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Abstract

This study aims to investigate teachers' use of digital tools in lower secondary Norwegian EFL classrooms. To shed light on this topic, this study will investigate what digital tools Norwegian teachers use. Moreover, it will investigate why and how the teachers use them. In addition, the study seeks out to establish how frequent teachers use digital tools. To say something about teachers' use of digital tools, it is best for teachers to answer for themselves. Therefore, a mixed methods approach was used through using a questionnaire and online interviews. The questionnaire consists of 183 EFL teachers from Norwegian lower secondary schools, whereas the online interview consists of 9 interviewees. The result from the questionnaire suggests that teachers face a several challenges using digital tools in the classroom. The biggest challenge is reported to be distracted students. The data indicate that the biggest benefit with digital tools is the great amount of resources available. Further, the data indicates that teachers rely on digital tools to obtain authentic material for their teaching practice. Among the tools being used, the participants mention E-books or digital texts to be the most used digital tool in their EFL teaching practice. However, the data shows there is a great variety in digital competence amongst the participants. Whereas some of the participants has additional education on the use of digital tools. Most of the participants reported to not have any additional education. This could suggest there is a great variety in formal education, and more specifically, a variety within digital competence amongst the participants in this study. Furthermore, the respondents believe students read more English on screen compared to printed text in general. However, studies show that reading on screen is less comprehensible and therefore not as effective as reading on printed material (Sparks, 2021). However, the research indicates that E-books, digital texts, and multimodal texts are widely used and might enhance reading comprehension as they are more interactive than printed texts (Fenner & Skulstad, 2020). Most (51%) participants reported using digital tools between 1-3 times per day, whereas 20% reported using digital tools more than 6 times per day. This indicates that the participants vary their use based on their own interest and digital competence. However, 1% of the participants state that they never use digital tools and only rely on the textbook.

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Chapter 1: Introduction

1.1 The study and its aims

The aim of the thesis is to investigate the use of digital tools in EFL teaching in Norwegian lower secondary schools. More specifically, what digital tools are used, why and how teachers use digital tools, and how frequent digital tools are used. This thesis uses an online quantitative questionnaire to establish a general knowledge on the topics. Furthermore, an online qualitative interview investigates in detail *why* and *how* teachers use digital tools in their EFL teaching. The thesis is split into four research questions,

1. What digital tools do teachers use in Norwegian lower secondary EFL classrooms?
2. How do teachers use these digital tools?
3. How frequently are digital tools used?
4. Why do teachers use these digital tools?

1.2 Background

Technology and digital tools influence our everyday life, and more specifically our classrooms. With this, there is a need for understanding how these newly introduced tools are being used in Norwegian EFL classrooms. One could argue that the students in lower secondary schools are already competent when it comes to technology and digital tools in the classrooms (Øgrim & Gjæver, 2014). Therefore, it is even more important that the teachers are competent when it comes to the use of digital tools in the classrooms. The integration of digital tools in teaching is not something all teachers use on equal terms; therefore, it is important to investigate the use of digital tools. LK20 acknowledge digital skills as one of the five basic skills in the curriculum, but many teachers find it challenging to use digital tools with educational purposes, whereas some teachers lack digital competence and has no extra education within the subject. For the students to develop their digital skills, teachers need to

be comfortable with their own digital competence. Even though many teachers develop their digital competence with various courses like PDFK (Professional Digital Framework for Teachers), this does not relate to the majority.

As with any subject in school, teachers use different approaches and methods to target the learner. Regarding the use of digital tools, teachers have access to infinite resources, and a huge amount of opportunities to vary their teaching. Consequently, digital tools might have the most variety in terms of teaching methods and approaches available. Ultimately, research on teachers' use of digital tools in EFL teaching might help establish more knowledge on this topic.

1.3 Relevance

The modern children and teenagers are growing up in a digital world and most Norwegian students have high digital competence. However, the introduction of LK20, and the importance of technology with educational purposes is being acknowledged as an important learning method in the modern school. The core curriculum state that the "School shall facilitate for and support the pupils' development in the five basic skills throughout the entire learning path". LK20 acknowledge the need for students to be developed as good users of technology. As technology constantly develops, lots of previous research can be said to be outdated. With LK20, teachers are obligated to integrate technology in their teaching, making it a relevant topic to further investigate. In addition, more municipalities prioritize online resources over textbooks. Firstly, by leaving the textbooks, the school and municipalities can save a lot of money. Secondly, the society is filled with more technology every day. The classrooms are not different. Students need to become good users of technology, this relates to all aspects of life, not only educational purposes. Thirdly, studies suggest digital tools can be beneficial in terms of anxiety, motivation, engagement, comprehensible reading and reduce the workload for teachers (Li, 2019). This thesis seeks to shed more light on the use of digital tools in the classroom.

1.4 Previous research on digital tools in EFL Classrooms

Andreas Lund (2009) discusses in his research how the English subject has developed from using digital tools as an external aid in the subject to integrate it in communicative practices, furthermore, change these practises. In essence, the pedagogical approach to language teaching has changed a lot since internet was introduced in schools. Before the mid 1990's, technology was often used as a communication tool that helped us with communication. Lund argues that internet changed the way we use technology in language learning, especially when compared to previous technology. The internet now functions as a tool which we communicate through and not with. With homepages, chatrooms or forums introduced, the communication takes place online. With these new approaches within the English subject, Lund sums up the effects of digital development in four categories: new contexts, new genres, new didactics, and teachers' role. To sum up some important elements in Lund's study, new contexts refer to how we now face English in countless authentic contexts and are expected to interpret, understand, and use English in various language situations online. This in turn leads to new genres, namely the new written forms of English such as e-mails, forums, blogs, or chatrooms. New didactics is especially important as digital resources and applications replace textbooks or printed texts. With this, new demands to understand, engage and design various learning processes is put on the teachers. Students will actively use various online webpages and explore English in different contexts, they will rely on their own experiences when they communicate, and the school will only be one of many contexts where students develop their language. Lund mentions that the teachers' role also changed in line with the introduction of more technology. As the learning environment has become more complex, the student relies more on assistance from more competent people. As a result of this, higher demands are set for teachers' digital competence and engagement in class. Teachers must be able to participate in technological environments, engage themselves in the subject and not only supervise the students (Lund, 2009).

The use of digital tools and resources is strongly emphasized in LK20 (LK20, 2019) and acknowledged as one of the basic skills, and it is important for EFL teachers to know how to integrate digital skills with the competence goals given in the English subject curriculum. The basic skills in the English curriculum are oral skills, digital skills, and to be able to read and write. Bjøru (2018) highlights in her study that, during her classroom

observations, digital tools were used both as an aid for writing and to develop digital skills in the English subject. As mentioned, the aim of having digital skills as one of the basic skills in the English curriculum competence aims, is to teach students to master different digital tools, media, and resources to strengthen the language skills. Bjøru argues that digital resources provide access to various texts from authentic situations. To summarize the essence of Bjøru's research, digital tools should always function as an aid in English language learning, with the English subject being the priority. The aim of describing digital skills as a basic skill in the curriculum is that it will contribute to the development of good, creative, and relevant ways of learning the English language. In short, the technology should always serve the subject, with the subject as priority, but with digital skills integrated (Bjøru, 2018). Juliet Munden (2014) specifies that pupils do not learn English as a result of having access to digital tools, just like they do not learn a language because they have chalk and a blackboard. Munden Emphasized that language learning can only happen when digital tools and resources is used correctly and efficient. In addition, Munden mentions that digital skills are just one of the basic skills in the English curriculum, however, digital skills are the only one that says something about *how* the pupils should learn instead of *what* they should learn (Munden, 2014).

The past two years have been especially digital in terms of the covid-19 outbreak and the lockdowns. A study by Sarah Sparks (2021) investigates whether E-books help or hinder reading skills in the long run. The idea of reading on screen compared to paper had been discussed amongst scholars, "We need to have a more nuanced language about when reading digitally or print is beneficial and when not" is stated by Natalia Kucirkova, professor in Reading and early-childhood development at the University of Stavanger (Sparks, 2021). In Sparks' study, she mentions that the pandemic increased the amount of reading by children, both printed and digitally. As expected, reading digitally rose the most. The researchers studied the effects of enhancements to the E-books (Audio files, narrations, in-book dictionaries). With this rose an important element to Sparks' analysis, the children's comprehension was not improved with the enhancements of E-books. The audio narration did little, especially for the children who needed the reading practice the most. An especially important finding in Sparks' study is that the digital texts tended to be less effective than printed ones in a classroom setting (Sparks, 2021). In addition to Sparks' findings, a study by Mangen, Walgermo and Bronnick (2013, cited in Fenner & Skulstad 2020), Norwegian learners in lower secondary schools that read on paper, had significantly better reading

comprehension compared to learners reading the same text on screen. One of the concluding remarks shows how reading on screen vs. paper influence the readers' navigation of the text and how processing certain pieces of information takes place, whereas, these factors benefit the learners reading on paper (Fenner & Skulstad, 2020). We have established that digital texts are different from printed texts when it comes to comprehension and interactivity between the reader and the texts. Often, we see interactive elements in digital texts, there can be triggered by the readers' own initiative. Also, digital texts are often multimodal, this means that the text can be supplied with pictures, sounds, videos or animations. This might open up for more interactive reading when compared to reading from paper as high interactivity often engages the reader more and consequently, contribute to the texts being more motivating (Norman & Furnes, 2016).

Øgrim and Giæver's article (2014) "Notion in Motion: Teachers' Digital Competence" sheds light to different aspects of digital competence and more specifically teachers' digital competence. The term digital competence can be related to the term digital literacy, whereas literacy is the English word for the ability to read, write and understand. With this, the term digital literacy is being used together with digital competence. According to Wasson and Hansen's study, Norwegian teachers are among the most digitally competent when compared to teachers from other countries (Wasson & Hansen, 2014). Norwegian teachers use digital tools to fulfil a variety of tasks, however, there is still issues to be addressed like the role of teacher education. Also, Øgrim found that the curriculum presents high expectations to teachers' use of digital tools within all aspects of teaching. This is evident in the knowledge proposal and digital skills, as the demands of using digital resources is prioritized in every subject. However, with these expectations one must look further into the digital competence of the teachers as digital competence is not explicitly mentioned in the National Curriculum Regulations for Teacher Education (Øgrim & Giæver, 2014).

Eva Fredriksen's (2016) study of the use of digital tools in the teaching of EFL in Norwegian upper secondary school sheds light on the differences among EFL teachers and their competence when working with digital tools. An important element in Fredriksen's study is that the varied use of digital tools in EFL classrooms rely heavily on the teachers' own competence. Consequently, students in Norway might not receive EFL education on equal terms, and especially concerning the use of digital tools. Thus, EFL students in Norway risk having a teacher with a far lower digital competence than themselves. This is an issue of

concern, when the overall goal of the curriculum is to strengthen students' digital competence. Lastly, Fredriksen concludes with "Today, the most enthusiastic teachers are those who have no problem using digital tools in their teaching" (Fredriksen, 2016, p. 86).

Chapter 2: Theoretical background

2.1 Introduction

The goal with this thesis is to say something about how, why, and how frequent EFL teachers use digital tools in Norwegian lower secondary schools. To address what is meant by digital tools in the context of EFL, some theories will be presented in this section.

The current chapter is split into seven main sections. To say something about how and why teachers use digital tools in EFL teaching, relevant theories surrounding EFL need to be presented, as the main goal of the teaching is language learning. Therefore, section 2.2 presents theories related to language acquisition and motivation in language learning. Since the focus of the thesis is digital tools, and to shed light to the participants' use of digital tools, section 2.3 will present studies on new didactics and learning strategies relevant for the participants' answers in the results section. To understand the importance of integrating technology in the classrooms, and how this is emphasized in the curriculum, section 2.4 presents LK20 and the increased focus on digital skills. To address the varied use of digital tools, section 2.5 introduces the term "digital competence", and consists of two subcategories: students' digital competence and teachers' digital competence. Section 2.6 demonstrates some important theories on the effects of technology in and outside of school, while section 2.7 contains studies on teacher cognition and consists of two subcategories: Research on teacher cognition and Teacher cognition and the use of technology. Lastly, section 2.8 addresses some known challenges of using digital tools with educational purposes.

2.2 Theories of second language acquisition

Second language acquisition (SLA) is a universal and complex process, and it is impossible to establish a fixed method on how learners acquire a second language. Therefore, there is no

blueprint to follow for learners to acquire a second language. To begin with, we must establish a definition of the term. Second language acquisition is the study of how learners learn a second language in addition to their first language. The term second language acquisition refers both to the subconscious and the conscious processes by which a language other than the mother tongue is learned, naturally or through education/tutoring (Ellis, 1986).

2.2.1 The role of exposure of second language

There is without a doubt a need for exposure of a language to be able to acquire it, this is self-evident. However, there is less agreement about the optimal role of exposure. Is it, the traditional view, that the process of learning could be controlled by exposing learners with the right amount of SL, and ensure that the learner rehearse until every exposed feature become as Ellis (1986) described; “overlearned”? Or is it about exposing learners with language they can understand, as described by Krashen (1981a as cited in Ellis 1986, p.13) as “comprehensible exposure”. The role of exposure in SLA is discussed by various scholars (see Chomsky 1959, Skinner 1957, Vygotsky 1978, Chomsky 1976) and the following sections will explore different ideas surrounding exposure and its effects when learning a second language.

2.2.2 Chomsky’s language acquisition theories

Chomsky (1959) introduced the idea of *Language acquisition device (LAD)*, often referred to as a “black box” that is positioned inside the brain. This box contains the basic principles which are universal to all human languages and prevents the child to go off on wrong paths when trying to learn the rules of its language. According to Chomsky, as soon as a child is exposed to its mother tongue, the black box starts to work and saves all the language exposed in the child’s environment. This phenomenon is often compared to toddlers learning to walk without being explicitly taught. Most children will learn to walk at about the same age, and the process of learning to walk is more or less the same for all children (Lightbown & Spada, 2013). Chomsky argues that its very similar to the process of acquiring a language.

Chomsky's idea is a critique to previous beliefs, especially behaviourists beliefs. The language theorists up until the 1950's, also called the behaviourists, such as Skinner (1957) believed that learning any language, first or second, was primarily based on learning habits through imitations followed by corrections and reinforcements (Drew & Sørheim, 2009). Since this idea rely on formations of habit, one could expect that a learner of a second language would start off with the habits already formed in their first language, and these habits would interfere with the new ones needed for the second language (Lightbown & Spada, 2013). Chomsky argues that the behaviourists fail to address what he refers to as "the logical problem of language acquisition". This problem refers to the fact that children come to know more about the structure of their language than they could reasonably be expected to learn based on the samples of language which they hear (Lightbown & Spada, 2013). With this, Chomsky means that children's brains are not blank sheets waiting to be filled by imitating the language they hear, instead he claims that children are born with a special ability to discover the rules of a language system. Exposure of a language is key for learning it, however, exposure when acquiring a second language differs from with first language (Lightbown & Spada, 2013).

Chomsky's theory of language acquisition and the universal grammar (UG) is a well-established theory in first language acquisition. However, there is disagreement whether it is relevant in second language acquisition as well. It is recognized as a good framework for understanding language acquisition, but UG is arguably no longer available to guide second language learners who have passed the critical period of language acquisition. The critical period hypothesis refers to the idea that being able to develop normal behaviours and knowledge in a variety of environments decrease with age, and that children who have never learned language (because of hearing impairments etc.) cannot do so after passing a certain age. The argument is that UG, like other biological functions, works successfully only when stimulated at the right time (Lightbown & Spada, 2013). However, even if second language learners start their conscious SL learning after the critical period, they will know more about the language than they could have learned if they had to depend entirely on the input they are exposed to. This is the reason that some argue that UG must be available to second language learners as well (Lightbown & Spada, 2013).

Summing up, behaviourism's foundational idea is language learning through imitation, practice, feedback on success and habit formation. The idea is that second language

learners are exposed with input from speakers of a particular language or dialect and then they form associations between words and objects or events. These associations become stronger, and experiences are repeated. In addition, corrective feedback and encouragement increase the chance of correct imitations (Lightbown & Spada, 2013).

2.2.3 Krashen's "monitor model"

A theory on second language acquisition which has had a major influence on the topic of second language teaching practice is the one proposed by Stephen Krashen (1982). As mentioned in Lightbown and Spada (1999), Krashen claims that research findings from several different domains are consistent with these hypotheses. The acquisition learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. Two of these hypotheses are especially relevant to the current study and are defined by Krashen below:

1. The acquisition hypothesis

There are two ways for adult second language learners to develop knowledge of a second language, these are: *acquisition* and *learning*. We *acquire* as we are exposed to small bits and pieces of the second language which we understand. This happens in much the same way as children learn their first language. Young children are not conscious that they acquire a language. *Learning* on the other hand, refers to the conscious process of studying rules and form of a language. Krashen emphasizes that acquiring is the more important process of these two. He also mentions that learning cannot turn into acquiring.

2. The input hypothesis

The input hypothesis refers to how humans acquire a second language. The hypothesis states that: Humans acquire language in only one way – by understanding messages, or by receiving “comprehensible input” ... We move from I, our current level, to I+1, the next level along the natural order, by understanding input containing i+1 (Krashen, 1985, p. 22).

The essence of the input hypothesis is that exposure to comprehensible input is necessary and sufficient for second language acquisition to take place, to explain, the availability of input which is comprehensible to the learner is the only necessary condition for language learning to take place (Florence & Rosamond, 2004). Another key idea surrounding Krashen's input hypothesis is that it is important for the students to understand the input provided. Because, if the input is understood, and they are exposed to enough of it, the rules and grammar of the language is automatically provided (Krashen, 1985).

2.2.4 Motivation

Young children grow up and learn their L1 unconsciously. They are not motivated to learn L1 because of a wish to be like their parents or someone else or because they see themselves as fluent speakers in the future. This natural process of L1 acquisition occurs as children engage in a multitude of activities, and these activities are a part of the process of L1 development. In contrast, a second language learner will need some form of motivation to succeed in learning a new language (Gardner, 2010:2). Therefore, motivation is arguably one of the most important factors in the process of second language acquisition. Motivation is an internal process that involves biological, emotional, social, and cognitive functions that determine behavior:

Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of what effort they will exert in this respect (Keller, 1983: 389).

This section will explore what role motivation plays in second language learning, and more specifically if working with digital tools can motivate learners even more. An important question regarding motivation is found in Lightbown and Spada (2006:63), who ask: *are learners successful because they are motivated or motivated because they are successful?* This question is interesting, especially in connection with digital tools. And whether working with digital tools could result in higher engagement and motivation among second language learners. Generally speaking, one must be motivated to be successful. This refers to all aspects of learning, and especially learning with educational purposes.

In reading, in both L1 and L2, the learners' expectations of their goal, inner motivation and genuine motivation is important to become good readers. Goal expectation relates to how the learners assess their own reading skills and to what degree they are expected to succeed. This form of motivation depends on their previous experience on reading. Inner motivation relates to the interest the learner shows to the material their reading. Inner motivated students show interest and curiosity to the material they are reading, often material that are challenging. Lastly, genuine motivation, relates to the learners that have a genuine interest in developing their reading skills, it is not about becoming better than their pupils, but to develop their own skills (Norman & Furnes, 2016).

Gardner (2010) mentions language learning motivation as the major focus of the socio-educational model. This model suggests that it exists three components of motivation within language acquisition, the desire to learn the language, attitudes toward learning the language, and motivational intensity. The idea of motivation in relation to second language learning will often be distinguished between two aspects of motivation, language learning motivation and language classroom motivation.

1. Language learning motivation

Language learning motivation is seen as the major focus of the socio-educational model and it refers to the major processes underlying individual differences in the success which the language is acquired (Gardner, Motivation and Second Language Acquisition, 2010). This process involves the cultural components of language learning reflected in the concept of integrativeness, which the language is acquired. Integrativeness is defined as: *a genuine interest in learning the second language in order to come closer to the other language community* (Gardner, 2001a p.5). The integrativeness also refers to the ability of an individual to willingness and ability to take on characteristics of another cultural group. This is especially important as language is central to individuals' views of the world and hence their identity. The learning of a new language could intervene with the learners' own cultural identity and their views of other cultural groups. To summarize, the individual differences in integrativeness is reflected in motivation to learn the language, learners' attitudes towards the learning situation will rely on their individual level of integrativeness (Gardner, 2010). And, of course, classroom activities and experiences, this will be discussed in the next section.

2. Classroom motivation

Most teachers would agree that motivation is one of the most important, if not the most important element in success or failure in any learning situation. Concerning the motivation the learners get in the classroom, there are several key factors when it comes to language classroom motivation, environment in the class, the nature of the course and curriculum, characteristics of the teacher (i.e. cognition, teaching strategy, approaches, digital competence), and the scholastic nature of the student (Gardner, 2010). To succeed with creating a good learning environment in the classroom the teacher must be able to connect with the students. The teachers' role in teaching learners a second language is complex, the teacher provides the learners with materials, guidance, and support in second language learning. Teachers may also raise or lower students' motivation using various methods that the students need. An important factor in creating a motivational classroom is to build relations with the students. Therefore, the teachers' personality, behavior, and teaching methods play a vital role in classroom motivation. Some features a teachers must pose to be able to create a supportive and motivational classroom setting is trustworthiness, competence, warmth, and commitment. The teachers' classroom behaviors are also important, like addressing students by name, talk about personal topics in class. Behaviors like this would help develop a close relationship with the students and enhance the learners' motivation.

2.3 New Didactics and Learning strategies

The field of EFL teaching and learning is widely researched and goes beyond the limits of this study. Nevertheless, this section will introduce influential approaches and methods in language learning that are considered relevant to the current study. It is essential to use the target language to develop language competence, however, there are different approaches and views concerning the use of target language in the EFL classroom.

The learning methods and didactics of the English subject had to be renewed to integrate digital tools and resources, in line with requirements from the Norwegian curriculum. Krumsvik (2009) introduced the term "digital didactics", which refers to a teaching process that rely specifically on the use of digital tools. It is obvious that with LK06 the classrooms

can be split in the physical classroom and the digital classroom, therefore, the previously used term “didactics” is not something restrained by the four walls within the classroom. New didactics had to be introduced in order to combine the physical and digital classroom (Krumsvik, 2009).

New didactics brings about new learning strategies. With LK06, and more recently with LK20, more autonomy is given to the teachers when it comes to freedom in their teaching. This freedom gives the teachers the opportunity to integrate digital tools in the EFL classroom in line with their own digital competence. Krumsvik (2009) suggests that traditional teaching methods such as blackboard teaching, group work, and individual work in the physical classroom can be integrated with the “new” genres like blogs, forums, chats, or quizzes. With the use of both the traditional teaching methods and new digital methods, and more specifically the freedom the teachers have, can accommodate students’ preferences when it comes to learning strategies.

2.3.1 Developing oral skills

The English curriculum of 2022 (LK20) includes oral skills as one of the four basic skills, this includes listening as well. Within oral skills, three important methods are commonly mentioned, direct method, audio lingual method and communicative approach. The direct method relies on a teacher that speaks the targeted language fluently and the method emphasize that the language should be spoken from day one. The aim is for the learners to develop listening and speaking skills through direct contact with the targeted language. This method is inspired by L1 learners, also called “natural method”. Audio lingual method relates to the following order of priority: listening, speaking, reading, writing. This method relies heavily on drills, repetition, and pattern practice. This method is rooted in behaviourism, and the oral language use in the classroom is based on stimulus – response – reinforcement practice. However, this method’s aim is to be able to speak the language and it is little focus on meaningful oral communication. Communicative approach focusses on functional language use. With the goal of integrating all four skills to practice oral language use for genuine communicative purposes. The essence is that the language will be learnt by using it. Common learning strategies is oral activities in groups or pairs with the goal of creating a

genuine communication between the learners as opposed to reading aloud (Fenner & Skulstad, 2020).

