the mainstream EFL style (English as a foreign language) the key component is variety (2008:265). ICT has the

possibility of providing variation, and this is one of the main reasons why teachers use ICT in their lessons.

The development of information and communication technology has led to changes in society and influenced pedagogical views and theories of learning. (Svennson: 2008, Lundahl: 2009, Lund: 2009). Today, there is a consensus that several language learning theories may be applied, and in the following passages I will give a short overview of the trends and learning theories that have been connected to the use of ICT since its early start. I include this broad overview to show how technology has reshaped, and continues to reshape the form and functions of school, and also the way learning is perceived, introducing new terms and developing new ideas of knowledge. In addition to referring to international literature and publications, I have looked further into secondary literature with a more particular focus on Norwegian educational settings.

2.6. Learning theories

Research in the 1980s showed that development in speaking, reading and writing is not a sequential process but that all four skills develop simultaneously and in an interrelated manner (Sampson, 1986 as quoted in Camilleri et al., "Blogs: Web journals in language education" 2007: 16). Using ICT in English classes, teachers may draw on several resources which stimulate all the language skills.

The use of computers in teaching and education is relatively new. Compared to the first technological software, the use of computers in the classroom has developed and become more sophisticated and multifaceted, and today there is a myriad of various programs to use within education.

A short historical overview of the use of computers in language classrooms is traced in Anders Lund's chapter "Å være digital i engelsk" in Hildegun Otnes' antology "Å være digital i alle fag" (Otnes:2009). Lund distinguishes between three stages of development and discusses them in the perspective of the learning theories relevant for the periods in which they were launched. A similar description of pedagogical trends connected to the use of ICT is described in Patrik Svennson's (2008) "Språk utbildning i en Digital Värld". The development of computer technology from the early 1980s until the 21st century is reviewed and shows that the area of learning and information technology is vast.

The first educational software in language classrooms appeared in the late 1970s. This software often consisted of multiple choice questions, repetitive tasks and drills and so called "closed" exercises. The computer was viewed as a device that would help us to learn better and more efficiently and computers were often used for repetitive exercises of spoken language. This type of software has often been associated with a *structuralistic* view of language learning (Otnes: 2009: 91).

A structuralistic view of language has its roots in behaviorism, and the psychologist Burrhus F. Skinner's (1968) version of behaviorism emphasized operant conditioning, through which behaviors are strengthened or weakened by their consequences (Svennson: 2008, p. 50). In language learning programs today, the principle of automatic feedback is used in fill in exercises such as vocabulary-learning, verb conjugation or preposition exercises. Other types of exercises are gap filling in texts, answering simple reading comprehension questions or recognizing language patterns. The benefit of these programs is their ability to provide instant feedback which in turn strengthens each correct response from the student. Furthermore, the vast range of exercises available make it easy for teachers to differentiate and tailor their material in accordance with the student's level of ability (Svennson 2008: 51).

The second stage of development was during the 1980s, when the technology became more sophisticated, and software such as word processing, the use of statistics, games and simulations were used to mediate or support language production. This second type of software has often been related to a *constructivist* view of learning. A constructivist view of learning evolved as a reaction against the simple behavioristic view of humans as passive recipients of knowledge and is largely associated with the developmental psychologist Jean Piaget. An important factor in Piaget's theory of cognitive development was that humans are not passive recipients but active producers of their own knowledge by receiving, processing, interpreting and storing knowledge in the human brain. This may be seen as the main element in the wide range of constructivist theory which often is related to problem solving. In relation to how technology has influenced the way we learn, an example is described in Svennson

> The technological advances of the 1980's and 1990's have enabled designers to move toward a more constructivist approach to design of instruction. One of the most useful tools for the constructivist designer is hypertext and hypermedia because it allows for a branched design rather than a linear format of instruction. Hyperlinks allow for learner control which is crucial to constructivist learning…
>
> (Mergel in Svennson, 2008, p. 40)

The third and most marked change came in the 1990s with the Internet, which offered a completely new means of communication through the World Wide Web. Lund explains that the role of the user changed dramatically, and the concept of working with computers changed to the concept of working through computers. Social media such as Facebook, Twitter, YouTube, private web-pages, and blogging have changed how we use computers, and today, users are active producers, not simply consumers of technology. This development in technology is also reflected through the learning theories most commonly adapted to them. Working with technology in the classroom today is often placed within a socio-cultural perspective, with emphasis on *communication* and learning as a social practice, and also within *a constructivist perspective*, where the use of language is seen as central in the construction of knowledge (Otnes: 2009: 91-92).

A communicative view of learning is often related to socio-cultural learning theory, which explains how knowledge is constructed and developed in relation to other people by social interaction. A model often referred to is Lev Vygotsky's "proximal zone of development" (Pinter 2006:10). This theory refers to a child's ability to work independently and the level the child may reach with the help of an instructor. Another term often connected to this is "scaffolding", which denotes the instructions and support given to a learner in the process of learning. Through "scaffolding" a teacher may adjust the levels of support needed by the learner according to the learner's potential. The term is often used within language learning, and especially with reference to children learning to speak. Through the use of speech, children are able to communicate with and learn from others through dialogue, and the verbal scaffolding received from mothers and peers helps their cognitive growth. In the context of ICT, socio-cultural theories have often been drawn upon to explain how project work and collaborative work with ICT may strengthen the level of collaborative knowledge of the participants.

2.7. Norwegian research on the use of ICT in education

The *Norwegian Centre for ICT in Education* was established by the government in 2010 to promote development of ICT policy in schools. Every second year, large scale national surveys have been conducted in order to examine the development of ICT. The center's main incentive is to reinforce and develop the use of ICT in Norwegian Schools.

Another interesting report is "Skolefagsundersøkelsen 2009" which describes how ICT is used in various subjects in lower secondary Norwegian schools. The report examined several

subjects in school, and the research on the English subject was based on a survey sent to 124 teachers in Norway. The activities mostly used in 2009 by English teachers were digital text production and digital presentations. In addition, but to a lesser extent, search for information from the Internet, use of Learning Management Platforms and working with educational resources related to the course book predominated. (Skolefagsundersøkelsen 2009, 55). ICT used for digital communication and exchange of information were seldom used in English lessons in Norway. The survey revealed that the main use of ICT in English lessons could be divided into two main areas: ICT used for drill and practice, and ICT for production and information processing (ibid. 161).

A future scenario is suggested in the report "Technology Outlook for Norwegian Schools 2013-2018" where the most important emerging technologies in education in Norway are discussed. Some of the technologies are already in use or are expected to be introduced in schools in the near future. They include tablet and smartphone usage which the report predicts will be introduced in schools 1-2 years from now. Furthermore, the use of cloud computering such as Google Apps, Skype, and other cloud-based resources as collaborative tools and social media to communicate will become more common. In addition, the report describes flipped classrooms, open educational digital resources, games and gamification and real time machine translation, including touchscreens, haptic interfaces, voice, facial and emotional recognition as technology which may appear in Norwegian schools (ICT Center:2013). On the other hand, the report also reveals that several teachers experience that the digital equipment does not always function in a satisfactory way, and a lot of time is wasted on technical challenges. Furthermore, they refer to discussions about whether use of digital tools and resources in school subjects give better learning outcomes or not (ibid, 7). In spite of this, they call for further stimulation to use digital tools in school subjects as it contributes to varied teaching and learning.

Today research on ICT use is also being carried out in so-called "pioneer" projects in a number of schools that try out ICT projects, to learn from experience before they are implemented in the general school system. There are several pilot projects schools in Norway that are trying out ipads and tablets in their classrooms. There are also several national net-based information and research sites concerned with the development of ICT in education. One of them is the "Fremmedspråksenteret" which is specifically concerned with ICT within L2 teaching, and provides a rich source of both research and lesson plan activities. Ikt.plan, is

another national website which has started to develop and gather digital resources in accordance with the curriculum goals for all subjects in primary and lower secondary school (IktPlan. 2013). This concept has already become well established with the national web site for upper secondary school, NDLA (National Digital Learning Arena). As technology continues to develop and influence school and society, there is a constant need for research and more knowledge on how to use technology to enhance learning.

2.8. The role of the teacher

In my research question I turn my attention to the teacher's experiences of the use of technology in connection with language learning. The constant development in technology is changing the way we view knowledge, and this also affects the role of the teacher.

John Hattie, professor of education at the University of Auckland, has collected a significant amount of information about learning and learning outcomes. As a result of almost 15 years of work, based on 52000 international quantitative research studies, Hattie's main conclusion is that the teacher's role in the classroom is essential in increasing learning outcomes (Hattie 2009:17).

In general Hattie claims that the use of computers can elicit engagement and positive attitudes to learning and school. An analysis indicates that computers are used effectively when the following factors are present; there is a diversity of teaching strategies, when there is pre-training in the use of computers as a teaching and learning tool, when there are multiple opportunities for learning (deliberative practice, increasing time on task) when the student is in control of learning, when peer learning is optimized, and when feedback is optimized (Hattie 2009: 221).

Another important factor in addition to feedback is motivation. In Annamaria Pinter's book, *Teaching young language learners*, the role of motivation is emphasized. She explains how young learners are intrinsically motivated, which means that they enjoy the activities, and they feel comfortable in the class environment. Young learners are motivated by a positive attitude to English, and enjoy the process of learning for its own sake. As students grow older, around the age of 11 or 12, extrinsic factors begin to influence their learning. Extrinsic motivation comes from outside of the individual, and the motivation for learning the language is external rewards, such as earning good grades, or getting a new job (Pinter 2006: 37). The use of ICT in class is often related to motivational factors.

In his article "Research on teaching secondary English with ICT", Richard Andrews reviews studies and research done mostly in England, and reviews various initiatives that were conducted in schools from the early 1980s to the mid-1990s. He refers to a number of small-scale quantitative studies and a number of small-scale in-depth qualitative studies but claims that there is no conclusive empiric research which documents that the use of ICT gives better learning outcomes than ordinary traditional teaching (Andrews, as cited in "Teaching Secondary English with ICT" by Adams and Brindley 2006: 132). On the other hand, he, like Hattie, directs attention to the teacher: "… it may be that the teacher is the key figure for pupils in terms of attitudes towards the use of ICT in English, at least in the curriculum and in the classroom. ICT certainly can change the role of the teacher from instructor to facilitator in some parts of the curriculum…" (ibid, p.34).

This review of literature places my project within a broader understanding of how the use of ICT has been practiced, and traces the general theoretical framework which has been related to the use of ICT in education. As I mentioned earlier, I will use Walker & White's framework in my analysis and discussion of the results of the survey and focus group interviews.

3. METHOD

3.1. Introduction

In this section the methodology of the study and the materials used will be described in detail. This study combines qualitative and quantitative methods, and consists of three focus group interviews and a digital survey. Both the survey (Appendix no.1) and the interview guide (Appendix no.2) are included in full, except for the personalia.

In *Research in second language classrooms* Sandra McKay explains the distinction between qualitative and quantitative research, and maintains that the methods may be used in combination and supplement each other (McKay 2006:5). Language surveys are any studies "that gather data on the characteristics and views of informants about the nature of language or language learning through the use of oral interviews or written questionnaires" (Brown 2001 as quoted in McKay).

3.2. Quantitative and qualitative research methods

The question of which method to choose is often determined by the aim of the research. If the aim is to establish a broad understanding of a theme, a qualitative method is best. On the other hand, if the aim is to gain a representative overview, quantitative methods are recommended (Larsen: 2008 p. 23). In order to answer my research question about how teachers use ICT in English classes I decided to use a mixed method approach using both qualitative and quantitative methods aimed at teachers in primary and lower secondary school. The reason for choosing a mixed methodology was to try to gain as much knowledge and current insight into the use of ICT in English classes as possible within the scope and time limits of this paper. Furthermore, this allowed me to supplement and triangulate the data in order to approach the question from various perspectives (Larsen, p. 27). A quantitative survey was chosen in order to collect background information, followed by focus group interviews to gain insight into attitudes and descriptions of classroom practice.

The benefit of quantitative research is that it gives the possibility of counting and categorizing responses and data may be presented in numbers and tables and shown in graphs to illustrate a point. A digital survey is an easy and quick way to gather a lot of responses from a wide area (ibid. p. 22)

A focus group interview produces qualitative data, as it is impossible to quantify or count results. The intention of qualitative research is to gain further insight into how teachers use ICT in English classes by using interview questions to examine both views and attitudes. A focus group interview has the advantage of being able to go in-depth with questions being asked, and to elaborate further on themes of interest (Wilkinson:2004).

3.3. Research design, scope and limitations

The quantitative research was conducted using a digital survey which was sent to a varied selection of teachers around Norway. The qualitative data was collected in focus group interviews with teachers from two local schools and a school in a neighboring municipality.

The time spent on designing and piloting the survey was approximately four weeks and the total time conducting it was six weeks. During this period I sent out a reminder to the head teachers after three weeks, which resulted in a higher response rate. The digital survey was on the net from April 9th to May 16th 2014. While the survey was being conducted I carried out

three focus group interviews with a total of 14 English teachers from one primary and two lower secondary schools.

Although the digital skills in the Knowledge Promotion curriculum cover both primary and secondary education I decided to exclude upper secondary school from the scope of this research. The upper secondary school system is administered by the counties and not the municipalities which is the case for primary and lower secondary school. This leads to some differences in the systems, amongst others that all students at upper secondary have access to their own computer, which is not the case in primary and lower secondary school. As a consequence there is a broader and more extensive use of ICT in upper secondary school, and there has also been more research in this area in upper secondary school. My intention in this project was to focus on primary and lower secondary in order to examine trends in the use of ICT in English teaching. To my knowledge, current research on this area is rather limited (Gully 2013), and therefore it would be interesting to examine this field.

3.4. Respondents

In order to gather quantitative data I conducted a digital survey using the external net based survey program called "Survey Monkey". The survey was sent to two schools in each of the 19 counties in Norway, comprising a total of 38 schools. The main reason for using a digital survey was to gather answers from the average teacher in Norway, and to supplement the information from the focus interviews. I was interested in the opinions and practice of the average teacher, and wanted to find out which digital tools were used most frequently. I also wanted the sample of respondents to be representative, in order to make the data generalizable. The schools were chosen randomly within the county they represented. The national curricula are used in the whole country, but there are no specific methods suggested as it is decentralized and goal oriented. The goals and policy documents for school are made by the government, but the realization of the goals is left up to the individual community, school and teacher. This gives the teachers a lot of freedom to choose whichever method they wish for their group of students, but at the same time leaves them a lot of responsibility in terms of reaching the educational goals set by the government.

The qualitative data was obtained by conducting focus group interviews at three different schools, one primary school and two secondary schools. This was to supplement the data from the survey in order to approach the thesis question from various perspectives The participating schools were affected by my familiarity with them, and were chosen within my own and

neighboring municipalities. Due to the practical aspects of conducting the interviews, such as being able to hold them during the teachers' working hours, it was necessary to choose schools within a close geographical area in order to be able to reach them physically. McKay explains that selecting respondents based on necessity, rather than on the ideal random sample, is described as "a sample of convenience", which means that researchers use participants they are able to get access to (McKay: 37). On the other hand, a special request was made in my initial contact with the schools asking them to gather a mixed group of teachers which would reflect the teacher population in age and gender, in order to get a representative group.

3. 5. Ethical considerations

All research must be carried out with respect for the participants. The Norwegian Social Science Data Service (NSD) provides legal and ethical guidelines for all research. In this project, all the participants were given notice beforehand, with an information letter in the survey, and an information letter to the principal.(Appendix no. 4). These letters informed the participants of the purpose of the research, informed that it was totally voluntary to participate, explained that the data would be kept safe during the project, and promised the participant's anonymity in the published report. It informed them that all the material will be destroyed when the project is finished. Before carrying out the digital survey and the focus group interviews, a notification form was sent to the Norwegian Social Science Data Services AS (NSD Norsk Samfunnsvitenskaplig Datatjeneste) for an approval of the survey and the interview guide (Appendix no. 5). As this research contains digital data from a survey and recorded and transcribed material from interviews, I am obliged to keep the data stored in a safe place during the research project. When the project is finished, the data will be destroyed. In order to preserve the anonymity of the respondents, all personal identification marks have been deleted, and the participants in the interviews were given fictive names. The notification form was sent before the survey was conducted, and NSD granted me permission to carry out the study, based on the conditions described above (Appendix no.6).

3.6. Survey

A survey is a sample of pre-set questions with a range of answers to choose from. A survey may have both open-ended and closed-ended questions. Open-ended questions allow the respondent to write their own answers. These typically have the form of short answers or fill in answers. Close ended questions require that the respondents choose one of several specified

answers. These also have several forms. The most common close ended questions are the *Likert scale* questions where respondents are asked to check one of several options ranking an item on a dimension (McKay 2006, p. 38). I used a semi- structured survey with both open-ended and close-ended questions. The Likert scales were used for most of the questions. The dimensions I was interested in were to rank frequency (how often digital tools were used) and the other dimension was to examine attitudes by ranking the degree of agreement with an allegation. The advantages are that a digital survey is easy to distribute over a large geographical area and may gather quick responses saving time. A drawback may be that they are inadequate in terms of reliability. Examples of this may be that respondents may not answer correctly, or misunderstand questions, and thus make the data gathered unreliable.

As I was interested in finding out how teachers used ICT in class I based my questions on two categories; which digital tools teachers used, and which digital resources were used in class. The term "digital tools" in this paper means digital devices such as computers, presentation programs such as Power Point or Photostory, or recording programs such as Audacity. "Digital resources" on the other hand refers to digital net-based educational material, such as Children's BBC or Salaby. With these categories in mind, a first draft was made with questions based on the goals in the English curricula, and also on the digital skills in LK06.

3.7. Pilot study

Before the survey was sent out on the net, I tested it on four colleagues who are all teachers. Their responses made me change some of the contents, amongst others the length. I asked all of the respondents to check the time it took to fill in the survey, and many of them responded that it took more than the 10 minutes I had intended it to take. After having made some changes, I asked four of my co-students in the master's program to test the survey again, and the responses I received gave valuable information and feedback on how this survey would be perceived by others.

3.8. The survey design

The survey had a total of 24 questions, and was divided into six main cateogries; 1) Framework and organization, 2) Learning resources and digital tools in English teaching, 3) Pedagogical use of ICT in education, 4) Learning resources, 5) Personalia and 6) Attitudes/motivation. The six categories were made in order to cover a broad range of

information, and the individual categories with their follow-up questions and response alternatives will be explained in detail in the following section.

The survey started with an introductory text, which explained the purpose and content of the survey. The Survey Monkey manual elaborates the importance of establishing a positive connection to plausible respondents. As the survey is voluntary, it is essential to create an atmosphere of trust and reassure respondents of their anonymity and how the data from the survey will be kept and reported (Smart Survey Design p.15-16).

Another important decision I made, was to let answering all the questions be voluntary. The Survey Monkey design allows any response to be mandatory, meaning that they must be answered in order to proceed in the questionnaire. This is a regular feature seen in digital schemes (ex. plane tickets) where mandatory information such as name or date of birth must be filled in before proceeding any further. As this survey was totally voluntary, I weighed the possibility of respondents not completing the survey because of mandatory questions against the possibility of skipping questions perceived as difficult. My final decision was to let the whole survey be voluntary and based on trust and the belief that the teachers who took the time to complete the survey would do their best, and giving them the possibility to skip questions would maybe make it easier to complete the survey. In the following sections the six parts of the survey will be briefly explained.

3.8.1. Part 1 – Framework and organization

The first section of the survey was made to gather information around the external factors influencing the use of ICT in class. Many studies show that a crucial factor for digital competence building is that the school leaders are involved and play an active role in the way schools organize their work (Krumsvik: 2011, p.17). The purpose of the questions is to map the students' access to digital tools and how lessons are organized. This section consists of three questions where the answers are arranged in Lickert-scale ranking responses, and one sub-question with three response alternatives in the end.

Question 1. The first question; "*How are the conditions for using ICT at your school?"* has the possibility of graded answers ranging from "agree" to "disagree" to the following response alternatives:

a) “There is sufficient equipment (portable laptops/I pads/PC room) to be able to use ICT in lessons”.
b) “The digital equipment is easily accessible, upgraded and of good enough quality for use”. This statement was included because although there is a lot of digital equipment in schools, reports do not say much about the quality or state of the computers.
c) “It is possible to have project/theme work for continuous lessons using ICT.” This statement is meant to examine whether the teachers have the possibility to use their lessons in a flexible manner in order to conduct project work with ICT.
d) “We have enough time to practice and use digital skills in English lessons.” This statement is meant to shed light on the teacher’s own experience of whether the time used in English lessons is sufficient to practice and use digital skills.

The second question aims to establish the size of the respondents’ school. The answer alternatives ranged from 100 to 500, which are the most common size schools in Norway.

The third question, *Question 3,* is meant to shed light upon how teachers organize lessons with ICT, and the pre- set answer alternatives consisted of the following; “Individual work, group work ,project work, work in pairs, cooperation with other classes in school, cooperation with other classes/groups/students outside school, computer room, small groups led by teacher. “The Lickert scale categories were meant to reflect two aspects. The first aspect was to show how teaching with ICT is organized at school – whether it is individual or group work. The second aspect concerned the frequency of the way the class was organized by using the following categories: “Several times a week/ A few times a month/ A few times a school year/ Seldom or never”.

These categories of frequency are based on the way schools organize their lessons. All teaching hours are allocated as a total to be spread throughout the year, and the most common way to spread the lessons is to have 2-3 lessons pr. week. In lower classes in primary school, some teachers prefer to have 15 minute sessions every day, and argue that this is the best way to learn. On the other hand, lessons may be accumulated during project work, thus giving the teachers the flexibility to organize their school term according to what they consider to be most appropriate for their group of students.

The last question in this section, *Question 4*, asks how the English teachers cooperate at school. The following response alternatives are given: In team groups/class groups; in English subject groups; I have no other English teachers to discuss and work with. These response alternatives were chosen on the basis that these are the most common ways of cooperating in schools. In Norway there are both large and very small schools, which in turn influence the way teaching is organized.

3.8.2. Part 2 – Educational material and digital material used in teaching

In this section I was interested in information about what kind of educational materials are used in English lessons. Schools have had analogue tools such as text books, television and recorders for a long time. Today there are also a variety of digital tools. The term "digital tools" is broad and may be divided into two main categories "hardware", which means the physical parts of a computer, such as personal computers, digital cameras, scanners, printers, projectors, interactive whiteboards or MP3 players. The term "software" is the operational system which is always enables the computers to have contact, such as Apple or MS-Windows Vista, and various digital programs. Some digital programs are free to be used or downloaded from the internet, while others are under license. It is impossible to give an exhaustive list of all the programs that may be used in schools, but in her pamphlet "Digital kompetanse i grunnskolen – en metodebok for lærere" Malin Saabye has provided a short overview of some of the main programs that may be useful in schools, and has categorized them into three main areas of use. The first one is educational software such as games and educational programs. The second category is publishing/presentation and processing tools, such as word processing (Word), presentation programs such as PowerPoint or Photostory, sound programs such as Audacity, film editing programs such as Moviemaker and search programs such as Google, Alta Vista, or Explorer. The third category is listed as communication and cooperation tools; such as learning management systems (LMS) such as Fronter and It's Learning, e-mail, mobile phones, skype and twitter (Saabye 2007, p.13).

In this section, the following two questions were made in order to examine two factors: the diversity of educational material used in class, and the frequency of use.

Question 5. Which of the following educational and digital material do you use in English teaching?

These categories were listed: The textbook; English books for children or young adults; dictionaries (paper based); role play; songs; newspapers; magazines or comic series; films (or parts of films); interactive white boards; personal computers (laptops); tablet devices

Question 6. Do your students use any of the following digital resources while reading, writing, making presentations, listening or doing other work in English lessons?

The respondents were asked to range these categories in order of frequency: Digital language programs (working with words/grammar); reading programs (e-books, sound and picture books), English net based newspapers, search motors (ex. Google), digital encyclopedia (ex. Wikipedia), writing programs (ex. Word), digital dictionaries, translation programs (ex. Google translate), Power Point, Presentation programs such as Photostory, Prezi, Moviemaker, YouTube, Audacity or other sound programs, and Educational games/digital games.

3.8.3. Part 3 – Pedagogical use of ICT in language education

This section was made in order to gather information specifically related to the digital skills defined in the English Curricula.

Question 7. focused on the possibility of communicating in authentic situations with the following question: *To what extent have your students used the following tools to communicate with other people in English (with spoken or written language?)* The Likert scale range consisted of the following where one option was to be chosen: Once or several times a week; sometimes every month, sometimes every year, seldom or never. The following categories were listed: Ordinary letters (paper), e-mail, blogs, e-Twinning, Audacity, Skype, Social media (Facebook, Twitter). This ended with an open ended sub- question asking whether the students had other ways of communicating in authentic situations.

The next question is open ended, giving the respondents an opportunity to formulate their own answers: *"Do you have any examples of cooperative projects where the students co-write or send information to each other on the net, such as creating a common web site?"*

The following questions are meant to examine teachers' attitudes about reading and writing with ICT by using Lickert scales in order to range an attitude.

In *Question 9,*writing is in focus, and the following categories were listed; Students write more because they are able to edit and correct errors easier than with pen and paper; students

often use the "cut and paste" method and retrieve a complete text from the net, it is difficult to discover plagiarism, students understand the rules of copyright and are good at specifying their sources, students are good at creating their own texts, students use translation programs uncritically (ex. Google translate), students are taught to make lay-outs with pictures, headings, and bullet points, students are good at using digital presentation tools.

An open ended question was added in the end: Do you have examples from your lessons where students have made creative texts by using ICT?

Question 10. Focuses on reading and reading comprehension of texts on the net, and the following categories were to be evaluated; Students are good at navigating and finding relevant information on the net; students read texts and write key words, students are not critical about sources, students are good at reading and understanding texts with pictures and sound (multimodal texts).

