Learning English with the use of ICT

An action research study on students' attitudes
ABSTRACT

The purpose of this study is to outline students’ attitudes towards ICT in the learning of English. The research was carried out as action research at a vocational high school in Sweden. The study aims at giving answers to the questions what the students’ attitudes towards ICT are, to what extent they think that ICT affects their learning and if ICT use changes their attitudes towards English. The students had little or no previous experience of ICT. For a period of two months, they used ICT in their English studies. This work was organized according to Svensson’s (2008) definitions ICT as a tutor, ICT as a tool and ICT as an arena, which are connected to behavioristic, cognitive/constructive and social constructivist/socio-cultural learning perspectives, respectively. For example, the students read and listened to texts online, wrote their own dialogues for a movie and maintained their own blogs. After each module, they evaluated the method and at the end of the project they were interviewed. The study shows that most of the students were positive towards ICT in learning English. They were most positive towards ICT as a tutor, which was interesting given that behavioristic ways of learning are often criticized by today’s scholars. Furthermore, the students claimed that ICT gives them new opportunities to learn. Not surprisingly, to learn in a way that suits the individual learner was seen as positive. They stated that it was difficult to comment on the impact that ICT might have had on their performance after such a limited period of time, but they indicated that they thought that they had improved at least a little. During the interviews, a few students claimed to have changed their attitudes towards English a little, in a positive way, but it was difficult to confirm this after such short time.

Keywords: behaviorism, cognitivism, constructivism, EFL, ELT, ICT, English as a foreign language, English Language Teaching, ICT as an arena, ICT as a tool, ICT as a tutor, language learning, socio-culturalism, student attitudes
SAMMANDRAG


Keywords: behaviorism, engelska som främmande språk, gymnasielevs attityder, IKT, IT som arena, IT som automat, IT som verktyg, kognitivism, konstruktivism, socio-kulturism, språkinlärning, språkundervisning
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1. INTRODUCTION

Using technology in education is an area of great interest to many researchers, teachers and others. A lot of research in this field focuses on whether or not students learn better with new technology while others focus on the technology itself or the teachers’ ability to use technology as an integral part of education. Lund (2003:278) of the University of Oslo has investigated teachers’ role in ICT-rich environments\(^1\). He focuses on teachers and their attitudes towards, and beliefs about, ICT in language learning. Lund argues that “teachers find themselves at the interface of a traditional and an emerging activity system”. Other researchers with an interest in the technology and the teachers’ use and experiences of ICT are Granath and Estling Vannestål (2008: 125) who outline areas of learning where ICT can be used. They state that ICT is used far less than its full potential, since many teachers use computers mainly as a word processor and tool to search for information. This paper, on the contrary, focuses solely on the students’ attitudes towards technology in the learning of English.

1.1 The new technology

Computers, cell phones and the Internet have become integral and accepted parts of our lives. We use them to pay our bills, to search for information and to communicate with others, to mention a few. Prensky (2001:2) claims that there is a difference between what he calls ‘Digital Natives’ and ‘Digital Immigrants’, where the former roughly refers to people born after the introduction of the Internet. The latter refers to people who, according to Prensky, will always have a ‘digital immigrant accent’. According to the author, there is a big difference in how the two groups interpret and process information. This is of course a rough generalization – not all high school students use new technology swiftly and at the same time not all senior citizens are digital rookies. In general, however, new technology is to natives what radio is to immigrants – very natural. A high school student would probably not refer to computers as being part of ‘new’ technology. The term Information Technology, IT, is often used instead of new technology, and IT is sometimes used synonymously with ICT. There is a difference, however, which will be further explained in Section 2.1 – but in brief, ICT emphasizes communication and is more often used in the educational context (Dataföreningen för kunskap och kontakter [www]).

\(^1\) The term ICT, or Information and Communication Technology, will be further explained later on in this paper.
1.2 Technology and education

Computers were introduced in Swedish schools in the 1970s and 1980s. In their overview of current research, Engström and Svärdemo-Åberg (2006:4-6) point out various projects that were launched to investigate the impact of computers in education. According to the authors, the first projects focused mainly on mathematics and technology. A common factor of these projects was that they did not have the anticipated impact on education. Engström and Svärdemo-Åberg claim that education at large remained unchanged and the expected efficiency failed. The authors point out that computers were used mainly in an instrumental way, which corresponds to the behavioristic learning perspective which is discussed further in Sections 2.4 and 2.5.

Even though research in the field of computers and education started in the 1970s, computers were not common in Swedish schools at this time. Computer saturation in Swedish schools took off in the 1990s, mainly due to government-funded projects aiming to make a systematic survey of, and increase, the use of computers in education. Engström and Svärdemo-Åberg (2006: 7) point out that communicative aspects of IT came into focus during the 1990s.

Engström and Svärdemo-Åberg (2006:20-25) have also attempted to give an overview of the use of ICT around the world. They point out Chile as the most ICT-developed country in South America, whereas Argentina and Brazil are struggling with the spread of ICT and the difficulties of convincing teachers to use it. The USA has a computer saturation of 92 percent whereas the equivalent number in Chile is only 10 percent. The authors claim that the American discourse revolves around establishing the efficiency of ICT and students’ achievements. The comparison also covers Asia, Oceania, Europe and Africa. The differences between the various countries are as evident here as in the Americas (ibid).

ICT is working its way into schools and schools with high computer saturation and teachers who are willing to try various ICT applications are the more successful in integrating ICT as an integral part of education. Estling Vannestål and Maricic (forthcoming: 4) observe that many teachers are now taking part in a government-funded web-based course in order to increase their use of ICT in schools. Still, there seems to be a lot to do in finding ways for teachers and students to actually use computers for more things than word processing and
information search, and at the same time use it in a way that corresponds to modern thoughts on education and learning.

1.3 Aim and research questions
The aim of this paper is to investigate two small high school groups and their experiences of, and attitudes towards ICT in learning English. Thus, the research offers a limited approach and does not give a holistic view of the area of ICT and learning. Various ICT applications and questionnaires were used in an attempt to answer the following research questions:

(a) What are the students’ attitudes towards different forms of ICT as a method of learning English?
(b) In what way do the students believe that different types of ICT affect their learning?
(c) How does ICT use change their attitudes towards English?

1.4 Scope of the study
The study focused on students’ attitudes towards ICT, hence leaving out for instance teachers’ attitudes. Furthermore, it focused on three types of ICT, where a total of five applications were used. The study was limited to two groups of high school students at a vocational school in Sweden.

2. THEORETICAL BACKGROUND
This section explains the terminology used in the paper. It also outlines the theories on which this paper is based – learning perspectives and pedagogical considerations.

2.1 Terminology
IT, Information Technology, is widely used when discussing computer-based software and hardware systems. Personal computers and the Internet are central parts of this technology. Another acronym which is used henceforth is ICT, Information and Communication Technology. In the previously mentioned article by Engström and Svärdenmo-Åberg (2006: 7), the authors establish that the acronym ICT came into use in the 1990s, with the aim to focus more on the interaction and communication between people with the help of technology, rather than placing the technology itself in focus. Some argue that the ‘C’ in ICT is redundant
and that IT in fact covers the technology in question and therefore is synonymous with ICT. Svensson (2008: 12) claims that even though ICT stresses communication, IT is still a satisfactory term which can be used when discussing ICT.

Another area which is closely related to ICT is CALL, which is an application of ICT in the educational context (Svensson 2008: 209-214). The acronym stands for Computer-Assisted Language Learning. As the name suggests, CALL is limited to language learning and computers, whereas ICT encompasses more than computers, such as cellular phones, dvd-players and mp3-players. ICT is also applicable to other areas of education than just language learning. CALL is often associated with behavioristic learning perspectives, due to the fact that it has mainly been used as a method of learning for instance grammar or vocabulary with computer software where the computer gives the learner the correct answer and instant feedback, i.e. repetitive drill exercises. Patrik Svensson claims that CALL deals with IT as a tutor, where the computer is the teacher and the learner must respond to a stimulus. IT as a tutor is discussed further in Section 2.5. Bax (2002: 15) claims that there are three categories of CALL: Restricted, Open and Integrated with a learning perspectives attached to each of them; Structural, Cognitive and Socio-cognitive. He further states that to reach the future of CALL, we must know where it has been and where it is at present. When the future of CALL is here we have reached a state of what Bax calls normalization, where “these technologies are used in our daily classroom work as naturally as a whiteboard or a coursebook”. Bax further states that CALL will not be as restricted in the future as it has been in the past, and often is in the present.

Computer programs with more intelligence belong to the area of Intelligent Computer-Assisted Language Learning, ICALL. Svensson (2008: 241) defines ICALL applications as being more intelligent and adaptive. Such applications adapt and learn the user’s behavior and can thus provide a more tailored session when the student is learning for instance a foreign language. Svensson states that ICALL is not a well-established acronym and the boundaries between ICALL and CALL are hard to define, but according to him, ICALL applications often follow the development of Artificial Intelligence, AI, and Natural Language Processing, NLP. Warschauer and Healey (1998: 31) define ICALL as being “software that uses the power of the computer to offer easy interaction with the material […] meaningful feedback and guidance; comprehensible information in multiple media designed to fit the learning style
Warschauer and Kern (2001: 1) have introduced yet another acronym in this field. Their term NBLT stands for Network-based Language Teaching. They define NBLT as a subcategory of CALL. The difference is that NBLT solely deals with computers connected to other computers through a network. Whereas CALL is often associated with drills and tutorials, they state that communication between humans is in focus in NBLT. Instant messaging and video conferencing are examples of NBLT applications (ibid).

2.2 Curricular documents

There are a few steering documents that need to be considered when designing educational sessions as described in Section 3.4. First of all, the Swedish Education Act concerns the responsibilities of the state, municipalities and staff in Swedish schools. It may be difficult to make immediate connections to this act, but one part of the act is of particular interest, i.e. Section 5, Paragraph 2, which stipulates that “Pupils shall have influence over how their education is structured” (Ministry of Education and Science in Sweden, 1985: 15)².

The next document of interest to this paper is the curriculum for the non-compulsory school system, Lpf94, which is applicable for all Swedish high schools. The curriculum states that “education shall be objective and encompass a range of different approaches”. Furthermore, the curriculum stipulates that “[…] pupils shall acquire a foundation for life-long learning. Changes in […] new technology […] impose new demands on people’s knowledge and ways of working” (The Swedish National Agency for Education, 1994: 6).

The Program Manual *GY2000:19* outlines the goals of all programs available at Swedish high schools. It states that “the school is responsible for ensuring that pupils on completion of the programme […] are able to use information and communication technology within their field” (The Swedish National Agency for Education, 2000a: 10).

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² Throughout the study, the students were given the chance to influence the structure and content of each session.
The last national document to be mentioned here is the syllabus EN1201 concerning the English course English A. This document is of course relevant as a whole, but there are a few goals that are more relevant to this study. For instance, after having completed the course, the students are expected to:

“be able to read and understand texts with varying factual contents, especially texts linked to their study orientation or their own areas of interest, […] be able to consciously use and evaluate different approaches to learning in order to promote learning [and] be able to independently retrieve information from different sources, as well as process and structure the information obtained”. (The Swedish National Agency for Education, 2000b: 1)

Based on the collaborative work of the European Commission and the member states of EU, the EU Parliament and Council issued the *Key Competences for Lifelong Learning* in 2006. This framework contains eight key competences for the member states to strive for, for instance communication in the mother tongue, communication in foreign languages and digital competence. The latter is defined as a competence that

“involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet”

(European Commission, 2007: 7).

### 2.3 Previous work

As mentioned in the introduction, previous work in the area of ICT has mostly focused on the technology itself or the teachers’ knowledge about, or experiences of, using ICT in the classroom. Svensson (2008: 50) defines four areas in which ICT can be used in language learning. Three of these areas were used in this study. Very little has been written concerning how different forms of ICT appeal to the students and hence research in the field lacks a student perspective.
2.4 Language learning perspectives

It is important to understand the underpinning theories of teaching when discussing ICT in an educational context. This section aims at outlining the main language learning theories applicable to this study.

2.4.1 Behaviorism

The first learning perspective of interest to this study is based on the theories of behaviorism, which was in focus roughly between the 1900s and 1980s, with its days of glory in the 1950s. Hwang et al (2003: 29) point out that early behaviorists assume that all humans are passive and their actions are consequences of their environment. A certain behavior or response occurs or is reinforced by certain stimuli. This conditioning can be either classical or operant.

Ivan Pavlov is known to most people for his salivating dogs. He started ringing a bell each time he served them food, and after some time they salivated from just hearing the bell, which showed the correlation between stimulus and response. John B. Watson conducted a similar experiment involving a little boy and a white mouse. By making a loud sound behind the boy’s back, this controversial experiment resulted in the boy being terrified of the harmless mouse, and Watson had proved that the boy had developed a conditioned fear (ibid).

The second type of conditioning is operant, or instrumental conditioning. B.F. Skinner claimed that very few of our responses are results of classical conditioning. He put forward a theory that we behave in certain ways as consequences of previous experiences rather than reflexes. Hwang et al illustrate the difference between classical and operant conditioning by comparing food and bikes. If we see food we can start salivating, thus classical conditioning, but if we see a bike we do not automatically start riding it. If we do decide to ride the bike, we do so because our previous experiences tell us that riding a bike is pleasant, thus a case of operant conditioning. A certain behavior is more likely to occur if we have had a previous experience that was pleasant, also referred to as positive reinforcement. If the previous experience was unpleasant, a certain behavior is unlikely to occur, which is thus called negative reinforcement. The essence of this theory is that we behave according to rewards and punishments, where the former is more efficient when trying to produce a desirable behavior. With trial and error, we learn the correct behavior. Another notable behaviorist is Albert Bandura, who showed that people do not only learn by conditioning. His research showed that
by observing others, we imitate those people and adopt their behavior without an immediate stimulus (ibid).

