

Learning English by Surfing

Swedish upper secondary school students' views on how they learn English by surfing the Internet – A case study based on a questionnaire

Lära sig engelska genom att surfa

Hur svenska gymnasieelever upplever att de lär sig engelska genom att surfa på internet – En enkätbaserad studie

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Abstract

The Internet has become a natural element in society and is constantly gaining ground in schools. The aim of this paper is to find out whether upper secondary school students in Sweden estimate that their Internet use affects their second language learning positively. The study was operationalized by means of a self-completion questionnaire which was distributed to 80 students from the same school. The results show that most of the informants estimated that they spend much time on the Internet in general, most often reading the news, and that they use Swedish and English to almost the same extent doing so. The students' English use in school is estimated to be voluntary and controlled while the Internet is mostly used voluntarily for English homework. Besides engaging in information search both in school and at home, a considerable number of students estimate that translation is an activity exclusively for homework. Most students also find that they are receptive Internet users and that their general Internet use is in line with the comprehensive aims of the English subject listed in the curriculum.

Keywords: Internet use, extramural English, out-of-school learning, second language acquisition, second language learning.

Sammanfattning på svenska

Internet har blivit en naturlig del av samhället och är på ständig frammarsch i skolorna. Syftet med denna uppsats är att ta reda på om gymnasieelever i Sverige anser att användningen av internet påverkar deras andraspråksinläring positivt. Studien har genomförts med hjälp av en enkät som delades ut till 80 elever från samma skola. Resultaten visar att de flesta av de tillfrågade ansåg att de tillbringar mycket tid på Internet, främst för nyhetssökningar, och att de använder både svenska och engelska. Elevernas användning av internet på engelsklektionerna i skolan tros vara både frivillig och kontrollerad medan internet används mest frivilligt för engelskläxor. Förutom att genomföra informationssökningar både i skolan och hemma, anser ett relativt stort antal elever att översättning utförs nästan uteslutande för läxor. De flesta elever anser dessutom att de är receptiva internetanvändare och att deras allmänna internetanvändning påverkar de förmågor som de ska tillägna sig i engelska enligt läroplanen positivt.

Nyckord: extramural engelska, hemarbete i engelska, andraspråksinläring.

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1. Introduction

The Internet has become part of upper secondary school students' lives in Sweden. A report by Findahl (2012:18) shows that children between the ages of 12 and 15 are the ones who have the best Internet connectivity in the country. As Swedish students live in a world where the Internet is a natural part of every-day life it is important that schools take advantage of students' skills with computers and mobile devices (Alexanderson & Davidsson 2013:6). The Internet can be a very good resource for teachers if they can find a way to make their students use it in accordance with the curriculum. The Internet allows us to communicate with other people, get information on different subjects and spread information. It is also a learning tool that can be used in school activities. As Lindström (2012) expresses it: "The question is no longer whether digital media should be introduced in the [Swedish] classroom. Instead, the question should be how?" (my translation). Lindström also argues that this new situation when it comes to the use of digital media in school creates new demands on the knowledge and skills that students should develop.

English is one of the most widely used languages in the world, including on the Internet. Although more people around the world are going online and other languages will gain ground on the Internet, the English language may still remain dominant according to O'Brien (2012). Recent statistics from *The Internet World Stats* (2010) show that English is prevalent in the *Top ten Languages in the Internet 2013* with 536.6 million users, although it is important to mention that Chinese is gaining ground with 444.9 million users. Internet users are therefore constantly exposed to the English language. As the Internet spreads into our lives and into the classrooms, teachers have to keep up with this development. This makes the Internet especially useful for English teachers and students learning English, since they can benefit from the positive effects of the Internet when learning English as a second language.

Teachers in Sweden will have to increasingly incorporate the Internet into their lessons in order to develop students' digital competence, e.g. how to use the Internet for specific purposes. A recent study from the Swedish School Inspectorate (SSI), Skolinspektionen, shows that Swedish schools find developing students' digital competence challenging (Skolinspektionen 2011:17-18). The study concludes that Swedish schools must be better at using and incorporating the knowledge students have from the English learnt in their spare time, e.g. in chat rooms and games. The report shows that many students do not see the connection between the English learnt in school and the English they use in their spare time. The students in the survey estimated that half of their English knowledge is acquired in their

spare time. The SSI states that the schools must be better at merging these two types of English learning situations. They also found that eight out of ten students said that the Internet was seldom, or never, used in their English lessons (Skolinspektionen 2011:8). For this reason it is interesting to investigate students' opinions about their Internet use in relation to their learning of English as a second language and to compare the results to the SSI report.

This study may lead to a better understanding of students' Internet use and their opinions on the Internet as an environment for learning English. Furthermore, this study provides teachers with valuable information about students' habits using the Internet for English school work, both in the classroom and for homework. It is also interesting to investigate how the Internet can be used in the classroom in accordance with the Upper Secondary School Curriculum for the English subject (Gymnasieskolans läroplan för engelskämnet), which the SSI does not focus on. The information described above serves as a starting point for this study.

1.1 Aims and research questions

The aim of this study is to investigate students' opinions of their use of the Internet in relation to their learning of English. This involves finding out about the students' opinions about their use of the Internet in English classes at school, in their spare time as well as for homework. The study also aims to investigate whether students consider their Internet use to be predominantly productive or receptive, i.e. speaking and writing (productive) or listening and reading (receptive). In addition, the study focuses on examining the students' opinions regarding the goals listed in the curriculum in connection to their Internet English learning.

The aim of the study is operationalized by means of the following questions:

- What are the students' descriptions of their **general use** of the Internet?
- What are the students' descriptions of their **use of English** on the Internet in and outside the classroom?
- What are the students' opinions about their use of the Internet in English classes – do they use it mainly receptively or productively?
- What are the students' opinions about how their use of the Internet affects their ability to acquire English based on the aims mentioned in the upper secondary school curriculum?

2. Background

This section focuses on theories and research on second language acquisition, digital media learning and English learning in Sweden. Section 2.1 presents and explains the most important key terms used in this study. Section 2.2 presents theories and previous research on second language acquisition. Section 2.3 focuses on research regarding digital natives, digital competence and English learning through digital media. The last section, 2.4, is on English learning in Sweden.

2.1 Important concepts

In order to clarify the content of this study, this section aims to explain concepts of importance for the present study. The terms presented in this section are *Internet use* and *receptive and productive language skills*.

2.1.1 Internet use

Research has shown that it is not only important to investigate whether people use digital media, or the Internet, but that it is also interesting to understand how they use it (Eynon & Malmberg, 2011). According to Eynon & Malmberg (2011:23), this kind of knowledge can also be of relevance for educational purposes since understanding why some students use the Internet only for communication, while others participate, create and search for information can be useful for teachers. This knowledge can be used not only for lesson planning but also as a means to involve students in their own learning experience. Research in this area is still very limited. Some of the existing research suggests that female students engage in social networking on a larger scale than male students (Lenhart et al., 2007). A study conducted by Eynon and Malmberg (2011) aims to provide a better understanding of how young people use the Internet outside school and also identifies individual and contextual variables behind this particular behavior (Eynon & Malmberg, 2011:586). The study distinguishes four profiles: *peripherals*, *normatives*, *all-rounders* and *active participators* (Eynon & Malmberg, 2011:591-593). *Peripherals* are the least frequent users of the Internet; they are likely to be young and tend to engage in creative activities, e.g. writing stories or using PowerPoint. This group is also estimated to have limited access to the Internet and is deemed to be less skilled in comparison to the other groups. *Normatives* engage in three different kinds of Internet activities: communicating, entertainment, and information seeking, but less in more proactive activities such as writing texts and participating in forums. *All-rounders* are students who use the Internet more frequently than the average, they are more likely to have friends who engage in technology use, and they are likely to be subject to parental control. The *active participators* use the Internet the most frequently in comparison to the other

groups, and participate more frequently in creative activities, e.g. writing blogs, and exhibit greater problem-solving properties when using new technology. Eynon and Malmberg (2011:593) argue that these results indicate that the Internet is something that students care about and also that students therefore take more responsibility for their learning.

2.1.2 Receptive and productive language skills

When learning a language a person develops receptive and productive skills. Not long ago linguists were certain that a second language is learnt by means of four language skills: listening, speaking, reading, and writing (Savignon, 1991:261). Writing and speaking were later described as active skills, while listening and reading were considered passive skills. Today, linguists are critical of the term passive, and learners who listen and read are regarded as participants in a decoding process and are categorized as receptive. The skills required in order to speak and write are described as productive. Davies (1976:440-441) distinguishes between three different skills in foreign language learning. Productive skills involve the ability to speak and write in the target language. Receptive reading skills involve the ability to understand written foreign language of various degrees of complexity, whilst receptive aural skills involve the ability to understand spoken foreign language.

This investigation operates on the following meanings of receptive and productive second language learning. Through *receptive* learning the individual's language evolves by exposure to the target language, which leads to the learning of new words and grammatical rules. This process can occur by means of a diversity of media and scenarios; however, this study focuses on foreign language exposure on the Internet, which involves various language activities. In the case of foreign language learning, where an individual is exposed to the target language through the Internet, the following activities are considered receptive: reading (e.g. blogs and articles), listening (e.g. radio, podcasts and music), and watching (e.g. movies, news and lectures). Through *productive* language learning, on the other hand, the individual's language evolves by the production of already learned words and grammatical rules. This language production does not require the use of the Internet in order to be implemented. However, according to Vygotsky (1978:86), the development of the individual's second language occurs through confirmation by individuals who already master the target language better. Productive language use can occur through different activities on the Internet where users can write, speak, and video chat, where the latter includes body language.