The last two questions in this section are open-ended:

Question 11. Have you used ICT to promote understanding of cultures and traditions in other English speaking countries? Could you give a brief example?

Question 12. Have you used ICT for listening and understanding of oral English? Could you give a brief example?

3.8.4. Part 4 – Net based educational resources

This section was made to gather information on net based educational resources. This was defined as "any digital material that is designed for educational use".

Question 13. asked which websites the teachers and students used in class, and the following categories were listed: The textbooks' websites (ex. *Stairs* or *Key English*), Links or web-sites gathered in LMS platforms (ex. "Fronter" or "It's Learning"), National websites such as "Del og Lær" (Moava) or "IKTplan" (Center for ICT in education), National websites from publishers such as "Salaby" or "Lokus123", resources or programs the school or community pay for such as "Passport to English", International websites such as "BBC" or "British Council Kids". These are websites commonly used by many teachers in Norway.

The respondents were asked to range these resources by frequency using a Lickert scale response. An open ended question was added with a request to complement the list with any additional links or websites.

The next question *(14)* may be considered to be difficult to answer, as it asks the respondents to consider the degree of learning outcome of digital tools in English lessons. In several recent reports on the use of ICT, there has been more focus on what effect digital tools and resources have on learning outcomes (Monitor 2013). Due to a comment in the pilot survey taken by one of the other master students, the category "uncertain" was added to the Lickert scale here which ranged from "little to no outcome" to "very good learning outcome". The student claimed that it may be difficult for a respondent to consider whether there was any learning outcome, and thought there should be an alternative to the choices. Otherwise the respondents might choose to skip the question and not answer at all.

In *Question 14*, the following categories were to be considered: The textbook website; local resources/websites, national resources such as "Del og Lær" "Lokus" or "Salaby", International resources such as "BBC" or "British Council".

The last question in this section, *Question 15* was an open ended question asking for the name of the course book the respondents used, followed by a sub-question asking whether the course book gave any tips or ideas for pedagogical use of ICT in the English subject. As course books seem to have such a solid position in teaching practice, this question was added as I was curious as to whether the course books gave any support or advice on use of ICT in relation to the course material.

3.8.5. Part 5 – Personalia

In this section I requested some personal information in order to provide a context for the questions asked in the survey. All the responses were worded in a general manner, in order to secure the respondents' anonymity. There were six questions in this section; two of them regarding the gender and approximate age of the respondents, to be used as general background information. Furthermore, respondents were asked when they finished Educational college, what level of education they had in English and ICT, and what age group they taught. These questions were asked in order to try to establish a general picture of the respondents' formal teaching background. One specific question asked the respondents to mark their home county. This was included to see whether responses would be geographically

representative, and also as an indicator to be able to register responses. Due to the promise of anonymity, these data will not be published in this paper, but only used in general terms. Survey Monkey gives advice on what may be perceived as sensitive questions, such as questions including demographics or personal information towards the end of the survey. If questions like this are put in the beginning of the survey, respondents may reject the survey and exit early (Smart Survey Design, p. 15).

3.8.6. Part 6. Assertions/Attitudes/Motivation

In this last section I wanted to gather information on attitudes and motivation. In order to encourage responses I assured that there were no "right" or "wrong" answers. This was an attempt to make it clear that any answers were possible.

In *Question 22* the respondents were asked to what extent they agreed with the following statements: "I have experienced that my students become more motivated when using digital tools; The students are noisier and are not concentrated when they use digital tools, digital tools improve the possibility for authentic use of language, students acquire a good knowledge of English speaking countries and cultures by using ICT, ICT enhances collaborative learning, ICT improves learning outcomes in English, I want to learn more about the use of ICT in English teaching."

In the end, the two last questions were open ended, in order to let the respondents elaborate on their answers in their own words. *Question 23. What are your thoughts about the use of ICT in the English subject in the future? Question 24. Is there anything else you want to comment on?* Finally, a thank you note was written as a token of gratitude to those taking the survey.

3.9. Focus group interviews

The qualitative research conducted in this study comprises "focus group" interviews. A "focus group" interview is an informal group discussion based on a series of questions. It involves a small number of people who engage in an informal group discussion on a particular topic. In her article "Focus group research", Sue Wilkinson explains that although the origin of focus group interviews was within the field of business and marketing, the method has developed within social action health research and has spread to various other fields. Today it is a common method used within areas such as education, communication or media studies. One reason for its popularity within social science research is the flexibility of the method, as it

may be used alone or combined with quantitative techniques as a part of a multi method project (Wilkinson:177-178).

In my research, I wanted to find out more about teachers' reported behavior in complying with the digital goals in the English Subject Curriculum. The purpose of choosing interviews as a method is that it offers a practical way to investigate a theme in depth and gather qualitative data. The choice of questions in an interview can serve various purposes, such as finding out more about teachers' reported behavior or their opinions and attitudes about various aspects of language learning (McKay: 51). The complete interview guide is shown in the Appendix and the questions will be commented upon in detail in the analysis section.

A focus group interview is characterized as an informal discussion around a theme, in contrast to a more structured interview, where an interview object responds to questions in a one-to-one situation. The structure of a focus group interview is to follow a set of questions, but the interviewer does not ask questions of each focus group participant in turn, but rather facilitates group discussion, by encouraging group members to interact with each other. The role of the interviewer is to act as a "moderator" who enables full participation by encouraging quiet participants or discouraging talkative ones, and leads the interview by establishing rapport, having an effective use of prompts and probing and being sensitive to non-verbal cues (Wilkinson: 178).

The reasons for choosing focus group interviews as a method were twofold. The first and main reason was the possibility within a focus group interview of creating a "synergistic" effect, where respondents often elaborate and build upon other members' responses, often bringing up further details that were not thought of beforehand (Steward and Shamdansani as quoted in Wilkinson: 180). The intention was to gain further insight into how teachers use ICT in English classes and the use of focus group interviews made it possible to examine both views and attitudes on a topic using pre-set questions. According to McKay, one advantage is that the members may appreciate having an opportunity to share their views on particular topics (McKay: 52). The teachers interviewed were from the same school, but taught different classes, so the intention was to share and elaborate on experiences with each other.

The second reason was the practical time-saving aspect which is one of the main advantages in using focus group interviews. Using this method allowed me to gather a substantial amount of qualitative data from a large number of research participants within a limited amount of time. Due to the time limit and the scope of the study, the collection of primary data had to be

done within a school term, when it was possible to make appointments for interviews with teachers. Gathering a group of teachers for one group interview instead of making single appointments with each one saved a lot of time. The spring term is often quite hectic for teachers, with meetings and preparations for final term exams.

The group interviews were conducted in mid-April, leaving enough time to transcribe and analyze the data after it was recorded. The same interview guide was used at all the schools. The questions were based on the goals of the digital skills stated in the English curricula, and the goals in LK13 were used as guidelines when wording the question. In general, questions should be open-ended allowing the participants to respond on their own terms and to elaborate their response (McKay 52). Another piece of advice McKay gives is to avoid questions that deal with more than one idea. In my interview guideline, I had five questions which centered around one topic described in the English Curricula. There were several sub-questions grouped within each topic, as I wanted the participants to have an idea of which topics would be discussed. I based this decision on the fact that I would be there myself as a moderator, and the questions could easily be portioned out one by one as I met the participants face to face, and any misunderstandings could be dealt with immediately. I sent the questions to the schools one week in advance of the interviews, in order to give the participants enough time to prepare for the session.

The group interviews were recorded on an MP3recorder, and once the interviews were done, they were transcribed into simple orthographic transcription, as the main focus in the interviews was content related, and there was no focus on linguistic or para-linguistic features such as restarts, overlapping talk or pauses. For the same reason, the questions and discussions were written in a clear and precise manner in the participant's mother tongue, Norwegian, as I did not want the participants to feel that their own English language competence was being tested..

4. ANALYSIS AND DISCUSSION

4.1. Description

In the following section the procedure of how the data was analyzed will be explained in detail. As Svend Brinkmann and Steinar Kvale (2009) claim, the validity of qualitative research depends mainly on the transparency of the method. By describing the process in

detail, it is possible for external researchers or readers to reach the same conclusions, or to better understand how the conclusions in this study were reached.

When I analyzed my data, I related the findings to the goals and expectations expressed in the term "digital skills" in the Norwegian *Knowledge Promotion* and connected this to theories of language learning. I used Walker and White's table of ICT in language learning as a tool to assist and guide my selection and interpretation of quotes and data material.

4.2. Gathering the data

After the closing date on May 16th, I collected the responses from the survey. I got responses from 24 teachers in total. In relation to questionnaires a response rate may be calculated on the basis of the number of teachers asked. When I first sent out a request to principals in 38 different schools, two from each county in Norway, I received responses from half of them. Three of these were mails which were returned as malfunctioning. In the remaining number of responses, three principals gave notice that unfortunately they could not conduct this survey now as this was a very hectic period at school. It is difficult to give a precise number of how many teachers were asked, as some of the responses come from the counties where the principals did not respond at all. In other words, it may seem as if the survey has been forwarded by e-mail to some teachers, but without giving notice by mail that this was done and how many teachers were asked. As I chose to use my own e-mail and not the Survey Monkey mail account, the only way for me to keep track of the total number of teachers asked was through the principals' responses. The total number of teachers asked according to the principals who have reported back is 45. Of these 24 teachers completed the survey.

According to the Survey Monkey Manual, a response rate may be calculated to be the complete number of surveys divided by the number of participants contacted. This corresponds to approximately 53% of the total number of teachers asked. But, as previously mentioned, more teachers must have received the survey, but the numbers have not been reported back, so as a consequence the real response rate must be calculated to be somewhat lower. I sent out one reminder during the response period in order to maximize response rates, but I did not wish to bother the headmasters a third time.

However, determining what is considered an acceptable response rate depends on the surveys' objective. If the objective is just to gain insight, which is the case in this survey, the response rates may be less important (Survey Monkey p.20). The important issue is that the

respondents may be seen as valid and thus be possible to generalize. As all of these surveys have been administered directly through the head master, one may assume that only English teachers have answered the survey. The survey has been answered by teachers from a varied geographical area, representing counties from northern, southern, eastern and western Norway. They have a variation in age and gender, reflecting the general population of teachers in Norway. In this respect, the data collected from this survey may be said to be valid.

Otherwise, there may be various reasons for the rather poor response. The main reason is lack of time. Spring is often very busy in the teaching profession. In lower secondary the examinations were approaching, and there are many final tests taken before the final assessment at the end of semester. This was also reflected in the three e-mail responses from schools which were asked to participate, where the headmasters replied that they were sorry they did not want to ask their teaching staff to take the survey as they already were burdened with a heavy workload.

Another reason may be due to two slightly unusual circumstances. This year Norway has celebrated the 200th anniversary of its constitution and there were a lot of preparations and ceremonies at local schools. The other reason may be that there was a major conflict due to labor issues within the teaching profession, and this might have influenced the teachers' motivation in a negative way. The survey was voluntary, and teachers might have felt that they did not want to do anything other than what was absolutely mandatory. After the close down date, I considered an extension and asking some more schools to participate in order to expand the response rate, but decided not to for the reasons mentioned above.

4.3. Survey results and discussion

In the following section the responses to the questions in the survey are examined in detail. The six parts will be explained in chronological order, focusing on the most prominent results..The complete survey results are shown in Appendix no. 3.

4.3.1. Part 1 - External and organizational factors

In order to examine ICT within a learning situation, it is important to consider external factors, such as the location of the computers, the role of the teacher, the type of activity and the type of feedback (Walker &White 2013:2). This section consists of three questions with close-ended responses related to these topics.

The first question is a close ended (Likert scale) question, proposing four alternatives for the 4 statements about ICT equipment and organizing possibilities at school. The four alternatives are "strongly agree"; "partly agree", "partly disagree" and "totally disagree". All of the respondents (24) answered each statement.

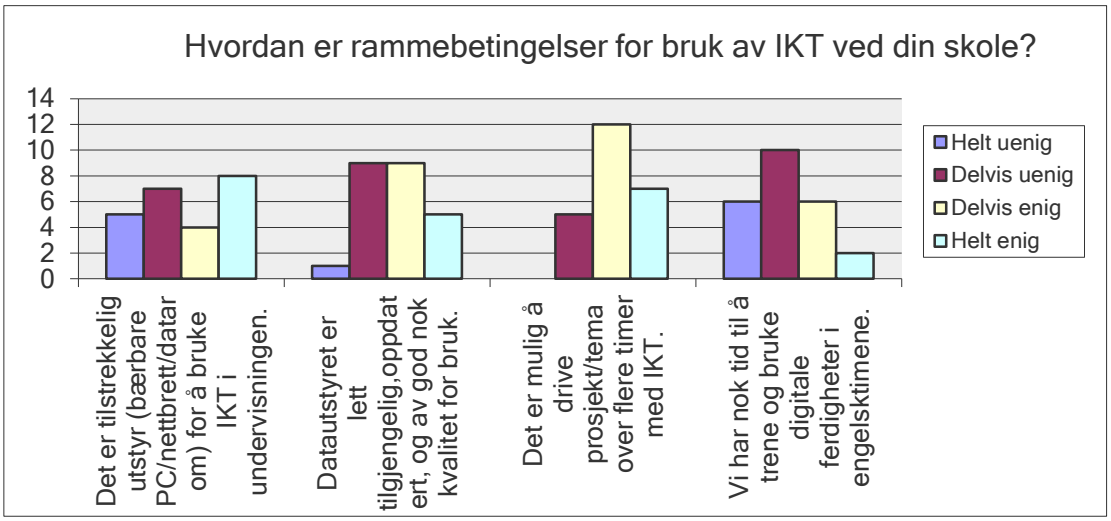

Figure 2. The table shows how the teachers perceive ICT equipment at school. The light columns indicate frequent use, several times a month or several times a week. The dark columns show that this resource is used very seldom.

The first statement claims that there is sufficient equipment at school, such as portable lap tops or tablets. If the alternatives "strongly agree" and "agree" are put together, 50% of the respondents confirm that there is sufficient equipment, while the other 50% do not share this opinion (distributed into 29% "partly disagree" and 21% "totally disagree"). This question is related to how teachers themselves perceive the situation, which may vary from school to school. Although recent surveys reveal that Norwegian schools are among the best equipped with ICT material (Monitor 2013), with a ratio of 3.4 PC pr. student in primary school (Hatlevik 2009:162), the numbers say nothing about the standard of the equipment. The equipment may be old and out-dated, or not easily accessible, and thus a report on numbers alone may not give a realistic description of the situation.

The second statement was meant to examine this assumption, by claiming that the equipment was easily accessible, updated and of a good enough quality for use. The responses revealed that 21% "totally agreed", while 38% "partly agreed", amounting to 59% agreeing to this statement put together. On the opposite end of the scale, 38% "partly disagreed", while only 4% "totally disagreed". These numbers may indicate that in total, a majority of the respondents are satisfied with the equipment at schools.

The third statement proposes the possibility of having project work with ICT over a period of several lessons. The majority, 79% agreed (distributed on 21% "totally agree" and 50% "partly agree"). This may indicate that a majority confirm that it is possible to conduct ICT related project work. (This may apply especially to homeroom teachers in primary school who are often in charge of all lessons in the same class, including English, which makes it much easier to be flexible and make use of digital skills both in English and Norwegian language lessons. Having several lessons in the same class makes it easier to use them in a flexible manner for project work).

A majority of 67% disagree with the fourth and last statement "There is .enough time to practice and use digital skills during English lessons" (42% partly disagree and 25% totally disagree), indicating that most of the respondents feel they do not have enough time for ICT in English lessons. In contrast to the previous statement, which indicates that teachers believe that it is possible for them to organize project work which includes using ICT, it may seem that teachers do not have time for ICT in their daily lessons. To investigate this assumption further, I would like to compare this result with question 3 which elaborates how teachers organize lessons with ICT.

One reason for this may be that teachers feel that the total number of English lessons pr. year is limited; 138 lessons pr. year for 1st to 4th grade, and 228 pr. year for 5th to 10th grade. Teaching lessons are given in 60 minute units (English Subject Curriculum 2013).Another reason may be that English lessons are seen primarily in relation to the subject aims in the English curricula. As there are a vast number of goals, teachers may feel the pressure of having enough time to reach all the goals in the curricula during the school term. This may especially be the case if the English teacher is not the homeroom teacher, and only has a couple of English lessons in a class pr. week, which is common in lower secondary school. In the 2009 report on use of ICT in English lessons, a number of teachers considered ICT to play a subordinate role and claimed that other factors were more important in their language lessons (Skolefagsundersøkelsen,p. 55).

The next question concerns the size of the school and the number of students. These are factors that may influence the way teaching is organized at school. The most common size of school from respondents in this survey is schools with 300-400 students, which may be representative of an average school in Norway.

Question number 3 investigates how teaching is organized while using ICT in class. In the category "individual work" 65% responded "some times during a month". 52% responded "Pairwork" as done "some times during a year". The same tendency applies to the categories "groupwork" and "projectwork" where 65% and 75% respectively responded "some times a year". The numbers indicate that ICT is not used on a daily basis in English classes, but once in a while for project or group work. This may be cross-confirmed in the statement in question1, where teachers responded that they do not have enough time to use ICT in English.

How do you organize your lessons when you use ICT in English classes?					
Answer Options	**Flere ganger i uka**	**Noen ganger i måneden**	**Noen ganger i året**	**Sjelden eller aldri**	**Response Count**
Individual work	3	15	5	0	23
Pairwork	0	10	12	1	23
Groupwork	0	5	15	3	23
Prosjectwork	0	2	18	4	24
Cooperation with other classes at school.	0	2	1	20	23
Cooperation with other classes/groups/students outside school.	0	0	1	23	24
Computer room	1	9	7	7	24
Small groups led by teacher	2	8	5	9	24
answered question					**24**
skipped question					**0**

Figure 3. The table shows how teachers organize their lessons with ICT.

4.3.2. Part 2 – Educational material and digital resources used in English teaching

This section was meant to give an overview of what different types of resources English teachers use in class. All resources, both digital and non-digital educational material were included. This was to get an overall impression of what types of material are generally used in class. As the textbook has been mentioned as a main resource in teaching, it was also included. Both questions in this section are close-ended, proposing four frequency alternatives of use for the total of 21 resources listed. In addition, an open ended question was added at the end to supplement other resources not mentioned in the list.

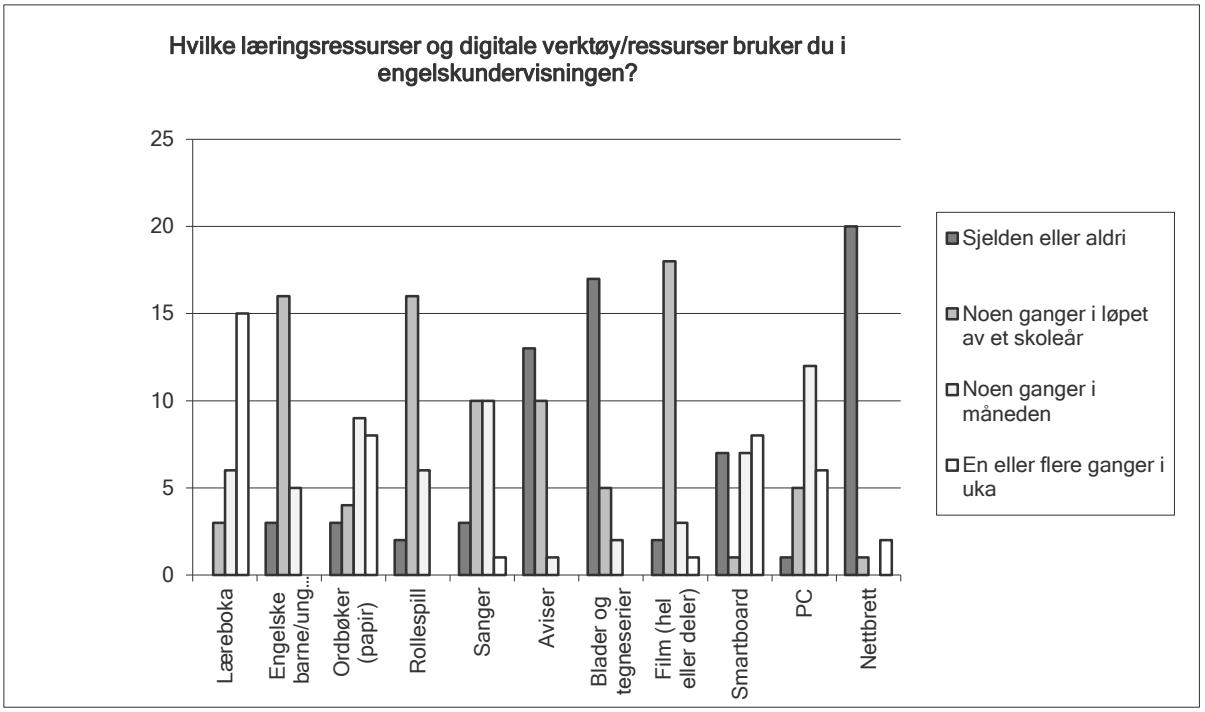

Figure 4: Educational materials and how often they are used in class. The light columns indicate frequent use, several times a month or several times a week. The dark columns show that this resource is used very seldom.

The first question addresses the teacher's use of various resources. 15 teachers (63%) have marked using the course book "several times a week". In total the replies indicate that the course book is the resource most frequently used in class. This confirms previous research indicating that teachers mainly rely on their course book (Monitor, 2013). The following main three resources in descending order are the use of interactive boards (35%), dictionaries (33%) and personal computers (25%). These figures only indicate the frequency of use and pay no attention to the quality or content of use, although this is investigated to some extent later in the survey and in the focus group interviews.

In recent years, several schools have started using interactive boards, and they have become quite common in classrooms in Norway. According to recent research, approximately 70% of classrooms in Norway have an interactive whiteboard. (European Commission : 2013). On the other hand, in this survey, 30% report that they "seldom or never" use a Smartboard. This may indicate that many schools still do not have interactive boards, or it may also suggest that many teachers may not have learnt how to use them properly or are reluctant to integrate them in their lessons. In the open ended question at the end a respondent wrote; *"We have just received a Smartboard and are waiting for instructions".*

The fact that respondents report that they use digital devices may indicate some patterns of use, but recent research indicates that the introduction and implementation of digital devices

in schools has not necessarily changed the way teachers organize their lessons. In their article "Interactive Technology. Traditional Practice?" Greta Gudmundsdottir et. al claim that lessons are still highly teacher oriented, despite the use of digital devices (*Nordic Journal of Digital Literacy*: 2014). This is also suggested in Solvår Gully's master thesis "Digital skills in English as a Second Language in Early Years of primary school" (2013:47). Both reports are based on Norwegian teachers.

In order of frequency of use, 50% responded personal computers; 42% marked songs and 38% marked using dictionaries "once or several times a month". Using the computer occasionally during a school month may indicate that personal computers are not integrated in English lessons on a daily basis. As the average number of computers is 3,3 pr. student in primary school and 2,2 pr. student in lower secondary (Monitor 2013, p.55), many schools organize their computers either in a computer room, or they offer a class set of computers that may be reserved for use in advance. This results in less frequent use compared to upper secondary school, where all students have their own personal computer which influences both the way lessons are organized in digital classrooms and the number of assignments distributed through learning platforms (LMS). In the focus group interviews, inconvenience and loss of spontaneity were mentioned, especially as a result of what was perceived as a limited use because of little access to PC's.

The next category is meant to show what resources are used only sporadically during a school year. 75% reported using films, followed by an equal share of 67% on "reading children's or young adult books" and using "role-playing". The same proportion also applied to the third descending order of frequency; 42% reported using songs and 42% used newspapers "Once or more during the school year". The positive aspect of this is that it reflects that teachers use a variety of resources in their lessons. The negative aspect is that they seem to be used rather seldom.

The last section is the category "seldom or never". The answers are marked in descending order, 87% never used tablet computers, 71% seldom or never used "magazines and comics" or "Audacity or other recording programs" and 67% seldom use "Moviemaker". The fact that so many report on never using tablet devices may reflect the fact that tablet computers have not yet entered the school arena, although this is one of the main predictions about the near future according to the "Technology Outlook for Norwegian Schools 2013-2018" . Several pilot projects are presently being tried out in schools with positive responses. In the open

ended question that was added at the end one of the respondents wrote; "*We are lucky as we are part of an iPad project in our community. All our pupils have their own ipad which they use at home and at school. We use iPad every day in all our lessons"*.

The low frequency of use of "magazines and comics" may reveal that teachers seldom bring authentic material to class, but in many cases, in many of the text or course books printed after the new "Knowledge Promotion" in 2006, comics and extracts from magazines are often printed in the course books. Although this study does not involve a textbook analysis, a general impression is that the newer books incorporate a lot of varied and relevant material to motivate children/teenagers (ex. Comic strips from "Alex Rider" combined with an extract from a youth magazine and an interview of the popular hero in the course book *Key English*) (*Key English 9*: 2007, p. 164-171).

The second question in this section was meant to reveal how students use various digital tools in class. Answer options were similar to those in the previous question, with a focus on the frequency of use. The reason for choosing frequency of use is to trace patterns, not necessarily reflecting the quality or content of use.