Behaviorism has influenced language learning a great deal. According to Lightbown and Spada (2006: 34), imitation and practice are important elements in behavioristic language learning theory. When the tutor (e.g. a parent, teacher or computer) repeats the correct answer, the recipient (e.g. a child or student) will imitate this and the behavior (a correct utterance) will be the result of positive reinforcement (encouraging). Lightbown and Spada state that mimicry and memorization were emphasized in language learning between the 1940s and 1970s and that “students learned dialogues and sentence patterns by heart”. Many computer applications used for language learning still follow the ideas of behaviorism, for instance online cloze tests. Here, the computer provides the correct answer, as suggested by Svensson’s (2008) definition of ICT as a tutor.

2.4.2 Cognitivism

As the psychological theories of behaviorism started to decline, cognitivism took its place as the predominant paradigm. The focus of cognitivism lies in internal mental processes and how they affect our behavior, according to Hwang et al (2003: 45). The ideas of Jean Piaget have influenced cognitivism as well as constructivism, which will be dealt with later on. Piaget claimed that the goal of all humans was to understand the environment and to reach mental balance. This balance can be achieved by adjusting our old way of thinking to new information and experiences. The adjustment can be done by assimilation or accommodation. The former is when new information is simply added to our previous knowledge, whereas the latter implies a change in the old knowledge. The balance is obtained when old and new knowledge can coexist. Lightbown and Spada (2006: 39) claim that “learners at the earliest stages will use most of their resources to understand the main words in a message” and that they “may not notice the grammatical morphemes attached to some of the words, especially those that do not substantially affect meaning”. Lightbown and Spada state that new information becomes easier to access as we practice and that this knowledge will eventually be automatically retrieved from our brain. According to Svensson (2008:39), cognitivist theories are often associated with the rise of computer and information technology, since computers are compared to human brains as far as storing and retrieving data are concerned. The early applications of CALL, Computer assisted language learning, are frequently
associated with behavioristic learning theories, but Svensson states that modern applications of CALL are the product of cognitivist theories (ibid).

2.4.3 Constructivism

From cognitivism sprung constructivism and social constructivism, which are influenced by the Russian developmental psychologist Lev Vygotsky, founder of cultural-historical psychology. Vygotsky claimed that education and human development go hand in hand and his interest in *metacognition*, awareness of our own internal cognitive processes, led to the coining of the *zone of proximal development*, ZPD (Hwang et al 2003: 50). Lightbown and Spada (2006: 20) define the notion of ZPD as a “higher level of knowledge and performance”, a “metaphorical place” into which children can advance given a “supportive interactive environment”. Hence, a student can reach higher with technical aids such as calculators, computers and web-based software. The adult, state Lightbown and Spada, should raise questions without giving the answers to the child. Svensson (2008:40) points out that learning theories based on constructivism focus on problem based learning and that constructivist theories have been extensively used for designing ICT methods in the educational context, for instance the use of hyperlinks which makes it easy for the learner to access adjacent material (ibid).

As mentioned before, earlier applications of CALL are associated with behavioristic learning theories. Using the computer as a machine without the active involvement of the learner is something that Papert criticized, according to Granath and Estling Vannestål (2008: 134). According to the authors, Papert “advocates teaching based on constructivist or cognitive theories of learning (relating to the ideas of, for instance, Piaget and Bruner), where learning is regarded as an active process, involving the construction of meaning” (ibid). Cognitivist and constructivist theories correspond to Svensson’s term *ICT as a tool*, where students are involved in creating their own content rather than learning by studying already produced content. This corresponds well with Piaget’s statement that “the principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done” (National Advisory Committee, 2003: 1).
2.4.4 Socio-culturalism

Socio-culturalism is based on the theories of constructivism and is also influenced by Lev Vygotski. One of its most prominent figures is Professor Roger Säljö. Socio-culturalism stresses the importance of the tools used in learning situations and ways of communicating the material (Svensson 2008: 41). Socio-culturalism moves away from individual learning towards the individual’s interaction with others in his or her environment. Lightbown and Spada (2006: 47) discuss Krashen’s input hypothesis³ in connection with socio-culturalism. Krashen’s i+1 is often believed to be the same as ZPD. However, Lightbown and Spada explain that “[…] they depend on very different ideas about how development occurs […] in Krashen’s i+1 the input comes from outside the learner and the emphasis is on the comprehensibility of input that includes language structures that are just beyond the learner’s current developmental level”. ZPD, on the other hand, focuses on the “development and how learners co-construct knowledge based on their interaction with their interlocutor or in private speech”. Svensson (2008: 42) states that modern education stresses the process at least as much as the result, for instance when dealing with problem-based learning. He mentions blogs as a way of learning through a process where the learner interacts with others.

2.5 ICT as a tutor, tool and arena

As mentioned previously, Svensson (ibid) has divided the domain of ICT into four categories connected to various learning perspectives: ICT as a tutor, tool, arena and media. The latter deals more with the distribution of information rather than its usage, and ICT as a media will hence be left out in this paper. The remaining three categories are discussed by Granath and Estling Vannestål (2008: 136) who establish that ICT as a tutor is closely linked to behaviorism. Exercises in this area are often repetitive where students learn for instance new words by drilling. An example of this would be computer programs where the computer gives you yes-or-no feedback on a cloze procedure. Granath and Estling Vannestål (ibid) state that even though this type of learning goes against what modern research has taught us about learning, it is often appreciated by learners.

³ According to Lightbown and Spada (2006: 37), this is “that acquisition occurs when one is exposed to language that is comprehensible and that contains i+1. The ‘i’ represents the level of language already acquired, and the ‘+1’ is a metaphor for language […] that is just a step beyond that level”.
ICT as a tool is more connected to cognitive and constructivist learning theories. Whereas the previous deals with right-or-wrong applications and applications where the learner is more passive, the learner is more active in this case. ICT is used here to build knowledge by retrieving information for instance from the Internet. Granath and Estling Vannestål (ibid) claim that one of the problems with this type of exercise is that many students do not know how to put together their own information and hence plagiarize unintentionally.

The last category deals with ICT as an arena and is associated with socio-cultural and socio-cognitive theories. Interaction and communication are significant features of ICT applications in this category. Instant messaging with students around the world in for instance English is an example of how ICT can be used as an arena (Granath and Estling Vannestål 2008: 141).

2.6 Pedagogical considerations

The pedagogical considerations of this study were based on Knud Illeris’ *Lärande* (2007: 41). According to Illeris, learning is a result of cognitive, emotional and social processes. The teacher must keep all these dimensions in mind when planning his or her lessons. Cognitive processes have been of interest to behaviorists, cognitivists and constructivists, states Illeris. This first dimension deals with content, i.e. the choice of material for the lesson. The second dimension is where the psychodynamic processes come in. According to Illeris, this is where the teacher must consider what methods of teaching he or she will use. His last dimension deals with the interaction between individuals and their environment. He claims that this is the dimension where the teacher must consider the students’ attitudes and motivation.

The sessions in this study were designed with Illeris’ (2007: 287) three dimensions in mind. Even though it is impossible to have a plan for how to deal with students’ motivation, it is important to have a mixed method of teaching, e.g. mix individual work with group assignments. Furthermore, the three modules were planned with Illeris’ different types of learning in mind. He states that the planning must contain an interaction between accommodative and assimilative processes. Accommodative processes are those where the learner repeats the content (for instance words) in order to remember them, and thus adds new knowledge to old knowledge. Assimilative processes refer to learning that takes place when the learner interacts with his or her environment and transforms the old knowledge into new knowledge.
The more general considerations were based on Uljens (2007). He suggests that the selection of learning content takes place in a social context, where the teacher can either emanate from the subject, in this case English, or the consumer, in this case the student. In the former case, the teacher focuses on the material and selects e.g. texts that are claimed to be useful and that should be learned by the student. In the latter case, the teacher focuses on the student’s situation and tries to find material that suits the student’s needs. Uljens (ibid) claims that it is not relevant to choose one of the methods over the other. This has also been the basis in planning the three modules – to pay attention both to the subject itself and the students’ present and future need of certain knowledge.

According to Uljens (2007), it is necessary to reduce the often vast content to its essential elements. The teacher must also find a balance between the contextual structure of the subject and the students’ learning structure. This is important and encompasses the possibility to follow their individual processes of learning, which is made possible by continuous feedback, their own reflections on each module and on their own achievements. Reduction of the material is not only about reducing the content, states Uljens. It is just as important to simplify when necessary and possible. This is done by avoiding going too deep into factual questions during the modules since that is not the primary goal of the project (ibid: 63).

3. METHOD AND MATERIAL

3.1 Method
This paper is based on a case study of 28 high school students and their attitudes to, and experiences of ICT. The students took an initial test, answered some questionnaires and took part in interviews. The chosen method is action research, where the researcher intervenes, observes and interviews in order to establish the results of the intervention. Stensmo (2002: 53) describes action research as a method suitable for working teachers who wish to modify and improve their own classroom environment. According to Stensmo, the researcher establishes a before-state, whereupon he intervenes with his actions in order to establish an after-state. Action research was developed during the 1940s and the term was coined by social psychologist Kurt Lewin. Stensmo points out that the aim of action research can be to change
and improve for instance the quality of teaching methods, learning strategies and attitudes. The research is carried out in a natural context, i.e. the classroom, and the teacher and/or the researcher thoroughly designs and implements his actions whereupon he or she documents the results of these interventions. Stensmo emphasizes that action research must result in a report of some sort, in order for others to be able to learn from the research. According to Stensmo, this is what makes it possible to generalize from action research. Wallén (1996: 112), on the other hand, claims that the weakness of action research is the difficulties to generalize. He suggests that other methods should be used if possible, but admits that action research *can* be feasible in some cases, for instance when the researcher wants to study *how* people act, rather than how they *claim* to act. Stensmo recommends collaborative action research, where the teacher and the researcher are not the same person. Stensmo emphasizes that such research will benefit from being viewed from two different angles. He further points out four phases of action research; planning, acting, observing and reflecting.

This is a limited study carried out during a limited period of time. The resources were the approximately 10 hours of classroom teaching that I could use for the study. Lindquist and Estling Vannestål (2007: 331) point out four aspects of their research which are applicable to this study as well:

- The aim is both to improve practice and to contribute to scientific knowledge which should be made accessible to others.
- The study uses feedback from the data in an ongoing spiral of revising the research methodology.
- The study stresses reflection on practice and is mainly qualitative, but supported by quantitative data.
- The aim can be to replace a traditional method (learning English using a coursebook) by a more interactive one (for instance using forums and blogs).

According to Davidson and Patel (1994: 21), a study can be deductive, inductive or abductive. An inductive approach is when the researcher observes things as they are and tries to find regularities from which he or she can structure theories. A deductive approach is when the researcher uses already known theories from which he or she can deduce hypotheses which can then be tested by collecting and analyzing empirical data. Backman (1998: 48) states that qualitative studies are often inductive in that theories and hypothesis are often formulated along with the collection of empirical data. Quantitative studies, on the other hand, are often
deductive, according to Backman. This study uses both qualitative and quantitative data. The learning theories are given beforehand, but hypotheses of how the students would respond to the various methods are not. The third approach, the abductive approach, which is applicable to this study, is a blend of the inductive and the deductive approaches.

3.2 Research context
The material is based on a study at a Swedish high school, located in a medium-sized town. The school is privately owned and has a vocational approach, where the students are studying in various vocational programs. At the time of the research, they had studied English for approximately six years. One student has Spanish as his native language whereas the rest of the students have Swedish as their native language. Two groups partook in this study, and the total number of students was 28, 23 males and 5 females. The school had at the time about 18 computers with Internet access; thus there was a sufficient number of computers for this project given that the students were divided in two groups.

With the exception of short periods of substituting, I started my first teaching job at this school a few weeks before the study. My teaching experience was thus limited and the students were new to me. My interest in ICT arose a few years back when I was taking some courses in English at Mid Sweden University. Among other things, these courses included working with corpora which gave me an insight into how computers can be used when exploring and learning a language. The combination of my interest in English and computers made the topic of this paper self-evident.

3.3 Material
The primary sources of this paper are the empirical data collected before, during and after the modules described in Section 3.4.1-5. Empirical data, for instance questionnaires and interviews, can be either quantitative or qualitative. According to Bjereld et al (2002: 114), a quantitative method is used to answer questions like how many, how much and to what extent. The results are presented in numbers and charts and are often used to “find patterns and links between various categories and phenomena”. According to the authors, a qualitative method is everything else that cannot be counted as a quantitative study. Quantitative studies are based on for instance interviews and observations, where the researcher is interested in the quality, or state, of a particular phenomenon.
The data collected for this paper is both of a quantitative and a qualitative nature. The questionnaires and tests result in quantitative data which is presented in numbers and tables. Observations can be both qualitative and quantitative. The observations in this paper are qualitative in that they do not consist of any measurable data and are instead presented as citations and narrations. Interviews can be either structured or non-structured, according to Halvorsen (1992: 88). He states that structured interviews are like questionnaires, with the only difference that the interviewees do not fill out the form themselves. Halvorsen points out that structured interviews are thus quantitative whereas non-structured interviews are qualitative since the interviewee is then asked to speak more freely. The answers will hence not be measurable. Bell (2000: 120) states that many interviews end up somewhere in the middle of the two methods, but she points out that it is important to maintain some sort of structure even in the unstructured interview.