Chomsky's theories of language as an expression of meaning functions as the pillar within the communicative approach. As the communicative approach aims heavily at giving the students the ability to communicate effectively, appropriately, and accurately, one must investigate the role of the teacher in the classroom. The communication in the classroom should be meaningful, therefore, the communicative approach relies on using authentic material. For this research, the definition of authentic material used is "the language produced by native speakers for native speakers in a particular language community" (Gilmore, 2007). Together with authentic material, the approach require interaction, not only between the teachers and students, but also between the pupils. "The students' communicative ability is developed through their involvement in a range of meaningful, realistic and attainable tasks", Sheils (1988). In essence, the communicative approach is learner-centred with an aim to motivate learners to develop their targeted language by building on and extending their existing knowledge and experiences.

Communicative language teaching (CLT), emphasize communicative competence and cultural pragmatic knowledge. The term communicative competence relates to language knowledge, specifically in grammar and vocabulary. Furthermore, the term also relates to the ability to use this language knowledge. As explained by Hymes (1972, cited in Brevik & Rindal, 2020), in order to communicate in a language, you need to know not only grammar and vocabulary, but also "when to speak, when not, as to what to talk about with whom, when, and in what manner" (Hymes, 1972, p.277). The goal with this is to teach students to communicate in English, but also with appropriate language according to the context. In order for Chomsky's communicative approach to be accurate, the communication in the classroom must not only be meaningful, but also correct and in line with Hymes' communicative competence.

2.3.2 Teaching writing

Learning to write in a second language is not something that comes easily. It is a complex process that need commitment, motivation, and willingness. Writing is also one of the four

basic skills in the subject of English. Writing is an active process and relies on the learners' choice, some conscious, and others unconscious decisions. Regarding digital tools and writing digitally, genre-based writing is an important aspect of learning to write. Explained by Fenner & Skulstad (2020), we learn to operate in a genre by participating in communicative activities, in essence, this means that a learner is socialised into specific genres. This is problematic if teachers rely too much on textbooks when choosing writing activities, as textbooks only contain a limited number of genres. Typically, teenagers practice writing through social media or some other digital source, where the language is very informal compared to the writing learners are expected to learn and practice in school (Fenner & Skulstad, 2020). With the increased availability and user-friendliness of digital tools, students can write multimodal texts including images, sounds, videos, or hyperlinks. It is common to share school projects with other pupils and collaborate on the same document (Fenner & Skulstad, 2020).

2.3.3 Reading and literacy

Reading plays a major role in the English subject, and learners of English encounter English in many forms and genres. By reading literary texts, learners have the opportunity to connect language and culture through texts, the students can interact with contexts they usually would not. For students to develop as good readers in the English language, they need ample opportunities to read texts that interest them (Williams, 1986, cited in Fenner & Skulstad, 2020, p. 142).

2.4 Digital skills in LK20

The applicable English subject curriculum (ENG01-04) states digital skills as one of the basic skills in English together with writing, reading and oral skills. According to the curriculum, the students are expected to be able to use digital tools to support their own language learning. The Norwegian Directorate for Education and Training (UDIR) explains that through digital resources the students will face more authentic English language, as well as obtaining relevant knowledge from the English subject (Norwegian Directorate for Education

and Training, 2019). The competence goals also encourage students to use digital tools to develop their language skills. These competence goals see digital tools as an aid in language, writing and communication development. It has been an aim for UDIR to promote digital competency in the educational system. This started with the Knowledge Promotion in 2006 (LK06). As Brevik & Rindal (2020) states, the framework suggests five digital subskills: 1. Use and comprehension, 2. Search and process, 3. Produce and process, 4. Communicate and interact, and finally, 5. Exercise digital judgement (The Norwegian Directorate for Education and Training, 2012) These subskills functions as an aid for teachers in their teaching. However, it is the responsibility of the EFL teachers to adapt and include digital skills into their own teaching. Equally important is the teachers´ innovative use of digital tools and their own, personal use of digital tools. The framework of basic skills in the curriculum and more specifically in the English subject is defined as follows:

Digital skills in English means being able to use a varied selection of digital tools, media and resources to assist in language learning, to communicate in English and to acquire relevant knowledge in the subject of English. The use of digital resources provides opportunities to experience English texts in authentic situations, meaning natural and unadopted situations. The development of digital skills involves gathering and processing information to create different kinds of text. Formal requirements in digital texts means that effects, images, tables, headlines, and bullet points are compiled to emphasise and communicate a message. This further involves using digital sources in written texts and oral communication and having a critical and independent attitude to the use of sources. Digital skills involve developing knowledge about copyright and protection of personal privacy through verifiable references to sources (Norwegian Directorate for Education and Training, 2019).

The introduction of digital skills as one of the five basic skills in English required the use of digital tools in Norwegian EFL classrooms. The prominent idea behind this introduction of digital tools in education was to *use technology to learn*. Beck (2009 cited in Øgrim & Giæver, 2014) argues that there are three areas where students need technology. Students need to be confident users of technology (1), they must develop an understanding of how the technology works (2), and they must gain knowledge about the role of technology in the society (3). In line with this, UDIR states that the students must be at a certain level of digital competence to fulfil the demands set by the curriculum (LK20).

In addition, with this increased focus on digital skills, Danbolt (2010) argues that digital resources should replace textbooks on a national level. This is also a goal for National Digital Learning Arena (NDLA), which is a national, free, online collection of digital learning material. According to NDLA digital teaching tools should replace textbooks in Norwegian upper secondary schools for pedagogical reasons, as digital tools can be updated on the newest material consecutively, and they can comprise more content material compared to the textbook. In addition, more municipalities chose to focus explicitly on digital resources, and leave all textbook (Vik, 2021). However, it is emphasized that if digital tools should replace printed text and textbooks, it must be on the basis of pedagogical motives rather than economical. However, the article also mentions some challenges with, as discussed in section 1.4 in relation to the benefits of reading texts on paper rather than on a screen (Danbolt, 2010)

More schools are abandoning textbooks completely, as discussed in Stavanger aftenblad, it has become hard to sell textbooks to schools. On the one hand, teachers complain about old textbooks from 2006, with material being outdated. On the other hand, Austlid argues that a tablet or Chromebook will not automatically replace good structured and adapted pedagogical content. However, a possible reason to why more schools lean towards online resources is because they are less expensive. As mentioned in the article, a book will last long, but digital resources are less expensive and more up to date. In comparison Fabel's new textbook costs 455kr, whereas Fabels' full online access will cost the school 249kr per student each year. With the online resources, the school will get full access to all the material online (Bjørheim & Rege Olsen, 2022).

2.5 Digital competence

2.5.1 Students' digital competence

We know that students in lower secondary school's encounter and use English to a large extent outside of their school environment (Brevik & Rindal, 2020). However, to what extent

does this benefit their own digital competence, and their English knowledge? According to Brevik & Rindal (2020), some Scandinavian studies suggests that online gaming in English strengthens gamers' subject competence as well as their English competence. However, this might become problematic for the teachers because some students see technology exclusively as entertainment and not to be used for educational purposes. Being digital competent in English for students involve language learning across platforms and genres such as blogs, wikis, forums, chats, and other forms of communication. Therefore, the expectations for the students' digital competence "require that they learn new genres and conventions, and how to deal with language that might not adhere to traditional standards" (Brevik & Rindal, 2020).

The modern children or teenagers are growing up in a digital world. Most Norwegian children have high digital competence, considering their social life is *abounding* in videogames and social networks. However, an issue addressed by Øgrim and Giæver (2014) (Øgrim & Giæver, 2014), students' everyday digital competence is not directly relevant or applicable for schooling. Therefore, the teachers must be trained to choose and implement the technology that is required the classroom to enhance learning In line with the requirements from LK20, teachers are expected to apply their digital competence in the classroom environment (Øgrim & Giæver, 2014).

2.5.2 Teachers' digital competence

With digital skills being emphasized to such an extent in the curriculum, there is an explicit goal that Norwegian students should develop their digital skills to become more digital competent. As mentioned above, one expectation is that students learn language across various platforms. Arguably, this relates to the teachers as well, as they plan and decide the learning methods in the classroom. However, not only will the choice of methods and materials affect students' language learning, but it will also influence the teachers' own development of Professional Digital Competence (PDC). Generic digital competence is seen as the general digital competence teachers need to function as teachers in digital contexts and if teachers mainly focus on developing students' generic digital competence, students might be deprived of opportunities to develop digital competence (Brevik & Rindal, 2020).

For the students to be able to develop their own digital competence, teachers need to be comfortable with their own level of digital competence. In a study that focused on EFL teacher students by Røkenes and Krumsvik (2016), it became evident that teacher students were comfortable using digital tools (e.g., computer games, e-mails, office, social media) in their spare time and in their own studies. However, the teacher students emphasized a need for more training in how to teach English through digital tools in an educational context (i.e., Game-based learning, interactive whiteboards). Consequently, to develop the digital competence for EFL students, one must improve the level of competence among teachers. According to Brevik and Rindal, a digitally competent teacher possesses more than just technical skills, and their ability to use digital tools in teaching does not sum up their digital competence. Rather, in the EFL context it should be understood as the ability to create and design new and exciting language learning methods and activities with digital tools (Brevik & Rindal, 2020).

Professional Digital Competence Framework for Teachers (PDFK) is a framework that policy developers, teacher educators, teachers, teacher students and others can use as a reference in their work on improving the quality of teacher educations. Furthermore, it can help ensure a systematic, continuous professional development of teachers (Kelentric, Helland, & Arstorp, 2017). The aim of the document is that it will establish a common conceptual frame of reference for teachers' competence and what this includes.

The framework can be utilized in:

1. Developing common national frames and directions for teacher education through the preparation and further development of framework plans and guidelines for teacher education.
2. Planning and implementing initial and continuing teacher education through the preparation of local program plans, and the provision of continuing professional development.
3. Evaluating and following up on teachers' professional digital competence through the further development of digital forms of assessment and self-evaluation tools for teachers, as well as surveys of the status of digitalization in the teaching profession and teacher education (Kelentric, Helland, & Arstorp, 2017, p. 2)

As the PfdK states, a professional digital competent teacher understands how digital development has changed the content of the English subject, and the teacher understands how to integrate digital resources into the learning process.

2.6 Effects of technology in and Outside of School

The increased use of new technology coupled with better pedagogical understanding, has influenced the English subject. To specify, students and teachers now face the English language in contexts that previously did not exist, such as in blogs, forums, chats, and other internet-based context. These contexts are all related to the English language, but also tied up to culture and the understanding of culture. This issue might be challenging for students as they attempt to interpret and understand language use that they encounter outside of educational settings.

Text culture is described as acceptable and conventional forms of communication in a given context, such as the context of education in general, or the context of a specific discipline. Examples of text culture in the English subject are short stories, factual texts, films, recorded conversations and exam essays (Fenner & Skulstad, 2020). The digitalization has changed the text culture in the subject of English, in that the introduction of new technology introduces students to new genres, such as e-mails, forums, blogs, multimedia texts, and live chats. These chats or formats are unique to digital technology and has introduced a new and specific discourse (Ørevik, 2020). Obviously, there is a difference between the traditional textbook and digital text, but the most compelling difference is the form and the communication of the texts. This is especially visible on websites, homepages, or newspapers, some of the characteristics with these new genres are that the texts are organized differently and contains various functions that explicitly exists online. An example of such text is “hypertexts”, in short, hypertexts are electronic texts containing links to other texts (Bolter, 2001). The reader can choose to click on links to other texts or not.

Considering the position English as a lingua franca, it is the foremost language of communication and is arguably the preferred language on the internet. Research on Norwegian secondary school students show that they are confident users of international

media sources, and that they voluntarily engage in English language activities outside of school. In a national survey conducted by Sletten, Strandbu, & Gilje, (as cited in Brevik, Garvoll, & Ahmadian, 2020, p. 191), it was found that gamers tend to have higher grades in English compared to non-gamers. However, they had lower grades in Norwegian and Mathematics. Further research also suggests that gamers, surfers, and social media users score significantly higher on national reading tests in English. This suggests that students who spend a lot of time online outside of school will have a solid command of English. As a result of this, teachers will encounter many learners with great experience as English in the digital world, especially from contexts outside of school (Brevik, Garvoll, & Ahmadian, 2020).

2.7 Teacher cognition

The term *teacher cognition* refers to the unobservable cognitive dimension of teaching – what teachers know, think, and believe (Borg, 2003). The aim in this chapter is to outline why teacher cognition play an important role in using digital tools for language education in Norwegian EFL classrooms.

2.7.1 Research on teacher cognition

Researching teacher cognition, more specifically how this is tied up to teachers' classroom practices is important to fully understand how digital tools are being used across the country. Borg's (2003) review of teacher cognition research asks questions surrounding:

- What do teachers have cognitions about?
- How do these cognitions develop?
- How do they interact with teacher learning?
- How do they interact with classroom practice?

Borg's findings reveal that teachers have cognitions about all aspects of their work, and that teachers' own experience as learners heavily influence their cognition as teachers and shape their instructional decisions. Woods (1996, as cited in Borg, 2003, p. 88) gives an example of a teacher whose beliefs of second language development were influenced by his own personal experience; He had years of formal education in French but was not able to speak the language, yet, after six months in company of French speakers he developed his ability to do so. As a result, this teacher's personal language learning experience formed his beliefs in communicative techniques over grammar-based techniques in second language learning. Another example from Ebsworth and Schweers (1997, as cited in Borg 2003, p. 88) describes the opposite, exemplified by a teacher whose second language learning included very formal study such as grammars, reading, writing and memorization. However, this teacher now uses communicative approach and totally abandoned the teaching method that he/she was exposed to. Given these points, the idea that prior experiences influence cognitions and future language teaching, results in forming the basis of the teachers' conceptualization of second language teaching. This cognition functions as a baseline in their own future second language teaching practices.

2.7.2 Teacher cognition and use of technology

As technology plays a significant role in the educational system, and more specifically in educational reforms, teachers have been encouraged make use of digital tools in their teaching (LK20). Recognizing the important role of the teacher and more specifically the teacher's role in using digital tools, it is evident that teachers' attitudes, beliefs, and thoughts impact how they use digital tools. As suggested by Li (2019), technology can reduce anxiety, increase learner motivation and engagement, reduce workload, and enhance linguistic gains. Furthermore, Li argues that these benefits rely heavily on how teachers utilize technology in their teaching. It is therefore encouraging that studies have found that teachers show overall

positive attitudes to technologies in the classrooms (Ottenbreit-Leftwich, Glazewski, Newby, & Ertmer, 2010). However, as already established above, Kagan (1992) and Pajares (1992) indicates that teachers' beliefs have more influence on their practice compared to their knowledge., Daily decisions made by the teachers at work is more grounded in their own personal beliefs than their knowledge. in consequence, one could argue that teacher cognition is critical to the teachers' classroom practice.

Teacher cognition will impact the use of digital tools in the EFL classroom. For example, if a teacher believes that integrating technology will improve their teaching, there is a bigger chance of the teacher doing exactly this. However, if a teacher knows the benefits of integrating technology but do not believe in the positive learning outcome themselves, the teacher will use digital tools less in the classroom. This indicates that teachers' conceptions of, and approaches to teaching with technology are central for the successful integration of digital tools with educational purposes in higher education (Englund, Olofsson, & Price, 2016). In a study by Cope & Ward (2002), it was found that teachers who perceive learning technologies as a part of a student-centered change teaching approach will successfully integrate technology. However, it is not always a connection between beliefs and practices. But technology can enhance the overall productivity from a management standpoint (Ottenbreit-Leftwich, Glazewski, Newby, & Ertmer, 2010). On the other hand, Cope and Ward (2002) confirmed that if a teacher has negative perceptions of the use of digital tools, they are unlikely to use them in the classroom

Teachers holding these perceptions are unlikely to use learning technologies in a manner perceived by students as encouraging deep learning approaches. (Cope & Ward, 2002, p. 73)

From the findings presented above, it seems clear that teacher cognition will have an impact on the use of digital tools in EFL classrooms.

2.8 Challenges with the use of digital tools

The introduction and implementation of digital tools in educational contexts has also caused some challenges. Students have access to their own devices (PC/Tablet etc.) in addition to

internet provided by the school. This, in turn, has led to several challenges. Students might encounter inappropriate content on the Internet, either by choice or coincidence. Additionally, the access to internet in general could divert the students' attention in the classroom (Fenner & Skulstad, 2020). However, the problem with distracted students has decreased. In 2013, a monitor survey reported that a quarter of seventh grade students mentioned that computers had a disturbing impact on their learning, while the same survey three years later reported that the numbers were down to 13% (Fenner & Skulstad, 2020). This might indicate that the students are more familiar with technology and how to use it for educational purposes. Furthermore, most students have access to digital entertainment at home and thus have their urge for digital entertainment stimulated at home. Perhaps therefore students are less distracted by digital tools in learning contexts now compared to 2013.

Another challenging issue with technology in the classroom is connected to the basic elements from the English subject curriculum, reading and writing. These learning activities remain more traditional as working on screen can sometimes become problematic, as Sparks (2021) argued (see 1.4). Reading on screen differs from reading on paper, and reading a hyperlinked text is seen as more demanding in terms of decision making and processing.

Chapter 3. Methodology

3.1 Introduction

The goal with this chapter is to present the research methods applied in the study together with explaining how the aims of the research were addressed. This chapter will also verify why a mixed method was considered the most suitable method for this research, as well as explain the methods used to analyze the quantitative and qualitative data material.

The research questions in this study aims to explore how English teachers use digital tools to teach English in Norwegian lower secondary school classrooms. Relevant questions that arise in this exploration are, what digital tools do teachers use in Norwegian lower secondary EFL classrooms, how and how frequently teachers use these tools, and why teachers prefer to use digital tools. To be able to answer these research questions, a mixed method approach was chosen. The quantitative data was collected using an online questionnaire sent to EFL teachers in Norway and the results are based on the responses in this questionnaire. The qualitative data material consists of two online interview questions, answered by volunteering teachers among the questionnaire participants.

The chapter will present the chosen methods and justify why these approaches were considered most suitable for this study. This chapter is divided into sections; Section 3.2 explains the choice of method while section 3.3 deals with the individual data collection methods. Section 3.4 provides a step-by-step presentation of the participant recruitment and data gathering process. Section 3.5 deals with the data analysis methods and procedures. Lastly, in section 3.6, a discussion on the validity and reliability of this research will follow.

3.2 Choice of method

For this study, it was important to compare research approaches and research methods to consider which would benefit the study the most. Both qualitative and quantitative

approaches were considered. The aim of a qualitative approach is to get a deeper understanding of the subject, and the method relies primarily on the collection of qualitative data (Johnson & Christensen, 2012). There are five features used to define qualitative research, *Naturalistic* (1), *Descriptive data* (2), *Concern with process* (3), *Inductive* (4), and *Meaning* (5). However, all qualitative studies do not include all these features, in fact, some studies might completely lack one or more of these features. Important to mention that this is not a list used to decide whether research is qualitative or not, rather a definition of degree (Bogdan & Biklen, 1998). The naturalistic feature (1) relates to the qualitative data as the actual setting where the topic occurs. To explain, the setting in which a phenomenon occurs is the best setting to study it. The naturalistic feature is seen as the direct source of data and the researcher is the key instrument. The aim with this feature is for the researcher to study context, as the researcher goes to the natural setting for the studies. With this, the essence is that the action can be best understood when studied in the setting it occurs. Descriptive data (2) is when the qualitative data is descriptive (e.g., interview transcription, fieldnotes, photographs, videotapes, personal documents, or other official records). The aim of this feature is that the researchers do not reduce the data with all its richness, they try to study the data as closely as possible to the form in which they were recorded or collected. Concern with process (3), the researcher is more interested in the process rather than the outcome. Inductive feature (4), where the qualitative data is analyzed inductively. The theory with this feature emerges after the data is collected, and the essence is that the direction you will travel with your research comes after you have been collecting the data, after you have spent time with your subjects. In short, you are constructing a picture that takes shape as you collect and examine parts. The feature of meaning (5), obviously, meaning is the main concern in this feature. Researchers investigate the participants perspectives, as can be the thoughts and beliefs of teachers' own digital competence. This feature emphasizes the importance of capturing the perspectives accurately (Bogdan & Biklen, 1998). This current study includes some of these features, as the two open-ended questions aim to get the deeper meaning behind EFL teachers' use of digital tools in language teaching, as well as analyzing the answers, to study the data as closely as possible.

In comparison, the quantitative approach works best when the researcher seeks to establish the overall tendency of responses from individuals and to note how this tendency varies among people (Cresswell, 2012). When considering a purely quantitative approach, it seems clear that it is most suitable when the goal is to establish a general knowledge of a

topic, as the results from quantitative research can provide views from a large population and show the diversity of these views (Cresswell, 2012) . In addition, a characteristic of quantitative research is that the researcher often has great knowledge on the subject and conduct the research to test hypotheses and theories (Johnson & Christensen, 2012). In other words, if the researcher has great knowledge on a subject and wants to test the hypotheses, a quantitative study could confirm or disprove a theory or hypothesis.

3.2.1 Mixed methods

Mixed methods, as the term indicates, involve mixing quantitative and qualitative methods, and to what extent they are mixed relies on the research questions and practical issues that the researcher might encounter. The approach is used either concurrently (i.e., independent of each other) or sequentially (i.e., findings from one approach inform the other) to shed light on a topic (Venkatesh, Brown, & Bala, 2013). Researchers often use mixed methods to broaden their understanding by incorporating quantitative and qualitative research, or use one approach to better understand, compliment, explain or build upon the results from the other approach (Creswell & Creswell, 2017).

By combining two research methods, you lessen the chance of overseeing something, miss something important or make a mistake (Johnson & Christensen, 2012). Johnson and Christensen (2012) for example, view the combination of quantitative and qualitative methods as complementary and the use of multiple perspectives, theories, and research methods as a strength in educational research (Johnson & Christensen, 2012). However, when applying a mixed method approach in educational research, it is important to emphasize the importance of both methods and make sure there is a clear link between the quantitative data and the qualitative data. The idea of using a mixed method approach is that the combination of using both quantitative and qualitative approach gives a better understanding of problems that might occur or the complexity of the research, compared to using either approach on its own. As mentioned earlier, the use of two multiple perspectives is viewed as a strength in various research fields, including educational research. As with this research, the quantitative data intends to test theories on a large sample group, and then find more in-depth data using the qualitative method.

Given the nature of this study, a mixed methods approach was applied. The combination of using both quantitative and qualitative methods will strengthen the study as well as give a more in-depth analysis of the topic (Cresswell, 2012). Therefore, the choice of method weighted more towards mixing a quantitative questionnaire followed by two more in-depth qualitative interview questions. Even though there are benefits and weaknesses of all methods, one could argue that using a mixed method is the most suitable for educational research especially as the method gives complementary strengths (Johnson & Christensen, 2012). Especially, since this research aims to say something about what and how teachers use digital tools. It would benefit the research the most if the teachers were able to answer for themselves. With this choice, you get the opportunity to analyze the quantitative data on a greater scale, one can compare, contrast, and discuss statistics regarding a bigger group of participants and get multiple sets of data using two different methods. The idea of complementary strengths is explained by Johnson & Christensen as “the whole is greater than the sum of its parts.”