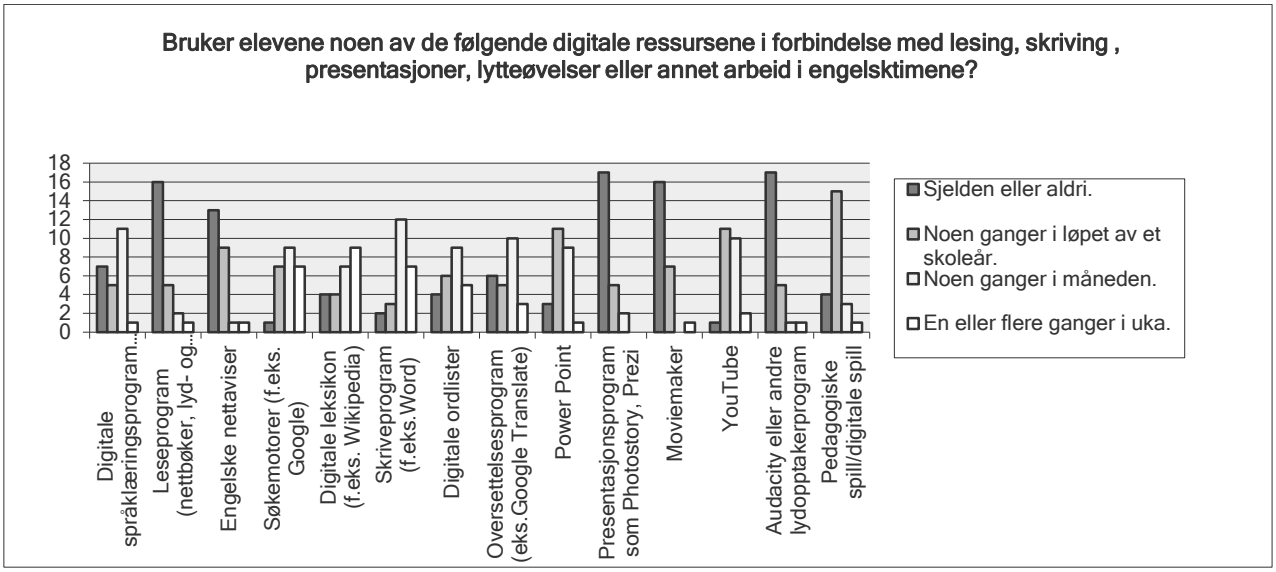

Figure 5: Students' use of digital resources used in class. The light columns indicate frequent use, several times a month or several times a week. The dark columns show that such resources are seldom used.

The resource with the highest rate of use was "digital encyclopedias (50 %) followed by a shared second place with 29% on "search motors" (such as Google search), and "writing programs" (ex. Word). Next in descending order comes "digital dictionaries", "translation

programs" (ex. Google translate) and "YouTube". All of these resources were reported as used "Once or several times a week". These results concur with earlier research, where the patterns of use from 7th and 9th graders were explored in a large scale study (Monitor 2013; "Skolefagsrapporten" 2010). In addition to writing programs (with a 50% response rate), digital learning programs (learning words or grammar), and translation programs (46%) were used "once or several times a month".

On the other side of the scale, "Digital games/Educational games" were reported to be used "Some times during a school year" (65%), followed by PowerPoint (46%) and YouTube (46%). This may indicate that although games are popular in the students' spare time, they are seldom used in school. The popularity of games has escalated, and there is greater focus on developing instructional and educational games (Svennson: 133-138). The rather seldom use of Power Point is consistent with the responses to question 3 which examines the way teachers organize their lessons with ICT. Since the use of presentation programs is often related to project- or group work, where the students are given a period of time to complete a project and present it to the rest of the class. Project and group work in question 3 are reported to be done "some times a year" and coincide with the numbers here.

The tools most seldom used are reported to be presentation programs like Photostory or Prezi. This was rather surprising, as the use of Photostory has the multimodal benefit of combining sound, pictures and written language which are all essential in language learning, as Anita Normann points out in "Digital storytelling in second language learning – A qualitative study on students' reflection on potentials for learning" (2011). One reason may be that these presentation programs are not as well-known as Power-Point, which is estimated to be one of the most commonly used presentation programs in Norwegian classes, and is especially used a lot in final English oral exams (Lie Dalmo: 2012, p. 3).

4.3.3. Part 3 – Pedagogical use of ICT in language education

This section is concerned with some of the aspects mentioned in the curricula: "Digital skills in English means being able to use a varied selection of tools, media and resources to assist in language learning, to communicate in English and to acquire knowledge in the subject of English…" All language is communicative, and the national curriculum has emphasized this aspect. There are of course a number of ways to define "authentic situations" and not all of them require using digital tools

In the first two questions, the possibility of communicating in English is questioned. The first question is a Lickert scale question with the response alternatives "several times a week" to "seldom or never". With the use of the following digital tools: letters (paper based), e-mail, blog, e-Twinning, Audacity, Skype and Social media (Facebook or Twitter). As an addition to this, there is an open ended question where the respondents were asked whether their students had other ways of communicating in authentic situations than the ones mentioned in the list.

Considering the high focus on communication in language teaching, the overall response to this question was rather negative as no one reported any frequent use of these tools, and most of the respondents marked "seldom or never" on all the listed categories. E-mail, blogs and audacity were marked with 4% on each category to be used "some times a month". E-mails and blogs are both asynchronous, and may be the easiest practical way of communicating in authentic English. An interesting and positive response was that 17% use ordinary letters "some time during the school year", which may indicate that some teachers still use ordinary letters as a means of communication. On the other hand, 83% reported they seldom or never used letters. 39% of the respondents use e-mail "some times during a year" which is positive in terms of communication in authentic English, and is of course a lot quicker than ordinary letters, but on the other hand, 57% reported "seldom or never".

The project called *eTwinning*, established by the European Comenius program is a "free and safe platform for teachers to connect, develop collaborative projects and share ideas in Europe" (eTwinning homepage). The program offers several communicative tools on their web platforms where schools from all the countries in the European Union, as well as Iceland and Norway can participate. The main intention is that two classes from schools in different countries can cooperate and exchange ideas and experiences with each other. In this survey 100% responded "seldom or never" with regard to having used this program. On the other hand, this does not indicate that it is not used at all. In the additional comment field, three teachers replied;

- "*No, unfortunately, this has not been a priority at our school this year. We have worked with Comenius projects earlier, but not this year."*

- *"We have had an exchange project with a school in the Netherlands."*

- *"We had a friendship class in USA. But of course, many use Facebook and Twitter besides this."*

This may indicate that the program is used sporadically, but is not a common feature in English lessons in primary and lower secondary school.

The recording tool "Audacity" does not in itself produce communication, but makes it possible to record spoken language. This may be used in a variety of situations, i.e. making "radio programs", interviewing people etc. Some may argue that this is not under the realm of "communication", and may due to this aspect not be regarded as an adequate tool for this purpose, and may represent a weakness or inaccurateness to be included in this list. In spite of this 9% report that they do use it "some times during a school year", while a majority of 87% "seldom or never" use it. The last category, social media such as Facebook or Twitter, may also represent a "grey zone" as to what tools may be regarded as being qualified for use in school. Although the majority, 78% have reported "seldom or never", surprisingly, 22% report that they use social media "some times during a year".

The next question was open-ended and asked about collaborative projects where students co-write or send each other information on the net, for example by constructing a common web-site or something similar. These responses seem to align with the responses on the previous question: *"We shared a blog with a class in USA. We shared our experiences at school and also shared subjects, themes and presentations with each other. We used Skype, Kidsblog and e-mail."*

Question 9 concentrated on creative writing and obtaining information from the net. There are eight statements using the Lickert scale in order to range an attitude: (Agree; partly agree, partly disagree, disagree, and uncertain). The respondents were to show their attitude towards the following statements.

A majority agreed (83% agreed and partly agreed) with the statement "students write more because they are able to edit and correct errors easier than with pen and paper". This indicates that a majority of teachers have a positive attitude towards using digital tools for writing. The easily applicable editing and correcting functions of writing programs such as Word makes writing more feasible for students. One aspect is seeing the written text in print. For students with illegible handwriting, writing on a computer is a bonus both for them and the teacher, making it easier to correct and give feedback. Another positive option is the spelling check function, which underlines words spelt incorrectly, and offers a correct word and synonyms to give the writer several options. This makes it easy for the students to monitor their own language, and because it makes the errors explicit, it raises their language awareness.

The correction function provides the writer with both scaffolding and feedback, and the writing becomes a process which may be done in several phases, as the files may be saved and worked on later, or after feedback from peers or the teacher. The lay-out in the comment function also gives the teacher an excellent way of writing comments directly in the paper without hampering it, as often is the case with written assignments. The comment function is not static, which means that the student may read the comments, and correct or improve his or her writing according to the feedback given. When this is done, the comment may easily be deleted from the text and the student may work himself through a process oriented improvement of his text. This is very much aligned with some of the goals and basic writing skills in the English curricula, which include …" planning, formulating and working with texts that communicate and are well-structured and coherent" (Writing skills in the English Curricula, 2013).

The learning theory of social constructivism has several benefits for language teaching. The development of technology has in many ways improved the possibility for scaffolding and feedback, and may relate to Vygotsky's proximal zone of development. (Walker&White:2013 p.5). The students may be given assignments that are challenging but within reach, and the scaffolding devices are the digital tools to guide and help with the writing process. If writing is seen to serve a purpose, such as preparing a presentation, or writing a letter it is more motivating for the learners. The other aspect is the possibility to present their products for a larger audience. In his book "Språkutbildning i en digital värld", Patrik Svennson claims that the fact that the product will be presented for a larger audience, often results in more engagement and a much higher commitment to doing their best (2008: 25). The fact that a majority of the teachers agree that their students are more motivated to write when they use digital tools indicates that teachers are aware of the language learning potential here

The next statement is related to the negative aspects of all the "ready-made" material on the net. The possibility of "cutting and pasting" has the positive function of saving a lot of tiresome work as it facilitates editing of written files. On the negative side, students may use this function uncritically and mark, cut and paste large chunks of texts into their own texts and claim them as their own work. 61% of the respondents agreed with this statement, suggesting that many teachers do not quite trust their students to write independent and authentic texts of their own. This is further discussed in the focus group interviews.

The third statement is related to the previous one and claims that "It is difficult to discover plagiarism". Here 56% disagreed (30% partly disagree and 26% totally disagree), indicating that it is relatively easy to detect this problem. This will be treated further in the discussion. In the focus group interviews teachers explained how they used their common knowledge of their students' work as a criterion when they evaluated texts, and they said they could easily detect the parts which were not consistent with the students' normal way of expressing themselves in writing.

The next statement "Students understand the rules for copyright and are good at specifying their sources". This is one of the goals specified in the digital skills. 9% totally agree and 43% partly agree, while 34% disagree with this. Furthermore, 13% have replied "Do not know" to this question. This may indicate that there is some uncertainty on how to interpret this question, and it is difficult to draw any conclusions.

A very clear majority (87%) agree that "Students are good at creating their own texts". This shows that teachers are satisfied with the way students produce texts. This section does not specify what kind of texts, but the term "create" indicates that this may be interpreted as all types of digital texts such as presentation texts like PowerPoint or Photostory, or printed texts given as assignments. A lot of the students have gained the basic operational skills, such as loading up files, inserting pictures in a text and adding titles, bullet points and designing creative lay-outs. Many students start using presentation programs during primary school, and by the time they arrive at lower secondary school, several have quite a good command of presenting their work for the rest of the class.

A majority (74%) also agreed to the next statement "students use translation programs". This confirms previous research (Monitor 2013). This may relate to the way writing is organized, as a process oriented task, where students use available scaffolding resources such as translation programs. Whereas the use of paper based dictionaries is decreasing, digital translation programs provide a quick response and make it easy for students to find out what a word means. The negative aspect is that although the program may offer several options such as synonyms, students are not always able to pick the right option for the context; and their translations are often not idiomatic.

78% agreed with the following statement: “Students are taught to make lay-outs with pictures, headings and bullet points”. This indicates and confirms the previous statement about students being good at creating their own texts.

Finally, a total of 96% agreed that students were “good at using digital presentation tools”. These three final statements may confirm the fact that most teachers are very satisfied with the way students make and present digital texts.

An open ended question was added at the end: Do you have examples from your lessons where students have made creative texts by using ICT? Here there were a variety of answers, which seem to reflect a varied use.

..We have used the apps; Book Creator, iMovie, Prezi and Pages,

..We use it all the time in lower secondary, but I have also had 7th grade making presentations in English using Impress (Power Point).

…Our class has tablets which they use for writing every day..

Question 10 was meant to examine teachers’ perceptions about reading on-line texts. The same Lickert scale was used as in the previous question. The first statement “Students are good at navigating and finding their way on the net” a majority of 91% agreed (48% totally agreed and 43% partly agreed). One might assume that teachers feel quite confident that students are able to navigate on the net. On the other hand, in the next statement “Students read texts and note key words” 39% partly agreed and 43% partly disagreed which makes it difficult to interpret and understand. (In the foucs group interviews this aspect of writing was discussed further). On the other hand, a very clear majority (87%) agreed with the statement “Students are not critical in their use of sources”, which indicates that this is an area that must be focused upon in teaching. The last statement “Students are good at reading and understanding texts with sound and pictures (multimodal texts)” was clearly supported with a response of 83%.

The two last questions in this section were both open ended. Question 11 inquired about whether teachers used ICT to promote understanding of culture and traditions in other English speaking countries. The following examples were mentioned:

- *Yes, in our project with USA when we used Skype, Kidsblog, Book Creator and Audacity.*
- *To gather information, make presentations and so on.*

- *We have listened to music on Youtube, ex. Bloody Sunday, and it gives a good starting point to understand the conflict in Northern Ireland, especially with the pictures that follow.. –*
- *Films, newspapers, reviews and general news.*
- *The Comenius project, where the students made a presentation from their homeplace in addition to the use of energy at home and in Norway in general.*
- *Clips from YouTube several times a week.*
- *http://kanal-s.salaby.no/forsiden/engelsk*
- *Online newspapers from South Africa*

Question 12 asked whether teachers had used ICT for listening and understanding of spoken English, and to mention examples. This question reflected a general enthusiasm, and to show the variety, I have chosen to add some of the comments:

- *Yes :) this is a BIG key to success for students with dyslexia. It also helps students who need a little extra support in pronunciation.*
- *Yes, in connection to chapter tests.*
- *Yes, for example listen to pronunciation by listening to a text and repeating.*
- *We listen to new reading tests. The students listen to unknown texts answer questions in connection to tests.*
- *We use the Starfall.com site quite a lot for understanding and listening.*
- *We have listened to parts of Martin Luther King's speech.(2 examples of this)*
- *We use the program "CD-ord" for students who have difficulties reading.*
- *We use a lot of documentaries/films from English speaking countries.*
- *YouTube videos.*
- *Accent examples from various English speaking countries on YouTube (3 responses)*
- *http://kanal-s.salaby.no/forsiden/engelsk*
- *http://stairsonline6.cappelendamm.no/sjangerside.html?tid=1041329*

4.3.4. Part 4 – Net based educational resources

This section was made to gather information on net based educational resources. In this survey this was defined as "any digital material that is designed for educational use". There is an abundance of net based material on the net, and especially in English. In a national report on digital learning resources the net based material was divided into four main categories: websites for the course books made by publishing houses; national websites which are either dedicated to a single subject or a collection of subjects (ex. Moava); local resources produced by teachers and published on the school's learning platform; and finally international digital resources (Rapport fra kartleggingen av digitale læringsressurser,ICT center 2013: 11).

This seemed to be a practical way to categorize the myriad of digital resources on the net, so I applied these to my survey. In addition I added licensed programs which are available as program packages such as CD's or which may be downloaded from the net by paying a

license and subscribing for a period of time. In my survey, the following categories were examined; the textbook websites, such as “Stairs” or “Key English”, Local links or websites or material made by teachers gathered on local LMS platforms “Fronter” or “Its Learning”, National websites such as “Del og Lær” (Moava) or “IKTplan” (Center for ICT in education), National websites from publishers such as “Salaby” or “Lokus123”, resources or programs the school or community pay for such as “Passport to English”, International websites such as “BBC” or “British Council Kids”. The names of the websites were picked out with an assumption that most of them were well-known to most teachers, and were only meant as a sample of the category described. There are numerous other sites that may be just as representative, so the names were picked out on a general basis.

Hvilke lenker/nettsteder bruker du og elevene dine i undervisningen?					
Answer Options	**En eller flere ganger i uka**	**Noen ganger i måneden**	**Noen ganger i løpet av et skoleår**	**Aldri**	**Response Count**
Læreverkets nettsider (som f.eks. "Stairs" eller "Key English")?	0	9	8	5	22
Nettsteder/lenker som skolen har samlet i en læringsplattform (eks. "Fronter" eller "It's Learning")	9	5	5	3	22
Nasjonale nettsteder som "Del og Lær"(Movava) eller IKTplan (Senter for IKT i utdanningen)	0	5	3	14	22
Nasjonale nettsteder fra forlagene som "Salaby" eller Lokus123.	0	8	7	7	22
Ressurser som skolen/kommunen betaler for f.eks."Passport to English" eller lignende.	0	1	2	19	22
Internasjonale ressurser som BBC eller British Council Kids.	2	2	12	6	22
Bruker du andre digitale ressurser/lenker som er nyttige i engelskundervisning? (Skriv eventuelt kort hvorfor!)					7
answered question					**22**
skipped question					**2**

Figure 6. Links and educational resources used in English lessons.

The figure shows which links are reported to be used most frequently. Links or websites collected on the schools LMS (Learning Management System) are most frequently used. As most schools in Norway have an LMS platform, either “Fronter” or “It’s learning”, a lot of teachers use the digital classrooms to make learning material available for students. This is a safe and easy way to organize and keep educational material, and make it available for the students to use both in school and at home.

Surprisingly, some of the Norwegian national sites are not frequently used according to the reported responses. The web site "IKT.plan" was originally developed by Drammen municipality, but was transferred to the Norwegian ICT center in August 2013. It is still in a developing phase, but is based on the Knowledge Promotion framework (2006) and contains goals, criteria, tutorials and various links and resources. The web site "Del og Lær" by Moava is a well-established site, with a multitude of interesting links which are related to the goals and areas in many subjects in the Norwegian curriculum. The English web page has many high quality links which are related to the main areas in the English Curriculum. Both these sites should be interesting for teachers to use. It is difficult to assume what may be the reason for the rather low use, but on a direct question in the focus group interview in one of the lower secondary schools, one teacher replied that she thought the sites may not be well-known enough to be used frequently. On the other hand, the numbers from this survey are very low, and no general conclusions may be drawn from this context.

In the sub-question "*What learning outcome do you believe digital resources have in learning English as a second language?"* teachers were asked to express their beliefs and attitudes about the learning outcome of the digital resources. 77% assume the textbook net site leads to "some learning", while 18% claimed it provided "good learning". Only 5% believe it gives very good learning. The next category, local resources gave a division between 36% on "some learning" and "good learning", which amounts to 72% of the respondents. This may indicate that teachers are relatively satisfied with the local resources they have on their LMS platforms. National resources from publishers, like "Lokus" or "Salaby", had quite a satisfying number of 36% on "some learning" and 36% on "good learning".

On the other hand a large number of respondents (41%) responded that they did not know, which may indicate some uncertainty on whether they believe these resources give any learning outcome. If this is compared with the previous question, 64% reported that they never used the national sites "Del og Lær" or "IKT plan", which may explain why such a large percentage are uncertain about the learning outcome. It may be because the sites are unknown to them, and it may have caused confusion that all the national sites were put together in one category, in contrast to what was done in the previous question. Another weakness in this question is that by mistake, in contrast to the rest of the survey, the degree of the response alternatives are organized in a reversed order from the rest, going from "little to no outcome" to "very good learning outcome". This may have confused the respondents, or maybe they did not notice the reversed structure, and responded according to the structure

used in the rest of the survey. Although the survey went through two pilot tests, nobody commented upon this. These ambiguities make it difficult to explain or analyze these results.

An open ended question was added at the end of this section asking whether the course book give any tips or ideas for pedagogical use of ICT in the English subject. As course books seem to have such a solid position in teaching practice, this question was added as I was curious as to whether the course books gave any support or advice on use of ICT in relation to the course material. Six different course books were mentioned, and of these, there were only a few that were reported to have any guidance on digital resources.

4.3.5. Part 5 – Personalia

This section consists of six questions which were asked in order to gather background data and provide a context for the questions in the survey. The first question asked about gender. 85% of the respondents in this survey were female. This may reflect a general feature in primary and lower secondary school, where there is a majority of female employees. The next question was meant to establish a general idea of the age group; a total of 81% are between the ages of 30 – 50 years old (43% between 31-40 years old) and 38% between 41 to 50 years old. Only 5% were in the age group 20-30 and 14% in the age group 51 to 60, and in this survey, no one was over 60 years old. These age groups may also reflect the general teacher population as it is today.

The next question is demographic and was asked for two reasons. The first one was to establish a general idea of which regions were represented in this survey, and the second reason was that it made it possible to keep track of who had responded to the survey when I sent a reminder. Ten counties spread evenly throughout Norway are represented, which makes the answering rate representative as a general sample of Norwegian teachers.

Question no. 19 shows that 73% of the respondents were from lower secondary school, and 28% from primary school. From the respondents in lower primary school (1 to 4^{th} grade) there was only a 5% response. This variety shows that this survey has an overrepresentation of responses from lower secondary school, which may influence the results, and this must be taken into account when analyzing and discussing the answers.

The next question (20) asked when the respondent finished educational college. This was asked in order to have some background information on whether the respondents' educational background may influence their knowledge and use of ICT. Today, most educational colleges

have ICT didactics connected or integrated into the subjects taught. The majority of the respondents have completed teacher's education during the past twenty years. The largest group (45%) finished educational college during 1990-2000. 35% finished in 2000-2010, and the smallest group 15% have finished just recently, in 2010-2014. One might expect that the teachers with the most recent education also have the most updated knowledge on the use of ICT in their subjects. This does not always seem to be the case. In the recent report" Newly graduated teachers, professional digital competence and experiences with ICT in education" several candidates reported that they felt their education from teachers college was not in accordance with the demands they met for teaching ICT in class. In spite of this, most of them managed to accommodate the goals in the curricula, based on their own acquired knowledge of ICT. Several reported that they wanted to develop or renew their digital competence, not based on a formal requirement from authorities, but from their own personal interest. (Gudmundsdottir et. al. 2014: 3).

4.3.6. Part 6 – Assertions/Attitudes/Motivation

In this last section I wanted to gather information on attitudes and motivation. In order to encourage responses I assured that there were no "right" or "wrong" answers.

In *Question 22* the respondents were asked to what extent they agreed with a list of statements about the effects of using digital tools in class.

A large majority, (95%) agreed with the following; "I have experienced that my students become more motivated when using digital tools. This gives a clear indication that most of the respondents find the use of ICT in class to be very motivating for their students.

The responses to the next statement were not as clear. Although a majority of 54% did <u>not</u> agree with the following claim: "The students are noisier and are not concentrated when they use digital tools", 41% partly agreed. This even division makes it difficult to draw any conclusions. The "Skolefagsrapporten" shows that it is essential to have a sturdy leadership in class while using ICT, as there are so many distractions for the students.

There was a larger consensus on the next statement, with a total of 91% agreeing with the following: "Digital tools improve the possibility for authentic use of language", where 55% totally agreed and 36% partly agreed. This shows that teachers have faith in the value of the possibilities ICT offers for authentic communication. The response to the next statement

confirms this, leaving no doubt with a total of 100% (consisting of 55% totally agreeing and 45% partly agreeing) with the following statement: “Students acquire a good knowledge of English speaking countries and cultures by using ICT. The next statement; “ICT enhances collaborative learning” had a total agreement of 59%, although 41% partly disagreed. This response may be compared with question three, which shows that ICT is seldom organized as project or group work in English classes. The next statement; “ICT improves learning outcomes in English” had a clear positive outcome, where a total of 86% responded that they agree (consisting of 45% totally agreeing and 41% partly agreeing). The last statement shows a clear demand for more knowledge about the use of ICT, as a total of 100% (68% totally agreed, and 32% partly agree) that they want to learn more about the use of ICT in English teaching.

Based on the responses to the statements in question 22, teachers seem to have a general positive attitude towards the use of ICT in class, and believe in the motivational factors. On the other hand, many call for better equipment, and access to good quality digital resources: There were several positive remarks about ICT being relevant for future education as long as it is used correctly:

> “It is the future and we must follow it! “
>
> “I find that students are getting better and better in English. They have a wider vocabulary and better grammar skills than they did just 10 years ago”.
>
> “There are many opportunities for communication in English in the use of ICT. Online resources, games and contests will become more and more important to motivate students to practice their language.”
>
> “It opens for a better opportunity to communicate with other English-speaking people, and the information quantity and pupils' interest means that the use of ICT in English teaching is a necessary and useful tool. The challenge lies in teaching students to use it correctly and not "wasting" time on other things when they use ICT in English lessons”.
>
> “Technology can be a time thief in schools with old computer room. In order for ICT to promote learning, teachers must provide targeted educational use”.

Some teachers focused on the challenge of having enough time and sufficient equipment:

> -“There should be more time and resources. At present there are not enough computers available which makes it difficult to teach. At the same time, there is a lot to go through in the English subject and unfortunately 2 hours (60 min) per week is not sufficient to go through everything one would want, so sometimes we just have to skim over some parts”…

> "Lower secondary school requires a lot of teacher control, and you have to be quite strict. Pupils copy from the web too easily and from each other- it just makes work time consuming and annoying. The Web is good if it is used well. When students find references on e.g. England, there is a wealth of information and difficult language. This requires that the teacher picks out the relevant websites in advance. I would like to receive tips about websites I can use in various ways in teaching".

> "I think that textbooks must become better at making good websites with more than grammar exercises: links, videos, ideas, short texts, images."

4.4. Focus group interviews – results and discussion

Once the transcriptions were finished, the work with analyzing and discussing the results started. The first step was to find out how to categorize and analyze all the data gathered. The transcriptions from each school resulted in approximately 12-14 pages, with a total of 45 pages to be analyzed. The total number of participants was 14, with six from primary school and eight from lower secondary school. The questions were grouped according to the five themes in the interview guide.