This is a phenomenological study in that it aims at revealing the students’ experiences, thoughts and views on ICT. It is not my aim to prove whether the students improve more or less when using ICT, which would be a more positivistic study (Wallén, 1996: 35).

3.4 Procedures

This section aims at outlining the procedure of the action research. Since the observations were carried out during the whole process, they are not explicitly discussed in the following modules. As mentioned earlier, the observations were carried out in a semi-structured way and the documentation was done by taking notes after each session in an attempt to see how the students interacted with each other and the computer. The interviews were semi-structured in that they followed the questionnaire shown in Appendix XXV.

According to Wallén (1996: 67), a study obtains validity if it measures what it is supposed to measure. In this case, the study aims at measuring the attitudes of the students. Reliability deals with how reliable the measurements are; hence the same experiment should give the exact same result if repeated. It would be impossible to do the exact same experiment twice, and thus it is hard to say how reliable this study is – a similar experiment could result in different answers from students, for instance.
The students in this study evaluated each session, including the introductory test. The purpose of this was to give them a chance to evaluate their own work and suggest changes during the course of the study, all according to the aims of the Swedish Education Act as mentioned in the background.

Furthermore, the students were offered the questionnaires and other material in Swedish even though an English version is available in the appendices of this paper. This is not to say that the students do not understand basic written English. Given that the students are on different levels and hence to avoid any risk of misinterpretation they were offered a Swedish version mainly as a possible timesaver.

3.4.1 Proficiency test, self evaluation and questionnaire
Before introducing ICT and the three ICT modules to the class, they were asked to take a proficiency test in order to establish their current skills in English. The University of Gothenburg designs annual national tests for English A, and a shortened version of one of their tests was used as an introductory test, see Appendices III-VIII. The test consists of four areas covering listening, speaking, reading and writing. These skills are also covered in the modules discussed in the next section. Each part of the test was followed up by a self-evaluation based on the grading criteria for the national test. The tests were used to establish the students’ current skills in English. The results are presented in Section 4, but are not part of the results of the study as presented in Section 5.

3.4.2 ICT as a tutor
The first module dealt with ICT as a tutor, that is where the computer knows the answer and gives the student instant feedback. This type of ICT is much related to behavioristic theories of learning, where the tasks are repetitive and the students learn by imitating. During the first session, the students studied texts from the California Distance Learning Project. This website enables reading and listening to a text, either at the same time or separately. CDLP offers online texts with related exercises such as word spelling and quizzes, which makes it suitable for reading, writing and listening purposes. The site offers a function which enables the students to easily e-mail the results to the teacher, including their own answers to the questions. As shown in Appendix XI, the students were given one particular text to read and when they were done with this, they moved on to study texts of their own choice.
In the second session of this module, the students studied grammar with the use of BBC’s Skillswise, which is an online grammar tool with integrated games and quizzes. This particular session covered personal pronouns and adjectives (for further details please see Appendix XIII). The students read a text explaining for instance the difference between *he*, *him* and *his*, upon which they went on to play the game in form of a treasure hunt. After having read about for example personal pronouns and playing the game, the students took the quiz which gave them instant feedback. This module was followed up by a questionnaire (see Appendix XV).

3.4.3 ICT as a tool

ICT as a tool is related to cognitive and constructivist learning theories, where the student is more active and takes part in creating the content or knowledge. This module was carried out using speech recognition software called *Eye-speak* and an online moviemaker. *Eye-speak* is a software that covers pronunciation, vocabulary, reading, listening and writing. Due to the cost of licenses, only one student at a time could do this exercise. There is a free version of *Eye-speak* available online, but its vocabulary is restrained. Another reason why only one student at the time was testing *Eye-speak* was that it felt wise to supervise this session. Accustomed users could most likely work on this session on their own, but for this particular occasion this was not considered feasible.

At first, the student was asked to choose a phoneme to practice, for instance the consonant *v*. The program then provided the student with several words containing the chosen phoneme, for example *verse*, *voice*, *video* and *advance*. The student was asked to repeat the words into the microphone and when he or she managed to pronounce the words with a satisfactory score, based on pronunciation, pitch, timing and loudness, he or she moved on to practice whole sentences. For this part of the session, the student chose a theme, for instance *computers* or *phone talk* which gave him or her around ten sentences to practice.

Meanwhile, the rest of the class was working on making their own movie using Dvolver’s *Moviemaker*. Dvolver is a company that produces creativity widgets, and Moviemaker is their online software which is free of charge. The students worked in pairs or in some cases in groups of three. The task was to create a movie by writing a plot and dialogue, which encompassed interaction between the students. They were asked to use previously learnt adjectives and personal pronouns in their dialogues and to create a movie with at least five scenes. The written instructions for this session are presented in Appendix XVII. Moviemaker
is a rather simple application and perhaps more suitable at lower stages. It does not, for
instance, allow the students to choose the number of actors. They do pick their background
music but the animated characters are mute. They were asked to produce as many scenes or
movies as possible, and each movie was e-mailed to me. The use of ICT as a tool was also
followed up by a questionnaire (see Appendix XIX).

3.4.4 ICT as an arena
The last module dealt with ICT as an arena. This module has a strong connection to the socio-
cognitive and socio-cultural learning perspectives, where the emphasis is on the environment
and interaction with others. The students were given the assignment to maintain their own
blog. For this module, the students used Edublogs.org, a website that offers free accounts and
specializes in educational blogging. The website also contains various forums which the user
can access. The students were given their own Gmail accounts and e-mail addresses. They
were instructed to write their own blogs as well as comment on each other’s blogs and also
read and comment on the available forums.

The students were informed that their blogs were public and that they should therefore use
appropriate language which does not cause anyone to feel offended. They could choose their
own theme for their blogs, for instance cars, movies or music. They could also write their
blogs in the form of a diary. The full instructions for this session can be viewed in Appendix
XXI. This module was followed up by the questionnaire shown as Appendix XXIII.

3.4.5 Interviews
After the three modules, the students were interviewed individually. Due to the small number
of students participating in the study, I decided to interview all the students rather than just a
few of them. Another reason was that I wanted to be able to match the answers to the initial
questionnaire. The interview was semi-structured in that it was based on the questionnaire
used before the introduction of ICT, but the students could comment freely on each question.
Each interview was limited to 8 minutes and each student was given the opportunity to choose
between Swedish and English for the interview. A few of the students chose English, at least
partly. If questions arose due to the choice of English, the discussion was clarified in Swedish
and hence the results were not affected. The questions used for the interviews are presented in
English in Appendix XXV.
3.5 Ethical considerations

The Swedish Research Council has formalized a set of ethical principles. The four main requirements concern information, consent, confidentiality and usage (Swedish Research Council 2002: 7-14). Bell (2000: 39-45) states that a student should always think about how to maintain integrity, confidentiality and voluntariness. She suggests a checklist with twelve considerations to be made. This checklist corresponds well to the requirements of the Swedish Research Council. Bell’s checklist was used prior to the study and resulted in the following eight statements:

(1) The principal of the school gave permission to conduct the study.
(2) The students gave their permission for the study. They chose voluntarily to take part in the study.
(3) A formal plan was not given to the principal, but the principal was informed of the details of the study.
(4) No confidential information was used in this paper. Anonymity is guaranteed by not specifying the school and by giving all students assumed names. A list of common Swedish names was used, from which I randomly picked a sufficient number of names that have a somewhat English sound to them. The assigned names are: Christina, Maria, Elisabeth, Lisa, Leo, Albert, Alfred, Frans, William, Thomas, Adam, Alexander, Roger, Dennis, Vincent, Zack, Benjamin and Felix.
(5) The students will not automatically receive a copy of the paper, but will of course receive one upon request.
(6) The students were orally informed about what I would do with the information they gave.
(7) The students were informed about the purpose and aim of the study.
(8) Any questions regarding ethics have been discussed with the supervisor.

3.6 Problems and limitations

This study is limited to computers, the Internet and one offline application, thus leaving out for example cell phones and other ICT-related tools. It is also limited in that Svensson’s (2008: 55) fourth category, ICT as a medium, was not included. ICT as a medium deals more with how information is distributed which is not relevant to this study. Only 28 students partook in the study which makes it hard to generalize from the quantitative data. Only 4 of the students were female and hence there is no gender perspective in this paper. The tests, questionnaires, modules and interviews were carried out during a period of only 2 months, which in itself is a limitation. During this time, a few students chose to skip class which downsized the usable data to only 18 students. To teach and at the same time observe and instruct proved to be difficult. Stensmo (2002) criticizes this way of conducting a study, but given the conditions of limited resources and the need to unveil the students’ attitudes, the only feasible method seemed to be an action research approach. Unfortunately, the
consequences of a non-collaborative research made it impossible to follow a checklist for the observations and hence the observations are based on minutes written down after class.

As mentioned earlier, it is necessary to establish a before-state and an after-state in action research. The first plan of the project included a follow-up test just like the initial national test. The second test was, however, taken out of the study. The reason for this is that it is not the aim of this paper to prove the efficiency of learning with ICT. The initial test was used to establish the students’ background. The before- and after-state of this study are established by questionnaires and interviews.

Due to extracurricular activities at the school before Christmas, the third module was limited and did not include the curricular goal to “have knowledge of social conditions, cultural traditions and ways of living in English-speaking areas, and be able to use this knowledge to compare cultures” (The Swedish National Agency for Education, 2000b: 1).

The study was carried out at the end of the semester. Absenteeism and tardiness made the study somewhat problematic, particularly at the end of the study when as many as nine students did not show up for class and hence did not take part in the final interviews.

The students that were present tried five different ICT applications. Three of these were limited to between 60 and 120 minutes whereas Eye-speak was limited to around 10 minutes. Blogging had its own session of 120 minutes, but the students were asked to continue for another couple of weeks, which unfortunately few of them did. The students had a difficult time evaluating the various applications given this short time, but because of their schedule this seemed to be the only feasible way of organizing the study. Other applications could have been used for this study, but it was limited to the applications presented in Section 3.4.2 - 4.

For the first module, headphones were needed. Unfortunately, these were not delivered on time which caused some extra trouble during that session. Other technical issues caused delays during the other modules as well.

For the second module, the software Eye-speak was used. The idea of Eye-speak is that the software gives the learner the possibility to create his or her own tailored sessions. The software recognizes the phonemes that need more practice and also gives suggestions for the
learner’s pitch/intonation, timing/rhythm and level of inflection/loudness. Used during a longer period of time, this seemed to be suitable software for this module. However, time was limited and each student was only able to try *Eye-speak* for a maximum of ten minutes, which perhaps made it more suitable as ICT as a tutor – especially since I as their teacher tutored the whole session.

This study was originally supposed to answer a third research question: Do early adopters of IT in general also adopt ICT as a way of learning? This question was omitted from the study when the empirical data proved insufficient (the questionnaire is shown in Appendix I). To begin with, it is difficult to establish what constitutes an early adopter. One simple way to do this would be to say that anyone who uses the computer every day is an early adopter. This way, 23 of the 24 students would fit the description. The number would be the same if the criterion were *students who use the Internet every day*. The frequency of particular ICT applications (such as blogging) cannot be used either, since that is more a preference rather than a sign of being an early adopter. The only reasonable criterion left from the questionnaire is the frequency of using the Internet to search for information. The problem with this criterion is that it postulates that students who do not use the Internet very often to search for information use books instead. This cannot be verified from the empirical data and the question has thus been removed as a research question.

The questionnaires used in this study were designed with the aim to correspond to the research questions presented in this paper. As with most questionnaires, a better version is always desirable. Some of the questions presented in the appendices could have been asked in another way; other questions could have been added or omitted. One example of this is that questions should have been added that show the frequency of searching for information by using the internet as *opposed to* using a library or other printed media. This would have made it possible to establish if a student is an early adopter and the now omitted research question could have remained in the study.
4. BACKGROUND DATA OF THE STUDENTS

In this part of the paper, the results from the introductory questionnaire, proficiency test and self evaluation will be presented in order to give an overview of the students’ backgrounds.

4.1 Introductory questionnaire, proficiency test and self evaluation

Twenty-four of the twenty-eight students partook in the first questionnaire (Appendix I) – twenty males and four females. Table 1 shows that the students have studied English for a various number of years, where one student has studied the language for as little as 2-3 years. Most students, however, have studied English for at least 6 years.

Table 1 Number of years the students have studied English

<table>
<thead>
<tr>
<th>Number of years</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 yrs</td>
<td>1</td>
</tr>
<tr>
<td>4-5 yrs</td>
<td>3</td>
</tr>
<tr>
<td>6-7 yrs</td>
<td>7</td>
</tr>
<tr>
<td>8-10 yrs</td>
<td>9</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

According to the questionnaire, all students but one have Swedish as their native language (Table 2). Furthermore, three of the students claimed to have failed English in junior high school whereas a majority received the grade pass or higher (Table 3).

Table 2 Native language

<table>
<thead>
<tr>
<th>Native Language</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swedish</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

Nylén 22
Table 3 Grade in junior high school

<table>
<thead>
<tr>
<th></th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>3</td>
</tr>
<tr>
<td>Pass</td>
<td>15</td>
</tr>
<tr>
<td>Pass with distinction</td>
<td>4</td>
</tr>
<tr>
<td>Pass with special distinction</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

The questionnaire also covered the students’ attitudes towards English. One area that was investigated was how important they think it is to learn the four skills; speaking, listening, reading and writing. Table 4 shows that a vast majority expressed that all four skills are important or very important, even though learning how to write in English had a slightly lower percentage of the four skills.