2.2 Second language acquisition

Research in the area of language learning is relatively new and it has its origins between 1950 and 1960 (Lightbown & Spada 2006:29). Ellis is one of the most important researchers in

second-language learning and explains this phenomenon with the following words: “L2 acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside the classroom” (Ellis, 1997:3). According to Ellis, research on L2 learning focuses on explaining how individuals learn a language. However, explanations differ in many respects between researchers. Some theories attribute great importance to the innate, human capacity for language learning, while other theories emphasize the role of the environment and opportunities to interact in the target language (Lightbown & Spada 2006:29). According to behaviorist theories, language learning is explained as a result of imitation, practice, reinforcement, and habit formation (Lightbown & Spada 2006:34-35). In contrast to behaviorist theories on language learning, Chomsky argued that every human being has an innate ability to acquire a language in their environment during a specific period of life. His theory relies on the term *universal grammar* (UG). However, it is important to mention that Chomsky was only interested in first language acquisition (Lightbown & Spada 2006:36).

Much of today’s L2 acquisition research is dominated by cognitive and developmental perspectives. These theories compare the human mind to a computer capable of storing, integrating, and retrieving information when talking about language acquisition (Lightbown & Spada 2006:38-39). Cognitive theories that focus on information-processing models of human learning and performance emphasize a difference between information and knowledge. Information is seen as something we are surrounded by and that we pay attention to, while knowledge is the result of interpretation and processing of information connected to previous experiences (Lightbown & Spada 2006:42).

Connectionist theories attribute much more importance to the role the environment plays in language acquisition than to innate abilities (Lightbown & Spada 2006:41). These theories also suggest that only the ability to learn is innate while specific linguistic strategies are not. Ellis (2013:4) stresses the importance of how frequently learners are subject to linguistic features, such as phonology, morphology, and semantics, and how frequently these features occur simultaneously. According to Elman (1991:6), connectionist researchers argue that learners’ knowledge of language is developed over time by means of exposure to a myriad of linguistic features and nuances. When individuals encounter these linguistic features in specific linguistic or situational contexts continuously, they will develop a strong network of ‘connections’ between linguistic elements or features.

Sociocultural perspectives also argue that knowledge is constructed through experiences, emphasizing the importance of participation and cooperation in a social context. Vygotsky’s

theory states that the environment is crucial for individual development based on investigations of how individuals learn on their own, but also with the help of others (Lightbown & Spada 2006:47). According to Vygotsky's sociocultural theory, learning occurs when an individual interacts with an interlocutor within the *zone of proximal development*, meaning situations where the learner has the possibility to interact on a higher linguistic level through the support of an interlocutor. Hence, the feedback received by students from their teachers, or other interlocutors, is very important for language learning.

As previously mentioned, there are many different theoretical perspectives on second language acquisition. These perspectives are important as background material for this study as it gives a broader picture of what second language acquisition is and how it can occur.

2.3 Digital media and language learning

The following subsections focus on the terms *digital natives*, *digital competence*, and also digital media in connection to English learning.

2.3.1 Digital natives

There is an idea in today's society that young people are technologically proficient and that they are accustomed to IT use (Nakaggwe, 2013:8). This idea derives from the fact that this is the first generation to grow up with digital technology (Prensky, 2001:1). Prensky (2010:xv), argues that such a development comes with great consequences on learning. He states that students are no longer satisfied with an education that does not include the world outside the classroom and that this digital technology that is gaining ground in classrooms, if used properly, can make "students' learning real, engaging, and useful for their future" (Prensky, 2010:xv).

Prensky (2010:31) also argues that young people learn through the use of digital tools, e.g. the Internet, television, games, cell phones; following their own interests and passions and consequently becoming efficient in the process. Nevertheless, the concept of digital natives has been subject to criticism from several researchers, arguing that there are many more factors to consider. According to Ng (2012:1065), members of the younger generation are able to adapt to unfamiliar technologies easily in their learning, but many of them lack the ability to make use of technological skills for meaningful school-related purposes. According to Lindström (2012), the younger generation should be able to acquire information, reproduce it, and translate what they learn in practice in order for them to be digitally literate. However, Lindström is convinced that young people currently lack these skills.

Helsper and Eynon (2010:503) support the digital native theory, although they argue that it is possible for the older generation to obtain digital-native status by gaining skills in communication and information technologies. According to their investigation there are several variables that play a major role in the process of becoming a digital native – gender, education, experience, and extent of use (Helsper & Eynon 2010:515). Furthermore, Helsper and Eynon’s study indicates that experience in using the Internet and extent of use are strong indicators of whether an individual is a digital native or not.

2.3.2 Digital competence

Digital competence is a recent concept that is constantly evolving and that describes technology-related skills (Ilomäki et al. 2011:6). According to Ilomäki et al., schools have the responsibility, regarding digital competence, to give students the opportunity to develop skills in the digital world. Schools need to upgrade to recent technology in order to develop students’ information and communication technology (ICT) skills as part of their digital competence. Digital competence has even been recognized by the European Union as one of eight key competences for lifelong learning (Ilomäki et al., 2011:6). Nonetheless, it is not always clear what digital literacy means; it is also not clear how skilled young people really are in digital technology and media (Findahl, 2009:102). In any case, digital competence is essential in today’s society. The following is the European Commission’s definition of the term digital competence:

Digital Competence is the set of knowledge, skills, attitudes, abilities, strategies, and awareness that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, and socializing. (Ferrari, 2012:8)

The European Commission meticulously specifies that digital competence requires a complex set of skills that digital users have to apply on several contexts. Also, digitally competent individuals have the ability to function individually and in groups when learning and acquiring information through digital activities, according to the European Commission.

2.3.3 Digital media and English learning

Many studies have been written about the digitalization of society in general and also about its influence in school in particular. Hylén (2013) summarizes the discourse on digital media in school as follows:

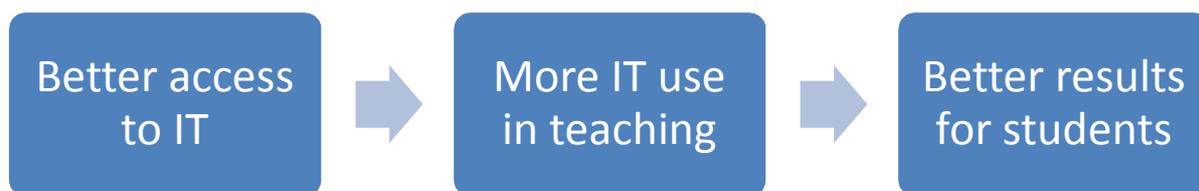


Figure 1. The logical mind map for questions about access to IT (Hylén 2013:9)

Hylén (2013:33) argues that the increased use of IT in schools creates more motivation in students and that IT use can provide better performance and achievements. However, these results cannot be achieved immediately without a transition period, which also includes teachers' professional development. Teachers and school leaders must transform their approach and teaching methods in order to adapt to new situations. Hylén (2013:30) regards school leaders' engagement to be particularly important here. Teachers' attitudes to IT often affect how often the Internet is used in class, which has major effects on the outcome of teaching by means of IT. Hylén also found that IT use in language subjects is very low in Sweden in comparison to other European countries. A survey conducted by the Swedish School Council (Skolverket 2010:10) where students' Internet use in school was investigated, shows that 19% of the respondents answered that they used the Internet in English class while 23% claimed that they never used it. The survey also lists computer activities used in class that were mentioned by the participants of the study: information search; writing essays and other kinds of assignments; making presentations; working with pictures, sound, music, or video; and working with language programs.

Hallberg (2011) examined how upper secondary school teachers and students evaluate the use of computers in the English classroom. She suggests various ways of how schools can incorporate digital media in education in order to develop students' thinking and learning. The results of her study show that both teachers and students are positively inclined towards the use of computers in English teaching, but that lessons have not changed much after the advent of digital media in school. Additionally, according to Hallberg (2011:2), the findings indicate that computers should play a greater role in the upper secondary school curriculum. All the interviewees trust that availability is one of the major advantages that come with computer use (Hallberg 2011:32-34), meaning that all sorts of materials are available on the Internet, making it possible for teachers to update their teaching and for students to find information. Hallberg also found that computers are a natural part of students' lives. Students lack the initiative to merge leisure computer use and school-related computer use, according to Hallberg. This particular study is very similar to the present one as it

investigates upper secondary school students' opinions on their computer use during English class.

Olsson (2012) investigated how exposure to English in their spare time impacts on Swedish upper secondary students' ability to write in English. In her investigation, Olsson distinguished between learning and acquisition (Olsson 2012:6). She found that the extent of students' contact with English in their spare time correlates with sentence length and word variation in students' texts (Olsson 2012:127). This indicates that high exposure to English has an impact on informal, everyday language. Moreover, Olsson's study also indicates that the amount of exposure correlates with the use of more 'unusual words' and word-length in texts (Olsson 2012:128). The results of Olsson's study suggest that exposure has a positive impact on vocabulary, including words outside the everyday terminology. The survey further shows that students who have extensive contact with English in their spare time tend to use successively more diverse linguistic strategies in order to express themselves (Olsson 2012:129-130). For example, these students make use of interpersonal adverbials, meaning adverbials with personal involvement (e.g. *probably she has already left*), to a greater extent than students who have less contact with English in their spare time. In sum, the survey showed that students with high English exposure in their spare time seem to adapt their language use to different contexts to a greater extent than students with little exposure to English; in other words, they possess larger register variation (Olsson 2012:130-132). Olsson's results are important to this study as they indicate the difference between students' perception of their own English learning, which is the focus of this study, and their actual English learning. The difference is that Olsson focused on exposure in general while this study focuses on Internet use only.