4.4.1. Categorizing and collecting responses (content analysis)

As I already had five theme questions in my interview guide, I decided to collect all the answers to the same question, from primary and secondary school, and look for any answers which I found special or interesting. As Brinkman & Kvale (2009) explain in "Det kvalitative forskningsintervju", there are several approaches to understanding an interview text. Within eclectic and theoretical analysis of interviews an analysis may be conducted without any specific analytical procedures. Some interview analyses build upon a general reading of the interview texts combined with a theoretical interpretation (Brinkman & Kvale: 239).

Within content analysis, it is usual to *categorize* responses or utterances according to certain criteria (Wilkinson 184). All the responses to question no. 1 from the teachers in the primary and lower secondary schools were compiled as a single category to be examined. The questions were related to theory or research literature, and the responses to each question were examined in order to observe any utterances that were interesting, unusual, descriptive or, in contrast, corresponded to what would be assumed or expected answers. This categorization method was applied to all five questions. In order to simplify the categorization, word processing using the "cut and paste" method was used after I had transcribed all the interviews from beginning to end as single units. A new document containing all three group

interview responses to the consecutive questions made it easier to concentrate on each individual question and to identify anything specific about it. The practical matters were also made transparent by using color categories for each school. This made it easy to identify which school the responses came from. The names of the respondents were of course fictive, in order to protect their anonymity.

An exception to such categorization is the "synergetic" effect that may occur in a group discussion. In contrast to single person interviews, group interviews often generate more discussion and more perspectives than can be found in single interviews (Wilkinson 190). This was also the case during all of the focus group interviews. Once the interview started, some of the participants became more talkative than others. As an interviewer, one must act more as a moderator, letting the participants talk freely, but at the same time keeping an eye on the interview guide and by using interviewing skills discreetly turn attention back to the original questions again. As the interview proceeded, there were several occasions where the discussion moved away from the original theme, but brought up other interesting perspectives. Some of these perspectives have been included in the presentation.

In the following, the questions will be discussed and analyzed in chronological order. In the previous section, the digital survey was described and discussed, and responses which are relevant for the main questions in the focus group interviews will be discussed and analyzed in section 5 with a conclusion and supplement the main findings in the focus group interviews.

4.4.2. Focus group Question 1 – How do you use ICT most in your teaching today?

Question 1) The curriculum emphasizes using a variety of digital resources in teaching. How do you use ICT most in your English teaching today? Mention both tools using digital and online resources.

In primary school there seems to be a broad and varied use of ICT, but mostly it is used for listening to authentic language and speaking and repeating:

> Lene: We are usually in the classroom when I use ICT. We spend a lot of time showing small movie clips from Youtube, especially one series with a small dragon named GOGO who takes up many different themes. For example now that we've had "my name is" there are small conversation snippets that are so simple that anyone can follow them. This has worked very well. I have often used it when we have lunch breaks. Also I link it up on the school website so that the pupils can practice at home. They recognize a lot of words and they have a lot of repetition. I have other links as

well. Now we have “the body”. We have found a link that looks at the body and all its parts and it is modelled so that the kids can say the words consecutively and repeat.

The children often repeat exercises at home:

- Kari: It has also been made available on the school web so that they can practice at home. Very many use it at home. I hear it when they come back to school the next day and say they have done the task, when they say that the task did not work or the task gave an incorrect answer ... I listen and hear their excitement and involvement.

Otherwise, digital resources related to the course book are often used. Three teachers say they use net based exercises from the course book:

- Heidi: I use the Stairs net resource both on the interactive white board and the children can come up and do exercises in front of the whole class. When we have been in the computer room when they sit and work individually on each machine.

In lower secondary the most frequent activity is related to writing assignments. Word processing is recurrently mentioned as a frequent tool. Otherwise, there is also a lot of sound reinforcement and listening to authentic English. These utterances are from school no.1:

- Bjorn: Yes, as a starting point, we use the Fronter (LMS) learning platform and use it a lot for tests and assignments and also use the platform as a collection site for all the net based resources. We use "Wordnet" instead of dictionaries as we have a license for it and we use it in both English and Norwegian lessons. Then we use the links for the various web-pages, and we also try to find some new resources. Otherwise tools,…we use everything from Photo story, but of course it depends on what you define as ICT. We use the Power point and Prezi. I cannot think of anything else right now ...

The same recurs in school no. 2:

- Kristin: Mostly we use ordinary word processing, Word, and we also use Photostory quite a lot and Power Point. We have also started to use a game called “Kahoot” which is very popular among the students. The students use their smartphones and you can do different things, such as having a quiz or opinion poll amongst in class.

In addition, there is a great deal of work with oral language:

- Ada: We have a lot of written assignments to be delivered on Fronter, but we have used Photo Story pretty much as well. I think it is a great way to assess their oral language and we used it a lot last year, in the English in-depth study. It seems it has been good to work with.
- Lise: Yes, we have used audio files (Fronter), where they can read a part of their text so that we can listen to each student.

On the other hand, there is a lot of variation both in frequency and use, as one teacher 10th grade describes an extended use of ICT:

- Beate: I work in the 10th grade, and approximately 70 % of our English lessons are ICT based and I believe it works equally well both with writing or orally. During the last half of 9th grade we used a lot of audio recordings on Fronter where we read the texts first, so they could hear the pronunciation before their own reading was recorded. We also found videos online, and otherwise we used a lot of grammar exercises. There are very many good English grammar exercises online. As a teacher you can go through a lesson of basic rules and then the students can work on assignments online. We use a lot of material from "Woodland Junior High", a place where they have many level -based grammar exercises. It's brilliant, because you can always choose between low, medium or high level exercises. And they work at their own level, and they get responses immediately if they fail, right? - And the pupils like it very much. They don't want to do this all the time though, but they say they like to have variety, instead of sitting and working with assignments on paper.
-

4.4.3. Focus Group Question 2 - Can you give examples of pedagogical use of ICT which you are especially satisfied with?

This question was to investigate what aspects of ICT teachers feel are most rewarding. The question was what functioned well and why, and to investigate the students' motivation. The main impression is that there is a lot of variation in how ICT is used and what is perceived as most important. In primary school, a recurring answer was that using personal computers in itself was motivating for the students:

- Anne: …in addition it is much more motivating for the students when they get to sit at a computer and do tasks, even though it is almost the same as we have done in class, the students seem to work much better in front of a screen. They work much more effectively when they receive a repetition of what we have had. If we had done the same task in class on a sheet of paper, they would have spent a whole lesson on that one page, so they get much more done when they use the PC.
- Siri: I find being in the computer room is motivating, there is a lot of repetition, and we also follow the book a lot. Because they think we're playing. That's what my students said in the beginning; "Can we play in the computer room?" We had exercises in Norwegian and English, and they were so used to these exercises that they thought they were just playing.

Otherwise, the tasks done in the computer room are often identical to what is done in the classroom, but in a digitalized form.

- Heidi (4th grade): I am very happy with the 'Stairs' textbook, books and what they have of online tasks. We work with semi-groups in the computer room, and show things on the Smartboard. We work with the tasks at school and they can also work with the same material at home. It belongs to the same chapter with the same words and grammar that we work with in school, so I think that's very good.

In the article "Interactive technology, traditional practice?" the authors claim that traditional teaching practice still is very common in schools, despite the incorporation of new technology (Gudmundsdottir et. al., 2014). Traditional practice is often teacher centered rather than student centered. In her master's thesis about digital skills in primary school, Solvår Gully also indicates that there is a focus on a teacher centered approach (Gully: 2013).

In primary school, three recurring reasons were given for using ICT besides the motivating factor; the use of modelling (often spoken language), repetition and most important, instant feedback:

- Lene (1st grade): I have not spent so much time on tasks actually, I have spent more time on movie clips lately because they visualize situations. We use them a lot for repetition. We use YouTube clips for modeling, and have a lot of repetition. During the week we say the words together (choir) and then, at the end of the week the children say them themselves. And it is actually fun, all of the children say something. I have the first grade, so I have focused on oral language.

Teachers in the 4th and 6th grades focus on the importance of immediate feedback:

- Siri: They are very happy when they finish tasks and get smileys. So it's the feedback that is important. And especially important when they are so young. But perhaps this goes for the older ones as well?
- Heidi: And then they get the answer right away. If you provide a sheet of paper then you may get the answer in a week ... if it is not gone…(the worksheet paper)..(a shift towards not using paper and pen).

One teacher explained further how using apps had motivated her son who is in 2nd grade:

- ..I discovered that Stairs has an "app" for tablet computers and I tried it at home, it only cost 14 kr. I examined it and found a lot of material for 1 and 2 grades, and this is very helpful for my son. Before I discovered the app it was awful, because he wouldn't do his homework because he thinks it is too boring. But now I just give him the iPad, and he sits there and touches the screen until he is done. He receives an immediate response that he has done it correctly. He is very proud when he can proceed right away. He works very independently, and suddenly he says: "Oh! I have managed 4th grade"! It's very motivating when they receive the response right away. I think this is very suitable for 1-4th grades, and also very good repetition for the weakest pupils.

This may serve as an example of how instant feedback is important to keep up motivation. According to Hattie, feedback is the second most important feature for a positive learning outcome (Hattie 2009: 221). Another reflection is how technology is expanding the learning areas, as seamless technology makes it possible to work anywhere, both at school and at home, and seems to spur motivation for learning.

In lower secondary school an example is given on project work:

- Bjørn: Last year we worked with the theme "News" in the English in-depth subject (Engelsk fordypning). The idea was to read newspapers (paper) and pick out relevant news, and talk about it themselves afterwards. The first week we brought a variety of newspapers to the classroom, we had ordered British and American newspapers from the college library, but the students did not use them at all. They used the net-based news. So, we listed up the ten most popular news sites in Britain and the USA and they went in there and found incidents. We had sports the first week and bullying the second week. It was very relevant with what had just happened to Amanda Todd. Yes, and racism, politics, and they ended up referring to a shooting episode in the USA. After having found the information on the net, they worked with telling about various news stories by using Photostory. This was in 10th grade. We wanted to practice as much oral language as possible, as a preparation for oral exams.

This example describes reading and gathering information on the net in 10th grade. The activities require a higher level of language proficiency and independent work as the students must read and understand the texts they find on the net. This reflects the teacher's ability to make use of ICT in order to spur creative use of language, as described in the area "digital skills" in LK06. In relation to Walker & White's model, this is an example of integrated use of ICT with a focus on collaborative learning. A further example was given on how the teacher involved the students in building a collaborative knowledge site that they used to practice for their final exams:

- Beate: Last year we made a common presentation site. We had the theme «USA» and were working with «Native people». So we started to teach the students how to build a presentation site, like the ones we use ourselves, when we establish rooms (in Fronter) with links to tasks. We divided the themes into weeks, so we could work for a certain period of time with each theme. So the students were to make a front page with the main theme very clear and visible, the heading was to be divided into columns in order to build a website where we could add links and information to the theme. One column contained sound files, the other texts the students had produced, and in the third column they added videos which represented the various themes. The students thought it was ok to write a text. To them it resembled writing a blog, but only in English.

In general, digital skills are often related to communication and collaborative learning. On the other hand, when looking at the results from the survey, project work is only used only once in a while in ordinary English lessons. Some teachers described how they assessed project work:

- Beate: I think we focus much more on the individual student in lower secondary, because each individual receives their own grade and an individual written and oral feedback.
- Lise: And even if we have group work we give an individual grade, I never give the group itself a grade, because that only gives the ones who don't bother to work much a benefit.
- Beate**:** Yes, but it's important, if you don't do it, if you don't give an individual mark, the students . . . well, it leads to disapproval here in lower secondary.

Another aspect mentioned is the practical and time-saving use of ICT resources. Teachers from the other lower secondary school mentioned relevant ready-made material that helped with their preparations for the final exams:

- Tor: Yes, I also have to mention, we have a license on ready-made tests which we buy from a publisher. The test is called "Perspective Magazines" from Cappelen Damm. It is digital which means that the preparation phase is net-based, just as it is on ordinary exams. They do their whole preparation on the internet. The site has special links where they can listen to recorded soundtracks on the material they are going to read and prepare for. I believe it functions very well.

- Hanne: The material is explained by the teacher first, and then the students spend time themselves preparing. They work individually at their own pace and focus on the material that is relevant for them. I think it is very nice, as it provides colors, movement and additional material. The students can go in and listen to the song with Sting instead of just reading the boring text. You can spice it up a bit.

The teacher gives examples of sound, colors and movement which make the theme more exciting and varied. They also refer to the relevance of spending time on these preparations, as they relate directly to the final exams in English which are digital. In Norway all the national tests in English both in primary and lower secondary are digital. This requires the ability to master basic operational skills, such as understanding the instructions – click, move, colour, etc. in addition to being tested in English reading skills (Udir.no - The Norwegian Directorate for Education and Training).

4.4.4. How do teachers stimulate communicative situations and authentic use of English?

Question 3. In the curriculum in English there are many different objectives, e.g., to create authentic communication situations (both written and oral) and be familiar with English-speaking countries. What are some examples of lessons that promote this? How do you think ICT can be particularly beneficial in relation to language learning?

As mentioned in question 1, several teachers report that they use the internet especially for authentic spoken language. A lot of teachers are concerned about learning the "standard" English pronunciations:

- Kari (primary school): And then you have to look for the correct pronunciation, the nuances, finding good examples, at least for the lower grades it is all right to find a person who talks very clearly.

- Siri (primary school): But it becomes a lot worse in the higher grades because many of the spoken texts are very difficult, and often with another dialect, because it is seldom that anyone speaks like that in real life. You know, the students come back from a football trip to Liverpool or Manchester and they have not understood any of the spoken language. So I think it's good for them to understand that English has a variation of dialects.

The teachers are very aware of variations in oral language and they use YouTube to find authentic samples of language. The listening samples on the CDs in the course books are made especially for the English subject, and are often read in RP (Received Pronounciation), another British accent, BBC or US English. A lot of the books printed after LK06 have dialect samples, with CDs containing some readings from for example Australia or Scotland although the majority of the texts are read in clearly spoken "standard" English. As mentioned by one of the primary school teachers, this is especially important in the lower grades when the children are just learning the language. It is essential for language learners to have a standard variant of English in their first introduction to the second language, in order to learn and distinguish typical sounds in the second language which are different from their mother tongue. However, as reflected in the English Curricula (2013) once the learners have reached a certain age or level of proficiency, they are introduced to varieties of English.

- Bjørn (lower secondary): It's especially in English teaching that we profit from the world having become smaller. It's very easy to find information, and material from for example Australia or USA is very accessible for us to use.

- Lise (lower secondary): YouTube is an excellent resource for authentic language. An example is where an American boy and a British girl are sitting and talking together and you clearly hear the differences. He is American and she is British. And there are similar conversations between somebody from Australia and the United States and so on.

On the other hand, when it comes to authentic situations involving direct communication with English speaking people, the teachers seemed a bit more reluctant. One teacher remarked the

challenge of speaking spontaneously and improvising when they are confronted with an authentic situation:

- Lise: Well, it all really depends on the students. Last fall in 9th and 10th grade, during our project "Native Americans" we were visited by a native Indian from USA. He told them about his life, but when he asked them questions, and invited them to talk with him, they were completely mute. So it's difficult to get them to express themselves in an authentic situation. Most of them find it easier to talk with or through someone else, preferably the teacher. So I felt it was difficult to do, I don't know whether this was special for the student group I had then, I don't know.

Some other teachers remarked on the practical difficulties of conducting authentic communication:

- Bjørn: Well, we were talking about using Skype last year, but then you know you have the difference in time that sets a limit.

- Beate: eTwinning and things like that, it has to be suited to our lessons, you know, with the classes that have English, and it has to suit the other school, and it had been excellent, but it's difficult to do.

- Bjørn (lower secondary school): Well at least spoken English, but writing is no problem, we just use e-mail.

- Tor (secondary school no. 2): Last year we had a project with e-pals which I used in the English in-depth subject, where we actually communicated with other English speaking countries. The good thing about the in- depth subject is that you have a lot of time to do things like that. It's not so easy in the ordinary English subject, where you may have to reserve a week or some specific lessons in order to do so, as we only have a few lessons pr. week.

As the technology has developed to facilitate communication, the possibility to connect to the outside world has never been greater. In her book *Lära engelska på intern*et Maria Estling Vannestål gives a lot of advice on how to communicate through the net with authentic English speakers. She differentiates between synchronous and asynchronous contact. Synchronous meaning for example speaking together on Skype, or chatting simultaneously on msm, and asynchronous contact such as e-mails or blogs which may be written at different times. The latter type of communication is the most common, because of the practical issues (2009: 69 – 70).

Another teacher comments upon how students communicate with others in their spare time:

- Hanne: There are a lot of our students who are active on the net and write to other students in English, a very special kind of English in my opinion, often related to games, science fiction or fantasy. A lot of students communicate privately with others

in English, mainly in written language, not spoken. I believe very few actually talk to others in English, but they participate with written language on the net and are quite active.

In their spare time, students communicate all the time. In Norway 97% of young adults are reported to have an ipad or computer (Monitor:2013) which may indicate a high degree of communication amongst young people.

Authentic situations may be created in many ways, and many teachers claim it depends on how you interpret the term:

- Tor: ….but to create "authentic" situations, I also interpret that to mean using role-playing in class where you for example act out a situation of shopping in a store.

Teachers have numerous examples of how to create other situations where students can practice oral language and one example was described as "speed dating":

- Bjørn: You give them a theme to prepare a talk about, and then when they come to school, you let them speak to each other in pairs. In class they do not speak much, so instead, we let them explain the same topic to several other students, one at a time. They are forced to speak a lot of English in a short time, and they have to use their own words, and have to adjust their speech according to who they are talking to. They correct each other as well, so the strong ones correct the weak ones and can practice with students that are not so proficient. It's only the ones they are speaking to who hear them, because everybody is busy speaking with each other. It's a lot safer then. I notice that it is very difficult to make the students talk aloud in class, because they are afraid of being criticized or ridiculed by the others in class, in that age group it doesn't really take much to feel that way.

To sum up question 3, teachers seem to use several authentic texts, and especially use a lot of examples of authentic spoken English from the net. They also try to create communicative situations in the classroom, to motivate the students to speak more. On the other hand, having direct communication with "authentic" English speaking people, by e.g., blogging or e-mailing, seems to occur rather seldom.

4.4.5. Focus group Question 4 - How do students collect and create information?

Question 4: The emphasis in this question is on how students read and collect information (texts and images) on the network (e.g., Wikipedia) to create and present their own texts. Can you give examples of tasks of this type that have worked well? Which tools were used in class? How do you work with students to teach them to use their own words and avoid the "cut and paste" method? Do you have strategies for avoiding plagiarism? Are students taught to be critical of sources and about copyright laws in English lessons, or is this left to other subjects? How do you teach students to assess their sources and find good references?

In primary school, most of the teachers at the lower levels had not had many presentations in English. On the other hand, one teacher in the 6th grade mentioned presentations related to themes the students are familiar with:

- Siri: It's not easy to get the students to present their own texts in English, it's difficult enough in Norwegian, really. But the students have had some presentations in English, about themselves. It's often easier to let them talk about themselves or their hobbies.

On the other hand, they worked with reading and writing which was influenced by digital technology;

- Berit: The students are allowed to use their mobile phones when we work with words. We use "Google translate" when we work with new words on "Step 3". We pick out the words we want to learn ourselves as they are not translated in the course book. We always have to compare the translations with each other, in order to agree upon the same word, as we can get several varieties and must review them critically.

This example shows how the teacher involves the students in finding words and negotiating their meaning. The activity involves the students, and facilitates language learning activities by using the mobile phone. In postmodern society, the role of the teacher is more of a guide and facilitator, who does not have a monopoly on the one and only "truth", but who negotiates meaning with their students (Beck: 1993:173).

In lower secondary school, the group elaborated on how they make use of dictionaries, which also offer help with several grammatical units in order to facilitate language learning:

- Beate: Yes, using Wordnet is a challenge for weak learners, because there are so many options to choose from nouns and pronouns ...

On the other hand, they describe the difficulties for some of the weaker students:

- Beate: … a lot of it goes by unnoticed for them, they struggle to look up and find out what the right word is, so to understand .... maybe they could fix it for the weak students?
- Lisa: It is nice with Wordnet. For example, like prepositions in English, they can click on a preposition and it brings up many suggestions on how to use it, but it's like Beate says; it is a useful tool for the strongest students, while the weakest struggle to find the correct word. Yes, and they don't read what is written there, they take the first thing that pops up, it's not always what you are looking for.
- Bjorn: These students did not necessarily use ordinary dictionaries either. I think the ones that are able to use the dictionary correctly are the same ones that profit from Wordnet.

These reflections resemble what is described as a digital divide between the students. This shows that students who are already highly proficient in school and score high grades, also

profit positively from digital devices and resources on the net, while weaker students do not (Monitor skole 2013: 10).

In relation to reading and writing, the motivational factor is of great importance. Bringing in material that is relevant for students is emphasized by a teacher in 6th grade:

- Siri: Well, often I use YouTube songs and translate them to Norwegian. This is motivating in itself. In my opinion, a lot of the texts in the course book are difficult and maybe not so interesting for the students. But YouTube is very interesting, so I use it a lot. We listen to songs and translate them. Because it's never the same in Norwegian when you translate it from English. Often the students understand this better when we work with songs. I don't know why, but maybe because it's more interesting. You can never translate word for word, we work a lot with this, and I believe using the material from YouTube is quite good for this purpose.

In order to work with idiomatic English the teacher uses authentic contemporary song texts which motivate the students. This is relevant and popular learning material. Furthermore, she uses the material to teach grammatical features implicitly:

- Siri: So when it comes to grammar, you learn a lot by looking at how it is used in the song. For example third person – s. Instead of saying "now we are going to work with verb conjugation" I show them examples from the song instead. I take examples from things that engage them.

Some teachers have an interesting reflection upon how the Norwegian language adapts and incorporates English words and expressions into the language:

- Heidi: I just want to comment to what you just said about writing. My class was going to write a Norwegian text in the computer room. They could pick their own text and write about anything they wished. When they started writing, there were so many English words they wanted to use in their stories. Some children wanted to write about games, and were asking about specific English words that were used in that game and what their counterpart were in Norwegian. Some children wrote a long story about a "skate park" and were asking what all the tricks were called. Another child wrote about "brownies". That is when I reflected upon the fact that we have very many English terms in our language, and they have become increasingly common.

A further feature mentioned, was the ability to navigate in the myriad of information on the net. This requires a lot from young students, and a teacher in 6th grade explains what she does:

- Berit: I use a lot of the links on Moava, because there are so many good sites for student there. But I think it is better to copy some of the links into the students' digital classroom, because there is so much there, it's overwhelming. We use "Stairs" as well, with exercises and grammar related directly to the course book.

This may be seen as a scaffolding feature performed by the teacher, as she facilitates the process of finding relevant information on the net, but still lets the students use authentic

material. The Monitor survey explains how basic digital skills must be incorporated by the students in order to make use of the myriad of sources on the internet. It requires a certain digital proficiency to be able to navigate and find relevant information on a Google search or to navigate on digital encyclopedias (2013:98). It is important that students reflect upon and evaluate the source, relevance and credibility of the digital resources on the net (Puustinen and Rouet 2009, as quoted in the Monitor 2013 report p.43).

The teachers further discussed the backlash of the digital age, how to deal with plagiarism; Both lower secondary schools had Ephoros programs;

- Bjørn: Yes, in English you have the possibility of using the Ephoros program to check plagiarism. If you install it when you make the student portfolios you will automatically know how much percentage is copied, either from each other's assignments or from the net.

The problem is not easy to deal with, but several teachers had strategies to cope with plagiarism:

- Beate: Well, it's very difficult. I see it says "Wikipedia" in parentheses, and I believe this should not be used in English lessons at all. The language in "Wikipedia" is too difficult. We talk a lot to the students about how copying is not the same as delivering a piece of work. We relate this to the final exams. If you copy material for an assignment and deliver it as your own, you haven't done your work. We keep harping on the same things, go and find sources and material, read it, try to understand it and then give a recount. But of course, we are talking about young people… And yes we use Ephoros, and the students know this. They know that the assignments they deliver will be sent through the program, and if you copy too much the program reveals this. But you know, the students are clever, but even if they take one sentence at a time and change three or four words, it is still a copy. So we should think more about working in a way that they achieve information, read it and retell it. We should start working with this in 8th grade.

- Kristin: Yes, it is important because the students often end up with Wikipedia, and there is too much information there, and too much unnecessary information compared to what they need to fetch. We must be better at giving them links with useful information. Mostly the students just search with Google and Wikipedia appears at the top of the list, and then they just use that and do not really get an answer to what they are looking for. So then they just copy the text, which has a difficult language. English Wikipedia is difficult, both for students and grown-ups, and that is what distinguishes the students with a high level of proficiency compared to those with a low level, because they are able to search for and identify other useful websites to find relevant information.

This statement reinforces the responses in the digital survey, Question 9 and 10, that students are not critical to sources. They tend to pick the first and best choice, without evaluating other sources. A suggestion here is for the teacher to provide relevant links themselves. However,

the ability to search for and gather relevant information is one of the specific goals in the "digital skills" in the Knowledge Promotion (LK06).

- Tor: We try to give the students feedback if we feel that there is too much copying, because it is not considered as cheating to use plagiarism in a way, right? So it's the weakest students who are not able to reformulate and recreate the information they use for their own texts who struggle most.

This young teacher assumes that it is not seen as plagiarism to use other people's material, as long as the sources are given, but refers to the ability to use one's own words as the criterion leading to high or low achievement levels. In his article "Educating the digital generation" Ola Erstad discusses research on young people's digital interaction which shows that there are some fundamental changes in the way young people communicate, produce texts and distribute content (Ito et al., 2010 as referred to in Erstad: 2010, p.59).