Table 4 The importance of the four skills according to the students (before ICT)

<table>
<thead>
<tr>
<th></th>
<th>speak</th>
<th>listen</th>
<th>read</th>
<th>write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>A little important</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Quite important</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Important</td>
<td>12</td>
<td>16</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Very important</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>
The students were also asked to express how they experienced learning English. About half of the student thought English was not fun at all or at best okay (Table 5).

Table 5 Attitude towards learning English

<table>
<thead>
<tr>
<th></th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not fun at all</td>
<td>5</td>
</tr>
<tr>
<td>Okay</td>
<td>7</td>
</tr>
<tr>
<td>Quite fun</td>
<td>6</td>
</tr>
<tr>
<td>Fun</td>
<td>3</td>
</tr>
<tr>
<td>Great fun</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

All students in the two groups have daily or weekly access to computers and to the Internet as shown in Table 6. Table 7 shows how frequently various applications are used. Computers are used mainly for information search and chatting via for instance MSN Messenger. As many as 46 percent of the students never, or only a few times a year, use computers to e-mail and 63 percent never or seldom come in contact with discussion forums. 29 percent of the students use programs or websites to chat on a regular basis with people they do not know. Software 1 refers to software where the computer knows the answer, that is yes/no-programs whereas Software 2 refers to software where the user needs to find information to solve a problem, thus more interactive programs. These types of software are not used very frequently by the students. They were also asked whether they are members of any communities and 54 percent of them claim to be (Table 8).

Table 6 Access to computers and the Internet

<table>
<thead>
<tr>
<th></th>
<th>Computer</th>
<th>Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A few times a year</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A few times a month</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A few times a week</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Every day</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
Table 7 Applications used by the students

<table>
<thead>
<tr>
<th></th>
<th>info search</th>
<th>e-mail</th>
<th>blog</th>
<th>forums</th>
<th>MSN</th>
<th>chat</th>
<th>software one</th>
<th>software two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
<td>4</td>
<td>12</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>A few times per year</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>A few times per month</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>A few times per week</td>
<td>10</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>11</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Every day</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

Table 8 Member of a community

<table>
<thead>
<tr>
<th></th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

The questionnaire also covered their use of the English language outside school. A fifth category was added to the original four skills – watching television or movies with subtitles. Table 9 indicates that the two groups use their speaking and writing skills the least, while watching subtitled movies, reading and listening is quite common outside school. Listening includes watching television or movies without subtitles.

Table 9 The use of English outside school

<table>
<thead>
<tr>
<th></th>
<th>speak</th>
<th>listen</th>
<th>read</th>
<th>write</th>
<th>watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>A few times a year</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>A few times a month</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>A few times a week</td>
<td>0</td>
<td>12</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Every day</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

The students have no or little previous experience of ICT in language learning. Table 10 shows that a majority of the students lacks experience in grammar software, reading texts...
online, using pronunciation software, working with pictures, using chat rooms and blogging. The two categories that seem to be best represented are grammar software and chat rooms where 38 and 17 percent respectively have used these a few times a month, week or every day.

Table 10 Previous experience of ICT applications

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>A few times a year</th>
<th>A few times a month</th>
<th>A few times a week</th>
<th>Every day</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>grammar online</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>texts</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>pronunciation</td>
<td>15</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>pictures</td>
<td>16</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>chat room</td>
<td>17</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Blog</td>
<td>22</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>24</td>
</tr>
</tbody>
</table>

After the questionnaires, the students took the national test and wrote down their self-evaluations. This session was a little problematic to organize, due to tardiness and problems with the website where the sound files were available. The test consisted of six parts:

1. Reading exercise Last Expedition (Appendix III)
2. Listening exercise A Canadian Holiday (Appendix IV)
3. Reading exercise Getting around Atlanta (Appendix V)
4. One Word Gaps, OWG (Appendix VI)
5. Writing a short essay Music (Appendix VII)
6. Speaking, discussion in pairs City Life (Appendix VIII)

All parts of the test can be found as appendices to this paper, and are only mentioned by the name of the exercise in this section. The oral part was graded using the criteria shown in Appendix IX. The results from all the exercises have been converted into the grades fail, pass, pass with distinction and pass with special distinction.

Table 11 shows that around 50 percent of the students did not take part in, or failed, the reading and listening exercises as well as the one word gaps exercise. The students were asked to comment on the different parts, i.e. what they thought of that particular part and how they thought they did. The part that most students found difficult was listening, whereas One Word Gaps was found to be the easiest. A majority of the students did not think they did very
well on the test. After the speaking exercise, the students were asked to grade their own efforts. As shown in Table 12, their own grading did not deviate very much from mine.

Table 11 Grades from the national test.

<table>
<thead>
<tr>
<th></th>
<th>Did not finish</th>
<th>Fail</th>
<th>Pass</th>
<th>Pass with distinction</th>
<th>Pass with special distinction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Reading <em>Last Expedition</em></td>
<td>5</td>
<td>10</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Listening <em>A Canadian</em>...</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Reading <em>Getting Around</em>...</td>
<td>4</td>
<td>11</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>One Word Gaps</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>Writing essay <em>Music</em></td>
<td>4</td>
<td>4</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Speaking <em>City Life</em></td>
<td>1</td>
<td>8</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 12 Students’ own grading

<table>
<thead>
<tr>
<th></th>
<th>Did not finish</th>
<th>Fail</th>
<th>Pass</th>
<th>Pass with distinction</th>
<th>Pass with special distinction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Speaking</td>
<td>1</td>
<td>9</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>28</td>
</tr>
</tbody>
</table>

5. RESULTS

This section shows the results of the questionnaires and interviews, related to the research questions. The analysis of these results is discussed here and further developed in Section 6.

5.1 ICT as a tutor

The first module consisted of two exercises dealing with online reading. The first exercise was *CDLP Online*, a website offering online texts with questions testing the students’ spelling and reading comprehension. The second exercise was taken from the website *BBC Skillswise* and dealt with online learning of grammar. This session required earphones in order for the students to be able to listen to the texts at their own pace. Unfortunately, these were not delivered on time, and the students had to listen through speakers (and not all speakers worked) which made the whole session a little troublesome for the students. Twenty students
completed the two parts with decent or good results. Most students gave positive remarks to the content in the subsequent questionnaire. They were also positive to this way of learning English. Some students were very positive in their comments and suggested we continue with this throughout the course.

In the subsequent questionnaire, the students were also asked to comment on whether or not they thought they had improved any of their skills. Half of them thought the exercises had improved their listening and writing skills and 35 percent of the students thought it had improved their reading skills, as shown by Table 13. The students only commented on one session (around 60 minutes) which could be the reason why only 35 percent thought it had improved their reading skills, which was one of the main purposes of this session. Most of them did, however, play the audio file while reading (even though this was a little difficult due to the lack of headphones) which is probably why at least 50 percent thought it had improved their listening skills.

<table>
<thead>
<tr>
<th>Table 13</th>
<th>Perceived improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak</td>
<td>4</td>
</tr>
<tr>
<td>Listen</td>
<td>10</td>
</tr>
<tr>
<td>Read</td>
<td>7</td>
</tr>
<tr>
<td>Write</td>
<td>10</td>
</tr>
</tbody>
</table>

Furthermore, the students answered some questions concerning their preference for this method of learning English. According to Table 14, a vast majority says they appreciate this type of ICT (i.e. software such as CDLP Online and BBC Skillwise) and would prefer it to more traditional methods of learning (e.g. books) at school sometimes or most of the time. Almost as many claimed that they would consider this way of learning even outside school, when for instance doing their homework.

<table>
<thead>
<tr>
<th>Table 14</th>
<th>Attitudes to ICT as a tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>At school</td>
<td>11</td>
</tr>
<tr>
<td>Outside school</td>
<td>8</td>
</tr>
</tbody>
</table>
5.2 ICT as a tool

The second module dealt with ICT as a tool, where the applications are used as tools to create the content. The first part of this module was based on the software Eyespeak, which enables the students to practice their British or American pronunciation with the help of a computer. The second part of this module was carried out using the website Dvolver.com, a website that allows the students to create their own animated movies. The first part of the module was supervised in order to shorten the time to get started and to enable tutored feedback to the students. Eighteen students partook in this module and 48 percent of them thought this method had improved their speaking skills, followed by 38 percent that believed it had improved their writing skills (Table 15). Even though it is difficult to evaluate the content in this module, since most of it was generated by the students themselves, they thought the content was okay in general. This was also their opinion about the method, even though some of the students pointed out that they may not have learned all that much from making the movies. Dvolver is a simple application with limited options, which could be the reason why many students thought it was boring and did not give it a serious try.

<table>
<thead>
<tr>
<th>Table 15 Perceived improvement</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak</td>
<td>10</td>
</tr>
<tr>
<td>Listen</td>
<td>4</td>
</tr>
<tr>
<td>Read</td>
<td>4</td>
</tr>
<tr>
<td>Write</td>
<td>8</td>
</tr>
</tbody>
</table>

As with the first module, the students evaluated this method of learning by stating whether they would consider this type of ICT at school and outside school. Compared to the first module, a few less - but still a majority - would appreciate this method at school. Almost as many would consider using this type of software outside school (Table 16).
Table 16 Attitudes to ICT as a tool

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>At school</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Outside school</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>18</td>
</tr>
</tbody>
</table>

5.3 ICT as an arena

For the last module, the students were given the opportunity to maintain their own blogs. This was no doubt the least popular module. The students did not appreciate the content (other blogs and discussion forums) nor did they appreciate the method. Some argued that it was plain boring, others that the fact that the others did not write as much made it boring, thus a Catch 22 situation. The assessment shown in Table 17 is a rough estimate made to show their blog activity. As many as 43 percent of the students did not write anything at all, and an additional 39 percent had very little activity on their blogs. Only two students continued to maintain their blogs, even though they did not interact with others as much, nor did they make use of the discussion forums. They did, however, write quite a bit on their own blogs and elaborated with pictures and sound as well.

Table 17 Blog activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>no</th>
<th>low</th>
<th>intermed</th>
<th>high</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>28</td>
</tr>
</tbody>
</table>

Twelve students responded to the questionnaire for the third module. Even though most of them did not appreciate the module, they thought it had improved their writing skills, and just over half of them also thought it had improved their reading skills (Table 18).

Table 18 Perceived improvement

<table>
<thead>
<tr>
<th></th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak</td>
<td>0</td>
</tr>
<tr>
<td>Listen</td>
<td>0</td>
</tr>
<tr>
<td>Read</td>
<td>7</td>
</tr>
<tr>
<td>Write</td>
<td>11</td>
</tr>
</tbody>
</table>
The low blogging activity was most likely reinforced by Christmas break. Very few students made any posts after the first session in school. Even though the students seem to think that blogging could improve their writing and reading, they seem more reluctant to blogging in their spare time. Only three students claimed that they would consider blogging outside school, whereas most of them thought it would be okay at least sometimes (Table 19).

**Table 19** Attitudes to ICT as an arena

<table>
<thead>
<tr>
<th></th>
<th>Yes N</th>
<th>No N</th>
<th>Sometimes N</th>
<th>Total N</th>
</tr>
</thead>
<tbody>
<tr>
<td>At school</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Outside school</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

5.4 Interviews

After the third module, the students were interviewed individually. This was done in a semi-structured way, using the same questions as at the beginning of the study. Some of the data was quantified and is presented in tables below. Only 19 students partook in this final interview.

Table 20 shows that the students still think that learning the four skills is important or quite important, even though all four skills have dropped a little in degree of importance. Whether this is actually their true opinion (that English has become less important) or whether it depends on other matters is hard to say. The students’ attitudes towards English also changed a little during this time (Table 21). Even though nobody still claimed English to be very fun to learn, the number of students that claimed that it was not fun at all decreased at the same time.
Table 20 The importance of the four skills according to the students (after ICT)

<table>
<thead>
<tr>
<th></th>
<th>speak</th>
<th>listen</th>
<th>read</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A little important</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Quite important</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Important</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Very important</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>19</strong></td>
<td><strong>19</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

Table 21 Attitudes towards learning English

<table>
<thead>
<tr>
<th></th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not fun at all</td>
<td>2</td>
</tr>
<tr>
<td>Okay</td>
<td>6</td>
</tr>
<tr>
<td>Quite fun</td>
<td>6</td>
</tr>
<tr>
<td>Fun</td>
<td>2</td>
</tr>
<tr>
<td>Great fun</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

In addition to the quantified questions, the students were asked to comment on ICT and the three modules. They were also asked whether or not they thought that a specific application had improved their English or their attitudes towards English. Their answers are shown below, in an attempt to translate and convey their opinions and thoughts. The numbers next to each student shows their attitude towards English before and after the three ICT modules. The numbers correspond to the following statements:

(1) Not fun at all
(2) Okay
(3) Quite fun
(4) Fun
(5) Great fun
Christina (4 – 3) thinks it is important to learn English for all sorts of reasons, primarily for work and travel. She does not think that CDLP Online or BBC Skillswise have changed her attitude towards English. She was absent from Module 2 but does not like Eyespeak when it is explained to her. She does like writing dialogues, however, and thinks she might have enjoyed Dvolver. Christina does not have Internet access at home and is not particularly fond of computers, but she did enjoy Edublogs, even though writing in English was a little difficult. She does not think that Edublogs has changed her attitude towards English.