3.3 Questionnaires and interviews as data collectors

A questionnaire is a data-collection instrument where the research participant provides the data themselves. Questionnaires can be used to collect data such as thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions (Johnson & Christensen, 2012). Thus, questionnaires can be used to gather a vast variety of data. Furthermore, questionnaires can be used to collect qualitative, quantitative, and mixed data. This study uses the questionnaire to gather quantitative data, with the intention of getting to know more about what digital tools are used, and why and when EFL teachers use these digital tools. The questionnaire in this study includes many questions and statements (e.g., “which of these statements do you agree with the most?”), and the questionnaire forms the groundwork of the study. There are many advantages with using questionnaire as data collector, in relation to (a) time consumption, (b) researcher effort and (c) the financial aspect. Consequently, the researcher can conduct a questionnaire and gather data on a large scale, while the personal investment is a fraction of the time compared to for instance qualitative interviews (Dörnyei & Taguchi, 2009, p. 6).

The questionnaire in this research contains questions and statements that are closely linked to the research questions, in addition to questions on age, gender, experience and education (see appendix 4). The latter is not tied directly to the research questions but will help establish more general knowledge on the participants. In terms of the more open-ended questions in the questionnaire, one could argue that they weigh towards a qualitative use of the questionnaire. However, the problem with formulating qualitative questions in a questionnaire is that the format and the situation of the questionnaire involves a more superficial and brief engagement with the topic, and it is unlikely that they will provide good qualitative answers (Dörnyei & Taguchi, 2009). Another issue with open-ended questions in a questionnaire is that “requests for long responses (i.e., more than a sentence as a minimum) often lead to refusals to answer the question or the entire questionnaire”, Sudman & Bradburn (1983 cited in Dörnyei & Taguchi, 2009). As, Robson (2002, p. 245) claims “The desire to use open-ended questions appears to be almost universal in novice researchers but is usually rapidly extinguished with experience.”

As previously stated, this study aims to explore what digital tools EFL teachers utilize in Norwegian lower secondary schools, and how frequently and why the teachers use these tools. In line with educational researchers, such as Johnson and Christensen (2012), I would argue that the best way to explore this topic is to ask the teachers themselves, and therefore the questionnaire asks for participants for a follow-up interview part (see appendix 4). This is to get more in-depth data based on the quantitative data from the online questionnaire.

By using interviews as a data collection tool, you get more in-depth qualitative data compared to a questionnaire. A qualitative interview is especially useful when the researcher is interested in the participants’ thoughts, beliefs, knowledge, reasoning, motivations, and feelings about a topic (Johnson & Christensen, 2012). To collect high-quality data, the researcher needs to listen carefully, show respect, and establish a safe environment for the interviewee. However, it is equally important for the researcher to be prepared with probes or prompts to use when greater clarity or depth is necessary (e.g., “What do you mean? Why do you feel that way? Would you tell me what you had in mind?”). However, this is not the case for all types of interviews, and it might vary how the researchers use prepared materials based on the interview style and interview guide. In some cases, the researcher might also ask follow-up questions or give the participants prompts (Johnson & Christensen, 2012). In the

current study, the interview consists of two open-ended questions. With this, the participants can answer freely and without interference from the interviewer.

Strengths of using open-ended questions in an interview and as a data collector is that the researcher and the interviewee are familiar with the topic of the study. The researcher formulates the questions beforehand and informs the participants on the topic in an information letter (see appendix 2). This makes the data collection context somewhat equal for each participant. However, important topics or sequences might be omitted as the participant is limited by the researcher's choice of questions (Johnson & Christensen, 2012).

There are several types of interviews to choose from, for instance the individual interview, where the researcher conducts interviews individually. The individual interview is especially efficient with participants that are confident in speaking up and sharing their ideas (Cresswell, 2012). Another type of conducting interviews is through focus groups, where the researcher collects data through interviews with a group of participants. This technique is advantageous when the whole group can work together and encourage each other. However, focus group interviews can prove a challenge as the researcher lacks control over the ongoing discussion and the relationship between the participants (Cresswell, 2012).

3.4 Participant recruitment and data gathering

In terms of participants, this research aims to study teachers currently teaching EFL in Norwegian lower secondary schools. Therefore, the recruitment of participants had to be targeted at working EFL teachers. The population in this study is EFL teachers that teach in Norwegian lower secondary schools. As explained by Cresswell (2012), a population is a group of individuals who have the same characteristic. In this case, the population consists of EFL teachers teaching in Norwegian lower secondary schools. Furthermore, the population is the group of people that the survey is about (e.g., EFL teachers), and the sample group is the group of people that the researcher examines (e.g., the EFL teachers that participates in the study). The sample group can be selected through various strategies such as random sampling, convenience sampling or snowball sampling ¹ (Dörnyei & Taguchi, 2009). Within

¹ This is not a complete list of sampling procedures.

educational research a frequently used strategy is to select participants based on availability of volunteers (Cresswell, 2012). This is called convenience sampling and is the most common sampling strategy in L2 research (Dörnyei & Taguchi, 2009). Convenience sampling includes members of the targeted population based on geographical proximity, availability, or accessibility. The targeted population in the current research study is EFL teachers working in lower secondary schools, and the sample group/participants consists of the EFL teachers that volunteered and was available to participate in the research.

As this research study aims to say something about EFL teachers' use of digital tools, a relatively high number of participants is recommended, as it is important to select a large sample group from the large population (Johnson & Christensen, 2012). A large sample could decrease potential errors where the results differ from the population. For this study, that focusses on EFL teachers, the desired number would be all EFL teachers, however, this is not possible to achieve. Therefore, the preferred sample size would be as many as possible. Here it is important to repeat that the sample size for this study was determined by participants being conveniently available for the research (Cresswell, 2012). In the initial planning of the current study the desired number of participants was more than 50, as this would be enough participants to be able to reach statistical significance (Dörnyei & Taguchi, 2009). The idea was that more than 50 participants would help gain validity to the statistical part of the study. However, with internet and group administration being the preferred format for recruiting participants, one could hope for more than 50 to be realistic, especially considering previous research being successful at gathering data with this method (Dörnyei & Taguchi, 2009). The actual sample size of participants for the questionnaire consisted of 186 respondents, of whom 25 respondents did not fully complete the questionnaire. This issue will be discussed further in section 3.6.

3.4.1 Online questionnaire

The participants for the online questionnaire were recruited through e-mail inquiries. Emails were sent to the school administration in all the municipalities in Norway (357). The emails included general information about the survey and the rationale for research within digital tools and EFL teaching, and finally, a link to the online questionnaire (see appendix 2). The

emails requested that the municipalities' school administration forwarded the email to their lower secondary schools, specifically aimed at EFL teachers in lower secondary schools. Most municipalities answered with an automatic e-mail saying that they received the mail, however, this is not a confirmation that the administration forwarded the mail. This is evident in the number of respondents in the questionnaire. As the questionnaire has 186 respondents, one can assume that more than two municipalities declined forwarding the mail to the schools. To specify, after sending the mail to all 356 municipalities, only two answered saying they could not forward it.

This approach of recruitment ensures that the participants were working as teachers in lower secondary schools. Interested participants who opened the survey link were presented with detailed information concerning the study, in the form of an information letter and a consent form (see appendix 3). Subsequently, the consenting participants got access to the questionnaire (see appendix 4). The final question in the survey asked for volunteers in to participate in a follow-up interview (see appendix 4, p. 338). 41 participants gave consent to this.

There are possible disadvantages of using e-mails to recruit participants. Firstly, there is no face-to-face interaction between the researcher and the potential participants, which could make the recruitment process more difficult. Secondly, the participation request could be lost in the vast number of e-mails that are circulated on a daily basis. According to Dörnyei (2009), the response rate of surveys distributed by mail is well below 30%, however, there are strategies that could increase the probability of survey response. For this study the strategy involved sending the e-mail request to the head administration of all schools within one municipality, for them to distribute to the relevant schools in their area. The email was sent to all 356 municipalities in Norway. This was less time consuming and demanded less effort on my behalf as a researcher but could also give the targeted population (the teachers) the impression that the study had been approved and/or recommended by their administration. As the email was sent to the teachers by their administration, it can neutralize the pressure of signing a consent form, as the questionnaire comes from a trusted source (Cresswell, 2012). As mentioned earlier, some of the municipalities in Norway was helpful and engaged in the study as they forwarded the email to the school administration, but two municipalities declined to distribute the e-mail request, as they would not want to put pressure on their teachers.

The online questionnaire was created through an online survey program, *SurveyXact*. Utilizing data analysis software to collect and conduct quantitative data, is a valuable aid in the research process (Dörnyei & Taguchi, 2009). *SurveyXact* is a software made specifically for quantitative research that has templates for questionnaires and surveys. The software also provides survey access links in addition to several data analysis tools.

3.4.2 Interview

As the online questionnaire asked for participants to a follow-up interview, interview participants were recruited from the questionnaire sample. Through such a recruitment it is likely that the volunteering participants are highly motivated for the interview, since the participants have already shown an interest in the subject and more specifically the research. The interviews relied on convenience sampling and random sampling. Convenient sampling because the respondents who was interested in participating in the follow-up interview could volunteer and random sampling because out of the volunteers only 9 was asked to participate in the interview. As Cresswell (2012) points out, participant selection is based on who volunteers to participate and/or who is available. Out of the 182 participants that replied in the online questionnaire, 41 consented to participate in a potential follow-up interview. Out of these 41 participants, 9 were contacted and invited to take part in the interviews. The interview, produced in *SurveyXact* consisted of two open-ended, and the link to the interview was distributed by e-mail to the selected participants.

When choosing the participants, a few things was considered as criteria. However, with the nature of the research, the preferred sampling strategy ended up being random sampling. With this, the individuals that volunteered for the follow-up interview forms the population, and the sample group are the ones randomly picked out. For the random sampling procedure everyone in the population were given a number and then a random number generator was used to pick participants (Cresswell, 2012). To explain, all 41 volunteers got a number 1-41, then a number generator was used 9 times to pick 9 random participants (Google generator av tilfeldige tall).

By using interviews in qualitative research has both advantages and disadvantages. An advantage is that interviews provide important information when you cannot directly

observe the participants, as well as giving the researcher more control over the information received. This advantage is especially important to know as a researcher because you can ask specific questions to draw out certain types of information (Cresswell, 2012). The semi-structured or structured interview format is the most used and most common in qualitative data collection (Hawkins, 2018), and most interviews have been conducted face-to-face. However, with the progress in technology, more and more interviews are held on video, telephone, emails, or texts. Hawkins discusses the use of emails as an interview method and presents some advantages of using emails to conduct interviews. Firstly, by using emails to conduct interviews, the researcher saves time and money on travelling to participants located in different geographical places. Secondly, it is convenient for the interviewee as the interview is not scheduled to an exact time or date. With this, the interviewee can answer the questions when it is the most convenient for themselves, without being constrained by the researcher's time (Gibson, 2014, cited in Hawkins, 2018, p. 494). Thirdly, participants have time to think and reflect on their answers before writing them down. This results in well-formed, more thoughtful answers. Lastly, written email interviews saves both time and costs for the researcher as there is no need for transcription. The written responses are more easily converted to the correct format than oral types of responses (Hawkins, 2018).

However, there are also potential challenges with the use of emails as an interview method. Firstly, the interviewee might spend more time figuring out a written answer compared to an oral answer. Another disadvantage is the risk of short, incomplete, or less engaged answers. This challenge is highly relevant for the current research study, as some of the responses to the open-ended questions were brief or unanswered. This could imply that the participants lacked cues from the interviewer, and therefore failed to fully understand the question. Furthermore, there might have been issues with the participants access to emails or discomfort with the format (Hawkins, 2018).

3.5 Data Analysis

3.5.1 Quantitative data

As discussed in section 3.3, the use of open-ended/essay-like questions will not work well in a questionnaire and should be used sparingly (Dörnyei & Taguchi, 2009). However, questions that are open yet at the same time restricted can be useful in quantitative research. As open-ended questions do not have pre-given response alternatives, the process of analysis is more complicated and not as straightforward compared to close-ended questions, with open-ended questions in a questionnaire you can expect some answers to be short and some long (Cresswell, 2012). The process of analyzing the open-ended questions in the questionnaire relies on categories that summarize the essence of the responses. As such, the responses to the open-ended questions can be converted into distinct categories and treated as nominal, or if possible ordinal data. In addition, researchers often look for overlapping themes or categories when analyzing open-ended questions (Cresswell, 2012).

In order to avoid any manipulation of the data, the categorization of the answers needs to be carried out in a systematical order, where the pool of individual responses is reduced to a shorter list of key issues and points. This process was guided by Dörnyei & Taguchi's two-step process, which will be explained in the following. The two steps are:

1. Taking each person's response in turn and marking in them any distinct content elements, substantive statements, or key points.
2. Based on the ideas and concepts highlighted in the texts (See Phase 1), forming broader categories to describe the content of the response in a way that allows for comparisons with other responses. (Dörnyei & Taguchi, 2009, p. 99)

To add to this, the categories formed in step 2 can be numbered, coded, and then included in the data file to be analyzed as quantitative data. Key points and highlights from step 1 could also be used as examples in the form of quotes from the original data material (Dörnyei & Taguchi, 2009). For this research, the two-step process was used to identify the most important elements in each participant's answer. Initially, the material was read several times to get a general overview. Then, each response was explored with the intention of finding any

distinct elements or key points that could be categorized. This was done to reduce the possibility of overlooking important elements in the open-ended answers in the questionnaire. From there, the key points were marked and noticed. Furthermore, based on Dornyei & Taguchi's (2009) second step, the key points from the open-ended responses were analyzed and led to the formation of 3 broad categories (availability, user-friendliness, and variation). These categories will be further discussed in chapter 5.

To analyze the open-ended responses in the questionnaire, and more specifically to discover frequently used words, keywords, and specific words, a computer software called *Antconc* was applied (Anthony, 2012). This is a downloadable computer software that analyzes corpus linguistic data and data-driven learning. The open-ended responses were exported to a PDF file and then uploaded in *Antconc* for the analysis of significant words and clusters. According to Cresswell (2012) another equally important strategy used to categorize open-ended answers is to analyze the data to address the research questions, in this case *How do teachers use digital tools?* (2) and *why do teachers use these digital tools?* (4). Not only will integrating the research questions in the process of analyzing the open-ended questions result in more detailed results, but also, give direction to the analysis. Through this process the data analysis procedures will show the research questions or hypotheses to address in the study (Cresswell, 2012).

3.5.2 Qualitative data

Each interview consisted of two open-ended questions as the baseline. Through open-ended questions one can expect to get a broad answer that again gives insight into the participants' perspectives on the topic. As the two open-ended questions were the only source of collected text data for the qualitative part of the research, it was important to strategically go through every answer looking for themes, perspectives, thoughts, and beliefs of the participants. Similarly, Coffey & Atkinson, (1992, as cited in Cresswell, 2012), the current research study used a flexible standard of categories for the analysis, where the researcher adapts the categories from each case and connects it with the overall categories, in this context, the research questions. To exploring how teachers use digital tools and why they use these tools,

these two questions will function as the overall category. The analysis was based on these two categories and analyzed with the intention of examining these two questions.

In the analysis of the qualitative data, Cresswell's six step method was used, this process initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon (Cresswell, 2012, p. 237). The steps were as follows:

1. *The researcher collects data.* In this research, the qualitative interviews were collected online, and saved on a single text file, ready for further investigation.
2. *The researcher Prepares data for analysis.* In this step, the qualitative data was organized by numbering each answer with participants. So that the answers could be separated and well organized. Also, a duplicated file was made, for the safety of the data.
3. *The Researcher Reads Through Data.* To get a more general sense of the data and more specifically what the participants answered, the data was read. Already in this step, by gaining this general knowledge of the data. Connections with the quantitative data and the research questions started to form.
4. *The Researcher Codes the Data.* This step consists of exploring the data to obtain a general sense of the data, miming ideas, thinking about the organization of the data, and considering whether you need more data. As the qualitative data in this research is based on two interview questions answered by 9 respondents. There is not a huge amount of data to be analyzed, therefore, the coding and analysis differs from other qualitative studies.
5. *Codes the text for themes to be used in the Research Report.* To begin with, the analysis focused on findings that was directly linked to my research questions as these answers would be useful in the analysis. With this in mind, the coding of the data was based on the findings and was coded by numbers and any significant findings. To explain, the coding was done by marking any significant findings in the text that could be important for the research.
6. *Report, interpret and validate findings.* To represent the qualitative data in this research, it was not used any figures or tables as there was no need. Instead, a narrative discussion is used, this is a written passage whereas the authors summarize in detail the findings from the analysis. The teachers' answers are presented as they are, and each answer is followed by a presentation of the most important findings.

Lastly, in order to let the teachers, answer for themselves and validate the findings, the text was not altered or corrected in terms of grammar or spelling. As mentioned in section 3.2, an important feature of qualitative data processing is that it is obtained and presented in its natural setting in the hope that this strengthens the authenticity of the data. The examples from the qualitative data presented in sections 4.1.2 and section 4.2 are in their authentic form, for the purpose of keeping the data as authentic as possible (Cresswell, 2012).

3.6 Validity and reliability

Validity is a term used to address the data's relevancy. Research validity refers to the correctness or truthfulness of the inferences that are made from the results of the study. (Johnson & Christensen, 2012) To explain, data collected in this research will not function as a view of reality, but a representation of it. When conducting research that will provide an answer to a research question, one must make a plan or strategy to use in data collection, specifically, a research strategy that will allow you to collect data that will lead to a valid conclusion. Therefore, it is important that the researcher has knowledge of factors that will lead to both valid and invalid conclusions. With this in mind, the questionnaire and open-ended interviews aimed to answer the research questions as fully as possible. Reliability refers to how trustworthy the results are, to specify, we want the results from any study to be reliable and trustworthy, and we want the inferences to be valid (Johnson & Christensen, 2012). In short, reliability is described as the consistency, stability, or repeatability of the results in a study. The reliability of a study has to do with the collection and processing of the data, furthermore, if the data collected and processed can be trusted as valid or invalid.

Although a questionnaire is a much trusted and used tool by many researchers. One could raise a concern regarding the validity and reliability of it. Dörnyei (2009,) argues that researchers question the reliability and validity of questionnaire data because it could produce invalid or un-reliable data by using badly constructed questions. Firstly, the respondents are left to answer for themselves on their own devices, and as a result, the questions need to be simple and straightforward to make sure every respondent understand the questions. Secondly, the simple and straightforward questions can result in little time being given to the

questionnaire, which again limits the depth of the research (Dörnyei & Taguchi, 2009). Furthermore, the engagement from the respondents can vary and influence the results. A lack of engagement combined with respondents answering on their own devices, the respondents are prone to leave out or not answering certain questions (Dörnyei & Taguchi, 2009). And Low (1999, cited in Dörnyei & Taguchi, 2009) show us that respondents also tend to misread or misinterpret questions, which then leads to answers being invalid or wrong. Thirdly, the respondents' literacy skills. This is not directly an issue with this research. However, when doing research on second language, one might consider that the literacy skills of the respondents might vary. Lastly, the respondents might lie or not tell the complete truth in their answers. This is especially present when the questions lean towards the respondent themselves, Dörnyei tell us that the results will tell us what the respondents report to feel or believe, rather what they actually feel or believe (2009).

3.7 Ethical issues

Early November 2021, this research applied to be approved by The Norwegian Social Science Data Services (NSD). The research was approved 02.11.21, the NSD is a data protection service, the purpose of NSD is to ensure legal access to necessary personal data for research. The NSD assist researchers and students in finding the legal basis in the legislation that enables high-quality research, while at the same time safeguarding privacy (NSD, 2021).

As the research collected participants through e-mails sent out to the municipalities asking for the municipalities to further the e-mail to teachers working in Norwegian lower secondary schools. The E-mail briefly explained why the teachers was contacted, as well as giving them a brief overview of what the research was about. Additionally, the E-mail also expressed that the questionnaire would be anonymous and that it would not contain any questions that could identify them. For the participants' privacy, the questionnaire also starts with a statement saying that "This questionnaire aims to anonymously collect data" (See appendix 4). However, if any participants felt that some questions could reveal them, they were asked to contact the researcher.

3.8 Limitations of research

Since the process of contacting the participants relied on linking with the municipalities and asked them to further the questionnaire to their lower secondary schools, there was no confirmation that the teachers received the questionnaire. Consequently, it took some time before the first participants answered the questionnaire. However, it was believed that by contacting the municipalities instead of the schools directly, one could expect to save time as it is fewer municipalities than lower secondary schools. Most municipalities did not answer the e-mail directly, only with an automatic mail saying that they received it. Therefore, it was not possible to know which municipalities that furthered the questionnaire before looking at the answers. Some municipalities replied saying that they could not further the e-mail as it would appear obligatory if it came from them. Therefore, it could have been better for the research if it was sent directly to each school instead.

Whilst reading through the answers from the questionnaire, it became obvious that some municipalities had misunderstood or misread the desired target group. The desired group was EFL teachers working on Norwegian lower secondary schools, however, some answers in the questionnaire indicates that teachers working in Norwegian elementary schools got the questionnaire. This is evident in some of the answers as they point out that they work with students in year 7 or younger. Although the targeted group was specified in the e-mail to the municipalities, in further research I suggest emphasizing the desired target group further. With a clear message of the desired group, one might lower the chance of a misunderstanding with the municipalities.

After conducting the questionnaire, it became obvious that using open-ended questions could become problematic. As mentioned in section 3.3, most new researchers tend to use open-ended questions in their questionnaires, however, it is usually extinguished with experience. With, maybe the research would have been more valid, as some participants “fell off” when asked to write longer responses in the open-ended questions. If the questionnaire explicitly contained questions that could be answered with a few words, maybe the results would be different. As many of the answers received was short, brief, or even unanswered. Briefly mentioned, some participants skipped some questions. As explained in section 3.3, this is not something new to questionnaire, however, the researcher can do something to limit

the unanswered questions. Some participants answered with a period, not sure, or just left the question unanswered. Some questions might have been formulated badly or misleading as the participants did not answer. The questionnaire contains a variety of questions, both closed and open-ended questions, as mentioned, an issue with participants “dropping off” or just avoid answering a question appeared. In total, 86 % of the participants answered all the questions, that includes the open-ended questions. However, SurveyXact do not include the participants answering with a question mark or period on the open-ended questions. As a result of this, the number of partially completed respondents is indeed higher than 14%. Ultimately, this would not impact the final analysis, as the research analyze each question independently and one can see how many participants who answered each question.

Another limitation that surfaced while reading some of the answers in the questionnaire, is to let participants add to the questionnaire. Some of the questions mentions that the participants could feel free to add to a list if they felt the need, whereas the intention was to let the teachers answer for themselves. However, some of the participants felt the need to add synonyms for something already mentioned. Like one participant added “learning made fun” to a list of benefits with using digital tools in English teaching, whereas “more engagement” was already listed. Arguably, these can be linked together as one benefit. With this being said, the questions that allowed participants to add stuff can be seen as a limitation of the questionnaire as it weakens the data.