Erstad suggests several ways of moving beyond the traditional understanding of literacy, and points out several key factors that have changed the context of how young people learn today. Erstad has introduced the term "remixing" as a description of how software tools have made it easy to edit texts, films and music (ibid.,p.61). This term helps us to understand how many young people work with texts today, but in many ways it represents a challenge to teachers:

Some teachers explain that they reveal plagiarism by using Google:

> -Hanne: I checked a student's assignment that obviously wasn't written with his own words. When I checked a sentence with Google search, the complete original text appeared, and I asked him if this was the site he had used and he confirmed. Then I asked him if he could show me any lines he had written himself, but he couldn't. That is how specifically we must confront the students in order for them to become aware of this.

- Kristin: But that is pure cheating! But of course, we use booklets with notes during exams, and of course the students often refer to the texts. But some of them do not understand, they must be trained to recognize what is pure copying and what is referring to a text without copying. They must be trained to use their own words and expressions. They are so young when they start here.

The teachers try to train the students to distinguish between plain copying and using source material and re-writing it in their own words. Students need a lot of training in this

4.4.6. How do teachers learn to use ICT themselves?

Question 5) How did you learn to use digital resources in teaching English? (school, course, tips from colleagues, sharing experiences, self-taught, trial and error). What do you think is

the best way to learn? Have you changed your practice in any way during the past years as a result of ICT use?

Some teachers in primary school reveal their thoughts about the technological development in recent years:

- Heidi: There have been several changes here the past years. I'm thinking of the computer room, computers, the increase in digital assignments. Now we have iPads, and I usually scan pictures and text from picturebooks and send it to my mail so that I can open it and enlarge it on the Smartboard screen in the classroom. So we have read that way, stories printed both in Norwegian and English, e.g., "The goat that could count to ten". And I was thinking of mobile phones and what you said previously. I think the mobile phone will be a device which will be used much more in school, because everyone will have one as the prices recede.

A teacher in 4th grade explains how technology affects the language learning activities according to the digital tools the students use:

- Anne: When everyone is in the computer room we do totally different exercises than with the ipad. When the class is in the computer room they often write a text with letters, which is a totally different way of working. The students complain because they seldom use the hearing phones which are required to enable listening activities in the computer room. When they use their ipad they just sit there and touch the screen with their finger, and a voice appears giving an instruction saying for example "foot". The voice asks them to place their finger on the correct word on the screen, and then the word appears in large text accompanied by a picture. So right away you see what the word they heard looks like with letters, and what picture the word represents. After this, the students are asked to say the word themselves aloud. To me, this is a more visual and auditive way of learning.

The teacher has observed how her students learn the words, and reflects upon how the ipads provide a multimodal approach to learning. Compared to the traditional way of learning how to read and write with books, pencil and paper, the term "digital literacies" encompasses a broader understanding including sound, pictures and text, which are usual in a digital context (Lund:2009).

One teacher in lower secondary remarked that the students that arrived from primary school have become much better at basic operational skills;

- Tor: Yes that's something the students do a lot, they load up their files in "Fronter" if they have homework or writing days or something like that. I think the students have become much better at that the past years. Word processing and things like that, which we had to drill them in earlier; they all know how to do that when they start in lower secondary now.

This suggests that students are becoming more sophisticated in their use of PCs. Primary schools are using computers more and more.

The course book is still the resource mostly used by teachers, and one teacher in primary school reflected upon this:

> Anne: It's ok to use it as a basis. There are some good grammar exercises too, for students who like to write by hand. We mustn't forget that many students learn better by using handwriting and reading books, so we have to meet everyone's needs you know, and there should be variation.

As a synergetic effect of the focus group interview, a discussion evolved around writing and penmanship. Today, as new customs are evolving, the teachers reflected on what gets lost and what is gained. One teacher believed that the creative process of writing will disappear if we only use computers. She argued that children today expect everything to happen at a fast pace and do not take part in the process of learning, because they do not have the patience to re-write and work thoroughly with their texts. When they use the computer, they just cut and paste and do not work thoroughly enough. Another teacher disagreed:

- Berit: I believe it's quite the opposite, I think many students give up. I don't think the pleasure of writing is promoted by using a pencil and paper. I think they struggle anyway with writing. My students have written far better texts when they use the computer. Especially boys, who have illegible handwriting. Do you think any authors use pen and paper today? I don't. But of course we ought to emphasize other things, like the visual or creative aspects, but not relate that to penmanship.

One teacher remarked on changing attitudes towards school and learning:

> -Lene: I'm thinking that the children are so used to fancy games, and everything is supposed to be fun when you present your assignments. School will never match that, and I think we will have a generation that demand that school has to be fun all the time. To learn can be demanding, it's not always a game. It has something to do with the attitudes the children get towards learning.

A recurring remark was that teachers feel a constant need for keeping updated; and many say they learn best by trying out things themselves:

- Bjørn: (lower secondary) You know, even when we went to teacher's college, what we learnt the first year was already out-dated when we graduated, so you really just have to renew yourself, at least when it comes to various software, new programs have come that are much better.
- Tor: I believe the absolute best way to learn is by trying out myself. I have been to a few ICT courses without any outcome. If you don't use what you have learnt, you forget it. You have to try it out and experiment yourself. Everything I have learnt

about ICT, I have learnt myself, by trying and failing and trying again. I believe it's the best way to learn.

There is a need for continuous updating, and this example shows how teachers learn from each other's experience, but it all culminates in the access to digital equipment available at school.

- Berit: (primary school): I don't have any formal education in English, and when the use of ICT has escalated the past years we teachers should be just as good as the children, because the children are much further ahead of us, so there should be some courses to pick upon things.

- Siri (primary school): Well, it's our duty to teach them, it's a part of the Knowledge Promotion, and we may not be good enough ourselves either, but in addition the access to computers is not sufficient. We only have one computer room and we are 200 students at this school, so it sets a limit to the time available. The booking schedule is always full as well, so it's impossible to have a spontaneous lesson. Each class has one lesson in the computer room pr. week, but the spontaneous use is impossible.

- Kari (primary school): I think we have become better at using digital tools every year as more digital tools have appeared in school. If you have an interactive board that works, then you automatically use it more and the same goes for the computer room if everything functions. It is our own curiosity that leads us forward and shows our progression. I can be as interested as I want in apps, but if the school doesn't have ipads it doesn't really help. So really what is limiting us is the access in our workplace.

- Tor (lower secondary school): Well, you can say that we have Smartboards, but we only have them in five classrooms, and of course that influences the way we teach. If you have a classroom with an interactive board, you use it for what it's worth, but if you have a classroom without one, it has an effect on what we are able to achieve.

- Hanne (lower secondary): And if you have a class with 25 students you can take them with you to the computer room and have it work, but if you have a class with 30 students, there are not enough computers and often one or two don't work and it becomes chaotic.

On the other hand, one of the lower secondary schools was very well equipped with ICT material:

- Bjørn (lower secondary school): We had a computer room until just recently. The last classes that graduated now were the last ones that shared laptops on a trolley. Now every single student has their own computer, and the computer room has been transformed into an animation room. We have interactive boards in all our classrooms, so we often start our lessons by logging in and showing whatever it is we need. That is where we fetch our resources for our lessons. So if we need our lesson plan (homework plan) or some links, that is where they all are.

- Beate: I didn't have any digital training at teacher's college at all. So when I started teaching, I learnt about LMS systems and Fronter, because I started at a school that

used it. Before I came here I just learnt by trying out things and experimenting. When I started here there was a lot of pressure to use digital tools. I think our leaders and people who use ICT a lot have been good at motivating people, so during my years here several colleagues who have disapproved of computers are suddenly using Prezi and other tools…so I think it has to do with the way they affect colleagues…

This is an example of the differences in equipment and economy in various communities which is reflected in what each student is offered. The students do not receive the same type of educational equipment.

The other external factor mentioned is the way of organizing things at each school. In one of the lower secondary schools, there seems to be a strong and motivated leadership, which has prioritized the use of ICT. This is reflected in the way they organize learning:

- Lise: We have a common English room on Fronter. It's important that all the classes are represented, with material as theme banks, and for example links from YouTube. It's important that everything is published in the English room for sharing so that we can use each other's material.

- Bjørn: We have just had a round of teaching our staff. We had two course days where we kept each other updated.

- Beate: We had courses and planning days for both primary and lower secondary school and we signed up for various courses we wanted an update on such as Powerpoint, Prezi, Fronter or interactive boards. We had two and a half hours of teaching, in two sections for each day. It was the teachers from the county who taught each other. A teacher from primary school showed us various things on the interactive board, and I had Prezi.

- Lise: Yes, and then there are so many good teaching programs on the net. If you show them to colleagues, they understand that you can save a lot of time.

- Beate: We have a sharing room, the whole community where all the schools have a sharing room for the different school levels. And then we have had some common sharing sessions like the one Bjørn described, where we have tried out everything we have gathered during the past years. We have made portfolios, with examples from both primary and lower secondary school.

- Bjørn: What we are working on now is to be more coherent on each level, and we try to fill in resources on 8th, 9th and 10th grade, so we try to define what should be done in the various grades. Our next challenge is to gather all our resources and go through them and evaluate what is useful and what isn't. For example articles.uk and resources like that, where you have a lot of articles on various themes with explanations to new words and follow up questions, just try to find out what you can use. It takes time to sit and find out what digital resources you need each time you have a theme.

- Beate: I have been here for six years now. The first year I worked here all the students got computers. Since then there has been a radical change. It all depends on the

> administration. We got a new administration that was very focused on using ICT and they have really been working hard to get new and updated digital equipment, enough for everybody and of high quality. They have also allocated time enough for us to share. We have taught each other. And of course we use the LMS platform Fronter all the time. We are obliged to use it, as all necessary information from the administration and messages are posted there.

These utterances reveal a school with a well-functioning leadership. It is important to determine whether there are any important hallmarks that identify schools with a supportive ICT climate (Hatlevik 2009:164). Qualitative longitudinal projects on learning networks reveal the importance of how school leaders prioritize how the school works with ICT (Berge et. al., as quoted in Hatlevik). My own experience working in a learning network showed how important it is with a school leader who is interested and has the ability to follow up on work with ICT in school (Baltzersen:2009:14). If there is a lack of support from the administration, a lot of work is left to enthusiasts, but that alone is not enough to build a sharing community.

5. MAIN FINDINGS

5.1. Validity and reliability

The terms validity and reliability are important in all research. Validity means ensuring that the data collected is relevant to the research questions asked and that the research in itself has some informational value or is of common interest for people other than the researcher herself (Larsen 81). Reliability means carefully describing the research process in order to make it transferable, confirmable and creditable. In the quantitative research conducted through the digital survey, it is possible to replicate the process by doing the survey again. In qualitative research, it is important to explain all the procedures in the process in detail, in order to make the research creditable. In this study, both the survey and the interview guide are based on the statements about digital skills in the core curriculum and the English subject curricula, and thus it is feasible for other researchers to replicate the studies. In the focus group interviews all the data has been kept confidential and been treated anonymously, as explained in detail in the section about ethical considerations.

Brinkman & Kvale (2009) argue that the researcher must make the research transparent by being explicit about the process and intention of the research. One of the steps in doing this is by being explicit about the researcher's own perspective, as this may influence the choice of

questions and the views that may appear in the analysis or discussion (244). In the role of researcher, a main reflection is to acknowledge that my own background as a teacher may influence the way I have perceived and understood the questions I have constructed and also the way I perceive and analyze the results.

My main theoretical platform is based on a socio-cultural and constructivist view, which encourages collaborative learning, as this is a common practice in many Norwegian schools, and is often reflected in the Norwegian national curricula. Group work and collaborative learning have a long tradition in Norwegian schools, as well as teaching in "mixed ability groups". This has been a part of the national policy which is reflected in the national curricula as well as in the organization and structuring of schools. All children within a geographical area go to the same school, and teaching is organized in heterogeneous groups within the same age level.

On the other hand, as my main intention has been to understand the use of ICT in English teaching from the teacher's perspective, my relation to language and learning theory is eclectic, and I have used several theories to explain and describe the teachers' responses in my analysis rather than prioritizing one position or a single theoretical approach. As explained in the theoretical section in Walker and White's model, several methods are in use today.

Furthermore, the results from the survey are based on 24 respondents, and although they make a representative group, this is a small number. "SurveyMonkey"'s own interpretation of data results for a digital survey do not consider the number of respondents to be important if the purpose of the survey is to investigate a phenomena (p. 20), although there may be reason to believe that the teachers who did respond are the ones who may be enthusiastic and positive towards ICT. The focus group interviews gave a lot of interesting data, and the 14 respondents from three different schools reflected the general teacher population in age, gender and educational background. In spite of this all qualitative data must be treated with respect, and one must be careful to draw any general conclusions. With these considerations as background, the general trends shown in the survey and focus group interviews will be presented in the following section.

5.2. Discussion of the main findings in relation to relevant theory

In this section I will sum up some major tendencies from the survey results and quoted answers in the focus group interviews. My main thesis question was *"How do teachers in*

primary and lower secondary school use ICT in class, and how do they relate their methods to the goals in the English curricula?" With the data from the digital survey and the responses from the focus group interviews, the following trends have been detected.

5.2.1. ICT used for writing and creating presentations

The most frequent use of ICT in lower secondary school is for writing, using word processing or powerpoint for presentations. This finding is consistent with the 2009 survey "Skolefagsundersøkelsen", which indicates that amongst English teachers in Norway ICT is mainly used for writing or presentations (p. 55). In this survey a very clear majority (87%) agree that "Students are good at creating their own texts". This shows that teachers feel their students are satisfied with the way students produce texts. The section does not specify what kind of texts, but the term "create" indicates that this may be interpreted as all types of digital texts such as presentation texts like PowerPoint or Photostory, or printed texts given as assignments. A lot of the students have gained the basic operational skills, such as loading up files, inserting pictures in a text and adding titles, bullet points and designing creative lay-outs. Many students start using presentation programs during primary school, and by the time they arrive at lower secondary school, several have quite a good command of presenting their work for the rest of the class.

When it comes to the use of ICT for writing, the most frequent use is related to assignments delivered on the LMS platform. Using a word processing program helps to edit and rewrite thus making the writing process easier. The focus interviews from the two lower secondary schools discuss the problem of plagiarism and how to cope with students copying and not using their own words. According to the survey, teachers do not feel confident that the students know how to find sources and how to rewrite and use their own words.

In the discussion in the focus group interview several teachers had strategies for detecting plagiarism and in addition to using their own prior knowledge of the students' language proficiency, they used Google to search for the source of the text and the Ephoros program to check the percentage of text which has been copied. Teachers maintain that the most important thing is teaching the students how to use their own words, and mentioned some strategies on how to do this.

A discussion evolved as to whether all writing on computers is good and one teacher asked for more focus on handwriting and the basic skills of penmanship. The most important factor

is that writing on a computer provides a scaffolding device, such as automatic word correction, and is easier to edit. The written result is much tidier to read for the receiver, and word-processing programs make it easy to insert comments or corrections in the text. In relation to my theoretical framework, this may be considered as a scaffolding device, as the word-processing devices may provide the guidelines and help needed for the students to concentrate on the message and content of their writing. This will help students to attain the goals of communication which are highly focused upon the English curricula.

Another important factor which was mentioned in the group interviews is that students often write more and put an effort into making a presentable result if they write for a larger audience and are meant to share their work with the class or group by publishing it (Svensson: 2009, p.25). Using the computer results in the students writing more than they do with pencil and paper, according to some responses in the focus group interviews.

5.2.2. ICT used for drill exercises in language and grammar

A marked trend was that teachers use net-based drill and repetition exercises which have to do with vocabulary or grammar. According to both the Norwegian MONITOR survey (2013) and "Skolefagsrapporten" (2009), the use of drill and repetition exercises is the second main area of ICT use in English lessons in Norway, and the responses in this research paper show the same trend. As the results from the digital survey show in question 13, these exercises are often related to the course book or to links that were gathered by the teachers on the LMS platforms. The responses in the group interviews reveal that the main reason for choosing these exercises was immediate feed-back. According to Hattie learning is optimized when there are multiple opportunities for learning, such as deliberative practice and increasing time on task, and when feedback is given frequently (Hattie 2009: 221).

Some aspects of language learning involve repetition and memorization, and although these features are associated with behaviorism, which has been denigrated the past years as being obsolete and out-dated, many net-based language learning programs today follow a structuralistic pattern. The principle of automatic feedback is used in fill in exercises such as vocabulary learning, verb conjugation or preposition exercises. Other language learning exercises may be gap filling in texts, recognizing language patterns or answering simple reading comprehension questions. These programs provide instant feedback which strengthens each correct response from the student. Furthermore, the vast range of exercises

available make it easy for teachers to differentiate their material in accordance with the student's level of ability (Svennson 2008: 51).

Walker & White claim that drill-and practice programs still have a place in language learning, and are merging into new ways of use. New technology such as smartphone apps make it possible for students to repeat and work wherever they want whenever they want. Another aspect is the possibility for teachers to use authoring software to create a bank of activities which learners can use anywhere (2013 p. 3). One of the expected changes in the near future according to "Technology Outlook for Norwegian Schools 2013-2018" is the increased use of mobile phones and tablets (2013 p. 10). Although they have not yet been introduced universally in the classroom, the ability to use such technological devices as a resource for language learning in what is already a natural part of the environment, is what is seen as the last stage in Walker & White's framework, where technology is "normalized".

5.2.3. ICT for listening and speaking activities

A major trend both in the survey and in the focus interviews shows that teachers use ICT a lot for listening to authentic spoken language or repeating sounds, words and phrases. In the survey the open-ended question "Have you used ICT for listening and understanding of spoken English?" resulted in many responses showing a general enthusiasm for listening to examples of spoken language (Question 12 p. 43).

Teachers are very enthusiastic about the variety of sources they find on the net. According to responses in the focus group interviews, in the lower grades of primary school ICT is used a lot for sound modelling and focusing on listening and speaking. The interviewed teachers described how they use the Smart board to show animated YouTube clips for sound recognition and word recognition. The clips were entertaining and motivating, and the students learnt words and short phrases, and repeated them often as the clips were often loaded up on the LMS so the students could listen and repeat them at home as well. The teachers' responses reflect enthusiasm about the motivational and learning effect these listening sessions have. One teacher reflected upon how using the ipad provided a multimodal approach to learning, by stimulating all the senses with a combination of sound, pictures or animations and text. Compared to the traditional way of learning how to read and write with books, pencil and paper, the term "digital literacies" encompasses a broader understanding of literacy in a digital context (Lund:2009:). In lower secondary school teachers use clips to demonstrate various dialect samples of authentic English language from different parts of the

English speaking world. Using clips of spoken language shows that teachers use a variety of English accents and want to get students in touch with authentic language. This correlates well with the goals in the English Curriculum.

Another frequent use reported by teachers in lower secondary was the use of recorded sound files or using programs such as Photostory in order to assess the student's spoken language. Students often feel time pressure when trying to express themselves in a second language which they do not have a complete command of. For many, the possibility of recording their speech on a sound file gives them time enough to think of the phrases they want to say. Sound files also have the benefit of being correctable, so if a student is not satisfied with their recording, they may delete the file and start again. The teachers in the focus interviews explained that the possibility of listening, repeating and practicing was the main reason why the students found it very motivating to use.

The term "scaffolding" (Bruner 1978) is often used within language learning, and especially with reference to children learning to speak. Through the use of speech, children are able to communicate with and learn from others through dialogue, and the verbal scaffolding received from more able speakers. In the context of ICT, socio-cultural theories have often been drawn upon to explain how project work and collaborative work with ICT may strengthen the level of collaborative knowledge of the participants. In this case, it may be argued that the technology mediates a scaffolding device, by providing spoken patterns that may be repeated and by providing the time and space needed by learners to produce their own language.

5.2.4. Little use of project work and authentic communication

One of the most significant recurring findings both in the survey and in the interviews is that there is very little communication in English with people outside the classroom, although there are exceptions with project work or in courses such as "In-depth English" or within electives such as "International Cooperation" where the teacher points out that they have more time to experiment and communicate with other people by using programs such as the ePals progam. The communicative goals and focus on "authentic situations" in the English digital skills in LK13 may be questioned and discussed according to these results, but also how the term "authentic situation" may be interpreted. As some of the teachers in the focus interviews argued, they created "authentic situations" by using role-playing or other speaking activities in the classroom.

Project work was mentioned in some examples in the focus interviews, but according to the survey results it is rarely used. An example mentioned in one of the focus interviews is from the 10th grade and describes students reading and gathering information on the net in order to create their own presentations. These activities require a higher level of language proficiency and independent work as the students must read and understand the texts they find on the net. This reflects the teacher's ability to make use of ICT in order to spur creative use of language, as described in the area "digital skills" in LK06. In relation to Walker & White's model, this is an example of integrated use of ICT with a focus on collaborative learning.

In his article "Educating the digital generation", Erstad refers to how assessment of digital literacy has been approached in various countries, and a large scale survey in Australia shows that digital literacy develops according to age, and students in Year 10 had a higher proficiency than Year 6 students (2010:64). Similarly, the Norwegian Monitor school study shows a higher degree of self-reported digital skills represented in the higher age levels, although this study has more focus on a general operational ICT use (2013: 71). This may be one of the reasons for not using project work extensively for second language learning in the lower grades, as this requires a repertoire of basic digital skills and the ability to work independently.

Another important factor is time. Several teachers report not having enough time in their ordinary lessons to use project based teaching. There are a lot of goals in the English curricula, and many teachers feel the pressure of having enough time to conduct their lessons in accordance to the goals. The examples mentioned on project work were done in the in-depth subject of English, which is an elective subject taken in addition to the ordinary mandatory English lessons.

A third relevant factor is the uncertainty related to assessing project work. In the focus group interviews, various reasons were given for assessing individually in lower secondary school, and an important reason was that all students are evaluated individually, and teachers work continuously to give process evaluation during the term and summative evaluations at the end of each term. Furthermore, as discussed in the Monitor 2013 school report, the framework for basic skills lacks dimensions related to collaborative learning or more specifically to co-operative problem solving (p.40) and it is difficult for teachers to assess as there are very few guidelines to follow. Although The Norwegian Ministry of Education are developing new assessment approaches with focus on process evaluation (Vurdering for læring), it is a

paradox that the final summative assessment in school is still strictly related to individual results. The ability to communicate and collaborate is highly demanded in the work place, but it is not easy for teachers to assess and appreciate these characteristics in relation to the final term grades in each subject.

6. CONCLUSION

The aim of this study was to learn more about how Norwegian teachers use ICT and digital skills in English classes, and to examine their reflections around the use of various tools and approaches in second language learning. The goal was to gain more insight into how ICT is used within a pedagogical frame in English teaching in Norway, and my main research question was:

> *How do teachers in primary and lower secondary school use ICT in class, and how do they relate their methods to the goals in the English curricula?*

I explored this question using a digital survey and three focus group interviews which were carried out among English teachers in primary and lower secondary school in Norway during the school year of 2014**.** A quantitative survey was chosen in order to collect background information, followed by focus group interviews to gain insight into attitudes and descriptions of classroom practice. The questions in the survey and focus interview guides were both based on the digital skills stated in the English curricula, in addition to some general questions about the use of digital tools and educational digital resources.

The results from the data material show that teachers use ICT in a varied manner in their teaching as far as they can considering time restrictions, their own competence and the availability of ICT tools in their schools. A major trend was that ICT was used mostly for writing and presentations in lower secondary school, and teachers reported to work actively against plagiarism. Another significant feature was the use of "drill and practice" exercises for listening and speaking, and for vocabulary or grammar training. These results correspond to other findings in recent research about ICT in Norwegian English teaching. Project work was reported to be used rather seldom, and in ordinary English lessons, there was very little use of authentic communication with other English speaking people outside the classroom. The few exceptions were organized through in-depth English studies such as with ePals, or as a part of a whole school project, such as Comenius.

According to the survey and interview responses, the course book still plays a predominant role in teaching, and digital exercises related to the course book web site are frequently used. A majority of the respondents want to learn more about using ICT in class, but they report that they learn more by sharing experiences and teaching each other, rather than attending external courses with little relevance to their own daily situation in class. There was a great interest and demand for useful educational resources on the net. Many teachers reported that it took a lot of time to search for useful websites that would fit their needs for teaching material.

Although the results of the data give certain indications, it is difficult to draw any general conclusions, as the numbers of the quantitative data are small, and the qualitative data may only reflect certain trends within a certain group within a limited scope of time. Anyhow, as the data reflect a representative sample of English teachers in Norway, it may give some useful information of how ICT is used in English teaching in Norway today.

With these reservations in mind, one conclusion is that there is a large demand for net based educational resources which are made easily assessable for all teachers at all levels in primary and lower secondary school. Another conclusion is that teachers need the time and opportunity to learn more about didactic and pedagogical use of ICT within the English subject.

6.1. Further research and educational implications of the study

Many teachers are concerned with how to find useful resources on the net. One of the lower secondary schools described a well-structured sharing system made possible by the school's LMS platform where portfolios were made and resources gathered. An interesting research area may be to investigate and examine further the use of digital educational resources used in English teaching in Norway.

Another interesting field would be to examine how teachers learn to use ICT related to the English subject. According to the responses, the most common way teachers learn to use ICT resources seems to be by trying out programs or digital devices themselves, with help and inspiration from colleagues, and not by attending external courses. This is confirmed in the Monitor 2013 school report, where the results show that internal courses, colleague counselling and the method of "trial and error" were the three approaches mostly used by teachers to keep updated in ICT (p.114).

There was a lot of enthusiasm reflected in responses in both the interviews and the survey, indicating that teachers seem very motivated by ICT, and a majority of the respondents wanted to learn more about how to use ICT in class, thus reflecting a demand for more knowledge.