Maria (3 – 3) thinks that CDLP Online may have changed her attitude towards English a little, in a positive way. BBC Skillswise made her understand more, but it did not change her attitude. Maria thinks Eyespeak might help her improve her pronunciation, but it has not changed her attitude. She thinks working with Dvolver was quite fun, even though this has not changed her attitude either. Finally, Maria says Edublogs was “nice”, she is involved with other forums in English in her spare time.

Elisabeth (3 – 4) claims that CDLP, BBC Skillswise and Eyespeak have changed her attitude towards English a little, in a positive way. She is, however, more reluctant when it comes to Dvolver. She is more fond of using “Bilddagboken” since she likes photography. She is also positive towards Edublogs, which she found to be very instructive and fun especially since she used an online dictionary when writing her posts. Elisabeth uses the computer quite often and enjoyed ICT. She thinks it has improved her English.

Lisa (5 – 4) says learning English is important in regards to her future profession and for travelling. She enjoyed CDLP Online and BBC Skillswise, even though she does not think that these have changed her attitude towards English. She enjoyed Eyespeak and thinks it might have made English more fun. Dvolver and Edublogs did not change her attitude, but she really enjoyed Edublogs.

Leo (2 – 3) thinks CDLP Online and BBC Skillswise have improved his language and made him more positive towards English. Eyespeak could possibly change his attitude if he could try it for a longer period of time. He enjoyed Dvolver but does not think that he learned anything from it. Leo did not write anything in his blog.
Albert (5 – 3) says that learning English is good considering the travel he wants to do in the future. He does not think that CDLP Online or BBC Skillwise have changed his attitude towards English. Eyespeak was okay even though the program gave him the wrong score. Eyespeak and Dvolver did not change his attitude and Albert did not appreciate Dvolver at all. Edublogs was “pretty good” according to Albert, but this has not changed his attitude either.

Alfred (1 – 1) is overall positive to ICT and thinks it was fun. He enjoyed CDLP Online and Skillwise. He mentions the instant feedback as a positive attribute. Eyespeak would have been okay if it had worked better according to Alfred. He did not appreciate Dvolver at all. He says he totally forgot about Edublogs and therefore he did not work on his blog.

Frans (1 – 3) thinks that CDLP Online and BBC Skillwise were fun applications and he also thinks that they might have changed his attitude towards English. He enjoys when learning English is turned into a game. He also enjoyed Eyespeak and thinks that it might improve his English and make him more positive towards the language. However, he says that he would rather sit alone in a room while working with such an application. He did not learn anything from Dvolver and Edublogs was not something he enjoyed. Frans does not like working on the computer and blogging is definitely not his favorite activity, regardless of the language used.

William (1 – 2) does not think that CDLP Online has changed anything. He did, however, enjoy BBC Skillwise and thinks it might have helped him improve and change his attitude a little. He liked Eyespeak but thinks that one needs to work more with that in order to improve one’s language. He does not know if Dvolver and Edublogs have changed his attitude, but he says he did not like Edublogs very much because it was confusing.

Thomas (3 – 2) is not sure whether CDLP Online has changed anything. He did, however, enjoy BBC Skillwise. He says Eyespeak and Dvolver may have changed his attitude towards English a little bit in a positive way. Thomas did not like blogging and therefore he did not write anything on his own blog.

Adam (3 – 3) thinks it is important to learn English since he needs to understand various manuals that are written in English. He writes a little himself on the Internet. He does not think CDLP Online, BBC Skillwise, Eyespeak or Dvolver have changed his attitude towards
English. He says English is fun as it is anyway. Adam was absent when the class was introduced to Edublogs and therefore he has not worked at all on his blog. He does participate in Swedish and English forums in his spare time, however.

**Alexander** (3 – 3) says it is very important to learn English. He was absent from the first and third module. He thinks Eyespeak was quite fun and that it might have changed his attitude a little in a positive way. Dvolver was also fun, but it did not change his attitude.

**Roger** (1 – 2) believes learning English will help him understand manuals in his future profession. He thinks that CDLP Online and BBC Skillwise are among the better applications, even though they have not changed his attitude towards English. Roger enjoyed Eyespeak and Dvolver and claims English would be more fun if he could work with such applications. Finally, he says that Edublogs was okay but it has not changed his attitude towards English.

**Dennis** (2 – 2) also mentions understanding manuals when asked if English is important to learn. He really enjoyed CDLP Online and states that it has improved his English a lot. He is also positive towards BBC Skillwise, even though it was not as fun as CDLP Online. Dennis thinks that Eyespeak might change his attitude towards English. He downloaded the free version but has not yet tried it at home. He was not too fond of Dvolver since the program was fixed in that the characters could only move in certain preprogrammed ways. Dennis enjoyed Edublogs and he thinks it has changed his attitude towards English. He is overall very positive towards ICT in learning English.

**Vincent** (1 – 1) is positive towards learning English. He says it is useful when travelling and when reading manuals. He is not too fond of learning anything at all in school, however. In general, Vincent thinks it is more fun to learn with the help of a computer, but he does not think that CDLP Online or BBC Skillwise have changed his attitude towards English. He thinks Eyespeak and Dvolver were okay, but they did not change his attitude either. It might be good to use different ICT applications, but not all the time, says Vincent. He did not like Edublogs but does enjoy different forums within his area of interest.

**Zack** (2 – 3) says ICT was okay for learning English. He enjoyed CDLP Online and BBC Skillwise. They made it easier for him considering his problems with reading and writing. He
Nylén 36

says it might have changed his attitude a little in a positive way. Zack was positive towards Eyespeak and Dvolver which might have changed his attitude towards learning English. He is not interested in blogging and therefore did not work anything during that module.

**Benjamin** (2 – 2) says he is not a fan of school. He was absent during Module 1 and Module 3. He enjoyed Eyespeak and thinks it might improve his English and possibly change his attitude if he worked more with that. Benjamin did not appreciate Dvolver.

**Felix** (2 – 2) does not like school but enjoyed using the computer when learning English. He says it would be more fun as long as it is mixed with lessons without ICT. Felix says CDLP Online and BBC Skillswise could possibly change his attitude towards English. He says the same thing about Eyespeak and Dvolver, but adds that Eyespeak would work better if he could sit alone in a room. He is not too fond of blogging and therefore he did not work much on his blog. He reads different forums in his spare time, mostly in Swedish but English would work too.

The interviews indicated that the students were uncertain whether ICT had changed their attitudes towards English or not. They were positive towards ICT in general, and towards ICT as a tutor in particular. Many students claimed that English was important to learn, and they mentioned their future profession and travel as possible areas for using English.

6. ANALYSIS AND DISCUSSION

In this section, the results of Section 5 are further discussed and analyzed in a context aiming at answering the research questions of this paper.

6.1 The importance of learning English

As shown in Table 4 (Section 4.1) and Table 18 (Section 5.4), the students believe it is important to learn all four skills of English. Comparing the two tables only gives us a general idea of their change in thoughts on the importance of learning English, however. To get a more precise picture, each individual’s answers need to be compared to their own previous answer, hence leaving out data from students that were only present at one of the occasions. Table 20 thus contains data from 18 of the 28 students. The table indicates how much more or
less important the students think it is to learn for instance to speak. If a student gave the response *not important* the first time and changed this to *quite important* in the interview, this will be represented by a positive 2 *More important*, which is the numerical difference between the two answers.

Table 22 shows that after the three ICT-modules, the students in general think it is less important to learn the four skills; speaking, listening, reading and writing. Nearly fifty percent of the students stand by their answers from the first questionnaire when it comes to speaking, reading and listening. A few students indicate that they think these skills are even more important after the three modules, but a few more indicate that they think they are less important now. Only 28 percent have given the same answer when it comes to writing, and more than fifty percent think it is less important to learn the skill of writing after the second questionnaire.

It is difficult to interpret the underlying reasons for the questionnaire results. Is it possible that more than fifty percent of the students really think it is less important to learn the skill of writing after the three modules, or are the data the result of the weakness of the chosen research method? It is no doubt hard to establish whether the before-state or after-state gives a correct picture, but an in-depth interview could perhaps have cast light on this question.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>N</th>
<th>N</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less important (-2)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Less important (-1)</td>
<td>8</td>
<td>8</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>The same (0)</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>More important (+1)</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>More important (+2)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

### 6.2 Attitudes towards ICT as a method of learning English

As shown in Section 4, these students had little or no previous experience of ICT. A few students had tried grammar software and online texts a few times a year or month. A great majority claimed that they would prefer ICT as a method of learning English as opposed to more traditional learning methods. 94 percent stated that they would prefer ICT as a tutor at school, at least sometimes, and 83 percent claimed they would prefer it outside school as well.
When the students commented on ICT as a tool, the figures were 83 percent at school and 72 percent outside school. Not surprisingly, ICT as an arena received the lowest score; 75 percent claimed that they would prefer it at school and 58 percent outside school. These figures, in addition to the interviews, show that the students in general are positive towards ICT as a method of learning English. They expressed that they prefer a balanced learning environment, however, where ICT is mixed with more traditional methods of learning.

As established above, ICT as a tutor was the most popular module. Most students enjoyed reading online text and answer questions where they received instant feedback. ICT as a tutor is mostly regarded as a behavioristic method of learning, and as presented in Section 2.5, behavioristic methods are no longer preferred methods in the educational context. Nevertheless, the students at this school enjoyed ICT as a tutor the most (also cf. Granath and Estling Vannestål 2008: 136), and one reason could be that they are used to this type of drilling from junior high school. Many teachers no doubt teach language the old way – where students are graded on how many words they can spell rather by what they can construct in interaction with others. Another reason might be that behaviorism, which has been around since the spread of computers and internet took off, has a head start when it comes to designing software. Students are used to behavioristic applications in other domains than the educational, for instance various online tests that can be found in every online paper or magazine. A third explanation could be simply that some students rather take a shortcut in that they prefer to use something that is ready to go, rather than something that they have to create on their own.

### 6.3 Perceived improvement

As shown in Table 11, Section 5.1, Table 13, Section 5.2 and Table 16, Section 5.3, the students believe that some of their skills improved when learning with ICT. ICT as a tutor dealt with the skills of listening, reading and writing. The average percentage of students who believed that this module had improved these skills was 45 percent.

ICT as a tool covered all four skills; speaking, listening, reading and writing. The average percentage here was as low as 36 percent, where speaking (*Eye-speak*) received the highest score of 56 percent. The reason for this could be that this session, as established earlier, was
carried out in a way that perhaps made it more linked to ICT as a tutor, rather than ICT as a tool, and other applications could possibly have given other results.

The last module, ICT as an arena, dealt with writing and reading. 58 percent of the students thought it had improved their reading skills and 92 percent believed that it had improved their writing skills, which gives an average of 75 percent. Hence, even though the students did not appreciate blogging, and even though they expressed a slightly different view during the interviews, the questionnaires show that they think that ICT as an arena improves their skills the most.

All three modules were covered in a very short period of time, which means that the students did not have enough time to try out the different applications. This made it harder for them to evaluate the modules.

6.4 Attitudes towards English before and after ICT

As shown in Table 5 (Section 4.1) and Table 19 (Section 5.4), the students’ attitudes towards English had changed after the third module. As in Section 6.1, only 19 students partook in the final questionnaire, compared to 24 students in the first questionnaire which gives skewed results when the questionnaires are compared. If this study had been carried out with a large number of students, this problem would perhaps not have been as evident. The two charts can indicate the attitudes of that particular group at a specific point in time, but instead of comparing the two charts we need to look at the same individuals before and after. Table 21 shows whether or not the students have become more positive, negative or stayed the same as regards their attitudes towards English. It also shows how much their attitudes have changed. If a student went from not fun at all to great fun he or she will be represented by a positive four, showing the difference between great fun (5) minus not fun at all (1). The important thing here is perhaps not to show to what degree their attitudes have changed, but at least show whether or not their attitudes have changed at all. As shown by Table 23, the total number of students who were present during both the first and the second questionnaire was 18.
Table 23 shows that six students had a more negative attitude towards English after the three ICT-modules. Eight students had the same attitude whereas four students were more positive towards learning English than before. One reason why six students were less positive to English could be that their answers were influenced by the fact that blogging, which was the least popular module, was also the last module and hence what they had in mind when they looked back at all three modules.

7. CONCLUSION

7.1 Summary of the study

As mentioned in the introduction of this paper, action research is sometimes criticized for being a difficult way of conducting research. It can also be difficult to draw general conclusions from the results. As shown in this paper, this study is no exception. Teaching and observing at the same time was difficult. Then again, action research makes it possible to study a small group, observe its before-state, interfere and then observe the after-state in a superior way. The students in the two groups tried various ICT applications in their English classes for a period of two months. Even though extracurricular activities, absenteeism and tardiness made the study difficult to carry out, it was still possible to draw some conclusions from the study.

The first research question was what are the students’ attitudes towards different forms of ICT as a method of learning English? The short answer to this question is that the students in these two groups enjoyed learning English with ICT, in particular ICT as a tutor but also ICT as a tool. It is possible that they would appreciate ICT as an arena more, had the assignment been different.
The second research question was *in what way do the students believe that different types of ICT affect their learning?* The questionnaires show that the students thought that ICT as an arena affected their learning the most, whereas ICT as a tutor and ICT as a tool were thought to improve their skills by around 40 percent of the students. The interviews showed that the students appreciated assignments where they could work within their own areas of interest and these are then thought to affect their learning the most.

The third research question was *how does ICT use change their attitudes towards English?* This question is more difficult to answer. Some students had positive comments during the interview, but the questionnaire showed that they were less positive towards English after the study, and vice versa. The study shows that a few students claim that their attitudes towards English have changed, but it is difficult to view this as a general conclusion. If the students could have tried more applications during a longer period of time, it would probably be easier to generalize from the study.