Participants for the interviews was gathered by asking for volunteers amongst the respondents in the questionnaire. Therefore, it is possible that the participants that volunteered for interviews, are teachers that that already feels confident in their use of digital tools. Resulting in less digital competent teachers not feeling that they would contribute to the research. However, some volunteers might feel that this is a subject that need research and volunteers on this basis.

The desired sample size is explained in section 3.4 to be as many as possible. All in all, the population ended up being 183 participants. In the light of sample size, the study tried to have as large sample size as possible. Although 183 participants are good enough to establish statistical significance, a larger sample size would let this study say something about how most teachers use digital tools in EFL teaching. With this being said, the current sample size, the study does shed light on how some teachers use digital tools in their EFL teaching.

3.9 Summary

In summary, this chapter has discussed the study process and explained the research methods and analytic tools. The research was conducted with EFL teachers working in Norwegian lower secondary schools. The aim of the research was to explore which digital tools were employed by the participants in addition to how and why EFL teachers use these digital tools in their language teaching. Through an online questionnaire related to the questions mentioned above the intention was to obtain a broad understanding of the use of digital tools in Norwegian EFL classrooms. Furthermore, the questionnaire respondents were asked if they would participate in a follow-up interview to get an even deeper understanding of the topic. From the questionnaire sample (n=182), 41 gave consent to the follow-up interview, and 9 participants were randomly selected, to answer two open-ended questions on the topic through an online written interview.

The research methods for collecting the data were questionnaires and an online interview with two open-ended questions. The teachers were asked to volunteer anonymously in the survey, and they gave their consent to participate in the study. For the interviews, the questionnaire asked if someone wanted to engage in a follow-up interview, whereas 41 out of 182 respondents wanted to take part in the interviews.

Chapter 4. Results

An analysis of research data collected through an online questionnaire and two open-ended questions from e-mail interviews is presented in this chapter. It will present the data and results from the two studies, and the chapter will be split into sections. Section 4.1 will in short introduce the participants' age, gender, experience, and education within the English subject. Section 4.1 will also present the results from the questionnaire and tie these results to the relevant research questions mentioned in chapter 1. The results from the interview questions will be presented in section 4.2. These interviews were based on two of the four research questions (see chapter 1) and will complement the data collected in the online questionnaire. The goal with this research was to say something about the use of digital tools in Norwegian lower secondary EFL classrooms, with emphasis on how, why, and how frequently EFL teachers use digital tools in language teaching. This includes the study of what tools are being used.

4.1 Questionnaire: Presenting the Quantitative results

ECTS Credits	0	30	60	90	120	Total
Male	0	5	16	6	7	18,6%
Female	7	14	70	15	34	76,5%
20-30 years	3	3	15	1	11	18,0%
30-38 years	2	5	21	5	11	24,0%
38-45 years	0	4	10	5	7	14,2%
45-52 years	1	4	28	7	6	25,1%
52-60 years	1	5	10	4	7	14,8%
60+ years	0	0	2	2	0	2,2%

ECTS Credits	0	30	60	90	120	Total
Total	7	21	90	23	42	183

Table 1. Cross tabulation of age, gender, and number of participants across ECTS credits in English.

The questionnaire was completed by 183 participants, and table 1 gives an overview of the participants' age, gender, and education. As well as more general information on the participants as it lists the participants' ECTS credits (European Credit Transfer and Accumulation system). Table 1 shows us a cross tabulation of the participants' ECTS credits and their age and gender. From table 1, one can see that majority of participants have 60 ECTS credits within the English subject, and the most common age is between 45-52 years old, closely followed by the age 30-38. However, only 4 participants in the age group 60+ are represented in the material, making this age group underrepresented. Consequently, the research can more easily conclude with the age groups having most participants. One can also see that the male/female ratio is in favor of females, as 76,5% of the participants are female.

4.1.1 The respondents' thoughts and beliefs on using digital tools in language learning

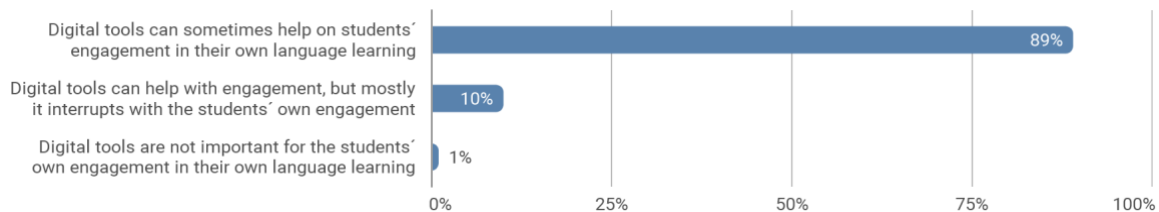


Table 2. Students' own engagement in language learning

Regarding research question 4 (*Why do teachers use these digital tools?*), it is relevant to find out more about what thoughts, beliefs, and ideas the participants have on the subject. And more specifically, the reasons why teachers decide to use digital tools in language learning. When the participants were asked "to what extent does digital tools engage students in their own language learning", 89% stated that digital tools can sometimes help with students' engagement in their own language learning (See table 2). This means that most respondents believe that using digital tools will benefit some of the students and how they engage themselves in their own language learning.

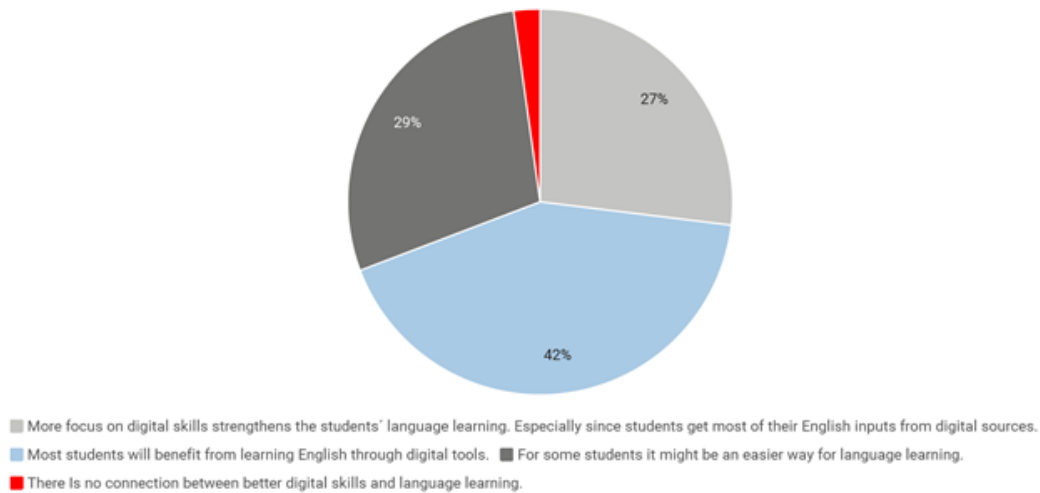


Figure 1. To what extent does the focus on digital skills help students' language learning

The participants were asked to agree with one of the statements regarding the English Curriculum (LK20), and more specifically how the emphasized focus on digital skills help strengthen students' language learning (See figure 1). We can see that the teachers answering these questions agrees that more focus on digital skills in English will benefit the students, if not all students, at least some. 42% (77 respondents) agree that most students will benefit from learning English with digital tools, whereas 2% of the participants states that there is no connection between digital skills and language learning.

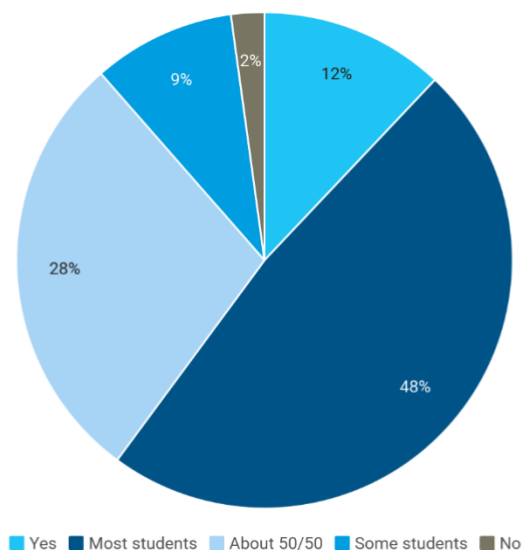


Figure 2. Motivation when working with digital tools

As discussed in chapter 2.9, it is crucial for the teacher to be able to motivate the students. The participants were asked if students feel more motivated by working with digital tools,

and this question is closely connected to research question 4, (*Why do teachers use these digital tools?*). Figure 2 shows us that 28% of the respondents agreed that all students feel more motivated, while 48% of the participants believe that most students feel more motivated by using digital tools

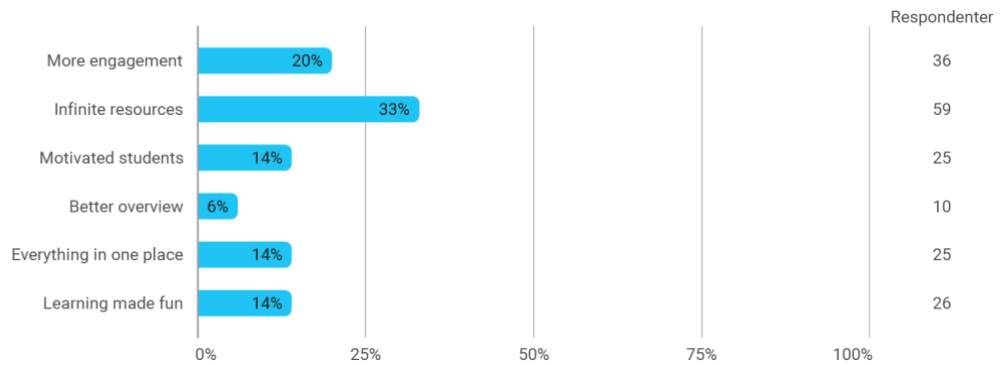


Table 3. Benefits with digital tools

Table 3 present the responses to benefits with using digital tools. Here, the participants were asked to choose the box with the benefit they agreed with the most when it came to using digital tools. As table 3 shows, 59 respondents chose infinite options of resources as the most important benefit of using digital tools. Furthermore, 36 of the respondents answered that digital tools are used to encourage students and gain more engagement in class.

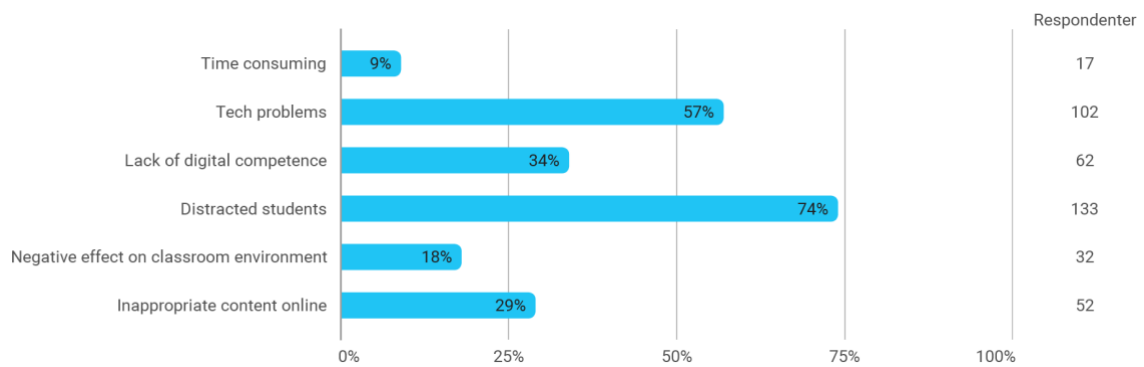


Table 4. Challenges with digital tools

While table 3 shows us some of the benefits of using digital tools in Norwegian English classrooms, table 4 displays some of the challenges the participants face when using digital tools in the classroom. As can be seen in table 4, the mostly mentioned challenge with digital tools is that the students get distracted, and as many as 74% of the respondents' states that students become distracted when using digital tools in EFL lessons. Another key challenge reported by the teachers is that students encounter inappropriate content online. However, as mentioned earlier, the best way to find out the thoughts and beliefs of the participants is for them to answer for themselves. Therefore, they are allowed to add to the list of options,

whereas “Negative effect on classroom environment” is something the participants have added. Where 18% of the teachers agree that digital tools have a negative effect on classroom environment.

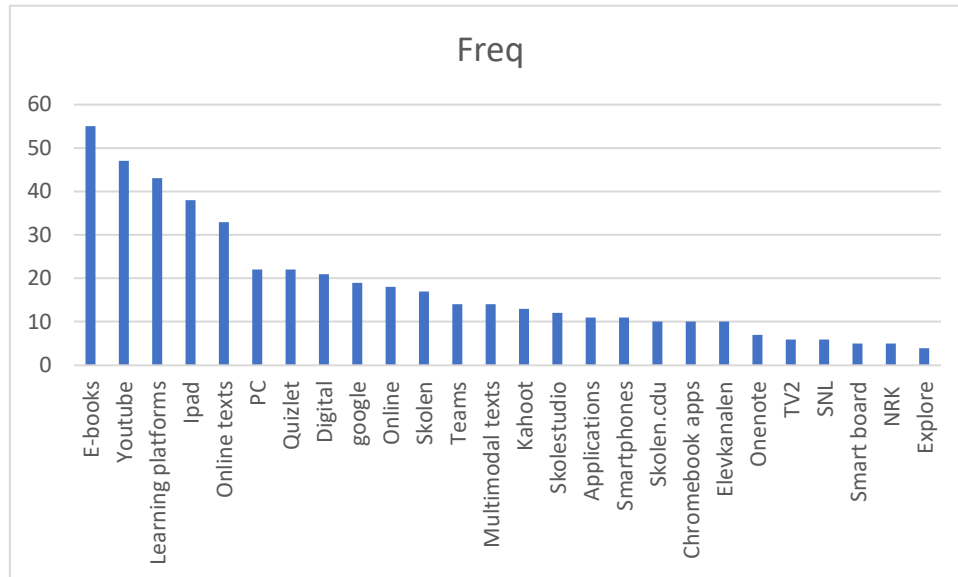


Table 5. The 26 most used digital tools

Table 5 displays the mostly used digital tools, according to the participants. They were asked what tools they used the most in their language teaching and in addition to this, they were provided with a list of relevant digital tools. However, the participants add to the list if necessary. As displayed in table 5, the most popular tool among the participants is E-books with 52 respondents mentioning E-books as their preferred tool in English language teaching. In addition to E-books, the responses revealed that YouTube and learning platforms are also frequently used in language teaching, however, the table also shows us that the participants do indeed have a great variation in terms of their mostly used digital tool. This is not a complete list of all the digital tools used by the participant as it only shows us the 26 most frequently used digital tools.

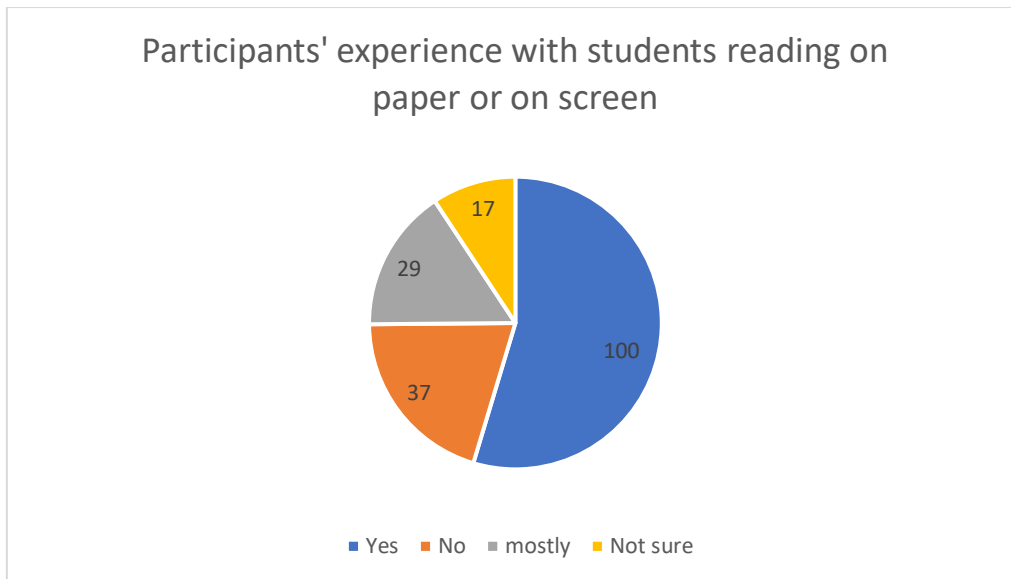


Figure 3. Teachers' experience on reading on screen vs. printed texts

The participants were asked if they experienced the students reading more English on screen (e.g., blogs, E-books, digital texts, multimodal texts) or on printed texts (e.g., textbooks, papers, magazines) in general, not necessarily in the classroom. As displayed in figure 3, most of the participants would say that the students read more English on screen compared to printed texts. To explain this, figure 3 shows us that 100 participants contend that “yes” students read more on screen, whereas 37 participants stated that their students read more English on paper than on screen.

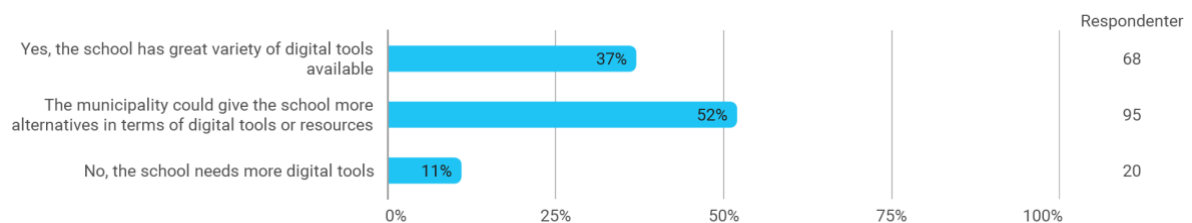


Table 6. Are you pleased with the tools supplied from the municipality?

Question 7 in the questionnaire asked whether the participants were pleased with the variety of digital tools supplied to the school from the municipality, whereas 52% of the participants state that the municipality could give the school more alternatives in terms of digital tools or resources. Only 11% (20 participants) said “no, the school needs more digital tools” (see table 6).

4.1.2 Participants' Use of Digital Tools in English Teaching

To say something about how teachers use digital tools in their English teaching, the respondents were asked to choose the activities in which they preferred digital tools over textbooks. Therefore, this section will present results from the questionnaire that considers this subject.

Which of these activities do you prefer using digital tools rather than the textbook?	Percent age	Respondents
Reading exercises	26,5%	48
Grammar work	68,5%	124
Group work	24,9%	45
Writing exercises	68,5%	124
Tests	42,5%	77
Games	64,1%	116
Submissions	58,0%	105
Total	100,0%	181

Table 7. Activities participants prefer

Table 7 unveil the activities preferred by the participants; the question asks in which activities they prefer to use digital tools over textbooks. One can see that 124 respondents prefer using digital tools in grammar work and in writing exercises rather than the textbook. Furthermore, reading exercises and group work is rated as the lowest preferred activities. Here it is important to mention that the respondents could answer with more than one answer to this question. This table indicates a great variation in preferences, and this is evident with activities being preferred by only 24,9% compared to other activities such as writing, games or grammar work that is preferred by as many as 64-68% of the respondents.

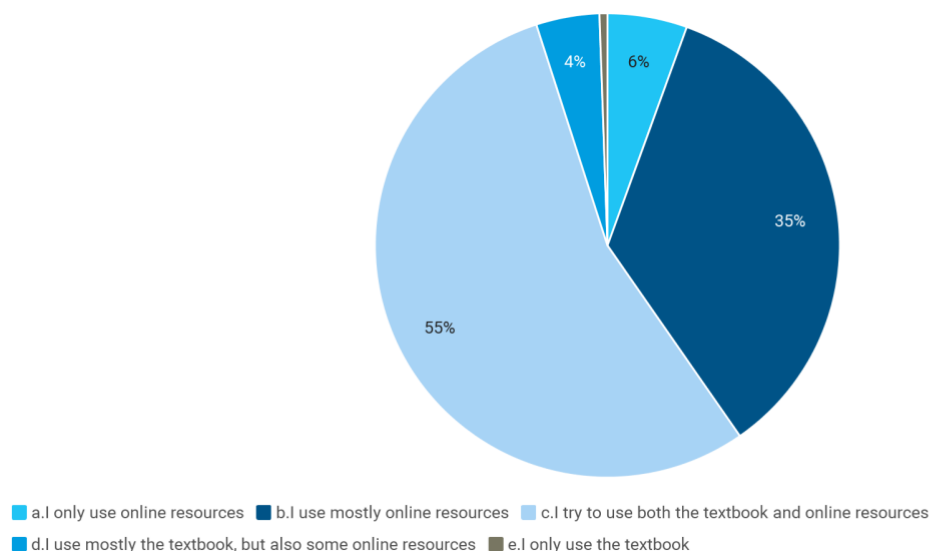


Figure 4. How much do you use digital tools?

Figure 4 shows the responses to question 23, where the participants were asked to agree with one of the listed statements, each statement rating how much they use digital resources compared to textbooks. The participants could only choose with one statement, and they were not given the option to add to the list. Figure 4 tells us that over 50% of the participants try to use both the textbook and online resources in their language teaching. However, when it comes to textbooks, we see that 1% only use textbooks, whereas 6% only use online resources. Another key point showed in figure 4 is that as much as 35% use mostly online resources.

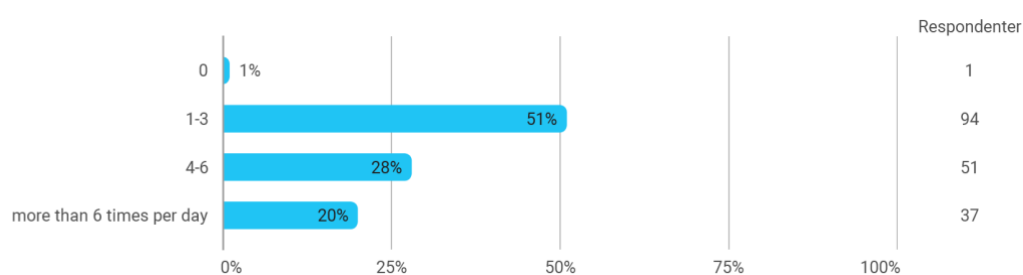


Table 8. Use of digital tools (Frequency)

Table 8 disclose how frequently the participants use different digital tools in English language teaching, and the table shows that about half (51%) of the participants use digital tools in their English teaching between 1-3 times per day. As many as 20% use it more than 6 times per day. However, there is one participant that do not use digital tools in their English teaching at all.

	0	1-3	4-6	more than 6 times per day	Total
Male	0	19	10	5	18,6%
Female	1	73	37	29	76,5%
20-30	0	19	11	3	18,0%
30-38	0	21	12	11	24,0%
38-45	0	11	10	5	14,2%
45-52	1	26	11	8	25,1%
52-60	0	13	6	8	14,8%
60+	0	2	2	0	2,2%
I alt	1	94	51	37	183

Table 9. Cross tabulation of age and gender with how often digital tools are used.

Table 9 shows us a cross tabulation of age, gender with how many times per day the participants are using digital tools. As mentioned in table 8, it is evident that one participant uses digital tools zero times per day. Table 9 shows us that the one participant that is not using digital tools is a female between 45-52 years old. Out of the 37 teachers that use digital tools more than 6 times per day, 11 teachers are between 30-38. As explained in table 8, 51% of the participants would say they use digital tools 1-3 times per day. Among the 51%, the most represented group is between 45-52 (table 9).