Nakaggwe (2013) studied Swedish students' views on the role of digital media in learning English as a second language. Like the present paper, this is an unpublished student essay, and the aims of her study are very similar to the ones of this survey and should hence be mentioned. Nakaggwe's primary focus was to try to obtain an understanding of how students look at how digital media can affect their English learning. She states that real communication is essential for developing second-language learning (Nakaggwe 2013:2). Web-browsing, social media use and computer gaming have proven to have a positive effect on students' vocabulary but not their writing skills. Nakaggwe found that students in the 9th grade felt that their listening and reading skills in English benefited from the use of digital media (Nakaggwe 2013:30-31). However, they felt that oral and written abilities did not benefit to the same extent. Students assumed that the informal language used in digital media was affecting their language learning negatively. However, Nakaggwe's study showed

that the students were very positive towards the use of digital media, as they felt able to connect it with past experiences, as well as present needs and interests. Students felt that digital media allowed them to use ‘real language’ which facilitated their learning. Nakaggwe’s results are essential for this study as her study, like the present study, focuses on the students’ own experiences. The difference is that Nakaggwe’s focus was on digital media in general, while the present study focuses on Internet use in and outside the classroom.

2.4 English learning in Swedish schools

English teaching in Swedish upper secondary schools is regulated by the upper secondary school curriculum for the English subject. The subject is divided into three courses, which are categorized by a progressive degree of difficulty – 5, 6, and 7. The comprehensive aims of the English subject listed in the curriculum are presented in Table 1.

Table 1. The Swedish upper secondary school curriculum English aims (Skolverket 2011:1-2)¹

1) Understanding of spoken and written English, and also the ability to interpret content.
2) The ability to express oneself and communicate in English in speech and writing.
3) The ability to use different language strategies in different contexts.
4) The ability to adapt language to different purposes, recipients and situations.
5) The ability to discuss and reflect on living conditions, social issues and cultural features in different contexts and parts of the world where English is used.

The English courses in the curriculum are divided into two parts: core content and knowledge requirements. The core content is in turn divided into Content of communication, Reception, and Production and interaction. *Content of communication* includes several subject areas for English communication, e.g. film, literature, and social issues. *Reception* describes the students’ understanding of spoken and written English. *Production and interaction* focuses on the students’ spoken and written production and interaction in different areas.

The second part, *Knowledge requirement*, is a list of different development areas within the English subject and functions as a grade template. The grades listed are E, C, and A, with E being the lowest grade and A being the highest grade. In between are also the grades D and B. Table 2 is an example of how students’ skills are assessed in the section knowledge

¹ The information in Table 1 is taken from the English translation of the document: <http://www.skolverket.se/laroplaner-amnen-och-kurser/gymnasiutbildning/gymnasieskola/eng?tos=gy&subjectCode=ENG&lang=sv>

requirement. For the grade E, students' language is evaluated using the term *relatively*, while the grade A requires *balance*.

Table 2. Example of knowledge requirement levels from E to A in English 6 (Skolverket 2011)

	<i>Grade E</i>	<i>Grade C</i>	<i>Grade A</i>
Knowledge requirement	students can express themselves in a way that is relatively varied, clear, and relatively structured.	students can express themselves in ways that are varied, clear and structured	students can express themselves in ways that are varied, balanced , clear and structured

A report from the Swedish National Agency for Education (Skolverket), conducted by Börjesson (2012), shows how the English subject should help students in school. This can also be found in the curriculum.

Students should be given the opportunity to use various tools for learning, understanding, production and communication [...] teaching should also help students develop language awareness and knowledge of how a language is learned through and outside teaching contexts. (Börjesson 2012:1)

The fact that students do not always assimilate the knowledge that teachers convey is a common concern. Trying to determine when students do not learn in a language learning context, and when they actually do, has been of great interest to researchers. A good language learner is, according to Börjesson's report and the Swedish National Agency for Education, motivated, self-confident, dares to take risks and allows himself to make mistakes (Börjesson 2012:2). The Swedish upper secondary school curriculum recognizes that students should be more aware of their own learning and more reflective on how they learn languages. Ergo, teachers and students are together responsible for students' learning.

3. Methods

This section is structured as follows: 3.1 Design of the study, 3.2 Questionnaire, 3.3 Informants and data collection, 3.4 Reliability and validity, 3.5 Ethical considerations.

3.1 Design of the study

According to Bryman (2012:16), methods are not simply neutral tools, but linked to the researcher's opinions on the connection between how reality is designed and how it should be examined. It is vital when designing a study that the methods applied are suitable and adapted to the aims of the study. In this particular paper, quantitative and qualitative methods are combined, i.e., "mixed methods research" (Bryman 2012:628). According to Bryman (2012:637), it is optimal to include both quantitative and qualitative methods in order to guarantee completeness of the study. In the present investigation, quantitative material was collected through questionnaires operationalized by means of countable answers. Moreover, some of the questions in the questionnaire are of a qualitative nature as they capture the opinions of the informants in connection to the aims of the study – to investigate students' opinions on their use of the Internet in relation to their English learning. Bryman (2012:24-25) explains that quantitative research strategies consist of deductive theories where the positivistic and objective scientific models are applied with emphasis on the testing of theories. On the other hand, qualitative research strategies are based on inductive theories where the relationship between theory and reality is based on the generation of theories with emphasis on how individuals interpret their reality. The data-analysis of this study is hence conducted by means of both deductive and inductive theories.

3.2 Questionnaire

Since this study is operationalized by means of *mixed method research* the conducted survey was operationalized by means of a self-completion questionnaire (see Appendix); meaning, according to Bryman (2012:716), that the informants answer questions and choose alternatives by filling out the questionnaires themselves. The questionnaire is composed of open and closed questions in order to meet the aim of the study. In accordance with Bryman (2012:246), *open questions* imply that respondents may answer in whatever way they want while *closed questions* are represented by fixed alternatives where respondents may choose the appropriate answer.

Although the study's target language is English, the questionnaire is designed with non-native English speakers in mind, and for that reason the questionnaire was written in the respondents' native language, Swedish, since low English proficiency might impede students from understanding the questions fully. A pilot test of the questionnaire would have been ideal; however, there was not enough time to conduct one.

The questionnaire was designed to provide information about students' opinions on their use of the Internet in relation to their English learning. In the questionnaire the students were asked to describe their Internet use, taking into account frequency of use and the types of activities they engaged in whilst surfing. Furthermore, the students were asked if they thought that their use of the Internet was predominantly productive, e.g. speaking or writing, or receptive, e.g. watching movies or listening to music (see 2.1.2 for a definition of *productive* and *receptive*). The second part of the questionnaire investigated students' Internet use for school-related activities. These questions investigated students' Internet use in English class and for homework. Here students were asked whether they used the Internet in English lessons and for homework and, if so, whether it occurred on their own initiative or if they were instructed by their teacher. The frequency of these activities was also investigated. Furthermore, the informants were asked to describe the activities they were involved in when using the Internet in school contexts. The questionnaire also investigated whether students felt that their achievement of the curriculum aims, mentioned in section 2.4, is affected by their Internet use. It is important to mention that the wording from the curriculum was used in this part of the questionnaire (see question 10).

Using a questionnaire was deemed effective; however, not all the questionnaire questions gave the students' the possibility to give detailed answers. Also, questionnaire questions no. 6 and 8 were only to be filled in by those who had responded positively to the previous question. It is therefore possible that some of the respondents answered negatively only to finish filling in the questionnaire more quickly. In the questionnaire questions that focused on online activities, examples of activities were given, possibly influencing the students' answers. The fact that students were provided with personal laptops by the school may have affected the outcome of the study, as access to the Internet was guaranteed. This would explain the high frequency of Internet use presented in the results. However, access to the Internet does not only occur through computer use but also through portable devices such as smartphones and tablets.

3.3 Informants and data collection

In this study *convenience sampling* was used due to lack of time, meaning that the participants were selected because of their availability and easy access, as I conducted my internship at the same school. According to Bryman (2012:201) this is a common school-related method of sampling as it can generate a high response rate. The participants were all upper secondary students from the same school, in a Swedish town. The respondents' school is a so-called one-to-one school which means that each student has been equipped with a laptop computer by the school, which they may use both in and outside the school. The focus

group is mixed by gender, although differences between males' and females' answers are not accounted for in the results of the study. The reason is that the number of male participants is greater than that of female participants (see Table 3). Although the students were from different programmes, all of them have a common denominator in that they have the same English teacher.

Table 3. Informants (The informants are from three different classes in year 11, aged 17-18).

	Males	Females	Total
Number	49	31	80

I personally handed out the questionnaires to students in their English lessons. Before they started filling in the questionnaires, I informed the students of the aim of the investigation and that their participation was voluntary. Students were also informed that they had 15–20 minutes to fill in the questionnaires and that it was important that they answered clearly. The students answered the questionnaires at school under my supervision.