A number of studies show that network learning, with a combination of work in school and work in networks where teachers have reflected on and shared experiences from their own practice is an appropriate way to develop competency. My own experiences from a learning network were very positive, and some of these experiences are documented in the report:" Å drive IKT-basert skoleutviklingsarbeid i mininettverk: erfaringer fra Haldennettverket" (Balterzen et. al:2009). Today the network approach is being encouraged as a learning method for assessment ("Nasjonal satsing på vurdering for læring" – udir. 2014) and it would be interesting to examine and follow the development of ICT within the English subject through network learning.

Teachers' professional development is enhanced when they participate in a learning community in the school and a community of teachers is strengthened further when they can join a network with teachers from other schools. Perhaps school leaders could be informed about the potential of internal, colleague exchange in updating the ICT competence of their English teachers, and this could hopefully motivate them to provide them with time during the workday or during staff course days.

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Appendix no. 1

Spørreundersøkelse vedrørende bruk av IKT i engelskundervisning

Kjære rektor!

Det siste året har flere større undersøkelser kartlagt generell bruk av IKT i skolen (Monitor 2013), men det etterspørres fortsatt mer forskning på pedagogisk bruk av IKT i ulike fag.

Jeg er masterstudent ved Høgskolen i Østfold, og jeg ønsker å undersøke hvordan engelsklærere på barne- og ungdomstrinnet arbeider med IKT og digitale ferdigheter som en del av engelskfaget. Målet med min undersøkelse er å få bedre innsikt i hvordan og i hvilken grad lærere bruker IKT i engelskfaget og analysere dette i forhold til språklæring og målene i kunnskapsløftet. Jeg håper undersøkelsen vil bidra til å videreutvikle en hensiktsmessig pedagogisk bruk av IKT i engelskfaget.

For å få til dette har jeg laget en digital spørreundersøkelse, og jeg håper at dere vil videreformidle denne til alle lærerne som underviser i engelsk ved skolen deres. For at resultatet fra undersøkelsen skal bli så representativt som mulig er det viktig at alle som underviser i engelsk svarer. Undersøkelsen er anonym og alle svar vil bli slettet etter bruk. Opplysningene behandles konfidensielt. Den tekniske gjennomføringen av spørreskjemaundersøkelsen foretas av SurveyMonkey, og data blir utlevert fra SurveyMonkey uten tilknytning til e-post/IP-adresse.

Det tar ca. 10 min. å svare på undersøkelsen.

Jeg er takknemlig om dere oppfordrer lærerne til å svare så raskt som mulig og **innen 16. mai 2014.**

Her er lenken til undersøkelsen: https://www.surveymonkey.com/s/955LTKH

Resultatene vil bli brukt i masteroppgaven min, som har arbeidstittelen: «ICT in English language learning in Norway- A study of the use of technology to enhance language learning in primary and lower secondary school». Masteroppgaven forventes levert innen 1. september 2014. Som takk for hjelpen vil jeg sende ett eksemplar av den til hver av de deltakende skolene dersom det er interesse for det.

Jeg takker på forhånd for god samarbeidsvilje og ønsker lykke til med utfyllingen av spørreundersøkelsen!

Med vennlig hilsen
Elin Løvli

Ved eventuelle spørsmål, vennligst kontakt meg på tlf: xxxx eller følgende e-post adresse: elilov@haldenskole.no. Min veileder ved Høgskolen i Østfold er Karen Knutsen og kan kontaktes på tlf.xxx.

P.S. Jeg ville sette stor pris på en kort tilbakemelding på hvor mange lærere ved din skole som har fått tilsendt lenken til spørreundersøkelsen.

Appendix no. 2

1. RAMMEBETINGELSER OG ORGANISERING

Hensikten med disse spørsmålene er å kartlegge elevenes tilgang til digitalt verktøy og hvordan undervisningen vanligvis blir organisert.

1. Hvordan er rammebetingelser for bruk av IKT ved din skole?

	Helt enig	Delvis enig	Delvis uenig	Helt uenig
Det er tilstrekkelig utstyr (bærbare PC/nettbrett/datarom) for å bruke IKT i undervisningen.	○	○	○	○
Datautstyret er lett tilgjengelig,oppdatert, og av god nok kvalitet for bruk.	○	○	○	○
Det er mulig å drive prosjekt/tema over flere timer med IKT.	○	○	○	○
Vi har nok tid til å trene og bruke digitale ferdigheter i engelsktimene.	○	○	○	○

2. Hvor mange elever er det ved din skole?

▾

3. Hvordan organiserer du undervisningen når du bruker IKT i engelsk?

	Flere ganger i uka	Noen ganger i måneden	Noen ganger i året	Sjelden eller aldri
Individuelt arbeid	○	○	○	○
Pararbeid	○	○	○	○
Gruppearbeid	○	○	○	○
Prosjekt/tema	○	○	○	○
Samarbeid med andre klasser på skolen	○	○	○	○
Samarbeid med andre klasser/grupper/elever utenfor skolen	○	○	○	○
Datarom	○	○	○	○
Formidlingsring, muntlig/gruppesamtale	○	○	○	○

4. Hvordan samarbeider engelsklærerne ved din skole? Det er mulig å sette kryss ved flere alternativer.

☐ I team ☐ I faggrupper/fagseksjoner ☐ Jeg har ingen andre engelsklærere å samarbeide med

Annet (vennligst spesifiser)

2. LÆRINGSRESSURSER OG DIGITALT VERKTØY I ENGELSKUNDERVISNING

Her samler jeg informasjon om hvilke læringsressurser du bruker generelt i din undervisning. Legg gjerne til andre ting i rubrikken nederst dersom det ikke er nevnt!

5. Hvilke læringsressurser og digitale verktøy/ressurser bruker du i engelskundervisningen?

	En eller flere ganger i uka	Noen ganger i måneden	Noen ganger i løpet av et skoleår	Sjeldan eller aldri
Læreboka	○	○	○	○
Engelske barne/ungdomsbøker	○	○	○	○
Ordbøker (papir)	○	○	○	○
Rollespill	○	○	○	○
Sanger	○	○	○	○
Aviser	○	○	○	○
Blader og tegneserier	○	○	○	○
Film (hel eller deler)	○	○	○	○
Smartboard	○	○	○	○
PC	○	○	○	○
Nettbrett	○	○	○	○

Annet (vennligst spesifiser)

6. Bruker elevene noen av de følgende digitale ressursene i forbindelse med lesing, skriving , presentasjoner, lytteøvelser eller annet arbeid i engelsktimene?

	En eller flere ganger i uka.	Noen ganger i måneden.	Noen ganger i løpet av et skoleår.	Sjelden eller aldri.
Digitale språklæringsprogram (gloser/grammatikk)	○	○	○	○
Leseprogram (nettbøker, lyd- og bildebøker osv.)	○	○	○	○
Engelske nettaviser	○	○	○	○
Søkemotorer (f.eks. Google)	○	○	○	○
Digitale leksikon (f.eks. Wikipedia)	○	○	○	○
Skriveprogram (f.eks.Word)	○	○	○	○
Digitale ordlister	○	○	○	○
Oversettelsesprogram (eks.Google Translate)	○	○	○	○
Power Point	○	○	○	○
Presentasjonsprogram som Photostory, Prezi	○	○	○	○
Moviemaker	○	○	○	○
YouTube	○	○	○	○
Audacity eller andre lydopptakerprogram	○	○	○	○
Pedagogiske spill/digitale spill	○	○	○	○

3. PEDAGOGISK BRUK AV IKT I UNDERVISNINGEN

I læreplanen står det "Digitale ferdigheter i engelsk er å kunne bruke et variert utvalg digitalt verktøy, medier og ressurser for å styrke språkopplæringen, kommunisere på engelsk og tilegne seg relevant kunnskap om engelskfaget" (LK13)

7. I engelsk legges det vekt på å kommunisere i autentiske situasjoner (LK13). I hvilken grad har elevene dine brukt følgende verktøy for å kommunisere med andre på engelsk (enten skriftlig eller muntlig)?

	Flere ganger i uka	Noen ganger i måneden	Noen ganger i løpet av et skoleår	Sjelden eller aldri
Vanlig brev (papir)	○	○	○	○
e-mail	○	○	○	○
Blogg	○	○	○	○
eTwinning	○	○	○	○
Audacity	○	○	○	○
Skype	○	○	○	○
Sosiale medier (Facebook, Twitter)	○	○	○	○

Har elevene/klassen hatt andre måter å kommunisere på engelsk i en autentisk situasjon?

8. Har du eksempler på samarbeidsprosjekter der elevene f.eks. samskriver eller sender hverandre informasjon på nett, - bygger på en felles web side eller lignende?

9. Elever kan bruke digitale verktøy for å "innhente informasjon og skape kreative tekster" (LK13) . Hva er din mening om engelsk skriving ved hjelp av IKT?

	Enig	Delvis enig	Delvis uenig	Uenig	Vet ikke
Elever skriver mer fordi de kan redigere og rette feil lettere enn med blyant og papir.	○	○	○	○	○
Elevene bruker ofte "klipp og lim" metoden og henter ferdig tekst på nett.	○	○	○	○	○
Det er vanskelig å oppdage plagiat.	○	○	○	○	○
Elevene forstår reglene for opphavsrett og er flinke til å oppgi kildene de bruker.	○	○	○	○	○
Elevene er flinke til å skape egne tekster.	○	○	○	○	○
Elever bruker oversettelsesverktøy (eks. Google Translate) ukritisk.	○	○	○	○	○
Elevene får opplæring i å lage lay-out med bilder, overskrifter og underpunkter.	○	○	○	○	○
Elever er flinke til å bruke presentasjonsverktøy.	○	○	○	○	○

Har du eksempler fra din undervisning der elevene har skapt egne kreative tekster ved bruk av IKT?

10. Hva er din mening om elevenes lesing og leseforståelse på nett?

	Enig	Delvis enig	Delvis uenig	Helt uenig	Vet ikke
Elevene er flinke til å navigere og finne frem på nett.	○	○	○	○	○
Elevene leser tekster og noterer nøkkelord.	○	○	○	○	○
Elevene er lite kritiske til kilder.	○	○	○	○	○
Elevene er flinke til å lese og forstå tekster med bilde og lyd i tillegg til tekst (multimodale tekster).	○	○	○	○	○

11. Har du brukt IKT som du synes fremmer forståelse for kultur og tradisjoner i andre engelsktalende land? Kan du kort nevne et eksempel?

12. Har du brukt IKT til lytting og forståelse av muntlig engelsk? Kan du kort nevne et eksempel?

4. LÆRINGSRESSURSER PÅ NETT

Hvilke digitale læringsressurser bruker du i engelskundervisningen? Med "læringsressurser på nett" menes nettsteder som er laget for undervisning og læring.

13. Hvilke lenker/nettsteder bruker du og elevene dine i undervisningen?

	En eller flere ganger i uka	Noen ganger i måneden	Noen ganger i løpet av et skoleår	Aldri
Læreverkets nettsider (som f.eks. "Stairs" eller "Key English")?	○	○	○	○
Nettsteder/lenker som skolen har samlet i en læringsplattform (eks. "Fronter" eller "It's Learning".	○	○	○	○
Nasjonale nettsteder som "Del og Lær"(Movava) eller IKTplan (Senter for IKT i utdanningen)	○	○	○	○
Nasjonale nettsteder fra forlagene som "Salaby" eller Lokus123.	○	○	○	○
Ressurser som skolen/kommunen betaler for f.eks."Passport to English" eller lignende.	○	○	○	○
Internasjonale ressurser som BBC eller British Council Kids.	○	○	○	○

Bruker du andre digitale ressurser/lenker som er nyttige i engelskundervisning? (Skriv eventuelt kort hvorfor!)

14. Hvilken læringsutbytte tror du digitale ressurser gir i forhold til elevenes læring av engelsk språk?

	Lite eller ingen	Noe læring	God læring	Meget god læring	Vet ikke
Lærebokas nettside	○	○	○	○	○
Lokale ressurser/lenker	○	○	○	○	○
Nasjonale ressurser, f.eks. Del og Lær, Lokus eller Salaby	○	○	○	○	○
Internasjonale ressurser, f.eks. BBC eller British Council	○	○	○	○	○

15. Hva heter læreverket du bruker?

Navn på læreverk:	
Gir verket tips og ideer til pedagogisk bruk av IKT i engelskfaget?	

5. PERSONALIA

Her samler jeg litt personlig informasjon for å danne et bakgrunnsbilde i forhold til spørsmålene som har blitt stilt i undersøkelsen.

16. Er du kvinne eller mann?

- kvinne
- mann

17. Hva er din alder?

18. Geografisk tilhørighet.

19. Hvilken aldersgruppe underviser du?

20. Når avsluttet du din utdanning til læreryrket?

21. Hvilken utdanning har du i engelsk og IKT?

	Ingen formell utdanning	fagdidaktisk kurs	15 studiepoeng/ (kvartårsenhet)	30 studiepoeng/ (halvårsenhet)	60 studiepoeng eller mer/(årsenhet)
Engelsk					
IKT					

6. PÅSTANDER/HOLDNINGER/MOTIVASJON

Her vil jeg at du skal rangere en del påstander. Det er ingen "riktige" eller "feil" svar!

22. Vurder følgende påstander og velg ett svaralternativ:

	Enig	Delvis enig	Delvis uenig	Uenig	Vet ikke
Jeg opplever at elevene mine blir mer motiverte ved å bruke digitale verktøy.	○	○	○	○	○
Det blir mer uro og ukonsentrerte elever når vi bruker digitale verktøy.	○	○	○	○	○
Digitale verktøy øker muligheten for autentisk språkutveksling.	○	○	○	○	○
Elevene får god kjennskap til engelsktalende land og kulturer ved bruk av IKT.	○	○	○	○	○
IKT fremmer samarbeid.	○	○	○	○	○
Bruk av IKT øker læringsutbytte i engelsk.	○	○	○	○	○
Jeg ønsker å lære meg mer om bruk av IKT i engelskundervisning.	○	○	○	○	○

23. Hva tenker du om bruk av IKT i forhold til engelskfaget i fremtiden?

24. Er det noe annet du vil nevne eller kommentere til slutt?

TUSEN TAKK FOR AT DU SVARTE PÅ SPØRSMÅLENE !

Appendix no.3

FOKUSINTERVJU

1) Læreplanen legger vekt på bruke et variert utvalg av digitale ressurser i undervisningen. På hvilken måte bruker du IKT mest i din engelskundervisning i dag?(nevn både verktøy du bruker og digitale nettressurser).Kan dere nevne eksempler på pedagogisk bruk av IKT som dere er spesielt fornøyde med? Hva fungerte bra og hvorfor? Hvordan var elevenes motivasjon?

2) Det legges fokus på at elever kan lese og samle informasjon (tekster og bilder) på nett (f.eks. wikipedia) for å lage og presentere egne tekster. Kan du gi eksempler på oppgaver av denne typen som har fungert bra? Hvilke verktøy brukte klassen?

3) Hvordan jobber dere med at elevene bruker egne ord og unngår «klipp og lim» metoden? Har dere strategier for å unngå plagiat? Blir kildekritikk og opphavsrett tatt opp i engelsktimene, eller er dette overlatt til andre fag? Hvordan bruker dere undervisningstid på å vurdere kilder og god referanseteknikk?

4) I Læreplanen i engelsk er det mange ulike mål, f.eks. å skape autentiske kommunikasjonssituasjoner (både skriftlig og muntlig), og å bli kjent med engelsktalende land. Har dere noen eksempler på undervisning som fremmer dette? Hvordan synes du IKT kan være spesielt gunstig til i forhold til språklæring?

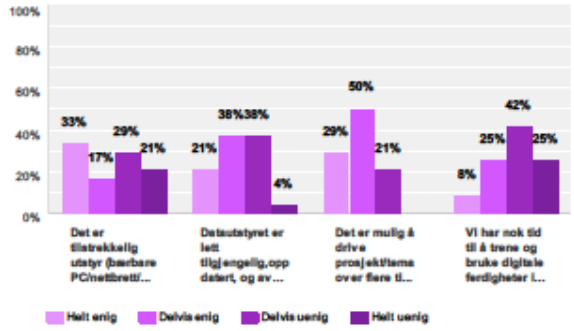
5) Hvordan har dere selv lært å bruke digitale ressurser i engelskundervisningen? (skole, kurs, tips fra kollegaer, erfaringsdeling, selvlært, prøving og feiling). Hva mener dere er den beste måten å lære på? Har det blitt noen endring i praksis hos dere de siste årene som en følge av IKT bruk?

Appendix no.4

ICT in English Language Teaching in Norway

Q1 Hvordan er rammebetingelser for bruk av IKT ved din skole?

Besvart: 24 Hoppet over: 0



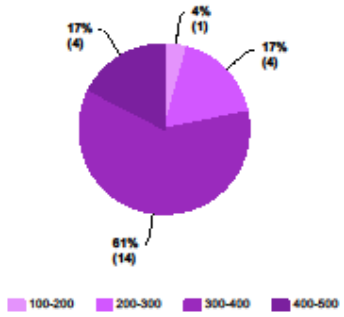
	Helt enig	Delvis enig	Delvis uenig	Helt uenig	Totalt
Det er tilstrekkelig utstyr (bærbare PC/nettbrett/datarom) for å bruke IKT i undervisningen.	33% 8	17% 4	29% 7	21% 5	24
Datautstyret er lett tilgjengelig,oppdatert, og av god nok kvalitet for bruk.	21% 5	38% 9	38% 9	4% 1	24
Det er mulig å drive prosjekt/tema over flere timer med IKT.	29% 7	50% 12	21% 5	0% 0	24
Vi har nok tid til å trene og bruke digitale ferdigheter i engelskfagene.	8% 2	25% 6	42% 10	25% 6	24

1 / 24

ICT in English Language Teaching in Norway

Q2 Hvor mange elever er det ved din skole?

Besvart: 23 Hoppet over: 1

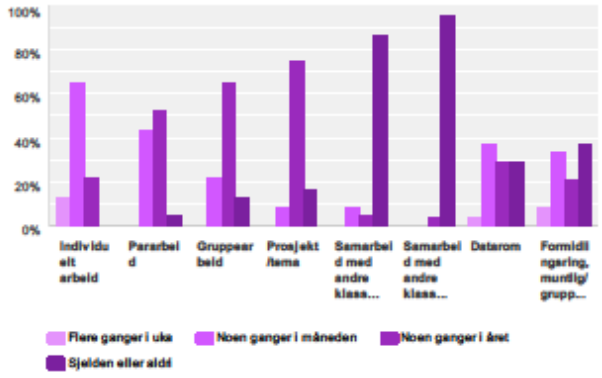


Svarvalg	Svar	
50-100	0%	0
100-200	4%	1
200-300	17%	4
300-400	61%	14
400-500	17%	4
500 eller mer	0%	0
Totalt		23

ICT in English Language Teaching in Norway

Q3 Hvordan organiserer du undervisningen når du bruker IKT i engelsk?

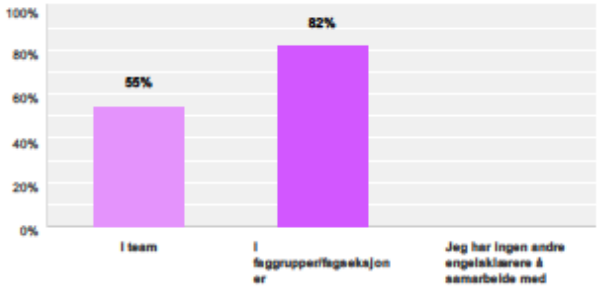
Besvart: 24 Hoppet over: 0



	Flere ganger i uka	Noen ganger i måneden	Noen ganger i året	Sjelden eller aldri	Totalt
Individuelt arbeid	13% 3	65% 15	22% 5	0% 0	23
Pararbeid	0% 0	43% 10	52% 12	4% 1	23
Gruppearbeid	0% 0	22% 5	65% 15	13% 3	23
Prosjekt/tema	0% 0	8% 2	75% 18	17% 4	24
Samarbeid med andre klasser på skolen	0% 0	9% 2	4% 1	87% 20	23
Samarbeid med andre klasser/grupper/elever utenfor skolen	0% 0	0% 0	4% 1	96% 23	24
Datarom	4% 1	38% 9	29% 7	29% 7	24
Formidlingsring, muntlig/gruppesamtale	8% 2	33% 8	21% 5	38% 9	24

Q4 Hvordan samarbeider engelsklærerne ved din skole? Det er mulig å sette kryss ved flere alternativer.

Besvart: 22 Hoppet over: 2



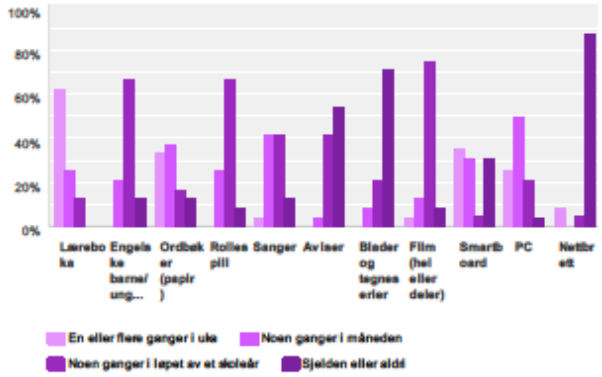
Svarvalg	Svar	
I team	55%	12
I faggrupper/fagseksjoner	82%	18
Jeg har ingen andre engelsklærere å samarbeide med	0%	0
Totalt antall respondenter: 22		

#	Annet (vennligst spesifiser)	Dato
1	Lite og sjeldent samarbeid	06.05.2014 13:43
2	Vi er tre som har hvert vårt trinn på mellomtrinnet. Vi snakker sammen når det er behov.	05.05.2014 14:37
3	Men for sjelden i fagseksjoner	10.04.2014 10:52

ICT in English Language Teaching in Norway

Q5 Hvilke læringsressurser og digitale verktøy/ressurser bruker du i engelskundervisningen?

Besvart: 24 Hoppet over: 0



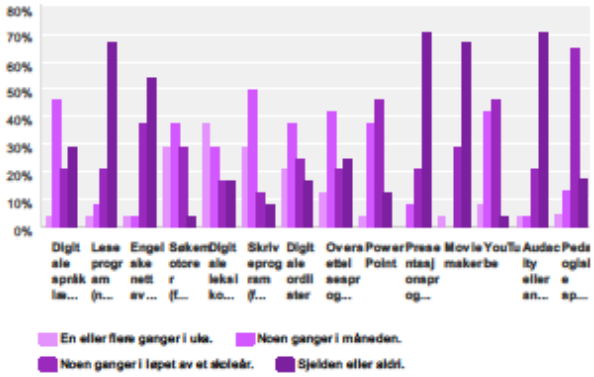
	En eller flere ganger i uke	Noen ganger i måneden	Noen ganger i løpet av et skoleår	Sjelden eller aldri	Totalt
Lærebøker	63% 15	25% 6	13% 3	0% 0	24
Engelske barne/ungdomsbøker	0% 0	21% 5	67% 16	13% 3	24
Ordbøker (papir)	33% 8	38% 9	17% 4	13% 3	24
Rollespill	0% 0	25% 6	67% 16	8% 2	24
Sanger	4% 1	42% 10	42% 10	13% 3	24
Aviser	0% 0	4% 1	42% 10	54% 13	24
Blader og tegneserier	0% 0	8% 2	21% 5	71% 17	24
Film (hel eller deler)	4% 1	13% 3	75% 18	8% 2	24
Smartboard	35% 8	30% 7	4% 1	30% 7	23
PC	25% 6	50% 12	21% 5	4% 1	24
Nettbrett	9% 2	0% 0	4% 1	87% 20	23

#	Annet (vennligst spesifiser)	Dato
1	Vi er heldige og er i en ipad prøveprosjekt i kommunen. Alle elevene våres har sitt eget ipad som de bruker på skolen og hjemme. Vi bruker IPad hverdag i alle timene.	09.05.2014 10:09
2	Vi har prosjektor i alle klasserom. Hver lærer har egen PC, samt at vi har bærbare PCr til elevene	06.05.2014 08:55
3	Har akkurat fått smartboard. Venter på opplæring :)	10.04.2014 10:53

ICT in English Language Teaching in Norway

Q6 Bruker elevene noen av de følgende digitale ressursene i forbindelse med lesing, skriving , presentasjoner, lytteøvelser eller annet arbeid i engelsktimene?

Besvart: 24 Hoppet over: 0

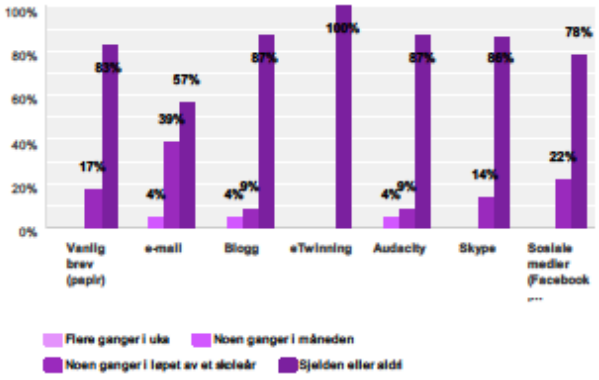


	En eller flere ganger i uka.	Noen ganger i måneden.	Noen ganger i løpet av et skoleår.	Sjelden eller aldri.	Totalt
Digitale språklæringsprogram (gloser/grammatikk)	4% 1	46% 11	21% 5	29% 7	24
Lese program (nett- lyd- bilde bøker)	4% 1	8% 2	21% 5	67% 16	24
Engelske nett aviser	4% 1	4% 1	38% 9	54% 13	24
Søkemotorer (f.eks. Google)	29% 7	38% 9	29% 7	4% 1	24
Digitale leksikon (f.eks. Wikipedia)	38% 9	29% 7	17% 4	17% 4	24
Skriveprogram (f.eks.Word)	29% 7	50% 12	13% 3	8% 2	24
Digitale ordlister	21% 5	38% 9	25% 6	17% 4	24
Oversettelsesprogram (eks.Google Translate)	13% 3	42% 10	21% 5	25% 6	24
Power Point	4% 1	38% 9	46% 11	13% 3	24
Presentasjonsprogram som Photostory, Prezi	0% 0	8% 2	21% 5	71% 17	24
Moviemaker	4% 1	0% 0	29% 7	67% 16	24
YouTube	8% 2	42% 10	46% 11	4% 1	24
Audacity eller andre lydopptalerprogram	4% 1	4% 1	21% 5	71% 17	24
Pedagogiske spill/digitale spill	4% 1	13% 3	65% 15	17% 4	23

ICT in English Language Teaching in Norway

Q7 I engelsk legges det vekt på å kommunisere i autentiske situasjoner (LK13). I hvilken grad har elevene dine brukt følgende verktøy for å kommunisere med andre på engelsk (enten skriftlig eller muntlig)?