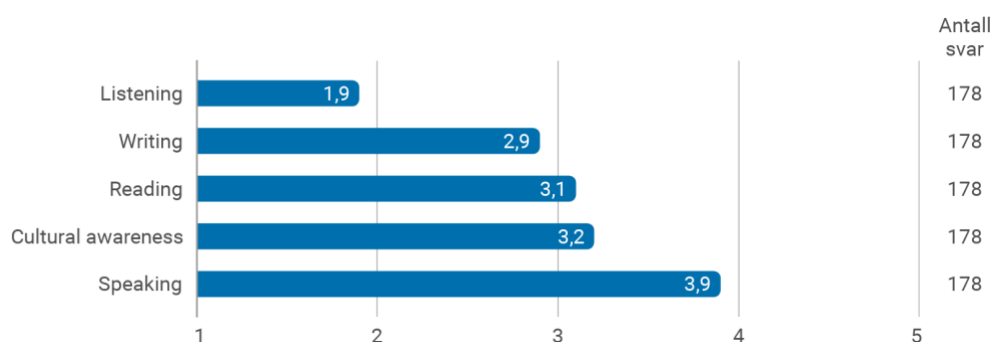


Table 10. Language skills preferred to teach through digital tools (ranked 1-5).

Table 10 shows the responses from participants where they were asked to rank the language skills they prefer to teach through digital tools. The question required the participants to rank the language skills from most preferred to least with 1 being most and 5 being the least preferred. One can see in table 10 that *listening* exercises is ranked as the most preferred language skill to practice among the respondents, whereas, *writing* and *reading* are placed as the 2nd or 3rd skill preferred. The least preferred skill to teach through digital tools is *speaking*, according to the respondents.

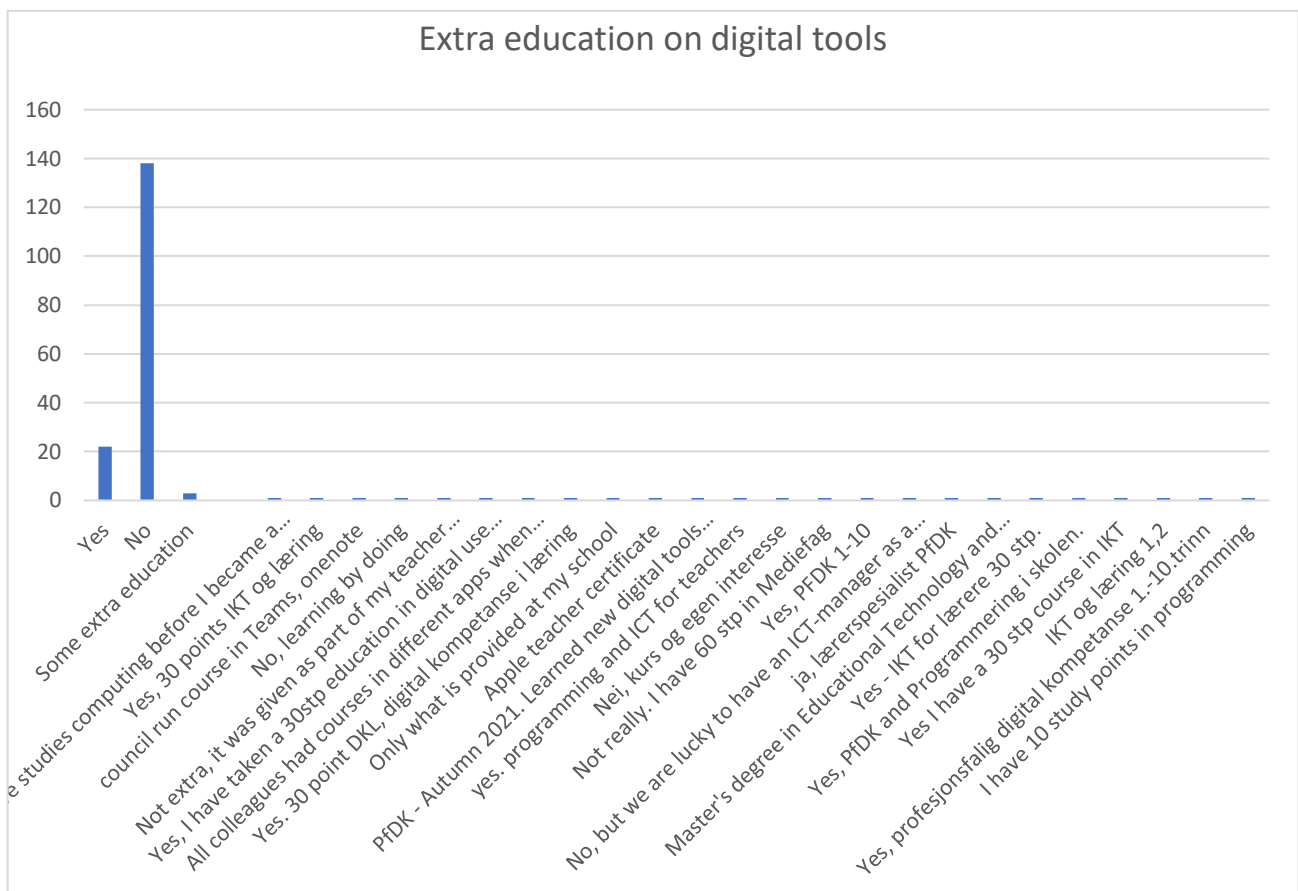


Table 11. Additional education in digital technology

Table 11 shows us what specific training in digital technology or courses the participants have had regarding technology in school and more specifically, digital tools. The table shows us that 138 out of the 183 participants does not have any form of extra education or courses in digital tools and the use of them. Also, 22 participants answered *yes* without adding which specific training they had accomplished. Furthermore, the table also includes answers given by the participants in relation to their digital training. As the table shows, there is a great variation in terms of courses or extra training described by the participants. For instance, one

participant mentions that they have a master’s degree in Educational Technology and Digital Competencies, whereas another participant answers with “No, learning by doing”, while others report that they have followed courses run by the school.

4.1.3 Presentation of responses to the open-ended questions in the questionnaire

In order to categorize open-ended answers in the questionnaire, Dörnyei & Taguchi’s two steps was followed. To explain, step 1 tells us to take each person’s response in turn and marking in them any distinct content elements, statements, themes, or key points. Step 2 is based on the findings in step 1, forming broader categories to describe content of response in a way that allows for comparisons with other responses.

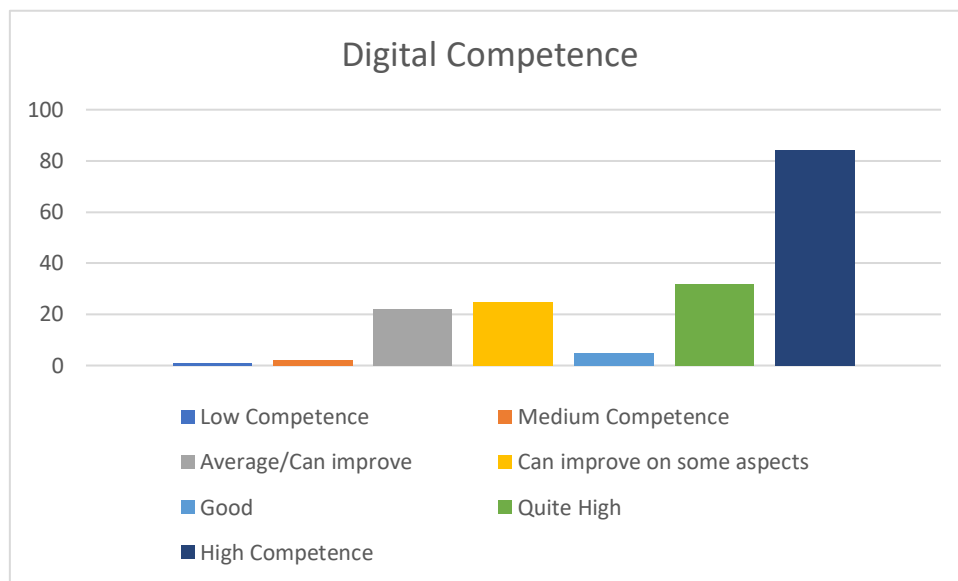


Table 12. Rating of digital competence

With the two-step process, the responses to question 25 in the questionnaire: *How would you rate your digital competence?* Got categorized in 7 categories, these are shown in table 12. The table shows us that many of the participants would rate their own competence as high. About 27 participants say they have quite high digital competence, whereas 22 participants say that they have high competence but can improve on some aspects. However, it should be included that some respondents emphasized their own room for improvements, out of the 83 respondents with high digital competence, 14 mentions that they also could improve.

Key word phrase	Answers from the participants
I use Digital Tools: 1	because the textbooks are old, and I think more relevant texts (about for example cultural awareness) are more engaging for the students.
2	to enable pupils to engage with authentic material.
3	since other options are limited and/or outdated.
4	to Give students resources that are relevant for them, which that they can work with at their level and pace without this being visible to others
5	in the classroom because it enhances the pupils digital skills.
6	in the classroom to motivate the students more, and also to be more "up to date".
7	in the classroom for listening excercises.
8	in the classroom because the pupils are more engaged.
9	to adapt to the pupils' differences
10	to provide an easier access to information and a greater variety of sources of knowledge, and also in order to engage my students and make them more interested in the search of knowledge, authentic language usage and of course improve their language skills.
11	to let the pupils listen to authentic language in authentic situations.
12	in the classroom to sing songs.
13	in the classroom to make the teaching process more efficient and effective.
14	in my classroom because they give me more choices in their language learning
15	as a supplement to our discussions in class.
16	in my classroom to give my pupils with dyslexia, a leg up.
17	to differentiate and make language learning more fun.
18	such as Youtube to inspire them, let them listen to the target language and watch authentic material.

19	such as Duolingo and Quizlet to engage them in their language learning.
20	to vary my teaching and to manage my class.
21	to follow the work of my students and structure my lesson plan
22	to communicate messages to students and parents.
23	for writing and working with grammar.
24	in the classroom because it is practical.
25	because it motivates me more.
26	in the classroom in order to vary the types of tasks I give, both in terms of difficulty and type of activity.

Table 13. Examples on why teachers use digital tools

Table 13 display various examples to why English teachers use digital tools in their language learning, the results shown is extracted from the open-ended answers, using the key word phrase *I use digital tools* as a search tool. Not only does the respondents argue that the use of digital tools makes the teaching process more efficient, but also, they emphasize how digital resources is key for authentic materials. With table 13, one can see that digital tools helps teachers use up to date materials for their teaching as well as motivate the students more. As table 13 display, and more specifically answer 10, the key of using digital tools in English education according to this participant is the infinite and accessible material of the digital world, this provides a greater variety of options for the teacher as well as giving the students more authentic English content. Participant 26 states, “in order to vary the types of tasks I give, both in terms of difficulty and type of activity”.

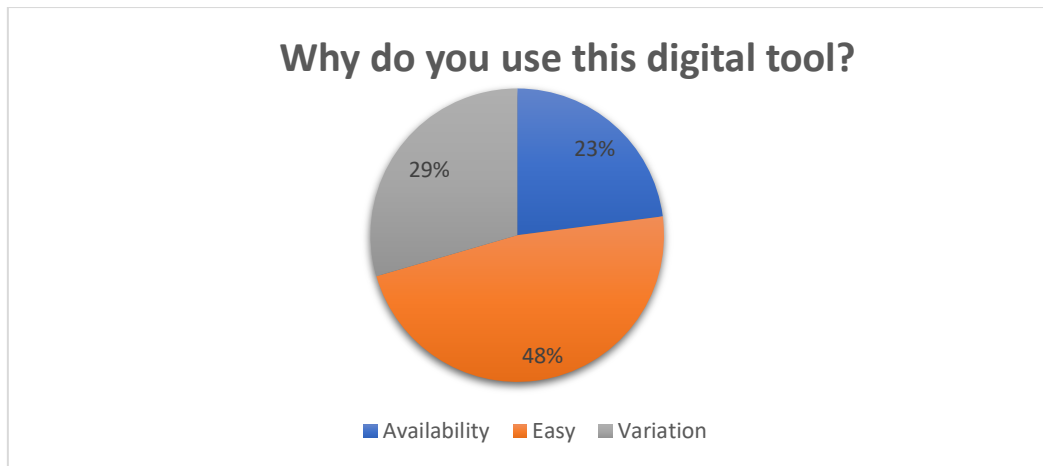


Figure 5. Why do you use this digital tool?

By following Dörnyei & Taguchi’s two-step process for analyzing open-ended answers in a questionnaire, it naturally developed three categories (Themes). The three categories are displayed in figure 5. This section will be organized by these categories (User-friendliness, Availability and Variation). To further understand each category given in figure 5, and more specifically understand the participants’ answers. This section will bring forth evidence from the open-ended answers from question 10 in the questionnaire (*Why do you use this tool the most?*) and present the categories with examples of response from the participants. The results on each category will be presented in two parts, the first part will use a table to show the most used key words surrounding the category (e.g., variety, available, easy), whereas the second part will provide examples from the participants’ answers by showing the full answer.

4.1.3.1 User-Friendliness

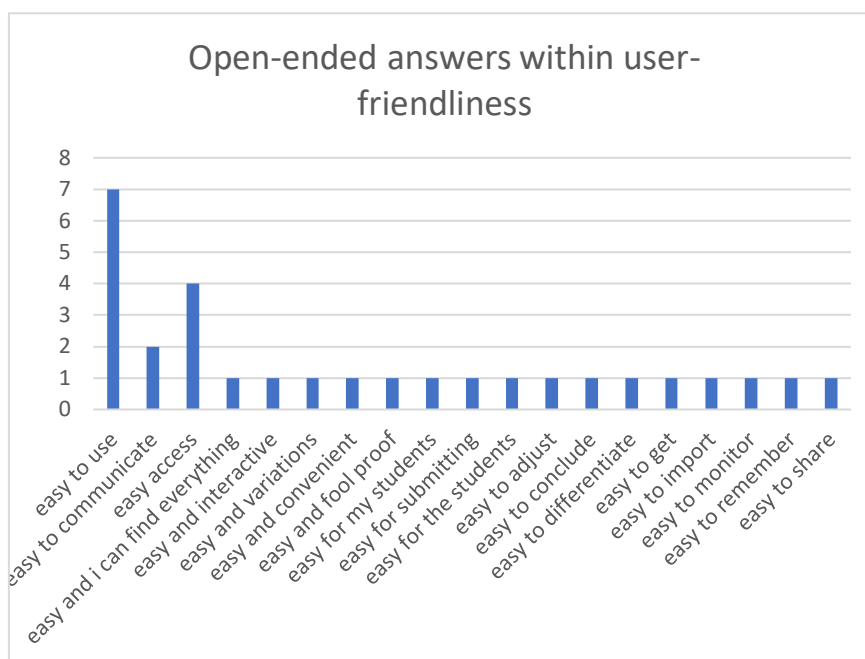


Table 14. User-friendly digital tools

Table 14 shows the participants’ answers that was categorized within the category of “user friendliness”. The table displays that the most common word phrase that included the word *easy*, *easy to use*, *easy access* and/or *easy to communicate*. However, the other word phrases are used only ones, but is equally important to the study as they all fall within the same category. The question asks why they use these tools, and table 14 shows us that many participants enjoy using the digital tools as they are user-friendly. All the participants in this category used the word *easy* in a phrase to describe how the tools was user-friendly. One can see in table 14 that phrases like *easy for submitting* or *easy to monitor* is being used. To fully understand the meaning of table 14, table 15 will provide more in-depth context surrounding the open-ended answers presented.

Participant	Examples on user-Friendliness
1	The pupils have their own computer. That makes it quick, easy to use Learning and working with grammar.
2	I use an online program in English to find information to vary and its easy to use.
3	It is easy to use and the pupils like it
4	Because I teach writing It is easy to use and the pupils can hear the texts
5	Easy to communicate with the youths
6	It is easy to conclude that digitalt tools are more motivating and engaging.
7	Interesting, up-to-date topics, easy to differentiate, plenty of tasks etc.

8	I find them helpful and easy to get hold on. Easy for the students too
9	an effective way of learning vocabulary and since it is easy to import sets from quizlet, it does not take time.
10	Engaging for students and easy to monitor progress I can find resources related to topics
11	Easy, fool proof, useful, We have access, Well known. Easy to remember
12	my students have a personal iPad, and this makes it easy to share and use other digital tools.
13	Handy and easy to use.
14	To help students with writing skills and quick feedback. Easy to use. They are easy and interactive.
15	Easy to use/find and my students like working with it.
16	It is easy and I can find everything I need there.
17	Easy to use. They are easy and has interactive ways for students to develop their language skills
18	Easy and variations Quizlet, skolenmin, kahoot are tools that are used the most.
19	I use the others because they are easy for my students to use.
20	Papers such as work sheets, those are often lost. It is easy for submitting exercises into a class exercise.
21	I find them helpful and easy to get hold on easy for the students to use.
22	For now easy access, and the school is figuring out which digital platform to choose.
23	With that, follows an easy access to several apps and internet resources.
24	Easy access, it is what i have available
25	simple to use and adequate in terms of my teaching. Easy, convenient and no end to the information
26	Easy, fool proof, useful. We have access. Well known Easy
27	If students are home sick or infected by this virus. It's easy to communicate with, and the different tasks are easily

Table 15. Examples on User-friendliness

Table 15 shows us that participants appreciate the user-friendliness of digital tools, and from their answers we see that the participants use digital tools for various reasons, and they state that the digital tools make it easy to find information, easy for submission of student work, easy to use for writing and communication. One participant mentions that “it is easy to conclude that digital tools are more motivating and engaging”, while another participant highlights the importance of communication through digital tools such as the schools learning platform (e.g., Skooler, fronter, itsLearning, google classroom, etc.).

4.1.3.2 Availability

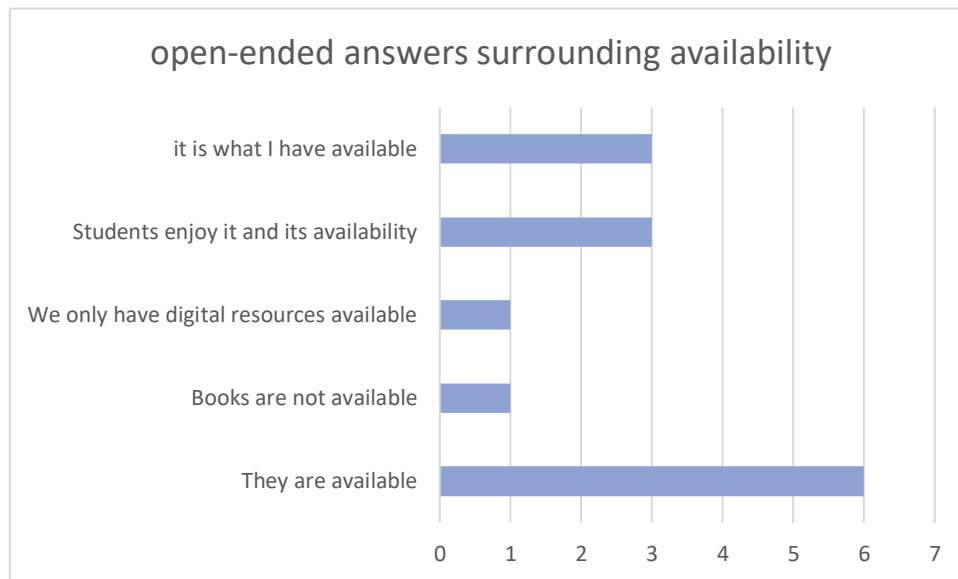


Table 16. Availability

Table 16 presents the participants' answers regarding availability and the idea that the participants use the digital tools because it is what they have available. Table 16 shows that many participants use digital tools just because it is available. However, some use it because students enjoy it together with its availability.

Partici pants	Examples of availability
1	Our teaching material is digital and that's what we and the students have available It appeals to my students.
2	They are available ,It has texts and exercises at many different levels
3	we have asked for more resources and textbooks, but have not gotten any yet. Most available. is a good news program in English To find information to
4	It is available.. MS Teams is were I distribute content.
5	It is what I have available. Textbook, workbook and ipad We can access everything.
6	I use them because we only have digital resources available. The students like to work online, and they love the fact that they can listen to texts.
7	Because it is what we have available. We do not have text books
8	my students like working with them Because they are easily available, and have proved to be efficient tools.
9	That is all we have. Books are not available for 7th grade.
10	These are the most available ones. They are available, useful and motivating Internet resources.
11	Because it's available to us.

Table 17. Examples of availability

Table 17 depicts examples of the explanations that were categorized as availability. We can see that some participants use the digital tools just because it is what they have available, while others might argue that the students enjoy working with the digital tool because it is so easily available. As mentioned, table 17 gives examples from the participants, some of the participants state that “it is what we have available. We do not have textbooks” or that “these are the most available ones”.

4.1.3.3 Variation

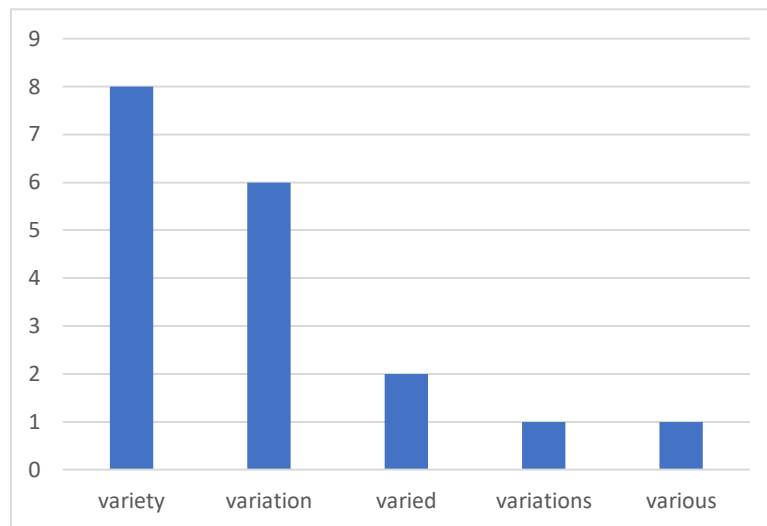


Table 18. Variation

The category surrounding variation will be presented in two tables. Table 18 displays how many participants used the words *variety*, *variation*, *varied*, *variations* or *various* in their answers to the open-ended question where the participants were asked to describe why they used digital tools in their English teaching. From table 18, one can see that many participants consider that variety is key when using digital tools and has an important role in the participants’ English teaching class. While the most frequently used words are presented in table 18, table 19 will provide more context to the data presented.

Partici pants	Examples on variation
1	Best learning effect Because this gives a variety of opportunities within language teaching and learning.
2	Don't follow a set book so great to find a variety of suitable sources Because the available textbooks were written in 2007
3	Because it has a variety of tasks adapted to the age group that I work with.
4	Shakes things up a bit while allowing students to read a variety of texts and explore the English-speaking world.
5	Learning and working with grammar. And sometimes other tasks. For variety and to be able to adapt the different topics
6	Easy to adjust to the pupils' skills, and multimodal. Great variety in information, angles and levels we dont have a lot of others.
7	Variety, many different options They're true and tested.
8	The school is figuring out which digital platform to choose, trying out different ones with the students and its variety it's easy to adjust to the pupils' skills

Table 19. Examples on variation

As shown in table 19, one participant uses digital tools because it does not follow a set book and it is great to find a variety of suitable sources. Another participant mentions how digital tools shakes things up a bit and allows students to read a variety of texts and explore the English-speaking world. Important to notice that one participant mentions that their textbooks were written in 2007, which again results in materials being outdated and that digital tools makes it easier to use up to date material.