3.4 Reliability and validity

Doing a combined qualitative and quantitative study has its challenges; however, the important things to aim for are as high reliability and validity as possible. In the current study, a self-constructed questionnaire was used, designed to measure students' opinions of their use of Internet in relation to their English learning. The advantages of the self-completion questionnaire as compared to interviews are, according to Bryman (2012:233-235), that they can be quickly administered, as in this study, and that they avoid interviewer effects. However, it is important not to ignore the fact that there is a greater risk of missing data by using questionnaires than through interviews, meaning that partially answered questionnaires are likely because of the lack of prompting or supervision. On the other hand, the survey's respondents were supervised by me and their English teacher, who was informed about the aims of the survey.

It is also important to note that there may be a risk that the scales in question 10 (see Appendix) are interpreted differently by the respondents. In question 10 the respondents are asked to estimate whether the goals in the curriculum correspond to their English acquisition through their Internet use. Here the curriculum goals presented in Table 1 are listed with the following scale: Totally agree, partially agree, partially disagree, and totally disagree. The Swedish National Agency for Education (Skolverket) updated its curriculum in 2011 and teachers across the country are still struggling to interpret its content. The “new” curriculum

(Lgr11) is often criticized by teachers, students and parents due to its vague language (Cervin, 2010). This problem has been recognized by the Swedish National Agency for Education to the point that they issued a second book as a complement to the curriculum. This explains why students may interpret the abilities for the English subject expressed in question 10 differently (see also section 2.4).

A major issue with the reliability of the present study is that students possibly wanted to make a good impression answering the questionnaire. If that is the case, the results might reflect the image that the students wanted to give of themselves, rather than what they actually do. Furthermore, it is difficult to estimate which questionnaire questions are more likely to allow students to give “satisfactory” answers.

3.5 Ethical considerations

The essential ethical issues raised in scientific studies relate to "whether there is harm to participants; whether there is a lack of informed consent; whether there is an invasion of privacy; whether deception is involved" according to Bryman (2012:135). The participants in the present study were informed about the purpose of the study and the topics covered. In addition, participants were informed that their participation was voluntary, that their personal data would be treated with the utmost confidentiality, and that the collected data would be used only for research. After the completion of the presents study, all the questionnaires were destroyed.

I notified the students’ English teacher about the ethical considerations of the present study in advance, and then I personally informed the pupils before I administered the questionnaires. After the students had been informed, none of them decided to withdraw from participation.

4. Results

The results section is divided into four subsections: in section 4.1, students’ opinions about their general use of the Internet in and outside the classroom are presented; section 4.2 focuses on students’ opinions of their use of English on the Internet in the classroom, while section 4.3 focuses on students’ opinions regarding their use of the Internet when doing their homework in English. Section 4.4 shows whether students estimate their Internet use to be receptive or productive. Finally, section 4.5 presents the results on whether students find that

their Internet use can be said to contribute to fulfilling any of the comprehensive aims of the English subject listed in the curriculum.

4.1 General Internet use

This section focuses on the students' opinions on their general Internet use in terms of frequency, what activities they engage in, and what language they use the most when surfing the web. The results in Figure 2 show that 22 respondents estimate that they spend on average about 1-2 hours a day or more on the Internet. Only 6 students estimate that they spend less time on the Internet. The rest of the respondents seem to spend much more time on the Internet.

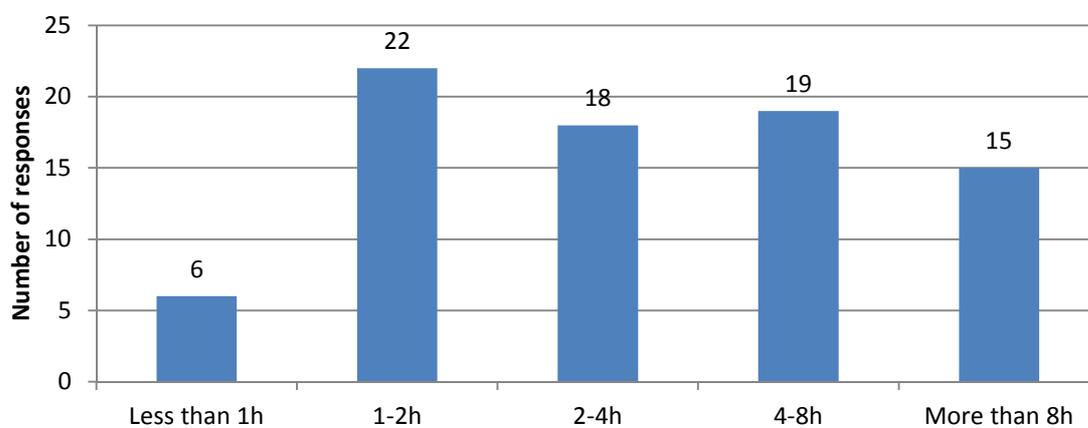


Figure 2. Students' daily internet use²

The results clearly indicate that students agree that browsing the web is a big part of their lives, since most students estimate that they spend two to eight hours daily on the Internet. These figures probably include Internet use on other devices than regular computers. Very common Internet devices that most students refer to are their smartphones. The results agree with the results found by Eynon & Malmberg (2011), showing that students are aware of the impact of the Internet in their lives.

In an open question, the students were asked to list what online activities they engage in daily. However, some examples of such activities were mentioned in the questionnaire (see Appendix, question no. 3), namely "news", "blogs", "literature", "games", "music", and "films". This means that the categories "information search", "video streaming", and "social networks" were generated by the students. The Internet activity "news" stands out in the results, meaning that it is the most popular online activity among the students (see Figure 3).

² The categories mentioned in Figure 2 are generated from the students' answers. Also, the results show the students' appreciation of how much time they spend on the Internet daily.

The results for “social networks”, “video streaming”, and “music” are quite similar (around 30; i.e. less than half the students), while the lowest percentages are represented by “information search” with 20 answers, “gaming” with 18 answers, and “blogs and forums” with 14 answers.

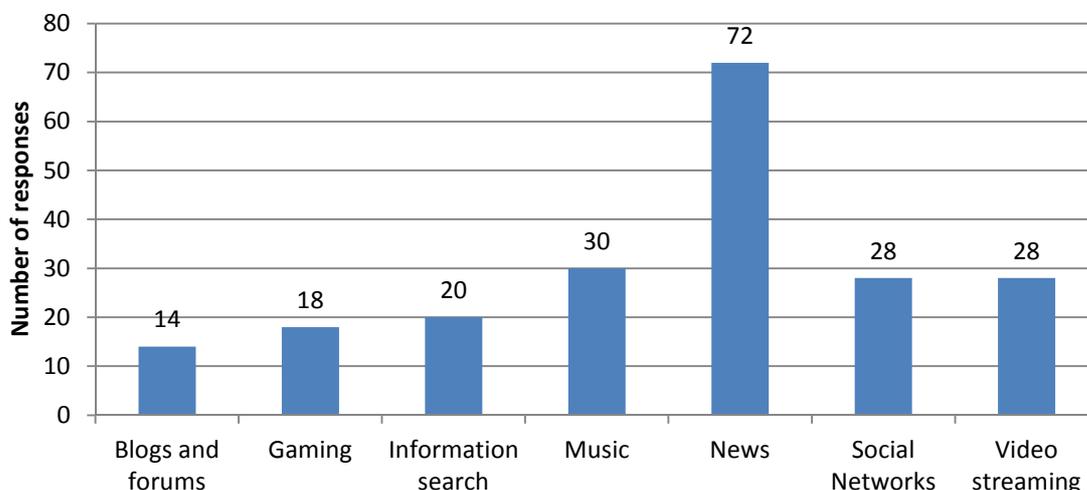


Figure 3. Students’ daily online activities³

As mentioned above, students were given examples of activities in the questionnaire. One category which might be expected to generate high figures is “information search”; however, a possible explanation for the result displayed in Figure 3 is that the category was not suggested in the questionnaire. “News” as an online activity involves language skills such as listening and reading and may affect students’ language learning; however, it was not the aim in this part of the questionnaire to investigate what language students used for different activities. The other categories are fairly similar in number and do not stand out as much. It is important to mention that some of these categories overlap, meaning that ‘information search’ may involve accessing blogs and forums etc. However, it is relevant to mention that the question on student activities was not controlled in the way it would have been if students had been asked to keep a diary of their online activities for a week or two. As a result, Figure 3 shows students’ *estimates* of what activities they devote the most time to, which may not necessarily be a fair representation of the time they actually devote to them.

The respondents claim that they use both Swedish and English on the Internet (see Figure 4). Unsurprisingly, 42 students answered that Swedish is their language of choice when surfing the Internet, while 32 students prefer English, leaving 2 respondents who chose a different language, namely Japanese, which is their first language.

³ The total number of answers is greater than the number of participants since students could give several answers.