Besvart: 23 Hoppet over: 1



	Flere ganger i uka	Noen ganger i måneden	Noen ganger i løpet av et skoleår	Sjelden eller aldri	Totalt
Vanlig brev (papir)	0% 0	0% 0	17% 4	83% 19	23
e-mail	0% 0	4% 1	39% 9	57% 13	23
Blogg	0% 0	4% 1	9% 2	87% 20	23
eTwinning	0% 0	0% 0	0% 0	100% 23	23
Audacity	0% 0	4% 1	9% 2	87% 20	23
Skype	0% 0	0% 0	14% 3	86% 19	22
Sosiale medier (Facebook, Twitter)	0% 0	0% 0	22% 5	78% 18	23

#	Har elevene/klassen hatt andre måter å kommunisere på engelsk i en autentisk situasjon?	Dato
1	Nei, dessverre. Dette har ikke vært prioritert i år hos oss. Vi har jobbet med Comeniusprosjekter tidligere, men har ikke noe i år.	28.04.2014 10:10
2	Comenius utveksling til Europa.	22.04.2014 10:25
3	Utvekslingsprosjekt med en skole i Nederland.	10.04.2014 14:08
4	Nei	10.04.2014 13:02
5	Vennskapsklasse i USA. Besøk derfra. Mange bruker selvfølgelig Facebook og Twitter utenom	10.04.2014 10:57

ICT in English Language Teaching in Norway

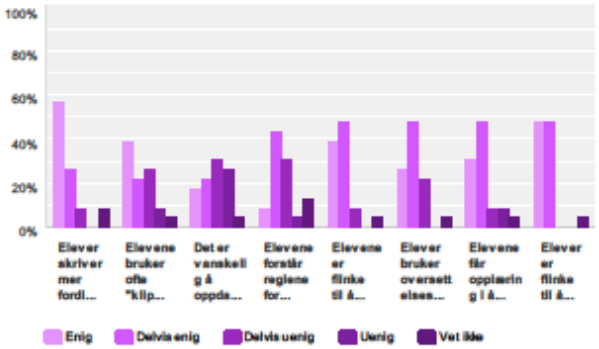
Q8 Har du eksempler på samarbeidsprosjekter der elevene f.eks. samskriver eller sender hverandre informasjon på nett, - bygger på en felles web side eller lignende?

Besvart: 6 Hoppet over: 18

#	Svar	Dato
1	Vi har hatt en blogg vi delte med ei klasse i USA. Vi delte dagen våres på skolen også feg temaer og presentasjoner med hverandre. Vi brukte Skype, Kidsblog and email.	09.05.2014 10:23
2	Ja	07.05.2014 23:44
3	Ikke på vårt trinn (2. trinn), men trinn ved skolen vår har hatt samarbeid med skole i USA.	05.05.2014 07:23
4	Ikke nå. Vi har gjort dette tidligere gjennom Comenius.	28.04.2014 10:10
5	Nei	10.04.2014 13:02
6	Nei.	10.04.2014 10:57

Q9 Elever kan bruke digitale verktøy for å "innhente informasjon og skape kreative tekster" (LK13) . Hva er din mening om engelsk skriving ved hjelp av IKT?

Besvart: 23 Hoppet over: 1



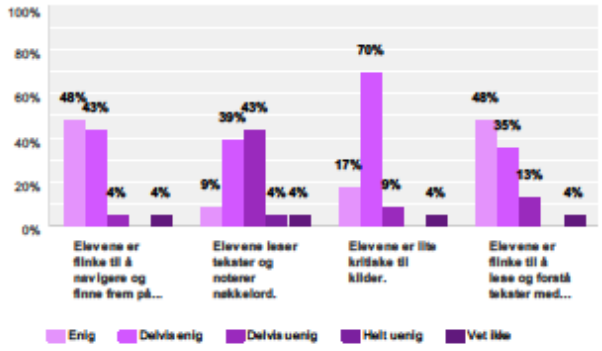
	Enig	Delvis enig	Delvis uenig	Uenig	Vet ikke	Totalt
Elever skriver mer fordi de kan redigere og rette feil lettere enn med blyant og papir.	57% 13	26% 6	9% 2	0% 0	9% 2	23
Elevene bruker ofte "klipp og lim" metoden og henter ferdig tekst på nett.	39% 9	22% 5	26% 6	9% 2	4% 1	23
Det er vanskelig å oppdage plagiat.	17% 4	22% 5	30% 7	26% 6	4% 1	23
Elevene forstår reglene for opphavsrett og er flinke til å oppgi kildene de bruker.	9% 2	43% 10	30% 7	4% 1	13% 3	23
Elevene er flinke til å skape egne tekster.	39% 9	48% 11	9% 2	0% 0	4% 1	23
Elever bruker oversettelsesverktøy (eks. Google Translate) utiltisk.	26% 6	48% 11	22% 5	0% 0	4% 1	23
Elevene får opplæring i å lage lay-out med bilder, overskrifter og underpunkter.	30% 7	48% 11	9% 2	9% 2	4% 1	23
Elever er flinke til å bruke presentasjonsverktøy.	48% 11	48% 11	0% 0	0% 0	4% 1	23

#	Har du eksempler fra din undervisning der elevene har skapt egne kreative tekster ved bruk av IKT?	Dato
1	Vi har brukt appene: Book Creator, iMovie, Prezi og Pages	09.05.2014 10:23
2	Dette er ikke så aktuelt på vårt trinn i engelskfaget, men vi jobber med deler av dette i norskfaget på 2. trinn.	05.05.2014 07:23
3	Vi bruker det hele tiden i ungdomsskolen, men jeg har også hatt 7.klasse til å lage presentasjoner på engelsk med Impress (Power Point)	28.04.2014 10:10
4	Klassen har nettbrett,i som de bruker til skriving hver dag	22.04.2014 13:47

ICT in English Language Teaching in Norway

Q10 Hva er din mening om elevenes lesing og leseforståelse på nett?

Besvart: 23 Hoppet over: 1



	Enig	Delvis enig	Delvis uenig	Helt uenig	Vet ikke	Totalt
Elevene er flinke til å navigere og finne frem på nett.	48% 11	43% 10	4% 1	0% 0	4% 1	23
Elevene leser tekster og noterer nøkkelord.	9% 2	39% 9	43% 10	4% 1	4% 1	23
Elevene er lite kritiske til kilder.	17% 4	70% 16	9% 2	0% 0	4% 1	23
Elevene er flinke til å lese og forstå tekster med bilde og lyd i tillegg til tekst (multimodale tekster).	48% 11	35% 8	13% 3	0% 0	4% 1	23

ICT in English Language Teaching in Norway

Q11 Har du brukt IKT som du synes fremmer forståelse for kultur og tradisjoner i andre engelsktalende land? Kan du kort nevne et eksempel?

Besvart: 9 Hoppet over: 15

#	Svar	Dato
1	Ja, prosjektet med USA da vi brukte Skype, Kidsblog, Book Creator og Aduacity.	09.05.2014 10:23
2	Ja	07.05.2014 23:44
3	For å innhente informasjon, lage presentasjoner med mer.	06.05.2014 08:56
4	Vi har lyttet til musikk på Youtube, f.eks. Bloody Sunday, og det gir et godt utgangspunkt til å forstå konflikten i Nord-Irland. Særlig med bildene til.	28.04.2014 10:10
5	Filmer, aviser, annmeldelser, nyheter	22.04.2014 13:47
6	Comenius prosjektet, hvor de lagde en presentasjon fra hjemstedet, samt om energibruken hjemme og i Norge generelt.	22.04.2014 10:25
7	Klipp fra Youtube fleire gangar i vela	10.04.2014 13:02
8	http://kanal-e.sellaby.no/forsiden/engelsk	10.04.2014 11:54
9	Online aviser fra Sør-Afrika.	10.04.2014 11:13

ICT in English Language Teaching in Norway

Q12 Har du brukt IKT til lytting og forståelse av muntlig engelsk? Kan du kort nevne et eksempel?

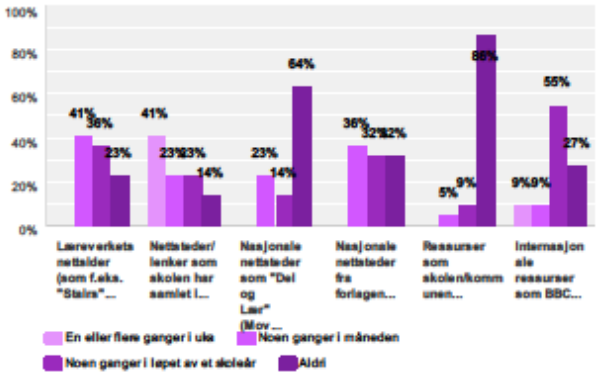
Besvart: 15 Hoppet over: 9

#	Svar	Dato
1	Ja :) dette er en STOR nøkkel til suksess for elever med dysleksi. Dette hjelper også elevene som trenger litt ekstra støtte i uttalelse.	09.05.2014 10:23
2	Ja	07.05.2014 23:44
3	I forbindelse med lapptelltester.	06.05.2014 13:51
4	Ja, for eksempel øve uttale ved å lytte til tekst, gjenta. Har også flere lytteforståelsesøvelser.	06.05.2014 08:58
5	Vi lytter på nye lesetekster. Eleven lytter på ukjente tekster og svarer på spørsmål i forbindelse med prøver.	05.05.2014 14:41
6	Benytter siden starfall.com endel til forståelse og muntlig lytting.	05.05.2014 07:23
7	Vi har lyttet til deler av talen til Martin Luther King.	28.04.2014 10:10
8	Bruk av CD-ord til elever som har vanskelig for å forstå når det les	24.04.2014 12:58
9	Bruker mye dokumentarfilm fra engelskspråklige land	22.04.2014 13:47
10	You tube videoer	22.04.2014 10:25
11	F.eks. Martin Luther King's "I have a dream"-tale på youtube.	10.04.2014 14:08
12	Accent sampels fra ulike engelskspråklige land fra Youtube	10.04.2014 13:02
13	http://kanal-e.selaby.no/forsiden/engelsk http://stainsonline6.cappelendamm.no/stjerneside.html?tid=1041329	10.04.2014 11:54
14	Youtube for å lytte til ulike varianter av engelsk	10.04.2014 11:13
15	YouTube - engelske aksenter	10.04.2014 10:57

ICT in English Language Teaching in Norway

Q13 Hvilke lenker/nettsteder bruker du og elevene dine i undervisningen?

Besvart: 22 Hoppet over: 2

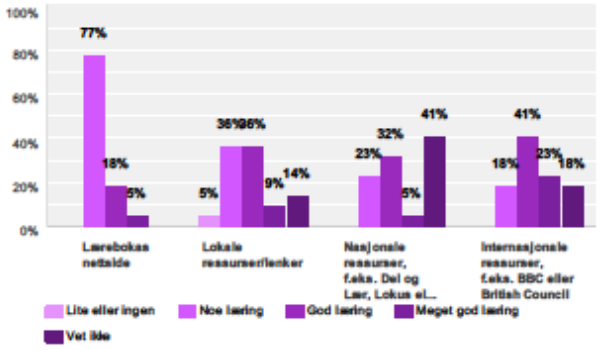


	En eller flere ganger i uka	Noen ganger i måneden	Noen ganger i løpet av et skoleår	Aldri	Totalt
Lareverkets nettsider (som f.eks. "Stairs" eller "Key English")?	0% 0	41% 9	36% 8	23% 5	22
Nettsteder/lenker som skolen har samlet i en læringsplattform (eks. "Fronter" eller "It's Learning".	41% 9	23% 5	23% 5	14% 3	22
Nasjonale nettsteder som "Del og Lær"(Movava) eller IKTplan (Senter for IKT i utdanningen)	0% 0	23% 5	14% 3	64% 14	22
Nasjonale nettsteder fra forlagene som "Salaby" eller Lokus123.	0% 0	36% 8	32% 7	32% 7	22
Ressurser som skolen/kommunen betaler for f.eks."Passport to English" eller lignende.	0% 0	5% 1	9% 2	86% 19	22
Internasjonale reasurser som BBC eller British Council Kids.	9% 2	9% 2	55% 12	27% 6	22

#	Bruker du andre digitale reasurser/lenker som er nyttige i engelskundervisning? (Skriv eventuelt kort hvorfor!)	Dato
1	Vi bruker MANGE engelsk appene på Ipadene. På appene så kan de bruke appene på nivået som passer dem utenatt det er lagt merket til av andre i klassen. Tilpasset opplæring :0)	09.05.2014 10:27
2	starfall.com, youtube.com.	05.05.2014 07:25
3	Diverse apper på Ipad.	28.04.2014 10:13
4	New Flight og New Flight Extras nettsteder.	22.04.2014 10:27
5	Ønsker lisens på digital ordbok ved skolen, mange elver bruker heller google translate enn å slå opp i ordboka på papir.	10.04.2014 14:10
6	Ulike grammatikkider for trening	10.04.2014 13:04
7	New Flights nettsider. De er ikke spesielt gode, så bruker dem sjelden.	10.04.2014 11:15

Q14 Hvilken læringsutbytte tror du digitale ressurser gir i forhold til elevenes læring av engelsk språk?

Besvart: 22 Hoppet over: 2



	Lite eller ingen	Noe læring	God læring	Meget god læring	Vet ikke	Totalt
Lærebokas nettside	0% 0	77% 17	18% 4	5% 1	0% 0	22
Lokale ressurserflenker	5% 1	36% 8	36% 8	9% 2	14% 3	22
Nasjonale ressurser, f.eks. Del og Lær, Lokus eller Salaby	0% 0	23% 5	32% 7	5% 1	41% 9	22
Internasjonale ressurser, f.eks. BBC eller British Council	0% 0	18% 4	41% 9	23% 5	18% 4	22

Q15 Hva heter læreverket du bruker?

Besvart: 22 Hoppet over: 2

Svarvalg	Svar	
Navn på læreverk:	100%	22
Gir verket tips og ideer til pedagogisk bruk av IKT i engelskfaget?	86%	19

#	Navn på læreverk:	Dato
1	New Flight	12.05.2014 21:38
2	Searching	12.05.2014 12:43
3	Key English	12.05.2014 09:01
4	Stairs	09.05.2014 10:27
5	new flight	07.05.2014 23:46
6	Stairs	06.05.2014 13:53
7	Key English	06.05.2014 10:26
8	Searching	06.05.2014 09:57
9	Searching	06.05.2014 09:01
10	Searching	06.05.2014 09:01
11	Stairs	05.05.2014 14:42
12	Mest Quest, men også Stairs noe.	05.05.2014 07:25
13	Stairs på barnetrinnet, Voices in time på ungdomstrinnet	28.04.2014 10:13
14	Searching	24.04.2014 13:00
15	Searching	22.04.2014 13:49
16	New Flight og New Flight Extra	22.04.2014 10:27
17	New Flight	10.04.2014 14:10
18	Stairs	10.04.2014 13:42
19	Searching	10.04.2014 13:04
20	Stairs	10.04.2014 11:56
21	New Flight	10.04.2014 11:15
22	Searching	10.04.2014 10:58

#	Gir verket tips og ideer til pedagogisk bruk av IKT i engelskfaget?	Dato
1	Ja	12.05.2014 21:38
2	Nei, ikke nok.	12.05.2014 09:01
3	Bare Word oppgaver	09.05.2014 10:27
4	lite	07.05.2014 23:46
5	Lite	06.05.2014 13:53
6	noe	06.05.2014 10:26
7	lite	06.05.2014 09:57
8	Lite	06.05.2014 09:01
9	noe	06.05.2014 09:01
10	Har dessverre ikke lærerveiledningen på vårt trinn.	05.05.2014 07:25
11	Ja	28.04.2014 10:13
12	nei	24.04.2014 13:00
13	Lite	22.04.2014 13:49
14	Ja.	22.04.2014 10:27
15	Lite.	10.04.2014 14:10
16	Ja, en hel rekke	10.04.2014 13:42
17	Til en viss grad	10.04.2014 13:04
18	ja	10.04.2014 11:56
19	Noen få.	10.04.2014 11:15

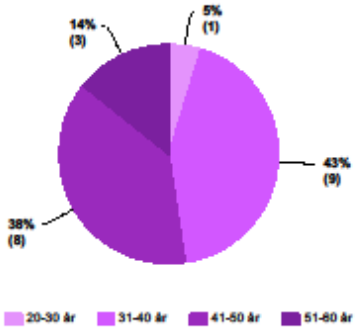
Q16 Er du kvinne eller mann?

Besvart: 22 Hoppet over: 2

Svarvalg	Svar	
kvinne	86%	19
mann	14%	3
Totalt		22

Q17 Hva er din alder?

Besvart: 21 Hoppet over: 3

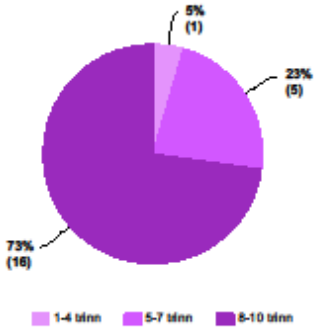


Svarvalg	Svar	
20-30 år	5%	1
31-40 år	43%	9
41-50 år	38%	8
51-60 år	14%	3
61 år og oppover	0%	0
Totalt		21

ICT in English Language Teaching in Norway

Q19 Hvilken aldersgruppe underviser du?

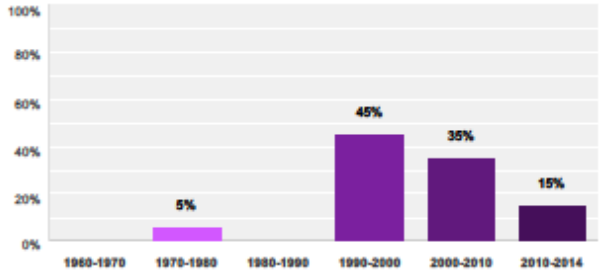
Besvart: 22 Hoppet over: 2



Svarvalg	Svar	
1-4 trinn	5%	1
5-7 trinn	23%	5
8-10 trinn	73%	16
Totalt		22

Q20 Når avsluttet du din utdanning til læreryrket?

Besvart: 20 Hoppet over: 4

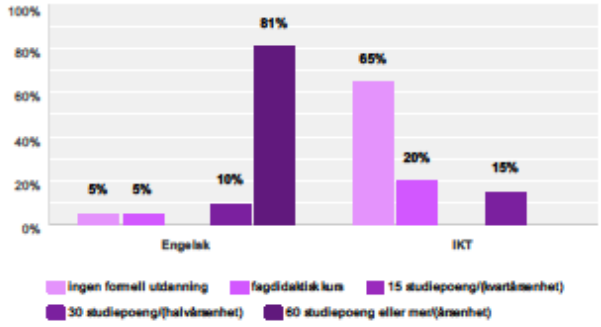


Svarvalg	Svar	
1960-1970	0%	0
1970-1980	5%	1
1980-1990	0%	0
1990-2000	45%	9
2000-2010	35%	7
2010-2014	15%	3
Totalt		20

ICT in English Language Teaching in Norway

Q21 Hvilken utdanning har du i engelsk og IKT?

Besvart: 22 Hoppet over: 2

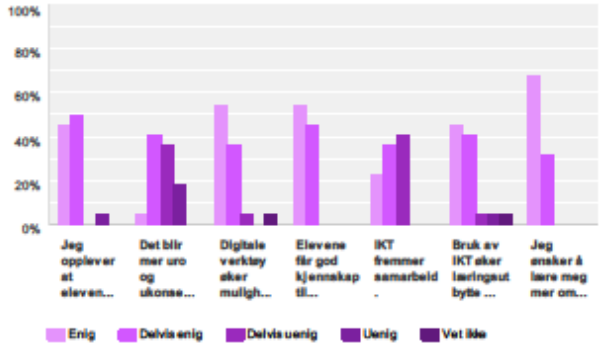


	Ingen formell utdanning	Fagdidaktisk kurs	15 studiepoeng/(kvartårsenhet)	30 studiepoeng/(halvårsenhet)	60 studiepoeng eller mer/(årsenhet)	Totalt
Engelsk	5% 1	5% 1	0% 0	10% 2	81% 17	21
IKT	65% 13	20% 4	0% 0	15% 3	0% 0	20

ICT in English Language Teaching in Norway

Q22 Vurder følgende påstander og velg ett svaralternativ:

Besvart: 22 Hoppet over: 2



	Enig	Delvis enig	Delvis uenig	Uenig	Vet ikke	Totalt
Jeg opplever at elevene mine blir mer motiverte ved å bruke digitale verktøy.	45% 10	50% 11	0% 0	5% 1	0% 0	22
Det blir mer uro og ukonsentrerte elever når vi bruker digitale verktøy.	5% 1	41% 9	36% 8	18% 4	0% 0	22
Digitale verktøy øker muligheten for autentisk språkutveksling.	55% 12	36% 8	5% 1	0% 0	5% 1	22
Elevene får god kjennskap til engelskspråklende land og kulturer ved bruk av IKT.	55% 12	45% 10	0% 0	0% 0	0% 0	22
IKT fremmer samarbeid.	23% 5	36% 8	41% 9	0% 0	0% 0	22
Bruk av IKT øker læringsutbytte i engelsk.	45% 10	41% 9	5% 1	5% 1	5% 1	22
Jeg ønsker å lære meg mer om bruk av IKT i engelskundervisning.	68% 15	32% 7	0% 0	0% 0	0% 0	22

ICT in English Language Teaching in Norway

Q23 Hva tenker du om bruk av IKT i forhold til engelskfaget i fremtiden?

Besvart: 16 Hoppet over: 8

#	Svar	Dato
1	Det er fremtiden og vi må følge det!	09.05.2014 10:32
2	Jeg tror det kommer til å øke dersom tilgjengeligheten er større.	06.05.2014 13:56
3	Det blir stadig mer og mer aktuelt. Jeg er redd jeg vil ha vanskar med å følge med utviklingen. (Det har jeg allerede)	06.05.2014 10:29
4	At det må settes av mer tid og ressurser. Det er pr i dag for lite pc'er til disposisjon og de blir det vanskelig å undervise i . Samtidig er det mye man skal igjennom i Engelsk faget og da blir dessverre 2 t (80 min) i uka for lite til å rekke igjennom alt en ønsker og det blir for ofte litt hastverk...	06.05.2014 10:00
5	På ungd skolen krever det mye lærerstyring, og man må være ganske streng. Elevene har alt for lett for å kopiere fra nettet og hverandre- det gjør nettarbeidet tidkrevende og irriterende. Nettet er bra om det brukes godt. Når elevene skal finne faktastoff om f eks England finnes det et hav av informasjon og med vanskelig språk. Dette krever at lærer plukker ut relevante nettsteder i forkant. Jeg vil gjerne få tilsendt tips om nettsteder jeg kan bruke på ulike vis i undervisningen: svenings@msn.com	06.05.2014 09:10
6	Jeg er veldog glad i å bruke IKT, men det begrenser seg i forhold til tilgang til utstyr, samt tid til rådighet.	06.05.2014 09:05
7	Jeg opplever at elevene blir flinkere og flinkere i engelsk. De har et bredere ordforråd, og bedre grammatikkferdigheter enn for bare 10 år siden.	28.04.2014 10:16
8	Det opnar for betre høve til å kommunisere med andre engelskspråklege, og både informasjonsmengd og elevane si interesse gjer at bruk av IKT i engelskundervisninga er eit naudsynt og godt hjelpemiddel. Utfordringa ligg i å lære elevane å bruke det riktig, og ikkje "kaste vekk" tida på utanomfaglege ting sjølv om dei får nytta IKT i undervisninga.	24.04.2014 13:05
9	Skolen har vært strenge med muligheter til å benytte alle de muligheter som finnes til kommunikasjon mellom elevene og elevene og andre. Face book og lignende brukes ikke til undervisning. Bruken av IKT er nyttig og spennende og det ligger mange muligheter her som ikke blir benyttet på vår skole	22.04.2014 13:53
10	Jeg tror IKT er et godt verktøy å bruke i undervisninga - også i framtida.	22.04.2014 10:30
11	Det ligger veldig mange muligheter for kommunikasjon på engelsk i bruk av IKT. Nettressurser, spill og konkurranser vil bli mer og mer viktig for å motivere elevene til øving, f.eks. i grammatikk.	10.04.2014 14:12
12	Opprettholde, og videreutvikle dagens nivå.	10.04.2014 13:43
13	Utvikling som er kommen for å bli og vekse meir og meir i utbreiing framover	10.04.2014 13:08
14	IKT er viktig i undervisningen. Hos oss er det for lite tilgjengelig med få maskiner og ustabilt nett. Dette må på plass for å få max utbytte.	10.04.2014 12:00
15	Jeg ønsker at lærebøkene må bli flinkere til å lage gode nettsider med mer enn grammatikkoppgaver: filmer, ideer, korte tekster, bilder	10.04.2014 11:17
16	Teknologi kan være en tidstyv på skoler med gamle datarom. For at IKT skal fremme læring, må lærer sørge for målrettet pedagogisk bruk.	10.04.2014 11:04

ICT in English Language Teaching in Norway

Q24 Er det noe annet du vil nevne eller kommentere til slutt?