Students who attended class the most also seemed more positive towards ICT, whereas students who only took part in one or two of the modules in general were more negative. One reason for this, as shown by the interviews, was probably that they did not appreciate school work whatsoever, and had most likely chosen this particular school because of its vocational approach.

The students in this study appreciated ICT as a tutor the most, followed by ICT as a tool. However, they thought that ICT as an arena was the most useful area where they could learn the most.

### 7.2 Suggestions for further studies

The area of ICT in language learning is interesting, and more research is necessary in order to reach a situation where it is integrated in education, as naturally as a text book. As pointed out earlier in this paper, one of the problems was the limited time. Even though the study stretched over more than two months, this proved to be insufficient since the students had English only once a week for two hours. Another study on the same topic does not necessarily need to stretch over a longer period of time, but should be more compact (shorter than one
week between the sessions) and each module should be given more time in order for students to be able to try more applications.

The setting of a future study of the same sort should be collaborative. It proved to be difficult in this study to separate the role of teacher from that of the observer. The methods should perhaps be revised in that a similar study should at least be complemented with longer, in-depth interviews. The questionnaires used in this paper could be improved by reformulating some of the questions, adding new questions and omitting others.

One question that remained unanswered in this study was that of whether early adopters are more likely to adopt ICT. Since this study was unable to answer that question, it is left as a suggestion for further studies. Furthermore, the present study aimed at looking into students’ ideas and attitudes concerning different ICT applications. A similar study from teachers’ points of view would also be of interest.
REFERENCES


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Appendix I: Introductory questionnaire (English)

1. Name:_______________________________________________

2. Sex:
   A. Male
   B. Female

3. Native language:
   A. Swedish
   B. Other:___________________

4. Do you have access to a computer in your spare time?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

5. Do you have access to the Internet in your spare time?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

6. How often do you use the Internet to search for information?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

7. How often do you e-mail?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

8. How often do you blog, or comment on others blogs?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

9. Are you a member of any Community?
   A. No
   B. Yes

10. How often do you use discussion forums on the Internet?
    A. Never
    B. Seldom (a few times a year)
    C. Sometimes (a few times a month)
    D. Often (a few times a week)
    E. All the time (every day)

11. How often do you chat using e.g. MSN Messenger or other IM-software (thus knowing the people you chat with)?
    A. Never
    B. Seldom (a few times a year)
    C. Sometimes (a few times a month)
    D. Often (a few times a week)
    E. All the time (every day)
Appendix I: Introductory questionnaire (English)

12. How often do you chat using public forums (thus not necessarily knowing the people you chat with)?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

13. How often do you use the computer/Internet for programs or games where the computer knows the correct answer (e.g. Sudoku, crosswords, multiple-choice, hangman)?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

14. How often do you use the computer/Internet for other programs or games where you need to find information, thus not dealing with question-answer?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

15. For how long have you studied English? __________

16. During the years that you have studied English, how often did you use any of the following?

   Grammar software
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

   Reading texts online
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

   Software to practice pronunciation
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

   Picture software (make movies or picture diary)
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

   Public chat forums
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)
Appendix I: Introductory questionnaire (English)

Blogging
A. Never
B. Seldom (a few times a year)
C. Sometimes (a few times a month)
D. Often (a few times a week)
E. All the time (every day)

Other, please specify__________________
A. Never
B. Seldom (a few times a year)
C. Sometimes (a few times a month)
D. Often (a few times a week)
E. All the time (every day)

17. With what grade in English did you leave Primary School?
   A. IG (did not pass)
   B. G (pass)
   C. VG (pass with distinction)
   D. MVG (pass with special distinction)

18. Do you read anything in English in your spare time (e.g. texts on the Internet, magazines, journals or books)?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

19. Do you speak English in your spare time?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

20. Do you listen to English in your spare time (e.g. movies/tv without subtitles in your native language)?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

21. Do you watch English movies/tv in your spare time (with subtitles in your native language)?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

22. Do you write in English in your spare time (e.g. blog, e-mail, forum).
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)

23. How important do you think it is to learn how to read in English?
   A. Never
   B. Seldom (a few times a year)
   C. Sometimes (a few times a month)
   D. Often (a few times a week)
   E. All the time (every day)
Appendix I: Introductory questionnaire (English)

24. How important do you think it is to learn how to speak English?
   A. Not at all important
   B. A little important
   C. Quite important
   D. Important
   E. Very important

25. How important do you think it is to learn to understand spoken English?
   A. Not at all important
   B. A little important
   C. Quite important
   D. Important
   E. Very important

26. How important do you think it is to learn how to write in English?
   A. Not at all important
   B. A little important
   C. Quite important
   D. Important
   E. Very important

27. How fun do you find learning English?
   A. Not fun at all
   B. Okay
   C. Quite fun
   D. Fun
   E. Really fun

Thank you!
Appendix II: Introductory questionnaire (Swedish)

1. Namn: __________________________________________

2. Kän:
   A. Man
   B. Kvinna

3. Modersmål:
   A. Svenska
   B. Annat: ____________________

4. Har du tillgäng till dator på din fritid?
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

5. Har du tillgäng till Internet på din fritid?
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

6. Hur ofta använder du Internet för att söka information?
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

7. Hur ofta skickar du e-post?
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

8. Hur ofta bloggar du, alternativt skriver kommentarer till andras bloggar?
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

9. Är du med i någon Community?
   A. Nej
   B. Ja

10. Hur ofta använder du olika diskussionsforum på nätet?
    A. Aldrig
    B. Sällan (någon gång per år)
    C. Ibland (någon gång per månad)
    D. Ofta (någon gång per vecka)
    E. Alltid (varje dag)

11. Hur ofta chattar du med hjälp av till exempel MSN Messenger eller andra chatprogram där du känner de du chattar med?
    A. Aldrig
    B. Sällan (någon gång per år)
    C. Ibland (någon gång per månad)
    D. Ofta (någon gång per vecka)
    E. Alltid (varje dag)
Appendix II: Introductory questionnaire (Swedish)

12. Hur ofta chattar du med hjälp av chattsidor med folk du kanske inte känner?
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

13. Hur ofta använder du datorn/Internet till program eller spel där datorn vet de rätta svaren (t ex Sudoku, lägga korsord, multiple-choice-frågor, hänga gubbe)?
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

14. Hur ofta använder du datorn/Internet till andra program eller spel där det inte handlar om fråga-svar, alltså program eller spel där du måste ta reda på information?
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

15. Hur många år har du studerat engelska? 

16. Under de år som du studerat engelska, hur ofta användes något av dessa i undervisningen?

   **Grammatikprogram**
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

   **Läs texter på Internet**
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

   **Program för att öva uttal**
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

   **Bildprogram (göra film eller bilddagbok)**
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)

   **Chattrum på Internet**
   A. Aldrig
   B. Sällan (någon gång per år)
   C. Ibland (någon gång per månad)
   D. Ofta (någon gång per vecka)
   E. Alltid (varje dag)
Appendix II: Introductory questionnaire (Swedish)

**Blog**
A. Aldrig
B. Sällan (någon gång per år)
C. Ibland (någon gång per månad)
D. Ofta (någon gång per vecka)
E. Alltid (varje dag)

**Övrigt, vad?**
A. Aldrig
B. Sällan (någon gång per år)
C. Ibland (någon gång per månad)
D. Ofta (någon gång per vecka)
E. Alltid (varje dag)

17. Vilket betyg hade du när du gick ut årskurs 9?
A. IG
B. G
C. VG
D. MVG

18. Läser du någonting på engelska på din fritid (t ex texter på Internet, engelska tidskrifter eller böcker)?
A. Aldrig
B. Sällan (någon gång per år)
C. Ibland (någon gång per månad)
D. Ofta (någon gång per vecka)
E. Alltid (varje dag)

19. Pratar du engelska på din fritid?
A. Aldrig
B. Sällan (någon gång per år)
C. Ibland (någon gång per månad)
D. Ofta (någon gång per vecka)
E. Alltid (varje dag)

20. Lyssnar du på engelska på din fritid (t ex film/tv utan texning på ditt modersmål)?
A. Aldrig
B. Sällan (någon gång per år)
C. Ibland (någon gång per månad)
D. Ofta (någon gång per vecka)
E. Alltid (varje dag)

21. Ser du på engelska filmer/tv på din fritid (textad på ditt modersmål)?
A. Aldrig
B. Sällan (någon gång per år)
C. Ibland (någon gång per månad)
D. Ofta (någon gång per vecka)
E. Alltid (varje dag)

22. Skriver du något på engelska på din fritid (t ex blog, e-post, forum).
A. Aldrig
B. Sällan (någon gång per år)
C. Ibland (någon gång per månad)
D. Ofta (någon gång per vecka)
E. Alltid (varje dag)

23. Hur viktigt tycker du det är att lära sig att läsa på engelska?
A. Inte alls viktigt
B. Lite viktigt
C. Ganska viktigt
D. Viktigt
E. Mycket viktigt
Appendix II: Introductory questionnaire (Swedish)

24. Hur viktigt tycker du att det är att lära sig att **prata** på engelska?
   A. Inte alls viktigt  
   B. Lite viktigt  
   C. Ganska viktigt  
   D. Viktigt  
   E. Mycket viktigt

25. Hur viktigt tycker du att det är att lära sig förstå när **någon talar** engelska?
   A. Inte alls viktigt  
   B. Lite viktigt  
   C. Ganska viktigt  
   D. Viktigt  
   E. Mycket viktigt

26. Hur viktigt tycker du att det är att lära sig **skriva** på engelska?
   A. Inte alls viktigt  
   B. Lite viktigt  
   C. Ganska viktigt  
   D. Viktigt  
   E. Mycket viktigt

27. Hur kul tycker du det är att lära sig engelska?
   A. Inte alls kul  
   B. Okej  
   C. Ganska kul  
   D. Kul  
   E. Riktigt kul

Tack för dina svar!
The Last Expedition

Read the text, which is a news item from August, 1995, and then look at the instructions on the next page.

She had already been to the top of the world. Alison Hargreaves, a 33-year-old Scot, last May became the first woman to climb Mount Everest alone and without oxygen tanks. But she had her sights set on the two other Asian peaks—Mount Godwin-Austen (K2) in Pakistan this summer, and then Mount Kanchenjunga in India later this year—that would earn her a rare mountaineering trifecta. Because of its unrelenting steepness and treacherously sudden storms, K2, known as the "Killer Mountain", is a formidable challenge for even accomplished climbers. Of the thousands who have tried to climb it, only 113 have reached its 8,611 metres high summit, and 38 have died on its slopes. Last week Hargreaves added to those grim statistics. Some 600 metres into her descent from the peak, she was overcome by an avalanche that is believed to have also killed six other climbers.

Hargreaves, who began climbing professionally at 18, believed she could manage the risks. "If I thought it was desperately dangerous, I wouldn't do it," she told a reporter before leaving for K2 last June. The mother of two, she brushed off critics who claimed she was selfish for indulging in such a perilous activity. When she reached the summit of Mount Everest, the first radio message she sent was to her two children: "I am on top of the world, and I love you dearly."

Hargreaves' husband Jim Ballard quotes a favourite saying of hers: "It is better to have lived one day as a tiger than a thousand as a sheep." She clearly lived by that rule to the end. "She was actually where she wanted to be," says Ballard. "She was on her way down. At least inside she would have had the happiness of reaching the summit." Because a recovery attempt would be too dangerous, the bodies of Hargreaves and the others will forever remain on the mountain that they climbed but could not completely conquer.
Tasks for The Last Expedition

1 Answer the following questions about the text. Give short answers. For each question 2–6 words should be enough.

1 After Mount Everest, what mountains remained for Alison Hargreaves in order to crown her climbing career?

2 During what part of the K2 expedition did the tragedy happen?

3 When did mountaineering become an essential part of Alison Hargreaves' life?

4 Who were Hargreaves' closest family?

5 What did Alison Hargreaves say was the limit for her risk-taking?

6 What did her husband try to see as a positive thing in the tragedy?

II Explain the following six words or phrases from the text. They are in bold print. Write only ONE word in order to complete the sentence. You may find suitable words in the text that you can use.

7 If you face a formidable challenge there is reason to feel quite

8 From the expression those grim statistics we can understand that a lot of people have actually

9 Another way of saying the summit of a mountain is to use the word

10 Since a recovery attempt of the victims was considered impossible, no one even wanted to

11 If you brush off criticism, it means that you don’t want to

12 Since mountaineering involves many perilous activities, this sport is considered both challenging and

Points

http://www.ssid.gu.se/ssl/engaeex.htm
A Canadian Holiday

Listen to the interview on the tape and then answer the questions below by completing the sentences. If you wish you may make notes in the margin. You will hear the interview twice.