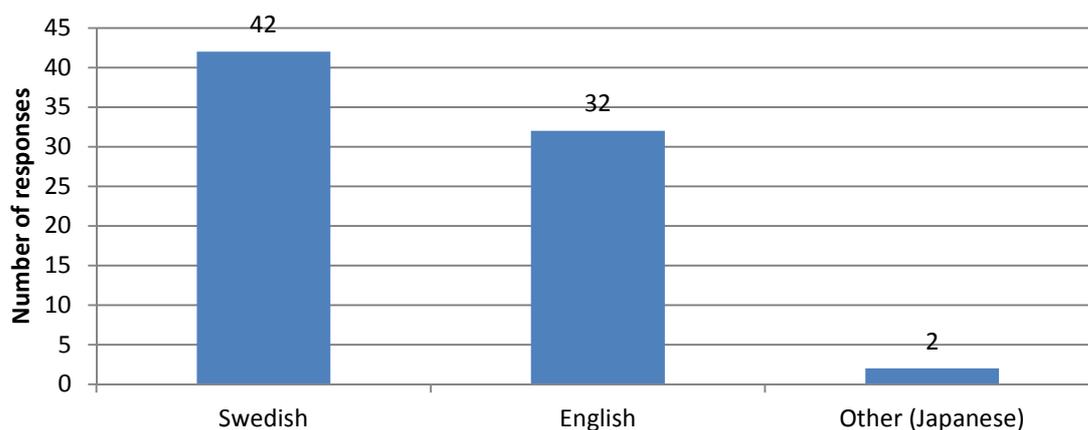


Figure 4. Students' online language preference⁴

One possible explanation for the high rate of English use is that it is the most common language on the web according to the Internet World Stats (2010). On the other hand, the reason why Swedish is the most prevalent language used when surfing the web is probably because it is the students' first language. Students tend to use their first language primarily according to these results.

4.2 Online English use in the classroom

The present study also investigated students' opinions on their online English use in the classroom. The results show that 45 students said that they use English on the Internet in the classroom, while 34 students claimed that they do not, as shown in Figure 5. Only one student did not answer this question. The respondents that answered this question negatively or did not answer at all will for obvious reasons not be included in the results accounted for in this section and the next. The students are not allowed to use their smartphones in class as they are provided with personal laptops by the school; however, it is something that may occur anyway.

⁴ In the category "other" students were able to write a language of their choice in the questionnaire (see Appendix, question no. 4).

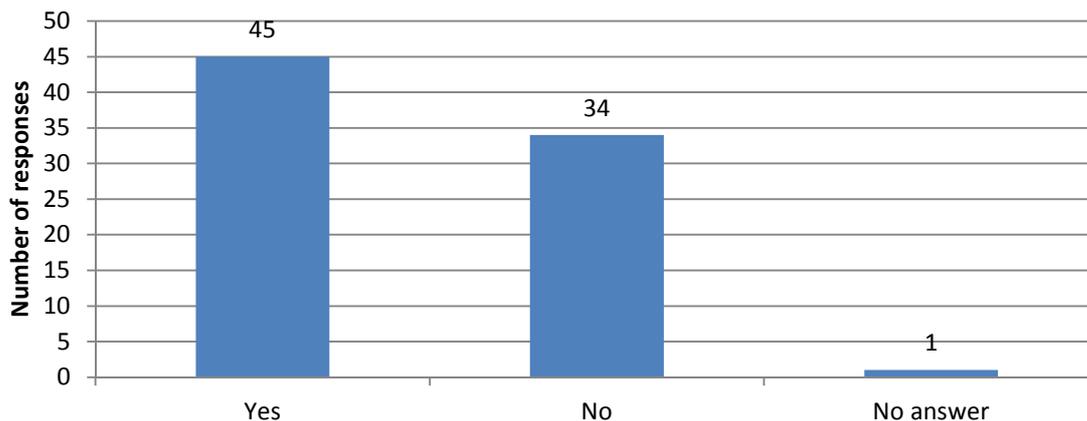


Figure 5. Online English use for school related activities in class

One aspect of Internet use in English lessons is whether it is controlled or voluntary. The meaning of controlled Internet use is here taken to mean whether the teacher assigns the use of computers in specific lessons and for certain purposes. On the other hand, voluntary Internet use is based on whether students engage in school-related Internet activities on their own initiative. The results in Figure 6 show that the respondents are divided into three equally large groups of 15 students.

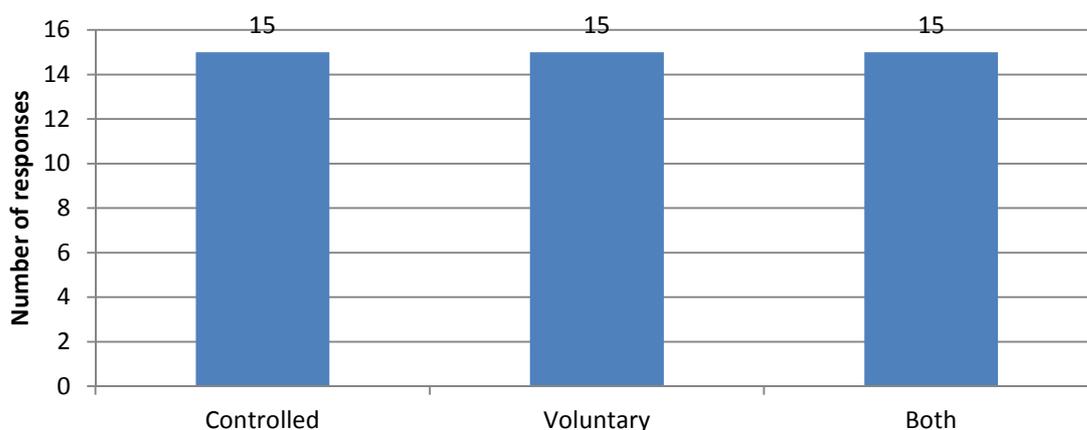


Figure 6. Teacher-induced or voluntary Internet use for English class purposes

The frequency with which the Internet was used in the classroom was also considered. The results in Figure 7 demonstrate that the majority of students, 16, find it difficult to estimate how often they use the Internet in English lessons per month (responses categorized as “No opinion” include unclear answers), while the majority of students who had an estimate answered that they use the Internet in class at least once a week.

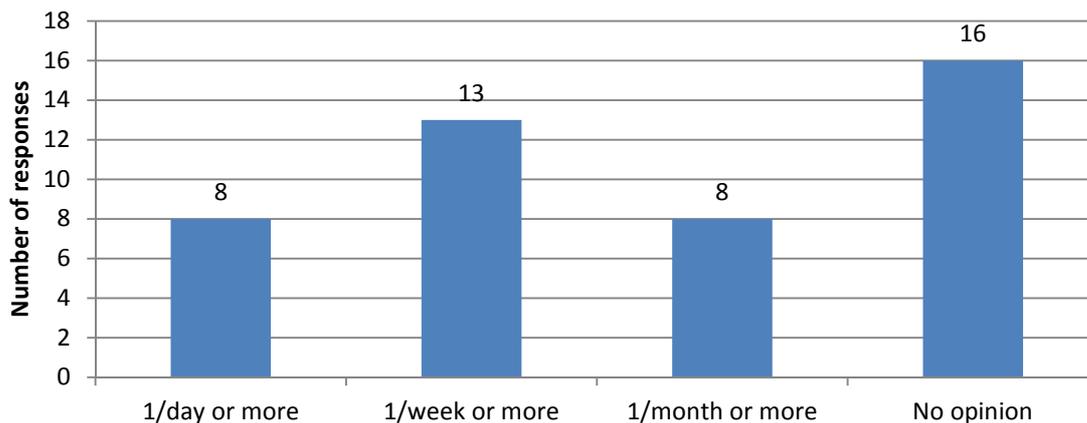


Figure 7. Students' opinions on their frequency of Internet use in English lessons

As many students find it difficult to estimate how frequently they use the Internet in English lessons it is important to stress that students may find it difficult to distinguish leisure Internet use and Internet-based school work.

The data collection led to the following categories based on students' answers to the question on their online activities in English lessons: "information search", "news", "music", "social networks", and "no answer". As mentioned in section 4.1, students were given examples of online activities when their general Internet use was investigated in the beginning of the questionnaire (see Appendix, question no. 7), which might have influenced the results in the present section and in section 4.3. This means that the two categories "information search" and "social networks" were generated by the students, as demonstrated in section 4.1.

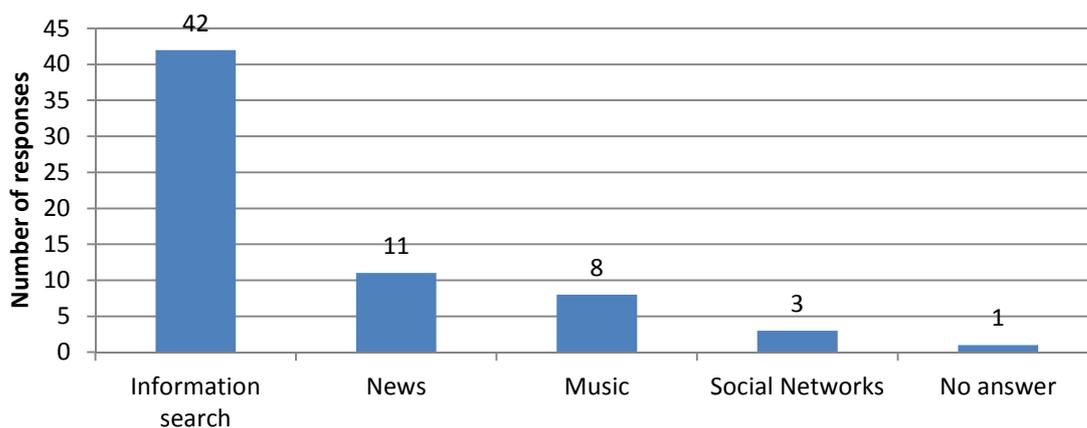


Figure 8. Online activities in English class

The results in Figure 8 show that the majority of students, 42, claim that they use English for "information search" in general. The other categories are not as distinct, which may be due to the fact that they are not normally considered to be classroom activities. Possibly, students included all the activities that they engage in during class instead of providing the ones that

are related to their learning. It is important to stress here that the questionnaire question that this subsection describes is an open one, meaning that the respondents could answer freely. Also, the students were not given any examples of online activities. The given answers subsequently generated the categories represented in Figure 8.