Besvart: 4 Hoppet over: 20

#	Svar	Dato
1	iPad prosjektet har vært fantastisk (snart ferdig med 1. året)! Det anbefales MED kurs for lærene FØR de starter med et klassesett av ipader.	09.05.2014 10:32
2	Det er ofte ikke mangel på kunnskap om IKT hos lærerne som er grunnen til at det er lite bruk av IKT og internasjonalt samarbeid i Engelskfaget, men dårlig tilgang på utstyr, mange tekniske problemer og for lite tid. (for få fagtimer i løpet av uka/året)	06.05.2014 10:00
3	Har bodd 6 år i England, har studert og arbeidet der, og har mye medieutdanning og jobberfaring fra bransjen (så selv om jeg kvaser av på ingen formell utdanning på skjemaet ditt, føler jeg meg allikevel ganske kompetent ;))	06.05.2014 09:05
4	Jeg underviser både på mellomtrinnet og ungdomstrinnet, men det gikk ikke an å hale av.	28.04.2014 10:16

Appendix no. 5

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES

MELDESKJEMA

Meldeskjema (versjon 1.4) for forsknings- og studentprosjekt som medfører meldeplikt eller konsesjonsplikt (jf. personopplysningsloven og helseregisterloven med forskrifter).

1. Prosjekttittel		
Tittel	ICT in English Language Learning	
2. Behandlingsansvarlig institusjon		
Institusjon Avdeling/Fakultet Institutt	Høgskolen i Østfold Avdeling for økonomi, språk og samfunnsfag	Velg den institusjonen du er tilknyttet. Alle nivå må oppgis. Ved studentprosjekt er det studentens tilknytning som er avgjørende. Dersom institusjonen ikke finnes på listen, vennligst ta kontakt med personvernombudet.
3. Daglig ansvarlig (forsker, veileder, stipendiat)		
Fornavn Etternavn Akademisk grad Stilling Arbeidssted Adresse (arb.sted) Postnr/sted (arb.sted) Telefon/mobil (arb.sted) E-post	Karen Knutsen Doktorgrad Førsteamanuensis Høgskolen i Østfold BRA veien 4 1757 Halden 69215271 / karen.s.knutsen@hiof.no	Før opp navnet på den som har det daglige ansvaret for prosjektet.Veileder er vanligvis daglig ansvarlig ved studentprosjekt. Veileder og student må være tilknyttet samme institusjon. Dersom studenten har ekstern veileder, kan biveileder eller fagansvarlig ved studiestedet stå som daglig ansvarlig.Arbeidssted må være tilknyttet behandlingsansvarlig institusjon, f.eks. underavdeling, institutt etc. NB! Det er viktig at du oppgir en e-postadresse som brukes aktivt. Vennligst gi oss beskjed dersom den endres.
4. Student (master, bachelor)		
Studentprosjekt Fornavn Etternavn Akademisk grad Privatadresse Postnr/sted (privatadresse) Telefon/mobil E-post	Ja ● Nei ○ Elin Løvli Høyere grad Ekeveien 23 B 1768 Halden 69192410 / 004745637423 elilov@haldenskole.no	NB! Det er viktig at du oppgir en e-postadresse som brukes aktivt. Vennligst gi oss beskjed dersom den endres.
5. Formålet med prosjektet		
Formål	Som en del av min mastergrad ved "Fremmedspråk i undervisningen" ønsker jeg å gjennomføre en digital spørreundersøkelse og tre fokusintervjuer blant lærere i barne- og ungdomsskolen for å undersøke bruk av IKT i Engelskundervisningen. Hensikten er å få innsikt i hvordan og i hvilken grad IKT brukes i undervisningen i forhold til språklæringsmodeller, målene i læreplanen og innføringen av digitale ferdigheter i alle fag i LK06.	Redegjør kort for prosjektets formål, problemstilling, forskningsspørsmål e.l. Maks 750 tegn.
6. Prosjektomfang		
Velg omfang	● Enkel institusjon ○ Nasjonalt samarbeidsprosjekt ○ Internasjonalt samarbeidsprosjekt	Med samarbeidsprosjekt menes prosjekt som gjennomføres av flere institusjoner samtidig, som har samme formål og hvor personopplysninger utveksles.
Oppgi øvrige institusjoner		

Side 1

Oppgi hvordan samarbeidet foregår		
7. Utvalgsbeskrivelse		
Utvalget	Et representativt utvalg av lærere	Med utvalg menes dem som deltar i undersøkelsen eller dem det innhentes opplysninger om. F.eks. et representativt utvalg av befolkningen, skoleelever med lese- og skrivevansker, pasienter, innsatte.
Rekruttering og trekking	Eget nettverk	Beskriv hvordan utvalget trekkes eller rekrutteres og oppgi hvem som foretar den. Et utvalg kan trekkes fra registre som f.eks. Folkeregisteret, SSB-registre, pasientregistre, eller det kan rekrutteres gjennom f.eks. en bedrift, skole, idrettsmiljø, eget nettverk.
Førstegangskontakt	Skriftlig henvendelse til rektor ved skolen som formidler spørsmål videre til lærere om de vil delta	Beskriv hvordan førstegangskontakten opprettes og oppgi hvem som foretar den. Les mer om dette på våre temasider.
Alder på utvalget	□ Barn (0-15 år) □ Ungdom (16-17 år) ■ Voksne (over 18 år)	
Antall personer som inngår i utvalget	Fokusintervju ca. 18 -20 personer (3 skoler) Digital spørreundersøkelse - ca. 150-200 personer, alt ettersom de svarer/deltar eller ikke	
Inkluderes det myndige personer med redusert eller manglende samtykkekompetanse?	Ja ○ Nei ●	Begrunn hvorfor det er nødvendig å inkludere myndige personer med redusert eller manglende samtykkekompetanse. Les mer om Pasienter, brukere og personer med redusert eller manglende samtykkekompetanse
Hvis ja, begrunn		
8. Metode for innsamling av personopplysninger		
Kryss av for hvilke datainnsamlingsmetoder og datakilder som vil benyttes	■ Spørreskjema □ Personlig intervju ■ Gruppeintervju □ Observasjon □ Psykologiske/pedagogiske tester □ Medisinske undersøkelser/tester □ Journaldata □ Registerdata □ Annen innsamlingsmetode	Personopplysninger kan innhentes direkte fra den registrerte f.eks. gjennom spørreskjema, intervju, tester, og/eller ulike journaler (f.eks. elevmapper, NAV, PPT, sykehus) og/eller registre (f.eks. Statistisk sentralbyrå, sentrale helseregistre).
Annen innsamlingsmetode, oppgi hvilken		
Kommentar		
9. Datamaterialets innhold		
Redegjør for hvilke opplysninger som samles inn	Hyppighet og bruk av digitale hjelpemidler i engelskundervisningen, samt eksempler på pedagogisk bruk av IKT i engelskundervisning.	Spørreskjema, intervju-/temaguide, observasjonsbeskrivelse m.m. sendes inn sammen med meldeskjemaet. NB! Vedleggene lastes opp til slst i meldeskjema, se punkt 16 Vedlegg.
Samles det inn direkte personidentifiserende opplysninger?	Ja ● Nei ○	Dersom det krysses av for ja her, se nærmere under punkt 11 Informasjonssikkerhet. Les mer om hva personopplysninger er NB! Selv om opplysningene er anonymiserte i oppgave/rapport, må det krysses av dersom direkte og/eller indirekte personidentifiserende opplysninger innhentes/registreres i forbindelse med prosjektet.
Hvis ja, hvilke?	□ 11-sifret fødselsnummer ■ Navn, fødselsdato, adresse, e-postadresse og/eller telefonnummer	
Spesifiser hvilke	Navn	

Samles det inn indirekte personidentifiserende opplysninger?	Ja ○ Nei ●	En person vil være indirekte identifiserbar dersom det er mulig å identifisere vedkommende gjennom bakgrunnsopplysninger som for eksempel bostedskommune eller arbeidsplass/skole kombinert med opplysninger som alder, kjønn, yrke, diagnose, etc. Kryss også av dersom ip-adresse registreres.
Hvis ja, hvilke?		
Samles det inn sensitive personopplysninger?	Ja ○ Nei ●	
Hvis ja, hvilke?	□ Rasemessig eller etnisk bakgrunn, eller politisk, filosofisk eller religiøs oppfatning □ At en person har vært mistenkt, siktet, tiltalt eller dømt for en straffbar handling □ Helseforhold □ Seksuelle forhold □ Medlemskap i fagforeninger	
Samles det inn opplysninger om tredjeperson?	Ja ○ Nei ●	Med opplysninger om tredjeperson menes opplysninger som kan spores tilbake til personer som ikke inngår i utvalget. Eksempler på tredjeperson er kollega, elev, klient, familiemedlem.
Hvis ja, hvem er tredjeperson og hvilke opplysninger registreres?		
Hvordan informeres tredjeperson om behandlingen?	□ Skriftlig □ Muntlig □ Informeres ikke	
Informeres ikke, begrunn		
10. Informasjon og samtykke		
Oppgi hvordan utvalget informeres	■ Skriftlig ■ Muntlig □ Informeres ikke	Vennligst send inn informasjonsskrivet eller mal for muntlig informasjon sammen med meldeskjema. NB! Vedlegg lastes opp til sist i meldeskjemaet, se punkt 16 Vedlegg. Dersom utvalget ikke skal informeres om behandlingen av personopplysninger må det begrunnes. Last ned vår veiledende mal til informasjonsskriv
Begrunn		
Oppgi hvordan samtykke fra utvalget innhentes	■ Skriftlig ■ Muntlig □ Innhentes ikke	Dersom det innhentes skriftlig samtykke anbefales det at samtykkeerklæringen utformes som en svarslipp eller på eget ark. Dersom det ikke skal innhentes samtykke, må det begrunnes.
Innhentes ikke, begrunn		
11. Informasjonssikkerhet		
Direkte personidentifiserende opplysninger erstattes med et referansenummer som viser til en atskilt navneliste (koblingsnøkkel)	Ja ● Nei ○	Har du krysset av for ja under punkt 9 Datamaterialets innhold må det merkes av for hvordan direkte personidentifiserende opplysninger registreres. NB! Som hovedregel bør ikke direkte personidentifiserende opplysninger registreres sammen med det øvrige datamaterialet.
Hvordan oppbevares navnelisten/ koblingsnøkkelen og hvem har tilgang til den?	Navn på egen liste på egen PC som kun jeg har tilgang til	
Direkte personidentifiserende opplysninger oppbevares sammen med det øvrige materialet	Ja ○ Nei ●	
Hvorfor oppbevares direkte personidentifiserende opplysninger sammen med det øvrige datamaterialet?		

Oppbevares direkte personidentifiserbare opplysninger på andre måter?	Ja ○ Nei ●	
Spesifiser		
Hvordan registreres og oppbevares datamaterialet?	□ Fysisk isolert datamaskin tilhørende virksomheten □ Datamaskin i nettverkssystem tilhørende virksomheten □ Datamaskin i nettverkssystem tilknyttet Internett tilhørende virksomheten ■ Fysisk isolert privat datamaskin ■ Privat datamaskin tilknyttet Internett □ Videoopptak/fotografi ■ Lydopptak □ Notater/papir □ Annen registreringsmetode	Merk av for hvilke hjelpemidler som benyttes for registrering og analyse av opplysninger. Sett flere kryss dersom opplysningene registreres på flere måter.
Annen registreringsmetode beskriv		
Behandles lyd-/videoopptak og/eller fotografi ved hjelp av datamaskinbasert utstyr?	Ja ● Nei ○	Kryss av for ja dersom opptak eller foto behandles som lyd-/bildefil. Les mer om behandling av lyd og bilde.
Hvordan er datamaterialet beskyttet mot at uvedkommende får innsyn?	Brukernavn og passord, i låsbart rom	Er f.eks. datamaskintilgangen beskyttet med brukernavn og passord, står datamaskinen i et låsbart rom, og hvordan sikres bærbare enheter, utskrifter og opptak?
Dersom det benyttes mobile lagringsenheter (bærbar datamaskin, minnepenn, minnekort, cd, ekstern harddisk, mobiltelefon), oppgi hvilke	Bærbar PC, lydopptaker til fokusintervju.	NB! Mobile lagringsenheter bør ha mulighet for kryptering.
Vil medarbeidere ha tilgang til datamaterialet på lik linje med daglig ansvarlig/student?	Ja ○ Nei ●	
Hvis ja, hvem?		
Overføres personopplysninger ved hjelp av e-post/internett?	Ja ○ Nei ●	F.eks. ved bruk av elektronisk spørreskjema, overføring av data til samarbeidspartner/databehandler mm.
Hvis ja, hvilke?		
Vil personopplysninger bli utlevert til andre enn prosjektgruppen?	Ja ○ Nei ●	
Hvis ja, til hvem?		
Samles opplysningene inn/behandles av en databehandler?	Ja ● Nei ○	Dersom det benyttes eksterne til helt eller delvis å behandle personopplysninger, f.eks. Questback, Synovate MMI, Norfakta eller transkriberingsassistent eller tolk, er dette å betrakte som en databehandler. Slike oppdrag må kontraktsreguleres Les mer om databehandleravtaler her
Hvis ja, hvilken?	SurveyMonkey	
12. Vurdering/godkjenning fra andre instanser		
Søkes det om dispensasjon fra taushetsplikten for å få tilgang til data?	Ja ○ Nei ●	For å få tilgang til taushetsbelagte opplysninger fra f.eks. NAV, PPT, sykehus, må det søkes om dispensasjon fra taushetsplikten. Dispensasjon søkes vanligvis fra aktuelt departement. Dispensasjon fra taushetsplikten for helseopplysninger skal for alle typer forskning søkes Regional komité for medisinsk og helsefaglig forskningsetikk
Kommentar		

Søkes det godkjenning fra andre instanser?	Ja ● Nei ○	F.eks. søke registereier om tilgang til data, en ledelse om tilgang til forskning i virksomhet, skole, etc.
Hvis ja, hvilke?	Jeg søker rektor ved hver enhet om lov til å foreta fokusintervju. Jeg søker rektor ved hver skole jeg sender den digitale spørreundersøkelsen til.	
13. Prosjektperiode		
Prosjektperiode	Prosjektstart:01.04.2014 Prosjektslutt:01.01.2015	Prosjektstart Vennligst oppgi tidspunktet for når førstegangskontakten med utvalget opprettes og/eller datainnsamlingen starter. Prosjektslutt Vennligst oppgi tidspunktet for når datamaterialet enten skal anonymiseres/slettes, eller arkiveres i påvente av oppfølgingsstudier eller annet. Prosjektet anses vanligvis som avsluttet når de oppgitte analyser er ferdigstilt og resultatene publisert, eller oppgave/avhandling er innlevert og sensurert.
Hva skal skje med datamaterialet ved prosjektslutt?	■ Datamaterialet anonymiseres □ Datamaterialet oppbevares med personidentifikasjon	Med anonymisering menes at datamaterialet bearbeides slik at det ikke lenger er mulig å føre opplysningene tilbake til enkeltpersoner.NB! Merk at dette omfatter både oppgave/publikasjon og rådata. Les mer om anonymisering
Hvordan skal datamaterialet anonymiseres?	Lydopptak skal slettes. Spørreundersøkelse skal slettes.	Hovedregelen for videre oppbevaring av data med personidentifikasjon er samtykke fra den registrerte. Årsaker til oppbevaring kan være planlagte oppfølgingsstudier, undervisningsformål eller annet. Datamaterialet kan oppbevares ved egen institusjon, offentlig arkiv eller annet. Les om arkivering hos NSD
Hvorfor skal datamaterialet oppbevares med personidentifikasjon?		
Hvor skal datamaterialet oppbevares, og hvor lenge?		
14. Finansiering		
Hvordan finansieres prosjektet?		
15. Tilleggsopplysninger		
Tilleggsopplysninger		
16. Vedlegg		
Antall vedlegg	4	

Appendix no.6

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES

Karen Knutsen
Avdeling for økonomi, språk og samfunnsfag Høgskolen i Østfold
Remmen
1757 HALDEN

NSD
[illegible]
Norway
[illegible]

Vår dato: 31.03.2014 Vår ref: 38293 / 3 / LT Deres dato: Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 24.03.2014. Meldingen gjelder prosjektet:

38293	*ICT in English Language Learning*
Behandlingsansvarlig	*Høgskolen i Østfold, ved institusjonens øverste leder*
Daglig ansvarlig	*Karen Knutsen*
Student	*Elin Løvli*

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/meldeplikt/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, http://pvo.nsd.no/prosjekt.

Personvernombudet vil ved prosjektets avslutning, 01.01.2015, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Katrine Utaaker Segadal

Lis Tenold

Kontaktperson: Lis Tenold tlf: 55 58 33 77
Vedlegg: Prosjektvurdering
Kopi: Elin Løvli elilov@haldenskole.no

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Appendix no. 7

Innledning - ICT in English langugage learning

My name is Elin Løvli and I am a master student at the Østfold College in Halden. In relation to my masterthesis "ICT in English Language Learning" I would like to examine how ICT is used in primary- and lower secondary School.

Digital skills were introduced as a part of the curricla in 2006. The aim of this survey is to gain Insight in how and to what degree the goals in the curricula are implemented today, and to gather teachers own opinions on the use of ICT in teaching. I hope the survey will contribute to a develop a pedagogical use of ICT in the English subject.

I am interested in asking everyone who teaches English today, regarless of formal background or earlier teaching experience. In this way I hope to reach a broad range of teachers in order to gain a realistic picture of everyday school life today.

In order to make this possible, I need your help to fill in this survey. The participation is voluntary and the survey is anonymous.
The information will be treated confidentially and all responses will be deleted after use.

The survey is divided into 6 main parts. It takes about 10. minutes to answer the survey.

I would be very grateful if it is possible for you to answer as soon as possible and within the deadline on may 16th 2014.

Thank you very much for your participation and good luck completing the survey!

1. FRAMEWORK CONDITIONS AND ORGANISATION

The purpose of these questions is to map the students' access to digital tools and how lessons are organized.

1. How are the conditions for using ICT at your school?

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
There is sufficient equipment (portable laptops/I pads/PC room) to be able to use ICT in lessons.	○	○	○	○
The digital equipment is easily accessible, upgraded and of good enough quality for use.	○	○	○	○
It is possible to have project/themework for continuous lessons using ICT.	○	○	○	○
We have enough time to practice and use digital skills in English lessons.	○	○	○	○

2. How many students are there at your school?

[▼]

3. How do you organize your teaching when you use ICT?

	Several times a week	A few times a month	A few times a school year	Seldom or never
Individual work	○	○	○	○
Work in pairs	○	○	○	○
Groupwork	○	○	○	○
Project work	○	○	○	○
Cooperation with other classes in school	○	○	○	○
Cooperation with other classes/groups/students outside school	○	○	○	○
Computer room	○	○	○	○
Small groups led by teacher	○	○	○	○

4. How do English teachers cooperate at your school? It is possible to cross out several answers

☐ In teamgroups/classgroups ☐ In English subject groups ☐ I have no other English teachers to discuss and work with.

Other comments:

2. EDUCATIONAL MATERIAL AND DIGITAL MATERIAL USED IN ENGLISH TEACHING

In this section I am interested in information on what kind of educational materials you use in your English lessons. Please add any other materials in the box below!

5. Which of the following educational and digital materials du you use in English teaching?

	Once or several times a week	Some times every month	Some times every year	Seldom or never
The textbook	○	○	○	○
English books for children or young adults	○	○	○	○
Dictionaries (papberbased)	○	○	○	○
Roleplay	○	○	○	○
Songs	○	○	○	○
Newspapers	○	○	○	○
Magazines or comic series	○	○	○	○
Films (parts or whole films)	○	○	○	○
Interactive white boards	○	○	○	○
Personal computers (laptops)	○	○	○	○
Tablet devices	○	○	○	○

Anything else? (Please specify):

6. Do students use any of the following digital resources while reading, writing, making presentations, listening or with other work in English lessons?

	Once or several times a week	Some times a month	Once or several times a year	Seldom or never
Digital language programs (working with words/grammar)	○	○	○	○
Readingprograms (e-books, sound- and picture books)	○	○	○	○
English net based newspapers	○	○	○	○
Search motors (ex. Google)	○	○	○	○
Digital dictionaries (ex. Wikipedia)	○	○	○	○
Writing programs (ex.Word)	○	○	○	○
Digital dictionaries	○	○	○	○
Translation programs (ex.Google Translate)	○	○	○	○
Power Point	○	○	○	○
Presentation programs such as Photostory, Prezi	○	○	○	○
Moviemaker	○	○	○	○
YouTube	○	○	○	○
Audacity or other soundprogams	○	○	○	○
Educational games/digital games	○	○	○	○

3. PEDAGOGICAL USE OF ICT IN EDUCATION

The following is stated in the English curricula: "Digital skills in English means being able to use a varied selection of digital tools and resources to strengthen language learning, communicate in English and acquire relevant knowledge about the English subject"(LK13).

7. The ability to communicate in authentic situations is emphasized in the English curricula.To what extent have your students used the following tools to communicate with other people in English (spoken or written?)

	Several times a week	Some times a month	Some times during a school year	Seldom or never
Ordinary letters (paperbased)	○	○	○	○
e-mail	○	○	○	○
Blogg	○	○	○	○
eTwinning	○	○	○	○
Audacity	○	○	○	○
Skype	○	○	○	○
Social media (Facebook, Twitter)	○	○	○	○

Have your students had other ways of communicating in authentic situations?

8. Do you have any examples of cooperative projects where the students co-write or send information to each other on the net, such as creating a common web site?

9. Students may use digital tools to gather information and make creative texts (LK13). What is your opinion on writing in English by using ICT?

	Agree	Partly agree	Partly disagree	Disagree	Uncertain
Students write more because they are able to edit and correct errors easier that with pen and paper	○	○	○	○	○
Students often use the "cut and paste" method and retrieve a complete text on the net.	○	○	○	○	○
It is difficult to discover plagiarism.	○	○	○	○	○
Students understand the rules of copyright and are good at specifying their sources	○	○	○	○	○
Students are good at creating their own texts.	○	○	○	○	○
Students use translation programs (ex.Google tanslate) uncritically.	○	○	○	○	○
Students are taught to make lay-outs with pictures, headings, and bullet points.	○	○	○	○	○
Students are good at using digital presentation tools.	○	○	○	○	○

Do you have examples from your lessons where students have made creative text by using ICT?

10. What is your opinion on students' reading and reading comprehension on the net?

	Agree	Partly agree	Partly disagree	Totally disagree	Uncertain
Students are good at navigating and finding relevant information on the net.	○	○	○	○	○
Students read texts and write key words.	○	○	○	○	○
Students are not critical about sources.	○	○	○	○	○
Students are good at reading and understanding texts with pictures and sound (multimodal texts).	○	○	○	○	○

11. Have you used ICT to promote understanding of cultures and traditions in other English speaking countries? Could you give a brief example?

12. Have you used ICT for listening and understanding of spoken English? Could you give a brief example?

4.NETBASED EDUCATIONAL RESOURCES

What net based educational resources do you use in your English classes? This means any digital material that is designed for educational purposes.

13. Which websites do you and your students use in class?

	Once or several times a week	Some times a month	Some times during a school year	Never
The textbooks' websites (ex. "Stairs" or "Key English")?	○	○	○	○
Links or websites gathered in LMS platforms (ex "Fronter" eller "It's Learning").	○	○	○	○
National websites such as "Del og Lær"(Movava) or IKTplan (Center for ICT in education).	○	○	○	○
National websites from publishers such as "Salaby" or "Lokus123".	○	○	○	○
Resources or programs the school or community pay for such as "Passport to English".	○	○	○	○
International websites such as BBC or British Council Kids.	○	○	○	○

Please mention any other links or websites you use in your English classes and what you find useful about them!

14. What learning outcome do you believe digital resources have in learning English as a second language?

	Little or nothing	Some learning outcome	Good learning outcome	Very good learning outcome	Uncertain
The textbook website	○	○	○	○	○
Local resources/websites	○	○	○	○	○
National resources such as "Del og bruk", " Lokus" or "Salaby"	○	○	○	○	○
International resources such as "BBC" or "British Council"	○	○	○	○	○

15. What is the name of your textbook/coursebook?

Name of coursebook:	
Does the coursebook give any tips or ideas for pedagogical use of ICT in the English subject?	

5. PERSONAL DATA

In this section some personal information is gathered in order to provide a context to the questions asked in the survey.

16. Are you male or female?

- female
- male

17. What is your approximate age?

18. Your geographic location.

19. Which age group of students do you teach?

20. When did you finish Educational College?

21. What level of education do you have in English and ICT?

	No formal education	Didactic courses	15 academic credits (1/4 study year)	30 academic credits (1/2 study year)	60 academic credits (1 study year or more)
English					
ICT					

6. ASSERTIONS/ATTITUDES/MOTIVATION

In this section I want you to range a number of claims. There are no "right" or "wrong" answers!

22. Consider the following statements and choose an answer:

	Agree	Partly agree	Partly disagree	Disagree	Uncertain
I observe that my students become more motivated by using digital tools.	○	○	○	○	○
The students are noisier and are not concentrated when we use digital tools.	○	○	○	○	○
Digital tools improve the possibility for authentic use of language.	○	○	○	○	○
Students acquire a good knowledge of English speaking countries and cultures by using ICT.	○	○	○	○	○
ICT enhances collaborative learning.	○	○	○	○	○
ICT improves learning outcome in English.	○	○	○	○	○
I want to learn more about the use of ICT in English teaching.	○	○	○	○	○

23. What are your thoughts about the use of ICT in the English subject in the future?

24. Is there anything else you want to comment upon?

THANK YOU FOR ANSWERING THE QUESTIONS!