1. Why did Bella prefer Canada to Mallorca?
   She wanted ________________________________

2. Where did Bella get information on Canadian holidays?
   She saw ________________________________

3. What was Churchill like according to Bella?
   Bella found it ________________________________

4. What seemed to be Craig Hamilton's attitude to clothes?
   According to Bella he ________________________________

5. What did Bella think of Craig Hamilton after she had talked to him?
   Bella discovered that he was ________________________________

6. What made Craig such a valuable guide?
   He ________________________________

7. What sort of place had Bella chosen for the interview with Craig?
   A ________________________________

8. How did the sled dogs keep warm outside in the winter?
   They got ________________________________
9 What had Craig observed about polar bears and sled dogs?
The polar bears don’t often ____________________________

10 According to Craig, what time of the year do polar bears come into Churchill?
They come ____________________________

11 What does Bella understand from Craig’s words, “We’ve got a hundred million of them”?
That she will have a good chance to ____________________________

12 What two modern methods of transport did they use to get to see the wildlife?
They used ____________________________ and ____________________________

13 What did Bella think was the most exciting part of the holiday?
It was ____________________________

14 If she had the money, what would Bella do?
She ____________________________
Appendix V: National Test: Reading Getting around Atlanta

Atlanta

Welcome to Atlanta: How to get around and find the best of Atlanta

Instructions

On the opposite page you will find brief presentations of interesting places for visitors to go to and things to do in the city of Atlanta, Georgia, USA. Imagine that you are a visitor. Match the 10 short presentations which are in alphabetical order A-J, with the 15 statements, numbered 1-15. All the 15 lines start with the words if you ... You must use some of the letters more than once. Make sure that you fill in a letter in every box.

Choose the alternative that would suit you, if you...

1 are interested in extinct animals
2 would like to know more about a famous authoress
3 want to try traditional southern food
4 need to eat in a hurry
5 like to look at paintings
6 are curious to see how telecasting is done
7 have an interest in the latest fashion
8 need to travel around in the city
9 want to know more about the political history of the USA
10 don’t mind queueing
11 want to honor a prominent equal rights leader
12 want to find some good tips for tourists
13 are extremely thirsty
14 are interested in the past and present local environment
15 would like to make some excursions in the American South

http://www.ped.gu.se/sol/engpau.htm

Example på provuppgifter, Engländska A, Fokus: Reading
© Stockholm
Appendix V: National Test: Reading

Getting around Atlanta

A The Magic of Marta
Your experience with the fine rapid transit system begins at the airport and goes on to serve you with 40 rail miles and 33 stations in metropolitan Atlanta. Winner of the Safest Transit System in America award for 16 years, MARTA, also provides 678 buses covering more than 1,500 miles. Kiosks at 11 rail stations provide timetable information in English, French, German, Spanish, and Japanese.

B Best exhibitions
The walkway inside the High Museum of Art spirals upward through the floors of American works. Special Olympic exhibit: "Rings: Five Passions in World Art" features 100 objects by renowned master artists of the world.

C Best place to find a dinosaur
The Fernbank Museum of Natural History spotlights a life-size stegosaurus and friends, a walk through Georgia ecology, and a high-tech display of its landscape.

D Best fizzy-drink history
The World of Coca Cola tells the past and then lets you drink, drink, drink—both familiar Coke and products from around the globe. Located next to Underground. Note: Long lines are typical.

E Best window on the world
Tours of CNN allow a peek at live broadcasts beamed globally. Tip: Buy tickets early for the 45-minute walkthrough.

F Best place to spot Scarlett
The Road to Tara Museum (in the very building where the Gone with the Wind cast stayed for the 1939 movie première) blends background on the book and Margaret Mitchell.

G Best small neighborhood to stroll
The area called Virginia Highlands boasts trendy shops with the big designers on their racks, swank eateries, and mingling Atlantans. Why not stop in one of the small restaurants and try eating southern grits? More Southern than the Confederacy itself. This white, grainy food, made from hominy (boiled whole grain corn), looks suspicious. Try it anyway.

H Best place to eat a "naked dog"
The Varsity, a fast-food stop in downtown, specializes in frankfurters ("dogs") with chili. The "naked dog" is actually the frank without the chili; a "yellow dog" comes with mustard. "Two dogs traveling sideways" means two take-out franks with onions on the side.

I Best place to learn it all
The Welcome South Visitors Center, at the corner of Spring and International Streets, answers your travel needs with displays on Southern states, help with tickets and travel plans, and currency exchange.

J Best humanitarian moments
The Martin Luther King, Jr., National Historic Site includes his Ebenezer Baptist Church and the Center for Nonviolent Social Change. King's tomb lies outside. The Jimmy Carter Center and Library features personal and world history and the opportunity to enter a recreated Oval Office from the White House.

Points
15
One Word Gaps

In each of the following mini-texts there is a gap indicating that ONE word is missing. Study the text, and then put in the missing word so that it makes good sense and is correct English.

1. It's hard to know how Stan will vote. Sometimes he's for us, but just as often he is _____________ us.

2. My father was a travelling salesman. When I was a child, he was _____________ ever at home.

3. WIFE: I thought you didn't want to work overtime.  
HUSBAND: No, but I was forced to, more or _____________.

4. PAT: Is Sheila coming with us?  
TOM: She hasn't made up her _____________ yet.

5. John is staying with us for the time being until he can find a place of his _____________.

6. VERA: Laurie says he was ill yesterday. Do you believe him?  
HARRY: Yes, I'm sure he's telling the _____________.

7. I had never spoken to her before and was quite impressed with her wonderful _____________ of humour.

8. Don't feel sorry for Ted. He's only got himself to _____________.

9. We're in a difficult situation. We'll have to agree to their terms whether we _____________ it or not.

10. Most people thought that the terrorist was dead, but some believed he was still _____________.
Music

Music means a lot to most people. We are surrounded by music; in the supermarket, on the bus, at work and at home. Can you imagine life without it? Do you prefer to listen to classical music, or is pop/rock music your cup of tea? How does your taste in music reflect your personal life-style? Do you ever go to live concerts, play an instrument or sing in a choir?

Your task is either to write a text about a specific musical memory (Topic 1) or to discuss what effects music can have (Topic 2). Write as much as you can but make sure you have time to go through what you have written.

You have 60 minutes to write either Topic 1 or Topic 2.

Topic 1

Most people have memories linked to certain songs or tunes. When you hear them, they remind you of people, places, events and/or feelings. Write about a specific musical memory and why it is so important to you.

Title: A Musical Memory

Topic 2

Certain rock groups are very provocative, both in appearance and in their lyrics. In what way do you think these groups influence people? Can certain types of music carry a political or an ideological message? Classical music is often considered relaxing or comforting. Dance or pop music might be what you want to listen to at other times—all depending on your mood. Discuss what effects music can have on people.

Title: The Power of Music
Appendix VIII: National Test: Speaking City Life

City Life

STUDENT A

There are three parts in this oral test. You have about ten minutes to prepare your tasks. At the beginning of each part you will find further instructions.

Part 1

Please read the following accounts of various life styles in the United States and Great Britain. Imagine that you know two of the people. Be prepared to describe them to your fellow student (or your teacher).

You should also be prepared to talk about your own living conditions.

Do you prefer living in the city or the countryside? Why?

1 Ms. Anna Walkinshaw, age 24
Family: one daughter age 3
Pets: a parrot
Education: language graduate from Burton College
Living conditions: sharing a flat with her boyfriend in central London, U.K.
Occupation: working part-time at Harrods (a large department store)
Interests: interior decorating and sewing

2 Mr. Alan Smith, age 26
Family: single
Pets: none
Education: degree from the London School of Economics
Living conditions: living in a luxurious flat close to Regent's Park in the centre of London, U.K.
Occupation: stock broker, specialising in overseas trading, travels a lot overseas.
Interests: computers

3 Mrs. Patricia Hall, age 39
Family: husband and three children age 12, 8 and 4
Pets: an Old English Sheepdog
Education: B.A. (Bachelor of Arts), Boston University
Living conditions: living in a five-bedroom house in the small town of Concord within commuting distance to Boston, Mass., U.S.A.
Occupation: librarian, working part-time in Concord
Interests: gardening

4 Mr. Donald McNamara, age 50
Family: single
Pets: a dachshund
Education: divinity studies at Otago University
Living conditions: a large vicarage in the countryside, Surrey, southwest of London, U.K.
Occupation: vicar in the Anglican church
Interests: writing poetry

http://www.pet.gu.se/sct/ingaou.htm

Example på provauppgifter, Engelska A. Spökning
© Skolverket
Appendix VIII: National Test: Speaking City Life

City Life

STUDENT B

There are three parts in this oral test. You have about ten minutes to prepare your tasks. At the beginning of each part you will find further instructions.

Part 1

Please read the following accounts of various life styles in the United States and Great Britain. Imagine that you know two of the people. Be prepared to describe them to your fellow student (or your teacher).

You should also be prepared to talk about your own living conditions.

Do you prefer living in the city or the countryside? Why?

1 Mrs. Dorothy Mann, age 43
Family: husband and two children
Pets: two Siamese cats
Education: A-levels, public school
Living conditions: has recently moved to a house in Camberwell, a suburb south of London, U.K.
Occupation: a nurse's aid in a London hospital
Interests: knitting and playing bridge

2 Mr. Roger Fernand, age 26
Family: single
Pets: gold fish
Education: B. Sc. (Bachelor of Science), New York State University
Living conditions: living in a shared house in the country not far from Albany, N.Y., U.S.A.
Occupation: unemployed
Interests: painting in oils and water-colours

3 Miss Evelyn Krinsky, age 28
Family: single
Pets: none
Education: M.A. (Master of Arts), Union College, N.Y.
Living conditions: sharing a fancy apartment on Upper Manhattan in New York City, U.S.A.
Occupation: owns a model agency; works with advertising; career oriented; does a lot of international travelling
Interests: collecting antique furniture

4 Mr. Steve Smith, age 24
Family: single
Pets: a Wheat Terrier
Education: A-levels, secondary school
Living conditions: living with his parents in the small town of Beverley in Northern England
Occupation: working part-time at a local school as a caretaker, and part-time at the local pub
Interests: old cars

http://www.ped.gu.se/sol/engpae.htm 2  Exempel på provuppgifter. Engelska A. Speaking © Stolmenet
City Life

Part 2

Given the chance to visit a city—where would you prefer to go? Choose one particular city and motivate your choice. The pictures on the previous page can be used as inspiration. You are free to choose any big city—in Sweden or abroad—that you have visited or you would like to visit. It does not matter if the details are true or not. If you are interviewed together with a friend make sure you choose different cities. Be prepared to answer questions like:

- Where is the city and what kind of city is it? Does it have any famous buildings or streets?

- Why did you choose this city? Have you or has someone you know been there?

- Is the city known for any special reason?

- Where would you stay if you went there?

- What could you do during an evening there? Do you know of any restaurants, theatres or discos for example?
City Life

Part 3

Your task in this part is to look at the mind map and the questions below. Think them through and be prepared to discuss different aspects of city life with your fellow student or your teacher.

1. How can city life affect people?
2. What are the advantages of living in a city?
3. What are the disadvantages of life in a city?
What do you think of your own performance during the test? Mark one alternative for each statement below.

### Your will and performance

<table>
<thead>
<tr>
<th>I interacted, was initiative and lead the conversation forward</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>
| Do not agree at all                                           | I fully agree

<table>
<thead>
<tr>
<th>I talked, described and argued</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>
| Do not agree at all                                           | I fully agree

### The content of what you said

<table>
<thead>
<tr>
<th>I had many ideas and my answers were not short statements/utterances</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>
| Do not agree at all                                                 | I fully agree

<table>
<thead>
<tr>
<th>I stayed with the subject, the situation and the content</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>
| Do not agree at all                                               | I fully agree

<table>
<thead>
<tr>
<th>I spoke in a coherent, structured and clear way</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>6</th>
</tr>
</thead>
</table>
| Do not agree at all                                               | I fully agree
### Your language

<table>
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<tr>
<th>I think my language was fluent</th>
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<td>I fully agree</td>
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<table>
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<tr>
<th>When I did not know a certain word or expression, I found a way to explain what I meant.</th>
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<tr>
<th>My vocabulary was good and I used idiomatic expressions and phrases</th>
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<th>4</th>
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<th>6</th>
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<tr>
<th>My grammar was good</th>
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<th>My pronunciation was good</th>
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Appendix X: National Test: Self Evaluation (Swedish)

Vad tycker du om din egen insats? Svara på dessa påståenden genom att ringa in ett svarsalternativ.

### Din vilja och förmåga

<table>
<thead>
<tr>
<th>Jag interagerade, tog initiativ och förde samtalet framåt</th>
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<th>Jag berättade, beskrev och argumenterade</th>
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### Innehållet i det du sa

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<tr>
<th>Jag hade idérikedom och mina svar var inte korta påståenden</th>
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<thead>
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<th>Jag anpassade mig till ämnet, situationen och innehållet</th>
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<th>Jag pratade sammanhängande, strukturerat och klart</th>
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### Ditt språk

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<th>Jag tyckte jag hade ett bra flyt i språket</th>
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<th>När jag inte kunde ett ord eller uttryck kunde jag ändå förklara vad jag menade</th>
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<th>Jag använde ett stort ordförråd, olika idiomatiska uttryck och fraser.</th>
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<th>Min grammatik var bra</th>
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Appendix XI: Student instructions Module 1, Session 1 (English)

**Exercise 1: Use the computer to read texts (60 minutes)**

This exercise deals with online texts. You will be reading and listening to some texts and answer some questions afterwards. Since we do not have enough headphones yet, please play the audio files on one of the computers.

1. Please go to www.cdlponline.org. Once there, choose ‘School’ and pick the text *Dogs Help children Become Better Readers* (third article from the top of the page).

2. Read and listen to the basic story (at the same time or separately). After that, click ‘next’ to read and listen to the rest of the text. While reading and listening, you may of course use a dictionary to look up words that you are unfamiliar with (for instance www.tyda.se).

3. Click ‘next’ and you will come to ‘Learn New Words’. Listen to the words and look them up if you’re not sure of their meaning.