4.3 Online English use outside the classroom

The results presented in Figure 9 show that the majority of students, 62, answered that they use the Internet for English homework while the rest, 17, answered negatively. Only one student did not answer. As pointed out in section 3.2, it is possible that some of the respondents answered negatively in order to complete the survey more rapidly.

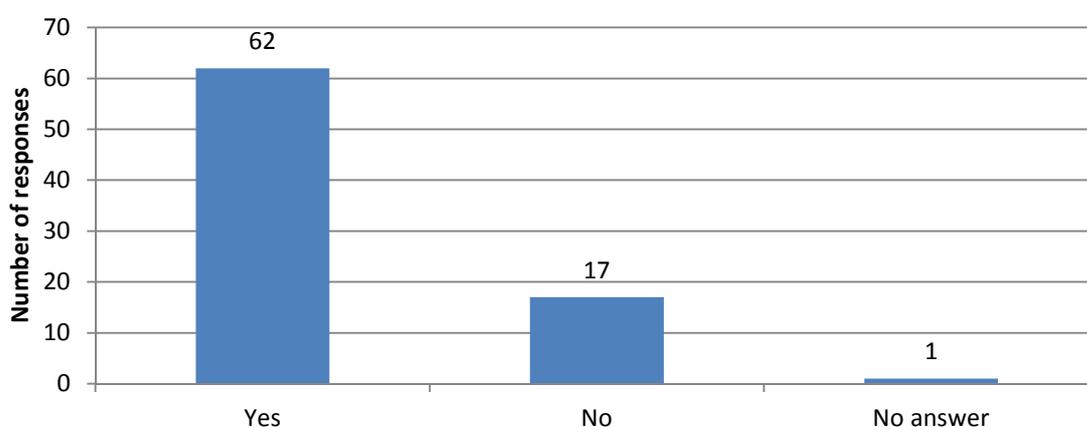


Figure 9. Internet use for English homework

As mentioned in section 2.2, the teacher plays a central role in students' language skill development, not only regarding language but also regarding IT skills. In this section, students' opinions on their internet use for English homework are examined, meaning that the teacher is absent in this case and students are left to rely on the instructions distributed in class.

Another aspect of Internet use for English homework is whether it is voluntary or not. As mentioned in section 4.2, the meaning of controlled Internet use is based on whether the teacher assigns homework that requires the use of the Internet. On the other hand, voluntary Internet use is based on whether students engage in school-related Internet activities on their own initiative. The results in Figure 10 show that 37 students estimate their Internet use for English homework to be "voluntary". Only 12 answered "controlled", followed by 11 students who answered "both". Only 2 students did not answer.

The teacher is important to students' language learning in many respects but supervision may not be provided when a student is working at home. Teachers have the means to provide

guidance for English homework, meaning that Internet use could be partially controlled. However, the results are possibly influenced by the students' wish to make a good impression, as pointed out in section 3.4, by stating that their Internet use for English homework is voluntary.

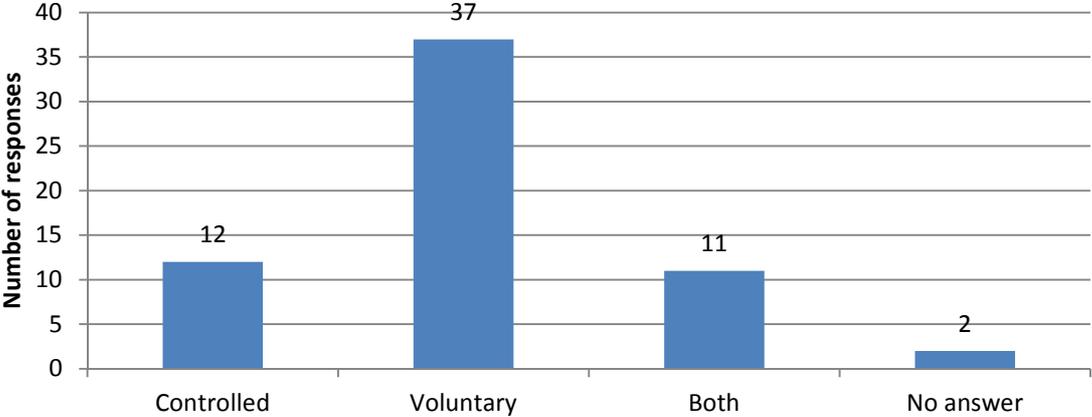


Figure 10. Controlled or voluntary Internet use for English homework

The results in Figure 11 demonstrate that the majority of the students, 25, do not have an opinion on how often they use the Internet for English homework. On the other hand, the majority of the students who have an estimate, 20, responded with “1/month or more”, closely followed by 16 students who responded with “1/week or more”. Only one student said that Internet is used for English homework on a daily basis.

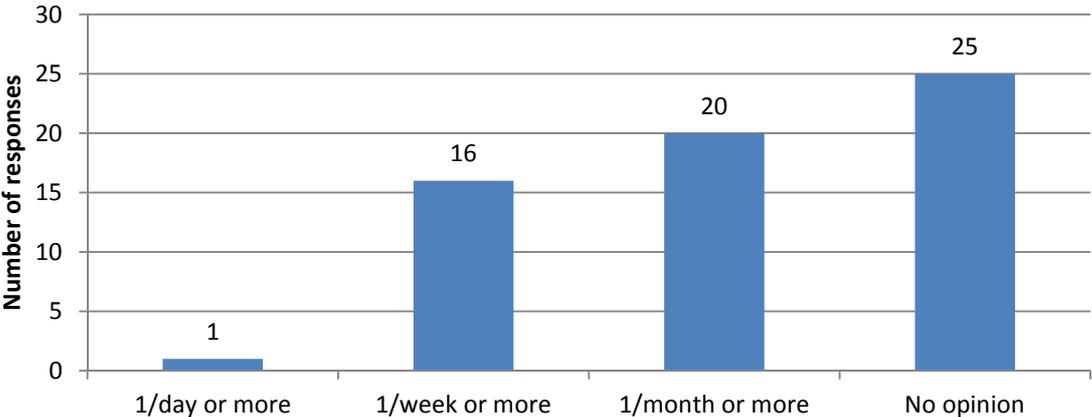


Figure 11. Students' opinions on their frequency of Internet use for English homework. Responses categorized as “No opinion” include unclear answers.

The results shown in Figure 11 could be taken to mean that one third of the students never reflected on how frequently they use the Internet for English homework. When comparing Figure 11 and Figure 7 the results are similar, as the majority of the students do not have an opinion on how often they use the Internet for language learning at home and in school. The

way students use the Internet may shift over time, which makes it difficult to estimate how much time is spent on each activity. A longitudinal study would probably have shown that students' use of the Internet varies over time.

The data in Figure 12 show that the most frequent online activities for English homework mentioned by the respondents are: “translation”, “information search”, “news”, and “video clips”. The students who did not answer are categorized as “no answer”. The results in Figure 12 demonstrate that a clear majority of the students, 52, estimate that “information search” is the primary online activity for English homework. Although the rest of the data does not stand out, 16 students wrote “translation” as an online activity. As in section 4.2, the questionnaire question that is discussed in this section is an open one and the students were not given any examples of online activities. However, the category “information search” could have been interpreted by the respondents as an umbrella term for the other categories, such as “news”, “literature”, “documentaries”, “blogs”, and “forums”.

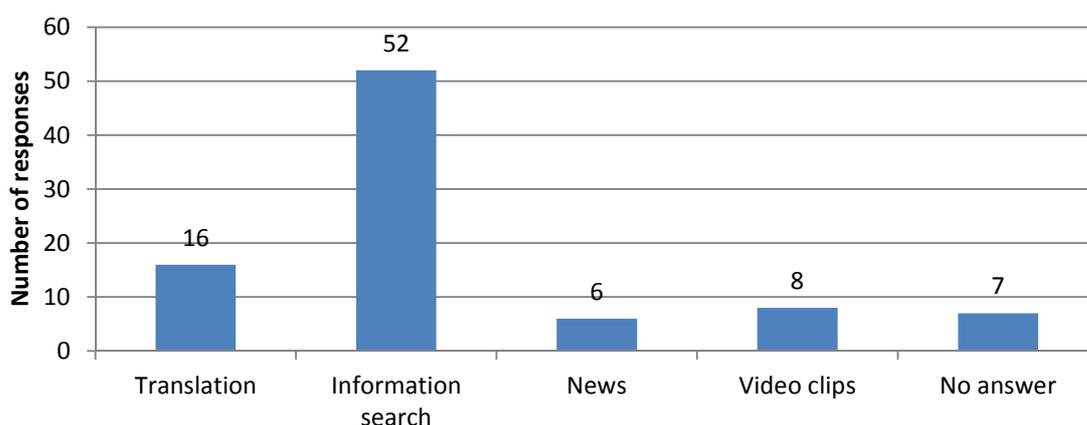


Figure 12. Online activities for English homework

The results provided in Figure 12 show that information search is the most prevalent activity for English homework. There is one major difference between the results on online activities in school and at home, and it is the category “translation”. As mentioned in section 4.2, students were not given any examples of online activities; however, they might have been influenced by the examples in question no. 9. In this case, “translation” is category generated by the students. Nevertheless, this particular category may be interpreted in different ways, e.g. that the teacher assigned a text to be translated using the Internet or that students simply used the Internet to look up words.