4.2 Teacher interviews: Results from the Qualitative data

This section of the chapter presents the findings from the study conducted on how teachers use digital tools and why do teachers use these digital tools in English teaching in Norwegian lower secondary schools. To fully answer the two research questions above, the teachers were given the opportunity to answer for themselves in an online interview as described in the methodology chapter. With this, the interview data complements this research as the respondents can answer freely. The following section presents findings from the two qualitative open-ended question interviews where a clear link to the research question is present.

4.2.1 How do you as a teacher use digital tools in your English teaching

The teachers believe that by using digital tools in English education, one can trace the development of each student with more accuracy. Some teachers argue that by having digital books, digital learning platforms (e.g., Google Classroom, itsLearning, Skolestudio, etc.) and interacting with the students digitally they all get a more accurate understanding of the pupils' progress. The teachers can "control" the content provided to the pupils and with this keeping all pupils on the same page. However, one participant (Teacher 3) is not especially happy with how they can follow the progression of the students in Skolestudio, therefore the teacher made a digital workbook for the pupils in Google Classroom, which is easily accessible for the teacher to monitor the learner progression.

Teacher 3: I am not totally happy with how I can follow the progression with the students in "Skolestudio". I have made a digital "Workbook" for my students in Google Classroom where I easily can assess the work they do. I know many of my colleagues doing the same.

The teachers explained that they primarily use digital tools either as a supplement to textbooks, literary texts or as a source of reading material with interactive authentic material. Teacher 8 emphasizes the use of digital tools as a supplement to the textbook provided by the school. As teacher 8 shows us, some of the respondents supplement the school's textbook with digital resources, with this, the teachers can reach more students and teach using various methods. Some of these methods will be presented in section 4.2.2.

Teacher 8: As visual and audio support to text in books, and digital tasks and exercises in grammar and understanding. Also, for listening to authentic language.

In addition to what teacher 8 argues for, one can see that the idea of supplementing the textbook with digital resources is something preferred by several respondents. Teacher 3 explains that the schools' textbook comes with digital exercises on the learning platform. With these online supplements, the textbook becomes more than just a textbook. As Teacher 3 mentioned, the digital tools give the students the possibility to access a great variety of tasks using different apps. Finally, teacher 3 adds that the students are reading a physical book, but the teacher has also given them a digital copy as well as an audio file for the

students to listen to. Another important point in teacher 3's answer is the variation of exercises provided with digital tools. Teacher 3 mentions WeVideo, Soundtrap and Creaza as some of the resources the students use to make blogs, podcasts, and videos:

Teacher 3: Our main textbook (Enter10) with tasks and exercises are digital on the platform "Skolestudio". Additional content and tasks are added to the course in Google Classroom. They also use Clarify language dictionary (online), apps like Soundtrap, Creaza and WeVideo for a variation of tasks f.ex making blogs, podcasts and videos. At the moment, my students are reading a book (physical), but I have provided both a digital copy and an audio file for my students to listen to as well.

Several of the other interviewees use digital tools exclusively in their language teaching. This is evident in more than one answer as it seems to be the most common. Teacher 6 mentions that the schools' textbook is digital and that the students spend a lot of time on the schools' textbooks' web pages. Not to mention, the dictionary also being online.

Teacher 6: I use digital tools every day. Instead of a traditional board we have screens and bring our Chromebook with us to every lesson. The book is digital, so the pupils spend a lot of time on those webpages. We use google docs and presentations to write individually and to cooperate. We use the dictionary at "skolen cdu".

With attention to the usage of digital tools, teacher 7 tells us that he/she use it for more interactive exercises e.g., listening texts, films. Also, an important point to mention is that many of the respondents seems to rely on digital tools for the in-class teaching, particularly for presentations, lectures, communication, and various tests.

*Teacher 7: I use them in place of textbooks - as a source of reading materials, but also as a source for more interactive exercises, listening texts/film
I use them as tool for my own presentations/lectures and for the students' presentations. I use them to gather and present resources*

As one can see in teacher 9's answer, these are some of the common ways of using digital tools. Teacher 9 use digital tools to create a functioning classroom. The answer shows us that almost everything connected with teaching also use some sort of digital tool. The communication is not something that is exclusively online, but in some cases can be a great way of communicating across the classroom.

Teacher 9: For presentations/class lectures, to review and correct pupils' work, for various lists, to find facts and to communicate.

4.2.2 Why do teachers use these digital tools in language teaching?

While analysing the answers from this question, some recurring ideas appeared, to begin with, some of the answers emphasized the importance of interactive teaching. To explain, using digital tools in English education can result in the material being more interactive with the students, compared to a normal textbook or even a poor online textbook. Teacher 7 explains that it's easier to differentiate and give students more real-life texts in the classroom. Furthermore, creating a more motivational classroom environment.

Teacher 7: Because they are more interactive, more up to date, easier to differentiate and give students more real-life text in the classroom - thereby (hopefully) creating motivation.

Further, some of the answers discussed that teachers use digital tools in language teaching because it enhances the motivation for the students. Teacher 3 shows us how the introduction of digital tools enhanced motivation within the classroom and the student group. Especially visible in written tasks, as the students felt like they could write more when writing on a PC or a Chromebook and the writing looked better than their handwriting. But most importantly, the teacher tells us that the students managed to produce more text than earlier. However, this is back in 2002, and might not be the case for today's classroom.

Teacher 3: The main change was that I saw my students were producing a lot more text than earlier, my students felt that they managed to write more - it looked better than with their handwriting. Since then, I have gradually introduced more and more tasks digitally - depending on access to computers.

Another important element in teacher 3's answer is how the digital tools is a part of our daily life and that the students must learn how to use them both creatively and productive. Teacher 3 mentions lastly that working with digital tools on a daily basis helps with adaptive learning methods, as it is a lot easier to adapt the teaching with online resources.

Teacher 3: Digital tools are a part of our daily life, and our students need to learn how to use them in both a creative and productive way. But if some of my students want to use pen and paper during their work, I will provide the tools that they need as well. Another motive to use digital tools is that it is much easier to adapt my teaching to the different levels my students are working on. Adaptive learning.

Teacher 6 mentions some important negative effects of using digital tools in English learning. Even though Teacher 6 tells us that he/she thinks it is more motivating for the students to work digitally, he/she also mentions that the pupils do not practice as much patience as before, and that they learn to rely heavily on their digital assets. Especially since they use it for almost everything school/work related. Lastly, he/she adds that the students do not seem to be as motivated now as they were a couple of years ago.

Teacher 6: I think we also believe that it is more motivating for the pupils, but I believe that this has some negative side effects as well: Pupils don't practice patience as much now, and they learn to depend very much on digital "assets." Also; they are not so motivated by digitals as they were a few years ago, because it's so normal now.

An important element to this research is to shed light on the different ways English teachers use digital tools to their benefit in Norwegian EFL classrooms. Mentioned by teacher 6, one of the important benefits with digital texts is how it adapts the classroom. With this, the digital tools make it easier for the teacher to adapt the content for each student. This is especially important when working with students who struggles with reading or writing. Dyslectic students benefit a lot from being able to listen to texts while looking at it.

Teacher 6: It is also great with digital texts when students find it hard to read (like dyslectic pupils for instance), because they can listen to the texts.

The idea of using digital tools to reach more students on an individual level is something mentioned by teacher 8 as well, teacher 8 shows us that more variety in the classroom results in it being easier to reach all the students. This includes students that are falling behind theoretically.

Teacher 8: For more variety in the classroom and individual teaching/learning.

While reading the answers from the teachers, one can see that textbooks seems to be considered outdated and almost fully replaced with online resources. This idea is present in several answers, teacher 1 mention that the pupils are more likely to remember their laptop than a worksheet or textbooks.

Teacher 1: Because most textbooks are outdated, new things happen in the world which we need to keep up with, we are urged to avoid printing because it is better for the environment, the pupils are more likely to remember their laptop than a work sheet.

To add to the issue of textbooks being outdated, teacher 6 also mentions that they do not really have a choice as the school only use online books. With the curriculum being online, one can review and/or renew it every year if the teachers are dissatisfied with it. To add to this, by being able to renew and review all the content every year, one can use up to date and relevant material for all the classes every year. Instead of being “stuck” with one textbook for 3 or more years.

Teacher 6: We don't really have a choice since the books are digital in English at our school. But the reason we chose this to begin with, is because paper books are so soon outdated; now we have relevant texts and varied exercises that are reviewed every year.

Teacher 9 lists some of the reasons to why he/she use digital tools to teach English language in Norwegian classrooms. The list touches some important aspects of this research. Teacher 9 use digital tools for easy access to useful resources, quick and efficient communication and to keep archives, folders, and files. However, teacher 9 also show us that digital tools are often considered to be fun, motivating, and entertaining. This is something being frequently mentioned a lot in the qualitative results in the research. Another key point mentioned by teacher 9, is that it is always something new to learn when it comes to the digital tools and more specifically how to use them in the classroom.

4.3 Summary

This chapter has presented the results from the data collected from the questionnaire and the two open-ended interview questions. The chapter is presented in a way that aims to give data to all aspects of the research questions as well as giving the teachers an opportunity to answer for themselves.

The quantitative results show us the results from the questionnaire, where the first section (section 4.1.1) presents the respondents' thoughts and beliefs on using digital tools in their English teaching. More specifically, the respondents' answers surrounding students' engagement when working with digital tools, the teachers' thoughts on motivation when using digital tools and if more focus on using digital tools in English teaching can benefit language learning. In addition, section 4.1.1 shows us the 26 most used digital tools.

Section 4.1.2 shows us the open-ended answers from the questionnaire. First, the section shows us the participants' digital competence. Secondly, the section tries to shed light to why they use these tools, by showing examples from the open-ended questions. Thirdly, the section shows us three of the most common reasons why teachers use digital tools in English education, user-friendliness, great variety and availability. Lastly, examples are provided from the respondents on their own use of digital tools.

Following the quantitative results, section 4.2 provides the answers from the online interview. For the presentation of the online interview, the section will be split into two. To begin with, section 4.2.1 display how teachers use digital tools in their English education. This includes some of the most compelling evidence from the respondents' answers to "How do you use digital tools?" and is presented using examples from the respondents' answers. Furthermore, section 4.2.2 shows us the answers to why they use these digital tools. With this, the respondents argue for their use with examples from their own classroom and their own experience.

Chapter 5. Discussion

5.1 Introduction

This chapter will discuss the findings of the questionnaire and the online interviews presented in chapter 4. The participants in the questionnaire and interviews were EFL teachers currently working as in Norwegian lower secondary schools. The result from the analysis is interpreted with attention to theory and previous research, discussed with attention to the four research questions that guided this study:

1. What digital tools do teachers use in Norwegian lower secondary EFL classrooms?
2. How do teachers use these digital tools?
3. How frequently are digital tools used?
4. Why do teachers use these digital tools?

The discussion chapter is split into sections, organized according to the research questions and themes that naturally developed through the analysis. More precisely findings on why teachers use digital tools will be discussed in consideration of the themes that naturally developed (see section 4.1.3) and these themes are variation, user-friendliness, and availability. Considering the nature of qualitative methods, the responses from the participants were inconsistent in terms of length and content. The qualitative data is discussed in relation to the quantitative results as well as research question 2 and 4. Due to the complexity in open-ended answers, the discussion chapter will have some overlapping across the sections, to broaden the understanding of EFL teachers use digital tools.

5.2 The digital tools being used

From table 1, one can see that the questionnaire was answered by 183 participants in total. By crossing the participants' ECTS credits with their age and gender, we gain a more general

knowledge on the participants. An interesting element in table 1 is that 140 (76%) out of 183 participants are female. A possible reason for this can be the high number (74,4%) of female teachers working in Norwegian lower secondary schools (Statistics Norway, 2021).

This section will discuss the digital tools that the participants reported that they used in their EFL classrooms. With the intention to find out more about what digital tools teachers use in EFL teaching, question 9 (see appendix 4) in the questionnaire is aimed towards research question 1 (What digital tools do teachers use in Norwegian lower secondary EFL classrooms?). However, the question was formulated as *What digital tool do you use the most in language teaching*, and the question's aim was for the participants to write down the digital tool they used the most. However, most participants answered with 3-4 different tools. This might be due to a badly formulated question, or it could be that the participants use 3-4 different tools interchangeably and to the same extent. Another interesting find in table 5, PC is listed as the 5th mostly used digital tool. I argue that PC should be listed as the most used digital tool, especially when considering that most students have their own tablet or PC (see table 12, participant 12). However, as a PC is needed to access other online resources like E-books or applications, some participants might have decided that mentioning PC as a tool was unnecessary.

Table 5 also illustrates that the use of E-books is considered the preferred tool among EFL teachers, considering that 52 out of 183 respondents chose this digital tool. The teachers could answer with more than one tool, however, E-books was still the most mentioned tool within the responses, in addition, the participants were given a list of common digital tools to choose from in this question. Following E-books, the highest ranked digital tools are multimodal texts and online texts, rated within the 26 most used digital tools in EFL teaching. These findings show us that the modern EFL classrooms rely heavily on digital forms of texts. An interesting view of this evidence is that both the qualitative and the quantitative results indicate that digital texts are more common than for example films, games, or series, especially as the students often associate technology with entertainment (Brevik & Rindal, 2020).

When it comes to the topic of authentic texts, most of the results point towards E-books or digital resources as a great source for authentic texts. However, the results vary when it comes to views on language exposure. Whereas some are convinced that learners must be exposed to the correct amount of SL and rehearse every exposed feature, as Ellis

(1986) argued, others maintain that the learners must be able to understand the material they are exposed to, in line with Krashen's (1982) comprehensible input. In discussion of this, many of the respondent's state that internet or digital resources is important for having access to these authentic texts and E-books (see table 13 and section 4.2.1). One third of the participants chose E-books as their preferred digital tool, and the use of authentic materials in the form of E-books or digital texts. Here, the participants share the same view as Bjørn (2018), who stated that authentic texts are important for language learning, and that digital tools should function as a helpful addition in the English subject, whilst language learning remains the priority. It is also important to bring up the economic issue surrounding textbooks vs. digital texts, as mentioned in section 2.4. A textbook is far more expensive compared to digital access, but, online resources is paid for each year, whilst textbook is bought ones and passed on for generations. However, the textbook will last longer. Given these points, it is interesting that E-books are mentioned as the mostly used digital tool among the participants, given that reading exercises is ranked as the second lowest preferred learning activity.

5.3 Participants' use of digital tools

This section will discuss the participants' use of digital tools, and more specifically *how* the participants use digital tools in EFL teaching. The results indicate that there is great variation when it comes to preferred teaching methods and activities in the use of digital tools. As emphasized by Munden (2014), digital skills are the only one of the basic skills in the English curriculum that says something about how the students should learn instead of what they should learn (See section 1.4). It is important to mention that the pupils are not learning English as a result of having digital tools available because, as pointed out by Munden (2014), language learning can only happen when digital tools and resources is used correctly and efficiently. With, investigating how teachers use digital tools is important.

To understand how EFL teachers use digital tools in their teaching, a closer look into the classroom might be useful. Therefore, the questionnaire investigated the teachers' thoughts and beliefs surrounding learning activities and methods to establish a more general knowledge of how they use digital tools. In the following sections the results will be

organized in accordance with the four basic skills from the curriculum (LK20), namely oral skills, writing, reading and digital skills.

5.3.1 Oral skills

When it comes to the topic of oral skills, most of the participants report that listening exercises are important for language learning (see table 10). There is, however, a variation in methods used in development of oral skills. As presented in section 2.3.1, three methods are commonly used: direct method, audio lingual method and communicative method. All three methods rely on exposure of the targeted language; however, this section will further discuss the most relevant method among the participant.

The audio-lingual method relies heavily on listening and is based on stimulus, response, and reinforcement practice. The goal is to be able to speak the targeted language, and it is little focus on meaningful communication. The evidence from the result indicate that the participants use digital tools in listening exercises, teacher 11 wrote that he/she use digital tools to let pupils listen to authentic language in authentic situations (see table 13). In view of the audio-lingual method, listening exercises is important, table 13 display that several teachers use digital tools with this purpose, in addition, teacher 7 wrote that digital tools are a source for more interactive exercises like listening texts. However, for the audio-lingual method to be efficient, the learners need to rehear and drill the input.

5.3.2 Writing

When it comes to the topic of writing, 124 of the participants stated that writing exercises is the most preferred activity to use with digital tools rather the textbooks, alongside grammar work (see table 7). Teacher 3 wrote that their students produce more texts digitally compared to on paper, and that their students felt they could write more because the digital text looked better than their handwriting. Moreover, Teacher 3 from the interviews stated that “*digital tools are a part of our daily life, and our students need to learn how to use them in both a*

creative and productive way” (Teacher 3, section 4.2.2). This brings the discussion to the idea of genre-based writing. As discussed in 2.3.2, a learner is socialised into specific genres, and learns to navigate through and within different communicative activities. In discussion of genre-based writing, it is seen as problematic that writing activities from textbooks limits the learners’ opportunities to engage in other genres outside of the textbook (Fenner & Skulstad, 2020). On the one hand, one participant claimed that *textbooks are outdated, new things happen* in the world, and teachers need to keep up with this. The same respondent also described that teachers are urged to avoid printing due to environmental concerns. On the other hand, a teacher from the interview claimed that digital tools help with creating new, exciting ways of working with language, through for example student blogs (Teacher 3, section 4.2.1). Initially, as few participants mention writing in the qualitative results, the interviews indicated that writing with digital tools only relates to a few teachers. Yet, a closer inspection revealed that writing is ranked as the second most preferred language skill to teach using digital tools (see table 10). In the words of Lund (2009), one of the main proponents are that students are interacting with English in different genres. Whereas Gardner (2010) adds, both traditional text cultures (e.g., short stories, essays) and technological text cultures like blogs, forums, or chats, all add to the list of genres that students can engage themselves in. In view of this, digital tools will include more text cultures and genres, and consequently lead to a larger number of genres available to the students, thus appealing to more students.

5.3.3 Reading

While it is true that reading authentic texts can improve learners’ cultural awareness and understanding of language communities, it does not necessarily follow that reading with digital texts is as effective as printed texts. In discussion of the use of digital texts vs. printed texts, issues arise as to what extent are they comprehensible and engaging. On the one hand, Norman & Furnes (2016) argues that digital texts often are multimodal, and therefore open for more interactive reading when compared to reading from paper, and therefore multimodal texts are perceived as more motivational. On the other hand, Sparks (2021) and Mangen et.al. (2013, as cited in Fenner & Skulstad, 2020) found that comprehension was not improved with the introduction of E-books and the learners reading on paper had significantly better reading comprehension compared to learners reading the same text on screen. Nevertheless, the

results in this research, specifically as seen in figure 3 shows us that most participants believe that students read more English on screen than on paper in general.

Norman and Furnes (2016) argues that interactive texts are more comprehensible and motivating for students, and participants in the current study claim that texts supplied with audio files, pictures or videos are positive for reading comprehension, especially for low achieving students (teacher 6, section 4.2.2). In contrast, Sparks (2021) argues that digital texts tend to be less effective than printed ones in a classroom setting. When it comes to the dilemma of using digital texts or printed texts in the EFL classroom, the results in this study indicate that reading exercises with digital tools is not preferred among the participants, as reading exercises is ranked as the second least preferred learning activity (see table 7). However, to develop good readers in English the students need to read texts that interest them (Williams, 1986, cited in Fenner et al., 2020). In view of this, digital resources give teachers more texts to choose from, teacher 7 states that he/she can give the students more real-life texts. Even though reading exercises is one of the least preferred learning activities, the participants argues that the students read more English in digital texts than printed texts (see figure 3) which indicates that it is not avoided, but rather something teachers find hard to integrate with digital tools.

5.3.4 Digital skills

For students to develop as good users of technology and develop their digital skills, they must rely on competent teachers support and guide them. As explained in 2.4, students need to be confident users of technology, they must develop their understanding of what technology is and they must gain knowledge about the role of technology in the society (Beck, 2009, cited in Øgrim & Gjøver, 2014). While the participants rarely indicate that they focus on students' digital development, I argue that the students develop digital skills because of them being used in the classroom. In the same manner as learning a new trade, one must be exposed for the use and rehearse the use. Teacher 6 express that he/she use digital tools every day instead of the traditional black board they have screens and students bring their Chromebook to every lesson. This suggests that the students will unconsciously rehearse their use of the Chromebook every day, consequently developing their own digital skills.

Table 16 shows us how the participants rank the language skills they prefer to use digital tools with. An interesting finding in this table is that speaking is ranked as the least preferred, as mentioned in section 2.6.1, Chomsky's communicative approach is in essence learner centred with an aim to motivate learners to developing their targeted language by building on and extending their existing knowledge and experiences. Communication is especially important for EFL learners, and one must practice speaking the targeted language to obtain its characteristics. As found in Brevik and Rindal's concluding remarks, for the English subject to reflect the status of English as an international language, students must be able to use English in different contexts and adapt their language to these purposes. Together with Chomsky's communicative approach, Hymes (1972) emphasize the need for language knowledge, arguably, for the students to be able to extend on their existing knowledge, it is important to be accurate and speak according to contexts. Teacher 9 mentions in section 4.2.1 that he/she use digital tools in class lectures, this is a broad statement as it is no information on what tools or how, however, by using digital tools as a supplement (e.g., audio files, videos, or pictures) in class lectures, the teacher can reach more students. Mentioned in section 2.7, Norwegian secondary school students are confident users of international media sources, and they voluntarily engage themselves in English activities outside of school, this suggests that students take part in English activities in different contexts outside of school, for this reason, it is important for English teachers to provide different contexts at school also. The essence of this argument is that, by communicating with digital tools as a supplement the teacher will extend students' knowledge as the lectures communicate in different channels and show how English is being used as an international language across various contextual situations.

5.4 The role of digital tools

Gardner (2010) is surely right about integrativeness because, as the participants points out, the students' own engagement in language learning can sometimes be higher when working with digital tools, 89% agreed that digital tools can sometimes help with students' own engagement. Whereas 10% says that digital tools can help, but mostly interrupts with students' own engagement (see table 2). This points at table 13 where some participants argue that digital tools helps engage the students in their own language learning, furthermore,

participant 10 mentions that he/she use digital tools “in order to engage my students and make them more interested in the search of knowledge”, this suggests that Gardner’s theory of integrativeness is especially useful because it sheds light on an important element of language teaching, which is the ability and willingness to take on characteristics of another cultural group. As emphasized by Gardner, language learning motivation is seen as the major focus of the socio-educational model. The participants’ view, however, in agreement with what Gardner has argued, is that teaching cultural awareness is more preferred than to teach oral skills with the use of digital tools (Table 10). This might suggest that the participants use digital resources to access other cultural groups and teach their students about the characteristics of this groups, and consequently create a genuine interest in the targeted language groups’ culture. In addition, participant 1 in table 13, argues that textbooks are old, and more relevant texts about cultural awareness are more engaging for the students. These arguments, which the participants mention in table 13 and table 10, add weight to LK20’s conclusion that “the use of digital resources provides opportunities to experience English texts in authentic situations, meaning natural and unadopted situations”.