4. Click ‘next’ and spell the words you hear. You can listen to each word several times, but you only get two chances of spelling it right.

5. Click ‘next’ to play the matching game. Match each word with the correct meaning.

6. Click ‘next’ to answer some multiple-choice question. You only get two chances on each question.

7. Click ‘next’ to answer some more questions on the text.

8. Click ‘next’ to write your own answer to a question. Save your answer.

9. Click ‘next’ and then ‘activities/scores’. Click ‘print your scores or e-mail them to someone’. Please write your full name and your e-mail address. Also, make sure you write my name and e-mail address as well per.nylen@praktiska.se.

When you’re done, please move on to some other topics of your choice. You have 60 minutes for this exercise. **Don’t forget to e-mail me the scores of these as well.**
Övning 1: Använd datorn för att läsa texter (60 min)

Den här övningen går ut på att läsa och lyssna på texter på nätet och sedan svara på några frågor. Obs att eftersom vi inte har hörlurar ännu så är det smidigast om texten spelas upp på endast en dator (alla följer dock med i texten på sin egen skärm).


9. Klicka på ‘next’ och sedan ‘activities/scores’. Klicka på ‘print your scores or e-mail them to someone’. Skriv in ditt förnamn och efternamn samt din e-post. Glöm inte att även skriva in mitt namn och min e-post per.nylen@praktiska.se.

Appendix XIII: Student instructions Module 1, Session 2 (English)

Exercise 2: Use the computer to learn grammar (60 minutes)
I would like you to work with this exercise individually. Please feel free to ask questions at any time!

1. Please go to www.bbc.co.uk/skillswise and click on ‘grammar’, then ‘personal pronouns’ (third from top).
2. Choose ‘Factsheet’ and read Factsheet 1.
3. When you’re done reading, please go back and click ‘Game’ to play. Choose one of the three possible games and play!
4. Now go to the quiz. There are three levels to choose from and you can start at either one. Look through the correct answers when you’re done with the quiz. Make sure you save your certificate at the end of each level. When you see your certificate, use the save function in the toolbar of Internet Explorer (save with the .mht extension). Print your certificates if you want and make sure you e-mail them to me at pernylen@hotmail.com.

When you’re done with the personal pronouns, please go back to the beginning and choose ‘Describing people, places and things’, which deals with adjectives. Read the factsheet, play the game and do the quiz. E-mail me your certificates.
Övning 2: Använd datorn för att lära dig grammatik (60 minuter)


2. Välj ‘Factsheet’ och läs Factsheet 1.

3. När du har läst klart, stäng fönstret och gå tillbaka till huvudsidan. Klicka på ‘Game’ och välj sedan ett spel!


När du klarat av båda dessa övningar får du välja egna ämnen under fliken grammatik. Du har 60 minuter på dig för grammatikövningarna.
Appendix XV: Questionnaire Module 1 (English)

1. What did you think of the content (e.g. the texts, words, subject)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. What did you think of the method (to read a text/information online and answer questions where the computer returns true or false)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. Which parts of your English skills do you think have improved during this week?
   A. Listening
   B. Speaking
   C. Reading
   D. Writing

4. Is this a method you would prefer to a more traditional way of learning?
   A. Yes
   B. No
   C. Sometimes

5. Is this a method you would consider in your spare time, for instance when studying for a test?
   A. Yes
   B. No
   C. Sometimes

6. Do you have any more comments on this method (what was good/bad)?

__________________________________________________________________
__________________________________________________________________
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__________________________________________________________________
__________________________________________________________________
1. Vad tyckte du om innehållet (till exempel texten, orden, ämnet)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. Vad tyckte du om arbetssättet (att läsa en text/information online och sedan svara på frågor som datorn sedan ger rätt eller fel för)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. Vilka delar av dina kunskaper tror du blivit bättre genom att jobba med det du gjort den här veckan?
   A. Lyssna
   B. Tala
   C. Läsa
   D. Skriva

4. Är detta ett arbetssätt som du skulle föredra framför mer traditionell inlärning?
   A. Ja
   B. Nej
   C. Ibland

5. Är detta ett arbetssätt som du kan tänka dig att använda även på fritiden, till exempel när du pluggar inför ett prov?
   A. Ja
   B. Nej
   C. Ibland

6. Har du fler synpunkter på vad som var bra/dåligt med detta arbetssätt?

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Exercise 3: Creating your own movie (120 minutes)
For this exercise, I would like you to work in pairs or, in exceptional cases, groups of three.

Your task is to create a movie. The challenge here is to write the plot and the dialogue. Sit in pairs and try to outline your movie. What characters would you like in your movie? What are they like? What is the movie about? When you’re ready to move on to the next step, please go to www.dvolver.com and click ‘movie maker’.

Now create your own movie by selecting background, sky, plot, characters etc. You will also be writing the characters’ lines, their dialogue. For this part, I would like you to make use of what you learned last week. Use personal pronouns and adjectives in your dialogue.

You have enough time to complete several scenes (I expect you to create at least five scenes). When you’re done – please e-mail your movie to me at per.nylen@praktiska.se. It’s okay to use fictitious names for your movie, but remember to write your real names when e-mailing the movie.
Övning 3: Skapa din egen film (120 minutes)
I den här övningen får ni jobba i par, eller i undantagsfall i grupper av tre personer.


Skapa er film genom att välja bakgrund, typ av handling, karaktärer m m. Ni ska också skriva personernas dialog. Använd er av det ni lärde er förra veckan (personliga pronomen och adjektiv).

Ni har got om tid för att skapa flera scener (jag förväntar mig att ni åtminstone gör fem scener). När ni är klara – mejla mig er film till per.nylen@praktiska.se. Det är okej att använda påhittade namn i filmen, men glom inte att ange era riktiga namn när ni mejlar mig filmen.
Appendix XIX: Questionnaire Module 2 (English)

1. What did you think of the content (e.g. the texts, words, subject in *Eye-speak*)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. What did you think of the method (to practice writing by creating a movie and practice pronunciation using a computer)?

__________________________________________________________________
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__________________________________________________________________

3. Which parts of your English skills do you think have improved during this week?
   A. Listening
   B. Speaking
   C. Reading
   D. Writing

4. Is this a method you would prefer to a more traditional way of learning?
   A. Yes
   B. No
   C. Sometimes

5. Is this a method you would consider in your spare time, for instance when studying for a test?
   A. Yes
   B. No
   C. Sometimes

6. Do you have any more comments on this method (what was good/bad)?

__________________________________________________________________
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__________________________________________________________________
1. Vad tyckte du om innehållet (till exempel texten, orden, ämnet i *Eye-speak*)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. Vad tyckte du om arbetssättet (att träna skrivning genom att skapa en film och att träna uttal med hjälp av datorn)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. Vilka delar av dina kunskaper tror du blivit bättre genom att jobba med det du gjort den här veckan?
   A. Lyssna
   B. Tala
   C. Läsa
   D. Skriva

4. Är detta ett arbetssätt som du skulle föredra framför mer traditionell inlärmning?
   A. Ja
   B. Nej
   C. Ibland

5. Är detta ett arbetssätt som du kan tänka dig att använda även på fritiden, till exempel när du pluggar inför ett prov?
   A. Ja
   B. Nej
   C. Ibland

6. Har du fler synpunkter på vad som var bra/dåligt med detta arbetssätt?

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Exercise 4: Communicate with others through blogging and forums

During this module, you will be writing your own blog on the internet. Your blog can contain pretty much anything, for instance movies that you have seen, music that you like, cars or travel. You can also choose to write your blog in the form of a diary.

Besides writing your own blog, you will also comment on other blogs. This module will go on until Christmas break, but you may of course continue after that as well. It is important that you maintain your own blog as well as read other classmates’ blogs on a daily basis in order not to miss any posts. Also, check out our main blog at [http://ovpg.edublogs.org/](http://ovpg.edublogs.org/). This is where I will publish my own blog and post information to you. The main page where you will find other blogs and forums is [http://edublogs.org/](http://edublogs.org/).

Keep in mind that your blog is published publically. Use a language that will not cause anyone to feel offended and do not post any personal information that may reveal your identity.

Enclosed is your username and password. There are many things that you can do while exploring the world of blogging, for instance publish pictures etcetera.

I have spread the word about your blogs in order to increase the possibility that others comment on your blogs as well.
Övning 4: Kommunicera med andra genom blogg


Tänk på att din blogg publiceras offentligt. Använd därför ett språk som inte kan väcka anstöt och lämna inte ut personlig information som kan röja din identitet.

Du har fått ett eget användarnamn och lösenord. Det finns en massa funktioner för dig som vill utforska bloggvärlden mer än att bara skriva inlägg och det är naturligtvis fritt fram att lägga upp bilder m m.

För att öka chanserna att få kommentarer till era inlägg har jag gjort lite reklam för era bloggar så förhoppningsvis kommer det att bli ett aktivt bloggande.
1. What did you think of the content (other blogs and forums)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. What did you think of the method (to communicate with others using a blog)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. Which parts of your English skills do you think have improved during this week?
   A. Listening
   B. Speaking
   C. Reading
   D. Writing

4. Is this a method you would prefer to a more traditional way of learning?
   A. Yes
   B. No
   C. Sometimes

5. Is this a method you would consider in your spare time, for instance when studying for a test?
   A. Yes
   B. No
   C. Sometimes

6. Do you have any more comments on this method (what was good/bad)?

__________________________________________________________________
__________________________________________________________________
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__________________________________________________________________
__________________________________________________________________
1. Vad tyckte du om innehållet (andras bloggar och forum på sidan)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2. Vad tyckte du om arbetssättet (att använda en blogg för att kommunicera med andra)?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3. Vilka delar av dina kunskaper tror du blivit bättre genom att jobba med det du gjort den här veckan?
   A. Lyssna
   B. Tala
   C. Läsa
   D. Skriva

4. Är detta ett arbetssätt som du skulle föredra framför mer traditionell inlärning?
   A. Ja
   B. Nej
   C. Ibland

5. Är detta ett arbetssätt som du kan tänka dig att använda även på fritiden, till exempel när du pluggar inför ett prov?
   A. Ja
   B. Nej
   C. Ibland

6. Har du fler synpunkter på vad som var bra/dåligt med detta arbetssätt?

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Appendix XXV: Final Questionnaire/Interview (English)

1. Name: _____________________________________________

2. How important do you think it is to learn how to read in English?
   A. Not at all important
   B. A little important
   C. Quite important
   D. Important

3. How important do you think it is to learn how to speak English?
   A. Not at all important
   B. A little important
   C. Quite important
   D. Important

4. How important do you think it is to learn to understand spoken English?
   A. Not at all important
   B. A little important
   C. Quite important
   D. Important

5. How important do you think it is to learn how to write in English?
   A. Not at all important
   B. A little important
   C. Quite important
   D. Important

6. How fun do you find learning English?
   A. Not fun at all
   B. Okay
   C. Quite fun
   D. Fun
Appendix XXV: Final Questionnaire/Interview (English)

7. You have tried CDLP Online, where you read and listened to texts on the internet whereupon you answered some questions, practiced spelling etcetera. Did this type exercise change your attitude towards English?

8. You have tried BBC Skillwise, where you read about grammar, played games and practiced your grammar online. Did this type of exercise change your attitude towards English?

9. You have tried Eye-speak, where you practiced your pronunciation by listening to words and sentences which you then recorded into the computer. Did this type of exercise change your attitude towards English?

10. You have tried Dvolver.com, where you made your own movie and wrote your own dialogues in English. Did this type of exercise change your attitude towards English?

11. You have tried Edublogs, where you maintained your own blog and read other people’s blogs and forums. Did this type of exercise change your attitude towards English?

12. Is there anything else you would like to add in regards to ICT?
Appendix XV: National Test: XXX

1. Namn:_______________________________________________

2. Hur viktigt tycker du det är att lära sig att **läsa** på engelska?
   A. Inte alls viktigt
   B. Lite viktigt
   C. Ganska viktigt
   D. Viktigt

3. Hur viktigt tycker du att det är att lära sig att **prata** på engelska?
   A. Inte alls viktigt
   B. Lite viktigt
   C. Ganska viktigt
   D. Viktigt

4. Hur viktigt tycker du att det är att lära sig förstå när någon **talar** engelska?
   A. Inte alls viktigt
   B. Lite viktigt
   C. Ganska viktigt
   D. Viktigt

5. Hur viktigt tycker du att det är att lära sig **skriva** på engelska?
   A. Inte alls viktigt
   B. Lite viktigt
   C. Ganska viktigt
   D. Viktigt

6. Hur kul tycker du det är att lära sig engelska?
   A. Inte alls kul
   B. Okej
   C. Ganska kul
   D. Kul
7. Du har testat CDLP Online, där du läste och lyssnade på texter på Internet och sedan svarade på frågor, tränsade stavning m m. Fick denna typ av övning dig att ändra inställning till engelska?

8. Du har testat BBC Skillwise, där du läste om grammatik, spelade spel och gjorde grammatikövningar på Internet. Fick denna typ av övning dig att ändra inställning till engelska?

9. Du har testat Eyespeak, där du fick öva uttal genom att lyssna på ord och meningar som sedan spelades in på datorn. Fick denna typ av övning dig att ändra inställning till engelska?

10. Du har testat Dvolver.com, där du fick prova på att göra animerad film och skriva dialoger på engelska. Fick denna typ av övning dig att ändra inställning till engelska?

11. Du har testat Edublogs.org, där du fick skriva en egen blogg samt läsa andras bloggar och forum. Fick denna övning dig att ändra inställning till engelska?

12. Övrigt angående datorstödd språkinlärning