4.4 Receptive and productive online English use

The questionnaire question discussed in this section, on whether students estimate that their online English use is receptive or productive, was designed to find out whether upper

secondary students deemed their Internet use to be *predominantly* receptive or productive. The results in Figure 13 show that almost half of the respondents, 39, consider themselves to be predominantly “receptive” in their online English use while only 3 respondents regard themselves as “productive” Internet users. Still, a great number of students, 34, estimate that they are both “receptive” and “productive” Internet users. Only 4 students have no opinion on the subject.

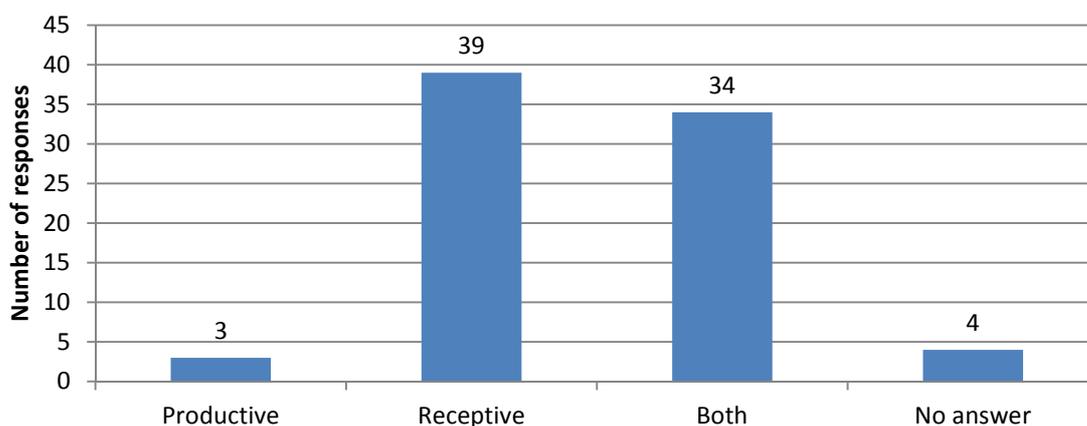


Figure 13. Online English use in English lessons. Participants who did not answer the question are categorized as “No answer”.

The results in Figure 13 show that students many students find it difficult to estimate whether they are more receptive or productive Internet users; however, the majority of the students chose “receptive”, possibly discarding activities that they deemed obvious, such as sending messages or using the chat function when playing games.

4.5 Internet use and the curriculum

This section focuses on the informants’ opinions on how their Internet use may be seen to contribute to their achieving the comprehensive aims of the English subject listed in the curriculum. As mentioned in section 2.4, the upper secondary school curriculum says that English teaching should develop the comprehensive aims listed in Table 1 (see Section 2.4).

In the final questionnaire question, students were asked to consider the curriculum aims (see Appendix, question no. 10) and to estimate if their Internet use has an effect on their English learning. Figure 14 shows the students’ opinions on whether their understanding of spoken and written English and also the ability to interpret content are affected by their Internet use. 48 students agreed that this ability is affected positively by their Internet use, while 20 students responded that they partially agree, and 9 students partially disagreed. None of the respondents said that they totally disagreed; however, 3 students did not answer.

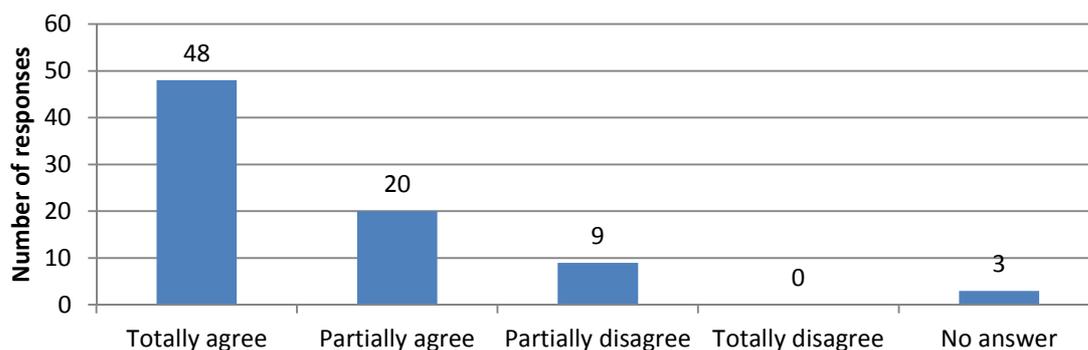


Figure 14. Students' agreement or disagreement that aim 1 (understanding of spoken and written English, and also the ability to interpret content) is affected by their Internet use.

Figure 15 shows students' opinion on whether their ability to express themselves and communicate in English in speech and writing is affected by the Internet. 36 students answered that they totally agreed, while 22 partially agreed and 17 partially disagreed. Only 3 students answered negatively, while 2 did not answer.

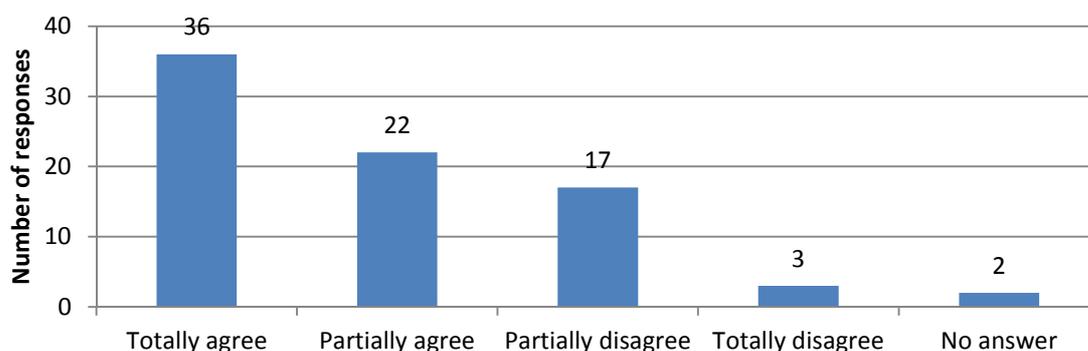


Figure 15. Students' agreement or disagreement that aim 2 (the ability to express oneself and communicate in English in speech and writing) is affected by their Internet use.

The results in Figure 16 show students' opinions on whether their ability to use different language strategies in different contexts is affected by Internet use. Most students, 29, answered that they partially disagreed with this, while 24 totally agreed, and 22 partially agreed. Only 3 students did not agree, while 2 did not answer.

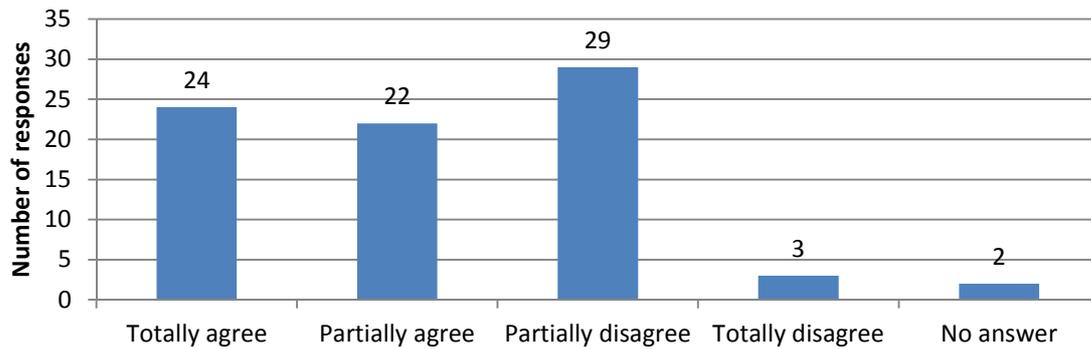


Figure 16. Students' agreement or disagreement that aim 3 (the ability to use different language strategies in different contexts) is affected by their Internet use.

According to the results shown in Figure 17, 26 students totally agreed that their ability to adapt language to different purposes, recipients and situations is affected by Internet use. The same number of students answered that they partially agree, while 23 said that they partially disagree. 3 students answered that they totally disagree, while 2 did not answer.

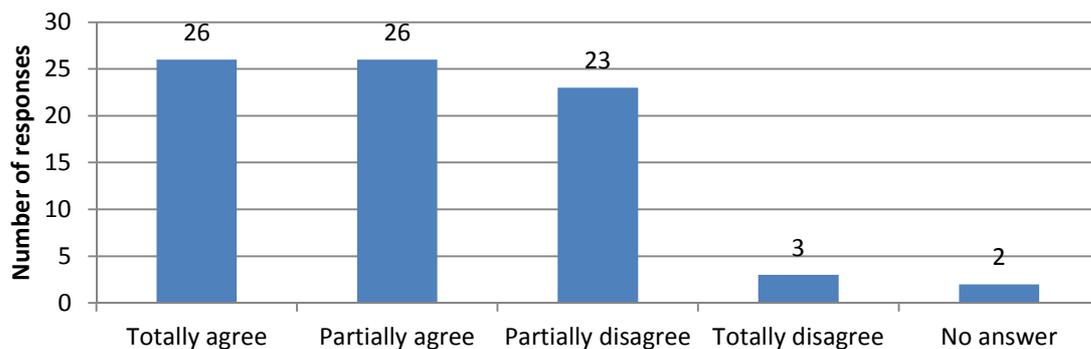


Figure 17. Students' agreement or disagreement that aim 4 (the ability to adapt language to different purposes, recipients and situations) is affected by their Internet use.