Although some of the participants (2%) have specified that there is no connection between better digital skills and language learning, the majority gives the impression that most students will benefit from learning English through digital tools (see figure 1). In discussion of the increased focus on the use of digital tools in English (LK20, 2019). On the one hand, 27% of the participants argues that more focus on digital skills strengthens the students’ language learning. Especially since students get most of their English inputs from digital resources. On the other hand, 2% of the participants believe that there is no connection between digital skills and EFL, even though LK20 emphasize digital skills as one of the basic skills in the English subject. Øgrim (2014) contends that with more focus on digital skills, thus more expectations for the teachers’ use of digital tools in all aspects of teaching. Fredriksen (2016) even maintain that the overall goal of the curriculum is to strengthen students’ digital competence, consequently, the development of students’ digital competence relies on teachers that acknowledge LK20 and its importance in digital teaching. Therefore, Figure 1 suggests that the participants are not united in their beliefs of LK20. However, it is important to emphasize that the majority of the respondents agrees that most students will benefit from the increased focus on digital skills.

In discussion of teacher cognition, most will agree that prior experiences result in forming the basis of teachers' conceptualization of second language teaching. Where this discussion usually ends, is on the question of beliefs vs. prior experience. Whereas Borg (2003) state that prior experience will form the baseline in the teachers' future teaching, Kagan (1992) maintain that teachers' beliefs have more influence on their practice compared to knowledge. Considering both views, one might assume that teachers with prior experience with digital tools, moreover, if the teacher also believe that technology is beneficial in language learning the teachers is more likely rely on them in their own teaching. As specified in section 2.7, the daily decisions made by the teachers at work is more grounded in their own personal beliefs than their knowledge. With 89% of the participants believing that digital tools can sometimes help with students' own engagement in language learning (see table 2), one might assume that there is a strong belief in digital tools among the participants. This assumption is strengthened by looking at figure 1, where 42% agree that more focus on digital skills will benefit most students. I would argue that the teachers with high digital competence and positive cognitions about technology use digital tools the most. Many people assume young teachers use digital tools the most. However, table 9 shows us that 37 participants use digital tools more than 6 times per day, whereas 11 are between 30-38 years old.

5.4.1 Challenges

To establish what thoughts and beliefs the participants have on this subject, one must investigate what they believe are the benefits and challenges with using digital tools in language teaching. In Fenner & Skulstad's view, using a PC or tablets in teaching might be problematic as students will get distracted, and reading on screen can be more demanding in terms of decision making and processing. The participants agree with Fenner & Skulstad, as they state that the most challenging aspect of using digital tools is distracted students (see table 4). By investigating the two major challenges the participants face, it became obvious that distracted students were the biggest, however, tech problems are rated as the second biggest challenge with 57% of the participants mentioning this. With this, the two challenges with be further discussed below.

Arguably, a possible reason to why so many teachers find tech problems as a big challenge in their teaching can be related to the teachers' digital competence. Therefore, we must look further into the participants' digital competence and education. In Røkenes and Krumsvik (2016), it is discussed that teacher students were comfortable with their use of digital tools in their spare time but felt a need for more preparation to use digital tools with educational purposes. When looking at table 11, it is evident that most teachers does not have that extra preparation with the use of digital tools in form of education or courses. Table 11 indicates that there is a great variation in terms of digital competence within the participants, because of the great variety of extra education they have. For instance, among the participants, one teacher has a master's degree in educational technology and Digital competencies whereas, another teacher states that they have no extra education and that they learn by doing. In other words, Fredriksen's study indicates that the varied use of digital tools relies heavily on teachers' own competence. As a result of this, students in Norway might not receive EFL education on equal terms when it comes to digital tools and the use of them. With this being said, table 4 strengthens this argument as 34% of the teachers answering the questionnaire said that "lack of digital competence" is a challenge with using digital tools in EFL teaching. The answers displayed in table 12, however, contrary to what participants have pointed out previously, is that there is a generally high digital competence within the participants. The results in table 12 shows most teachers rate themselves with high competence. Question 25 asked the participants to rate their own digital competence (e.g., high competence, but can improve). Whereas over 80 participants said that they have high competence and did not specify room for improvements. On the one hand, many of the responses said high competence. But, on the other hand, very few rate themselves as low competent. When combining the average, good, medium, and quite high, we get a total of 88 respondents. This makes the highest number in this table, which indicates that the average is quite high.

With the presence of technology in the modern classroom, teacher's face various challenges. In the participant's view, distracted students are the biggest challenge with the integration of technology. Table 4 tells us that 102 out of 183 participants agree with this challenge. However, 52 participants said that inappropriate content online is their biggest challenge, arguably these two challenges is overlapping each other making it an even more vital challenge. Discussed in section 2.5.1, the modern teenagers engage themselves in videogames, blogs, YouTube, and social media in their social life outside of school. A

possible reason to distracted students is that the students' own experience with technology is explicitly as entertainment and not directed at educational purposes. With, the students' digital competence is high, but is not directly relevant for schooling. And because of this, students might become distracted with their social life or entertainment they are used to from outside of the school. Teacher 6 addresses an important issue surrounding this topic, she/he mentions that students have become very dependent on their digital assets, consequently, less patient and independent. Also, students are not so motivated by working on digital tools as they were a few years ago (Section 4.2.2). This indicates that some students are not so motivated by using digital tools.

5.4.2 Benefits

As displayed in table 3, a clear majority of the participants believe that the biggest benefit of using digital tools is because they can provide infinite resources. The data shows us that many participants find the infinite resources helpful in their teaching, especially as they can adapt their teaching to difficulty or competence. From this perspective, using digital tools will make it easier for teachers to provide comprehensible material to the students. Krashen states that exposure to comprehensible input is necessary for second language acquisition to take place. One of Krashen's main proponents states that students must understand the input exposed to them for a language to be acquired (I+1). Arguably, it is easier to find material adapted to the students' English competence with digital tools compared to textbooks. Teacher 8 emphasizes in section 4.2.2 that he/she use digital tools for more variety in the classroom and individual teaching. In addition, participant 16 mentions that "he/she use digital tools in the classroom to give the students with dyslexia a leg up" (see table 13). I argue that teachers are more likely to find comprehensible input online, furthermore, being able to adapt the material to the class on an individual level.

5.5 Why teachers use digital tools

Table 5 gives an overview of some of the most used digital tools used in language teaching, the research must address the question of *why teachers use this tool*. To be able to answer this the best, the questionnaire uses yet another open-ended question. As mentioned in chapter 3, the best way to learn about why teachers use these digital tools is to let them answer for themselves. Therefore, question 10 in the questionnaire (see appendix 4) intends to find out why the participants use the digital tool(s) mentioned in table 5. However, while analyzing the answers it occurred that most participants argued for their use of digital tools to be based on either, availability, user friendliness or its variety. With the purpose of trying to find why EFL teachers in lower secondary schools use digital tools, this section will discuss findings that relate to the use of digital tools. More specifically, discuss three of the most important factors to why the participants chose these digital tools. As mentioned in section 4.1.3, while reading the open-ended answers to why the participants used these digital tools, it naturally developed three different categories, availability, variation, and user-friendliness. These three categories represent the important factors to why the participants use these tools.

Availability is an aspect of teachers' use of digital tools, because many of the participants explain that the tools they use are used just because they are available. By looking at table 16, the most frequent phrase in this category is "they are available", this indicates that the teachers' preference is limited by not having the opportunity to choose digital tools themselves. To further investigate this issue, table 6 present the result from the questionnaire where the participants were asked if they were pleased with the tools supplied from the municipality. The response shows us that 52% of the participants agree that the municipality could provide the school with more alternatives in terms of digital tools or resources, as pointed out by participants 3 in table 17, "we have asked for more resources and textbooks, but have not gotten any yet". As Fredriksen's (2016) study suggests, it seems like the digital tools provided differs from school to school, also within the same counties. There is no common overall practice that makes sure students get the same education and teaching when it comes to digital tools and the use of them. Like Fredriksen's study, table 6 and 16 indicates that some teachers lack their preferred digital resources and must settle with what they have available. However, this is not the case for all the participants, participant 8 mentions in table 16 that he/she use these digital tools "because they are easily available and

have proved to be efficient tools” which indicate that they are pleased with the availability and the efficiency with using these tools.

The category surrounding variation is presented in table 18, it shows us that the word *variety* is used a lot in the open-ended answers in the questionnaire. Many of the participants used the words Variety, variation, varied, variations or various to describe why they used these digital tools in their EFL teaching. By looking at table 19, we see more context to the answers that relates to variation. For example, participant 4 says that digital tools “shakes things up a bit while allowing students to read a variety of texts and explore the English-speaking world”. This teacher suggests that the digital tools’ infinite resources benefit the language teaching (See table 3), in like manner as discussed in section 2.2.4, Gardner (2001) emphasize the need for a genuine interest in learning the second language to come closer to the other language community. Teacher 10 mentions that digital tools encourage students to become more interested in the search of knowledge, authentic language usage and improve their language skills (see table 13). Therefore, the teacher must motivate and engage the students in their own development of the targeted language. In the view of Gardner’s ideas and Chomsky’s communicative approach, it important for the students to be able to extend their knowledge and experiences to develop their understanding. Therefore, as a result of using digital tools to expose students with a variety of texts and let students explore the English-speaking world through authentic material, one could expect them to gain knowledge in learning their second language. To explain, an important element in Chomsky’s communicative approach is that the classroom communication is meaningful, and that communication should motivate learners to develop their targeted language.

The participants appreciate that the digital tools are user-friendly. The questionnaire asked the participants why they used the digital tools they mentioned in table 5, the participants’ answers is shown in figure 5. In figure 5 we see that 48% of the participants mention that they used the digital tools as they were easy to use. However, in this discussion user-friendliness will be used instead of easy to use. With this, almost half of the participants appreciate the digital tools to be user-friendly, and they might choose tools based on this. By looking at the open-ended answers shown in table 14 and 15, the participants frequently mention the digital tools being user-friendly, easy for the students to use, easy and interactive or easy access to various apps and resources. In table 15, participant 20 mentions that it is a lot easier for the students as papers or worksheets can often be lost or misplaced. It is evident

in table 15 that user-friendliness is important for the teachers when they chose digital tools in their language teaching. Arguably, teachers' digital competence is tied closely to user-friendliness because, if a teacher has high digital competence, they might feel that more advanced digital tools also are user-friendly, whereas teachers with a lower digital competence might find more advanced tools hard to use in language teaching.

As there is a great variation in how EFL teachers use digital tools in the classroom, one must look further into the teachers' own digital competence. One must investigate the teachers' own digital competence as it shapes their use of digital tools in the EFL classroom. According to Øgrim and Giæver (2014), the expectations of teachers' digital competence when it comes to teaching how to use digital tools, teaching with digital tools and teaching about digital tools is high, especially when looking at the lack of courses or extra education provided to teachers. One can see in table 11 that most participants have not had any extra education on using digital tools. In short, a possible reason why some teachers lack digital competence is the absence of training and education within the subject. However, had this been an issue in today's classroom we could assume it to show in table 12. This research display through table 12 that most teachers rate their own digital competence as high. Like Fredriksen' study in 2016, this research also suggests that teachers in Norway does not lack any digital competence as they have been forced to learn, either from colleagues or from their own interest. As mentioned above and shown in table 11, most participants do not have extra education in digital tools. However, within the participants that has extra education, it is evident that they have sought this out themselves. Either through studies to get extra ECTS credits, or from colleagues. One of the participants mentions that they "are lucky to have an ICT-manager as a colleague", this indicates that the participant is relying on their colleague's digital competence. Lastly, 62 participants mention in table 4 that their biggest challenge with the use of digital tools is digital competence. As addressed in Fredriksen's study, the schools offer training so that the teacher can fulfil their role as an employer, but what about their role as an educator? One can see in table 11 that one participant says they have done council run courses in teams and OneNote, arguably this is a course that would benefit the teacher to be a better employee in terms of getting around the formalities surrounding the administration rather than making them a better educator.

Motivation is mentioned to a great extent in the results, the role of motivation in language learning is arguably the most important element for someone to learn a second

language. Therefore, it is especially important for teachers to engage and motivate the students in EFL classrooms. Mentioned in section 2.9, young children learn their first language unconsciously through various activities, whereas learning a second language relies more on motivation to learn. In short, the term motivation is defined as how much effort will put in to succeed with your goal. To specify, the more difficult the goal, the more effort is required. This relates to learning a second language as well. However, as explained by Gardner (2010), to learn a second language there must be a genuine interest in learning the second language in order to come closer to the other language community. The idea is that second language learning is tied closely to the socio-educational model. In essence, language is central for the individuals' view of the world and hence their identity, therefore, a second language learner must show interest to come closer to other language communities, as well as being able to take on other language cultures characteristics. With this being said, teachers' role is to be able to engage and motivate students to find interest in other language communities. For this research, the topic of motivation is something mentioned by many participants. Figure 2 shows us that 48% of the participants believe that most students feel more motivated if they can work with English using digital tools. As much as 28% agrees that students feel more motivated when working with digital tools. On the contrary, only 2% would say that students do not feel more motivated. Teacher 7 wrote in the interview that digital tools is more up to date and provides more real-life texts in the classroom, thereby creating motivation. This suggests that teacher 7 is aware of how important motivation is for language learning. In discussion, teacher 7 consciously adapt the teaching in a matter that creates motivation (section 4.2.2). Table 13 shows us examples from the open-ended question in the questionnaire (*could you give an example on why you use digital tools in EFL teaching?*), participant 6 in table 13 wrote that "I use digital tools in the classroom to motivate the students more and also be more up to date". These results show us that digital tools play an important role in motivating the students, and functions as an important tool for the teachers to develop motivating environment. By looking at figure 2, table 2 and table 3, one can see that the teachers use digital tools to engage students in their own learning with the intention of creating motivation. Table 3 shows us the benefits with digital tools, whereas 25 participants argues that motivated students is the biggest benefit with digital tools. However, for the teachers to answer for themselves, the participants were allowed to add to the list of benefits. Whereas one participant added "learning made fun", arguably this category could be included in motivation as the teachers' role is to motivate the students through new and exciting ways of learning English. Ultimately, as I interpret the participants'

answers, motivation seems to be key for language learning and digital tools play an important role in creating motivated students.

Teacher 7 argues that the online tools are more interactive, more up to date, easier to differentiate and provide the students with more real-life texts in the classroom; thereby creating motivation. The important essence in teacher 7's answer is that he/she encourages students to show interest in learning a second language by using interactive, modern, and real-life texts. As Gardner (2001) argues, for a teacher to create a positive learning environment in the classroom, one must be able to connect with the students. By using real-life texts and interactive material, teacher 7 engages students in their own learning as the students can relate more to material that is up to date and more relevant. Especially when looking at teacher 1 and teacher 6's answers, where they argue that textbooks are or is about to be outdated. Teacher 6 mentions that they now have relevant texts with a great variety of exercises, also the online material is reviewed every year. In addition to this, teacher 1 points out an important issue with using textbooks, "new things happen in the world which we need to keep up with", arguably it is more engaging and motivating for the students to work with real-life material that are up to date. However, teacher 6 mentions some negative effects of using digital tools as well: students do not practice patience as much, they learn to depend on digital tools, and they are not so motivated by digital tools as they were a few years ago because it is so normal.

Several participants have suggested in this research that access to authentic material is beneficial within use of digital resources. In discussion of authentic material, one issue has the use of textbooks vs. digital resources, and more specifically whether textbooks can provide authentic material in the same matter as digital resources. On the one hand, Austlid argues that digital tools cannot replace pedagogical adapted content (Bjørheim & Rege Olsen, 2022). On the other hand, as emphasized in LK20, digital skills in English means being able to use digital resources to provide opportunities to experience English in authentic situations, meaning natural and unadapted situations. In the participants' view, digital tools function as the primary source for good and authentic material. Table 13 display several teachers mentioning that digital tools help them with access to material, teacher 18 says that YouTube (free to use), lets students listen to their target language and watch authentic material. In addition, teacher 6 wrote that the texts online are more relevant and varied, they are also reviewed every year (section 4.2.2). The data in this research support the work of Krashen

(1982), this is evident because participants state to a great extent that exposing the students with authentic material results in better language learning. Krashen argue that we learn a second language as we are exposed to it and by studying its rules and forms. A part of the teachers' role is to expose the students with a sufficient amount of authentic material as well as guiding them in form and rules of the language (LK20). An important element to this discussion is brought forward by participant 10 in table 13, "I use digital tools to provide an easier access to information and a greater variety of sources of knowledge, and also in order to engage my students and make them more interested in the search of knowledge, authentic language usage and of course improve their language skills". This teacher argues that digital tools provide him/her with a great variety of sources and engages the students in the search for authentic language to develop their language skills. This approach resembles the idea of integrativeness by Gardner (2010).

The participants' answers shows us that it is a great variety of use of digital tools in EFL classrooms. The participants agree that students could benefit from using digital tools in their language learning, as discussed above, 89% of the participants would say that some students get more engaged in their own language learning while working with digital tools. As has been noted in this section is that motivation plays an important role in teachers' choice of learning method. This research shows that many of the participants believes digital tools can motivate students in learning a second language, almost half (48%) of the respondents would say that most students get more motivated by working with digital tools. Lastly, the learning activity preferred by most participants to use digital tools with is listening exercises.

5.6 Frequency in use of digital tools

To gain knowledge on how often EFL teachers tend to use digital tools instead of textbooks, the questionnaire had a focus on frequency. Interestingly, some participants (6%) believe that only using digital resources is best, while the majority (55%) maintain that a combination is most efficient in the EFL context. I argue that the use of both textbook and digital resources could benefit the learners. In view of Ørevik (2020) and Fenner & Skulstad (2020), technology has introduced more text cultures and genres to the english subject, and consequently, teacher have more text culture to engage the students with and therefore the

frequent use of digital resources will be determined by the teachers' preference. However, an important issue with this is, as mentioned by teacher 6 in section 4.2.2, they do not really have a choice since all the books are digital. On one hand, this suggests that the use of digital tools is forced, as the schools only have digital resources available. On the other hand, however, figure 4 indicates that the majority of the participants do use both textbook and digital tools in their teaching.

In question 5, (Appendix 4) the teachers were asked how often they use digital tools in EFL teaching and most of the participants (51%) stated that they use digital tools at least 1-3 times each day. Although none of the teachers said so in the open-ended questions, the result on frequency gives the impression that the participants do not regard PC's or tablets as a digital tool worth mentioning here. As discussed in section 5.2, this assumption is based on table 8 and figure 4, where the majority of the participants state that they use digital tools 1-3 times per day. PC's might be seen as necessity for all the other digital tools, and I would argue that this reason why participants fail to list PC's and/or tablets, due to the fact that most students have access to their own device in Norwegian schools. I also believe that a PC serves as an access point for all the digital resources available, and it is therefore hard to differentiate between PC's and other digital resources.

In discussion of Fredriksen's findings that Norwegian students do not get digital education on equal terms (section 1.4), an issue has been whether this is because teacher's use of technology is too varied. On the one hand, 20% of the participants say they use digital tools more than 6 times per day. Consequently, the students will develop their digital skills at a faster pace. On the other hand, however, one participant mentions they only use textbooks in their teaching (figure 4), in addition, table 8 shows us that one participant never uses digital tools in their teaching. One might assume that this is the same participant. Ultimately, as specified in section 2.4, students must learn to be confident users of technology, they must develop an understanding of how technology works, and they must gain knowledge about the role of technology in the society, therefore, it must be addressed that some teachers exclude digital tools in their education completely they contradict LK20's principles. Although the participant does not say so directly in any open-ended answers, he/she apparently suggest that they never use digital tools in EFL teaching, this includes, film, digital texts, writing on screen. To strengthen this assumption, I would argue that the teacher having these beliefs also express that there is no connection between better digital skills and language learning as seen

in figure 1, and that digital tools will not motivate students in their language learning (see figure 2). If this assumption is correct, this participant contradicts the use of varied teaching methods and especially the development of competent digital users.

Chapter 6. Conclusion

6.1 Main findings

The aim of this thesis was to say something about teachers' use of digital tools in Norwegian EFL classrooms. The participants consisted of teachers working as English teachers in Norwegian lower secondary schools. The research questions were *What digital tools do teachers use in Norwegian lower secondary EFL classrooms? How do teachers use these tools? Why do teachers use these digital tools? How frequently are digital tools used?*

The results show that the most used digital tools among the participants are E-books, and this indicates that many schools have online textbooks and that E-books are highly preferred among the respondents. However, one might assume that PC would be higher up on the list of mostly used digital tools. But PC's might be seen as necessity for all the other digital tools and I would argue that this the reason why participants avoid listing PC's and/or tablets, because most students have access to their own device in Norwegian schools. I also believe that a PC serves as an access point for all the digital resources available, and it is therefore hard to differentiate between PC's and other digital resources.

In conclusion of how teachers use digital tools, the research shows us that the teachers use digital tools in EFL teaching in a variety of ways. Firstly, digital tools are used to develop oral skills through listening exercises, where the students can listen to English through authentic material online. Secondly, the teachers contends that digital reading is more comprehensible for the students because they often are more interactive and engaging. Especially, reading authentic material through digital texts. The teachers specify their beliefs on digital reading to be beneficial for the students, especially dyslexic students as digital texts often come with audio or video attachments. Lastly, the teachers develop students' digital skills by integrating the use of digital tools in their teaching and they highlight that it is important for students to be good, responsible users of technology. Arguably, it is the teachers' role to guide and teach students how to use digital tools with educational purposes, in line with curricular guidelines.

The research shows that digital tools are used in Norwegian lower secondary schools to a great extent, but there is a great variety to how and why teachers use them. In conclusion of why teachers use digital tools, the teachers' answers showed characteristics of three themes. Firstly, the teachers used digital tools because it provided their teaching with a great variety of opportunities. Secondly, the teachers found the digital tools to be user-friendly. Lastly, they used the tools because of its high availability.

Regarding the findings on why teachers use digital tools, some teachers pointed at digital tools being motivational, engaging, interactive and a great source of authentic material. Studies indicate that language learning relies on motivated students, and the results from this research show that digital tools are key for creating motivated students. In short, digital resources are often more interactive compared to printed texts. The current study indicates that teachers lean towards digital texts and E-books in the classroom as they often are supplied with audio files, videos, or hyperlinks. Lastly, most of the participants see "infinite resources" as the biggest benefit of using digital tools, and many participants mention that they use digital tools because of the authentic material available online (See table 3). This suggests that textbooks and printed texts are less preferred than digital material when it comes to authenticity.

The current study also indicate that teachers frequently use digital tools in their teaching, where the majority use digital tools about 1-3 times per day, whereas 20% state that they use them more than 6 times per day. However, an interesting finding is that one participant avoids using digital tools completely. This participant said that they use digital tools zero times per day and only use textbooks in their teaching. LK20 acknowledges digital skills as one of the five basic skills in the curriculum. nonetheless, many teachers find it challenging to use digital tools for educational purposes, due to limited digital competence and extra education within the subject. For the students to develop their digital skills, teachers need to be comfortable with their own digital competence. Even though many teachers develop their digital competence with various courses like PDFK (Professional Digital Framework for Teachers), this does not relate to the majority. Consequently, some Norwegian students will get far lower technological input in their education.