Students were also asked about their ability to discuss and reflect on living conditions, social issues and cultural features in different contexts and parts of the world where English is used. Most students responded positively here as well, since 27 totally agreed, 25 partially agreed and 20 partially disagreed. Only 6 students did not agree, while 2 did not answer.

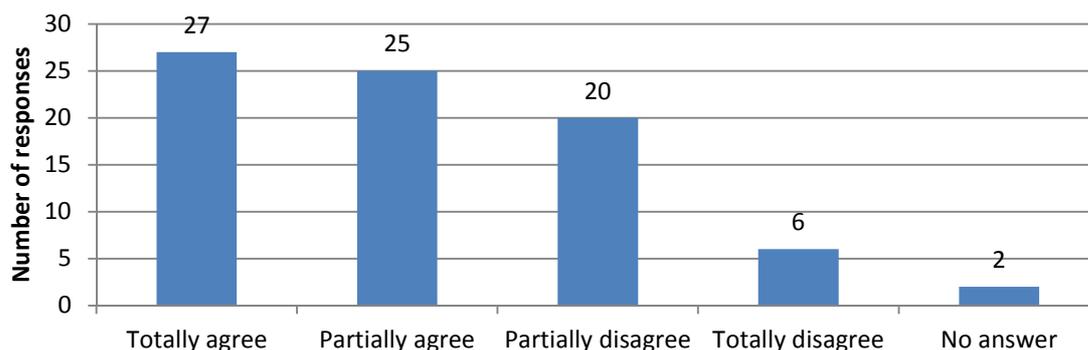


Figure 18. Students’ agreement or disagreement that aim 5 (the ability to discuss and reflect on living conditions, social issues and cultural features in different contexts and parts of the world where English is used) is affected by their Internet use.

The results in Figures 14-18 show that the majority of the students find that their Internet use affects the abilities mentioned in the curriculum. This is true for all the abilities presented at the beginning of this section except for one: the ability to use different language strategies in different contexts. This is actually odd, as the Internet is an environment where users have to resort to different strategies in order to be understood or gain the information needed, if they do not master the target language. One possible explanation for the positive results presented in this section is that students feel confident with their English language skills.

5. Discussion

The general findings of the present study are presented and discussed in this section. The results show that the students consider the Internet as an important part of their lives; this can be deduced from the results presented in section 4.1, which shows that most students spend many hours on the Internet daily and that they engage in different online activities. This would make them good candidates for the term “digital natives” described by Helsper and Eynon (2010). However, Helsper and Eynon also point out that formal education is an important piece of the puzzle, as it provides skills in communication and information technologies. Although students are often regarded as “digital natives”, who according to Prensky (2010) represent the younger generation, that does not imply that students automatically possess digital competence, which Ilomäki et al. (2011) describe as information and communication technology skills. The present study does not focus on the students’ actual skills; however, it is clear that students regard themselves as dedicated Internet users as most of them spend a lot of time on the web, engage in different online activities, and also use both Swedish and English when surfing. According to the students, online English was often used for English lessons, often on the students’ own initiative.

Taking into account the four profiles mentioned by Eynon and Malmberg (2011), presented in section 2.1.1 (peripherals, normatives, all-rounders and active participators), the respondents in the present study seem to be normatives since the students claim that they mostly engage in receptive activities such as “news” (see Figure 3) and “information search” (see Figures 8 and 12), and that they use the Internet frequently (see Figure 2), which are normative attributes according to Eynon and Malmberg.

Although Eynon and Malmberg (2011) focus on students’ Internet use outside school, their four profiles may be applied to in-school activities. The results show that most students estimate that they engage mostly in “information search” both for English homework and in English lessons, making them “normative” Internet users also in school. The results also show that students find it difficult to estimate how frequently they use the Internet both in school and at home (see Figures 7 and 11). However, the Internet is used for school activities more frequently in school than at home, according to the students. According to Ellis (2013), how frequently students are exposed to linguistic features and how frequently these features occur simultaneously are important elements for language learning.

According to Börjesson (2012), both students and teachers benefit from making use of different strategies when learning a second language, which is something that students should reflect on, as most of the activities that they mentioned are receptive. Börjesson (2012) emphasizes that a good language learner is motivated, but also self-confident, something that the respondents in the present study seem to be. As mentioned in section 2.4, the curriculum recognizes that teachers and students are both responsible for second language learning, and students should be given the means to be more self-aware of how they learn using various tools, such as the Internet, for receptive and productive purposes. Considering these results, teachers should focus more on productive activities both in English lessons and for homework and take advantage of the students’ self-confidence when doing so. As the results show that the students estimate that they mostly use the Internet voluntarily for English homework, teachers might also want to reflect on how students could make use of the Internet when teacher supervision is missing.

6. Concluding remarks

The digital revolution that has taken place in recent years has brought many changes in society. These changes have come to affect many different parts of our life, such as education and learning. The purpose of this study was to gain a greater understanding for what these

changes have meant when it comes to English language learning from a student perspective. The results show that the students in this survey regard the Internet as an important part of their lives and that they spend a lot of time surfing the web. The results also show that most students find that they engage mostly in “information search” both for English homework and in English lessons, and many of them are frequent Internet users both in and outside the classroom. The Internet is used for school activities more frequently in school than at home. Furthermore, students predominantly regard themselves as “receptive” Internet users and they estimate that their online English use affects their language learning positively. It is important to note that the present study only shows if the students find that their digital media use affects their language learning. Nothing can be said about the students’ actual learning and how their skills improve. To do this, the students’ actual English knowledge has to be investigated. However, the results of the present study are important as they may indicate what sort of activities English teachers should consider using more often. Also, since the students’ use of digital media can vary a great deal, it is difficult to make general claims about how Internet use affects language learning.

One suggestion for further research would be to investigate what students actually learn when surfing the web. It would also be interesting to compare whether the results of such a study would match the students’ beliefs regarding their language learning through their Internet use. Finally, it would also be of interest to investigate whether different age groups benefit from online activities in a similar way by using the Internet.

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Appendix: Questionnaire

Frågeformulär

Internets påverkan på förmågan och möjligheten att lära sig engelska som andraspråk

Syftet med detta frågeformulär är att undersöka hur gymnasieelever finner att användningen av Internet påverkar deras förmåga och möjlighet att lära sig engelska som andra språk. Frågeformuläret ifylles frivilligt.

Det är viktigt att du svarar på alla frågor. Du har 15-20 minuter till ditt förfogande för att svara på frågorna. Frågeformuläret är naturligtvis anonymt vilket innebär att ditt namn inte kommer att anges i resultatet. Formuläret är på endast 3 sidor vilket förhoppningsvis ger dig utrymme att formulera dina svar. Glöm dock inte att besvara frågorna tydligt.

Den tiden du lägger på detta frågeformulär kommer att leda till en förbättrad förståelse av hur Internet upplevs idag av gymnasieelever vid inläringen av engelska som ett andraspråk, och jag vill därför tacka dig för din medverkan.

Vänd!

Frågeformulär

1) Kön: man kvinna

2) Beskriv hur ofta du använder dig av Internet och hur mycket tid du lägger ner i genomsnitt varje gång.

3) Beskriv vilka typer av aktiviteter du ägnar dig åt när du surfar (t.ex. nyheter, bloggar, litteratur, spel, musik, film etc.).

4) När du använder Internet, vilket språk använder du mest?

svenska engelska annat:.....

5) Beskriv hur du använder dig av engelska på Internet. Sker det på ett receptivt (t.ex. läser texter, ser på film, lyssnar på musik etc.) eller på ett produktivt sätt (t.ex. blogginlägg, Facebookinlägg, chattar, skriver fanfiction, skapar webbsidor etc.)? Svara gärna utförligt.

6) Använder du dig av Internet på engelsklektionerna i skolan?

Ja Nej (fortsätt till fråga 8)

Hur sker det?

på egen hand på lärarens initiativ

Beskriv hur ofta det sker.

7) Vilka typer av aktiviteter ägnar du dig åt när du använder Internet på engelsklektionerna i skolan?

8) Använder du dig av Internet när du gör hemuppgifter i engelska?

Ja Nej (fortsätt till fråga 10)

Hur sker det?

på eget initiativ som en del av uppgiften/uppgifterna

Beskriv hur ofta det sker.

9) Vilka typer av aktiviteter ägnar du dig åt när ni använder Internet för att göra hemuppgifter i engelska?

10) Utgå ifrån de nedan angivna punkterna från läroplanen och ange i vilken utsträckning du tycker att Internet påverkar din förmåga och möjlighet att lära dig engelska.

1. Förståelse av talad och skriven engelska samt förmåga att tolka innehållet.

- Instämmer helt Instämmer till stor del
 Instämmer i någon mån Instämmer inte alls

2. Förmåga att formulera sig och kommunicera på engelska i tal och skrift.

- Instämmer helt Instämmer till stor del
 Instämmer i någon mån Instämmer inte alls

3. Förmåga att använda språkliga strategier i olika sammanhang.

- Instämmer helt Instämmer till stor del
 Instämmer i någon mån Instämmer inte alls

4. Förmåga att anpassa språket efter olika syften, mottagare och situationer.

- Instämmer helt Instämmer till stor del
 Instämmer i någon mån Instämmer inte alls

5. Förmåga att diskutera och reflektera över livsvillkor, samhällsfrågor och kulturella företeelser i olika sammanhang och delar av världen där engelska används.

- Instämmer helt Instämmer till stor del
 Instämmer i någon mån Instämmer inte alls