In conclusion, although 34% of the participants said that lack of digital competence is a challenging when it comes to the use of digital tools, most of the respondents report that they have high digital competence. Based on the digital competence and cognition of the

respondents, the overall assumption is that the great majority believe in digital tools being more engaging, and beneficial for learning and therefore integrate technology in teaching. However, due to most respondents reporting that they do not have any extra education or courses in digital technology, the students risk having less digitally competent teachers. This could potentially lead to some Norwegian students not having enough digital training on equal terms as other students.

6.2 Contribution, limitations, and suggestion for further research

The current study contributes to the research field regarding the use of digital tools for educational purposes, and specifically the use of digital tools in EFL teaching in a Norwegian context. As this research says something about how and why teachers use digital tools in EFL teaching, the study could provide useful information to the use of digital tools with educational purposes. The research also provides insights into benefits and challenges teachers face while using digital tools.

The main limitation of the study is the broad coverage of the topic, the research field is big, and it could be more sufficient to research some features of the field more thoroughly. Further research into the use of digital tools in relation to students with reading or writing disabilities such as dyslexia could expand the knowledge in the research field. Also, it would be interesting to look further into how oral, writing or reading skills could be taught through the use of digital tools. At the end of the day, we live in a digital age and the EFL teaching should take advantage of the tools available to facilitate learning.

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List of appendices

Appendix 1: Approval from the NSD

Vurdering

Referansenummer

710128

Prosjektittel

A study of how English teachers use digital tools to teach English in Norwegian lower secondary schools.

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for kultur- og språkvitenskap

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Dina Lialikhova, dina.lialikhova@uis.no, tlf: 51831369

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Oliver Jones, olijon8@gmail.com, tlf: 46824575

Prosjektperiode

31.10.2021 - 11.05.2022

Vurdering (1)

02.11.2021 – Vurdert

Our assessment is that the processing of personal data in this project will comply with data protection legislation, so long as it is carried out in accordance with what is documented in the Notification Form and attachments, 02.11.2021. Everything is in place for the processing to begin.

TYPE OF DATA AND DURATION

The project will be processing general categories of personal data until 11.05.2022.

LEGAL BASIS

The project will gain consent from data subjects to process their personal data. We find that consent will meet the necessary requirements under art. 4 (11) and 7, in that it will be a freely given, specific, informed and unambiguous statement or action, which will be documented and can be withdrawn.

The legal basis for processing general categories of personal data is therefore consent given by the data subject, cf. the General Data Protection Regulation art. 6.1 a).

PRINCIPLES RELATING TO PROCESSING PERSONAL DATA

NSD finds that the planned processing of personal data will be in accordance with the principles under the General Data Protection Regulation regarding:

- lawfulness, fairness and transparency (art. 5.1 a), in that data subjects will receive sufficient information about the processing and will give their consent purpose limitation (art. 5.1 b), in that personal data will be collected for specified, explicit and legitimate purposes, and will not be processed for new, incompatible purposes
- data minimisation (art. 5.1 c), in that only personal data which are adequate, relevant and necessary for the purpose of the project will be processed
- storage limitation (art. 5.1 e), in that personal data will not be stored for longer than is necessary to fulfil the project's purpose

THE RIGHTS OF DATA SUBJECTS

As long as the data subjects can be identified in the data material, they will have the following rights: access (art. 15), rectification (art. 16), erasure (art. 17), restriction of processing (art. 18), data portability (art. 20).

NSD finds that the information that will be given to data subjects about the processing of their personal data will meet the legal requirements for form and content, cf. art. 12.1 and art. 13.

We remind you that if a data subject contacts you about their rights, the data controller has a duty to reply within a month.

FOLLOW YOUR INSTITUTION'S GUIDELINES

NSD presupposes that the project will meet the requirements of accuracy (art. 5.1 d), integrity and confidentiality (art. 5.1 f) and security (art. 32) when processing personal data.

To ensure that these requirements are met you must follow your institution's internal guidelines and/or consult with your institution (i.e. the institution responsible for the project).

NOTIFY CHANGES

If you intend to make changes to the processing of personal data in this project it may be necessary to notify NSD. This is done by updating the Notification Form. On our website we explain which changes must be notified: <https://www.nsd.no/en/data-protection-services/notification-form-for-personal-data/notify-changes-in-the-notification-form>

Wait until you receive an answer from us before you carry out the changes.

FOLLOW-UP OF THE PROJECT

NSD will follow up the progress of the project at the planned end date in order to determine whether the processing of personal data has been concluded.

Good luck with the project!

Appendix 2: E-mail to the municipalities (In Norwegian)

Hei,

Til postmottaket:

I forbindelse med min mastergrad ved Universitetet i Stavanger, holder jeg på med en undersøkelse av hvordan engelsklærere på ungdomskolen bruker digitale verktøy i sin undervisning. Kunne dere på postmottaket videresendt denne invitasjonen og undersøkelsen til oppvekst og utdanning eller direkte til ungdomskolene i deres kommune? Hadde satt utrolig stor pris på hjelpen.

Til skolekonsulent/avdelingsledere/lærere:

Kunne du videresendt denne undersøkelsen til lærere som underviser i engelskfaget på din skole?

Generell info:

Forskningen går ut på å finne ut mer om hvordan engelsklærere bruker digitale verktøy i sin undervisning. Det blir et mer teknologisk klasserom for hvert år som går, derfor er det viktig å undersøke hvordan engelsklærere benytter seg av ulike digitale verktøy i klasserommet. Spørreskjemaet inneholder spørsmål om hvordan du som lærer bruker digitale verktøy i språkundervisning. Generell informasjon om undersøkelsen:

- Anonym spørreundersøkelse.
- Vil ta deg rundt 5 minutter å svare.
- Brukervennlig skjema, fungerer også på mobilen.

Her er linken til undersøkelsen: <https://svar.uis.no/LinkCollector?key=EHDTP9LAS135>

Her er QR koden for deg som vil ta undersøkelsen på mobil. (Åpne kamera på mobilen og hold kamera over QR koden)



Dere er velkomne til å spørre om mer inngående informasjon om prosjektet. På forhånd takk for din innsats.

Med vennlig hilsen

Oliver Jones

Masterstudent ved Universitetet i Stavanger

Forespørsel om deltakelse i forskningsprosjektet:

“A study of how English teachers use digital tools to teach English in Norwegian lower secondary schools”

Dette er et spørsmål til deg om å delta i et forskningsprosjekt på mastergradsnivå hvor formålet er å finne ut mer om hvordan engelsklærere bruker digitale verktøy i språkundervisningen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med denne masteroppgaven er å forske på bruken av digitale verktøy i språkundervisning. Det blir et mer teknologisk klasserom for hvert år som går, derfor er det viktig å undersøke hvordan engelsklærere benytter seg av ulike digitale verktøy i klasserommet. My research questions are as follows:

What digital tools do teachers use in Norwegian lower secondary EFL classrooms?

How do teachers use these tools?

How frequently are digital tools used?

Why do teachers use them?

Hvem er ansvarlig for forskningsprosjektet?

Oliver Jones, student ved Universitetet i Stavanger er ansvarlig for prosjektet.

E-post: ow.jones@uis.no

Veileder for masteroppgaven er Marte Handal, epost: marte.handal@uis.no

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema. Det vil ta deg ca.5-10 minutter. Spørreskjemaet inneholder spørsmål om hvordan du som lærer bruker digitale verktøy i språkundervisning. Dine svar fra spørreskjemaet blir lagret elektronisk. Du vil også få spørsmål om du er villig til å delta i offline/nettbasert oppfølgingsintervju. Dette intervjuet baserer seg på spørreundersøkelsen og sørger for grundigere forskning. Opplysningene fra dette intervjuet blir lagret som lydopptak.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

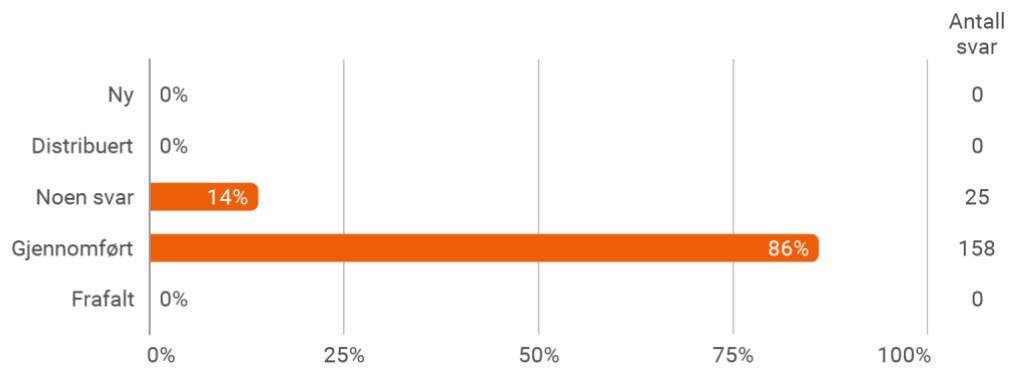
Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

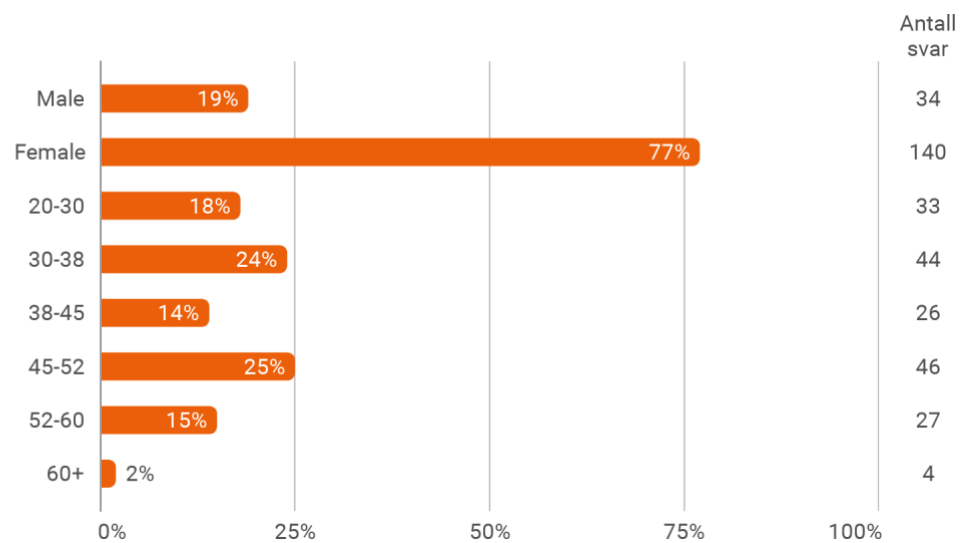
- Det er kun veileder og student som har tilgang til opplysningene.

Appendix 4: The questionnaire with answers

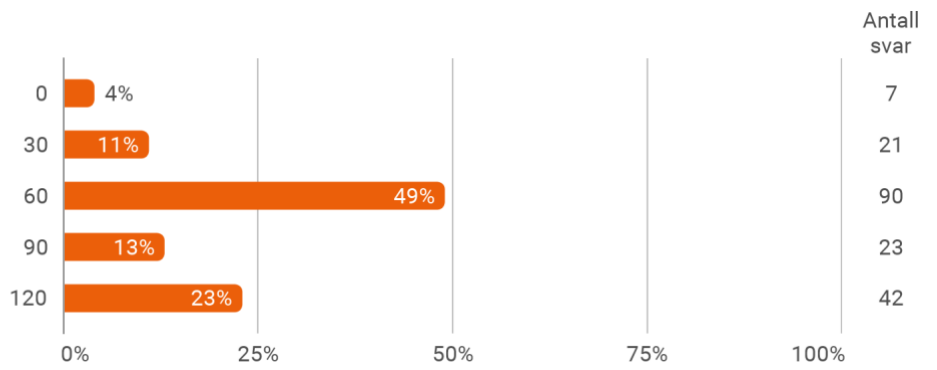
Total sample



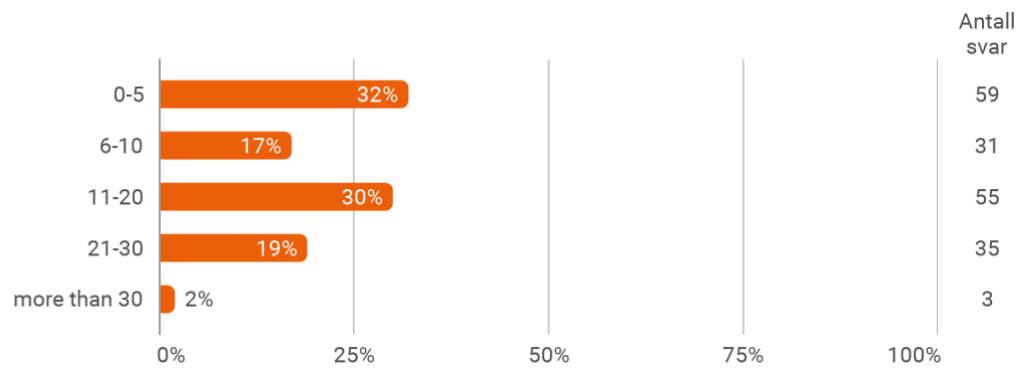
1. State your gender and age.



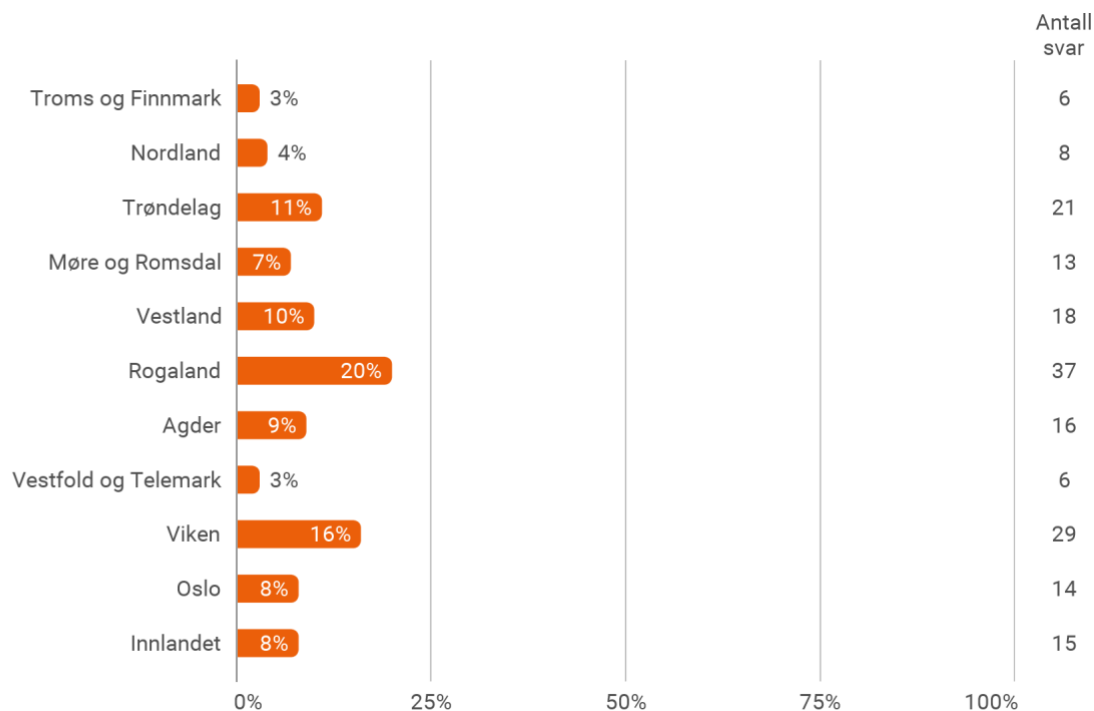
2. How many university level study points have you accomplished in English?



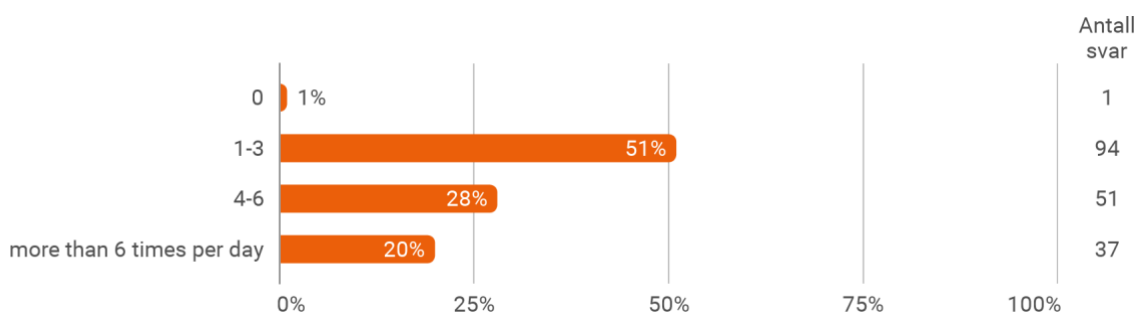
3. How many years have you worked as an English teacher?



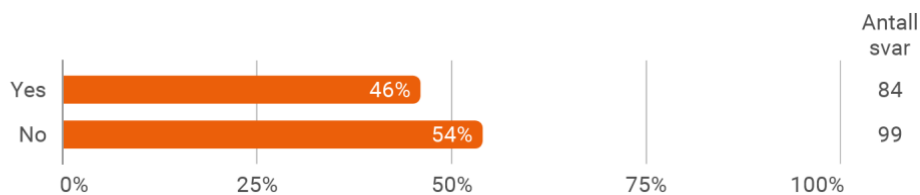
4. What county do you work in?



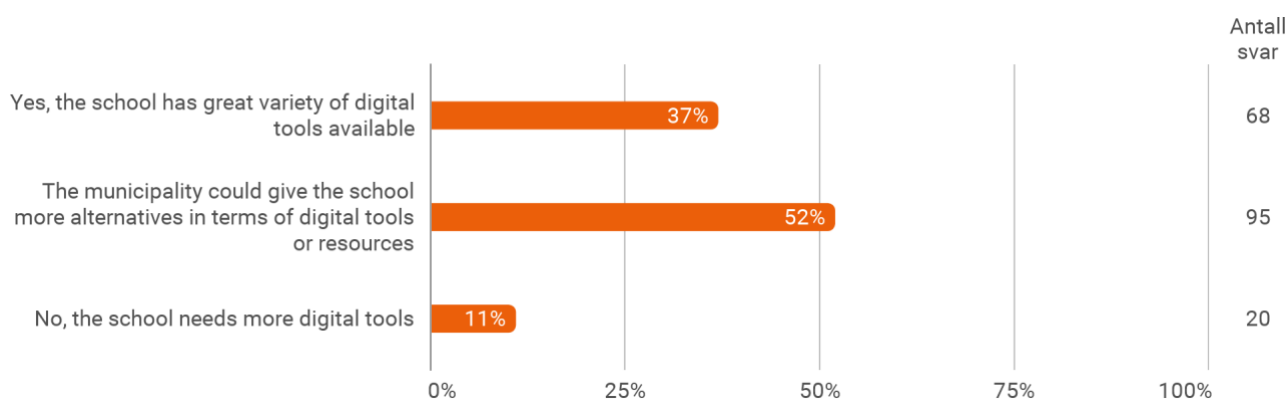
5. How often would you say you use any of these digital tools per day in English education? PC, IPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), E-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.).



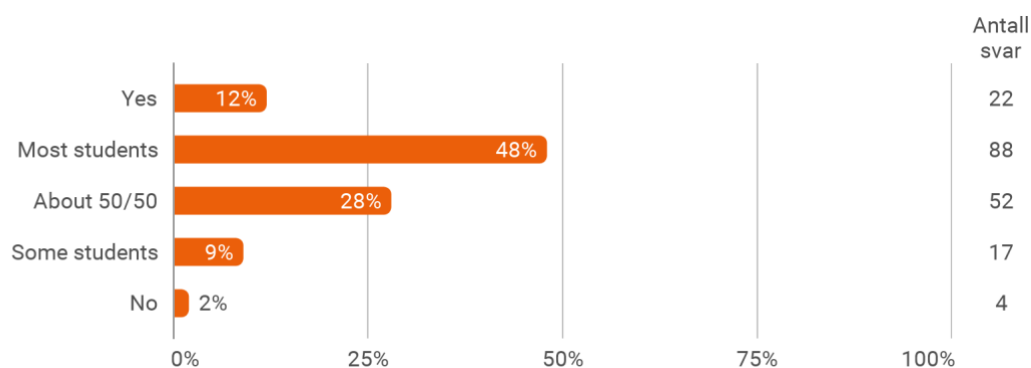
6. Has your employer given you formal digital training in new digital tools given to you or the class/classroom?



7. Are you pleased with the variety of digital tools supplied to the school from the municipality (Kommune)?



8. Do you think the students feel more motivated by working with digital tools?



9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

youtube, aschehoug, quizlet, internett, office 365

the textbooks' internet resources

the textbooks' internet sources

smartphones, pc, youtube, esl- bits, prezi, learning lab, onenote, tiktok, instagram, facebook, stages (online), minecraft, different kind of news papers online, google, teams, snl, nrk, netflix, disney +, viaplay, hbo max,

skolen.cdu.no

salaby.no

explore.no

Youtube

pc, textbooks internet resources, youtube, digital resources from the biggest Publishing houses (Cappelen Damm)

onenote/word

learning platform

ipad, applications(SKOLEN, Skolestudio, Elevkanalen), (internet resources)

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

ipad

Internet resources

Txt analyzer

"Skolen" (cappelen damm)

Elevkanalen

Quizlet

Enter, digital book

ipad

ipad

internet resources

internet sources, mulitmodal texts, Youtube, pc/smartphones. I also use different tools to make sound tracks/podcasts etc and some material from NRK/TV2 etc

internet resources, learning platforms, e-books, digital platforms, you tube,

internet resources

learning platforms

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

iPad. Skolestudio.

iPad, internet resources(youtube, creaza, book creator, different grammar sites, quizlet, gimkit, skolen.cdu.no, etc), e-books, multimodal text, smart board

iPad, Explore smartbook, Explore practicerroom, YouTube, Showbie, Salaby, quizlet,

iPad and Skolen by Cappelen Damm

iPad

iPad

e-books/smartbooks

e-books, multimodal texts, learning platforms.

e-book (textbook)

comebook, quizlet, you tube, the textbooks internet resources,

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

chromebook: the textbooks internet resources, learning platforms, e-books

Youtube, læreboknettsider

Youtube, check 123, quizlet, flipgrid, point and click games on e.g. kongregate, skolen.no

Youtube, NRK, social media and learning platforms

Youtube

YouTube, multimodal texts, news articles

YouTube, Vimeo, TedTalks, www.skolestudio.no, the textbooks' internet resources.

YouTube, Netflix

YouTube

OneNote

Teams

Clarify

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

YouTube

Smartbook

Its Learning

You tube, internet resources

Wordwall, Blooket, kahoot, Google classroom, Google Jamboard, Quizlet, Google dokumenter, digital book, online resources, YouTube

We use chrome books

We are an iPad-school so these are used in practically every class. On the iPad we use a variety of resources, most often Showbie (our learning platform) where I post most of the texts that we work with, and Skolen by Cappelen Damm (our digital learning resource).

Videos online, digital tools to make presentations, word, learning platforms, textbook online

Video games

The textbooks' internet resources

The textbooks internet sources

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

The textbooks internet recourses

Internet reources

E-books

Learning platforms

The students use chromebooks. We have digital books (Enter) and use that and other online resources.

The digital network that comes with my English book

The computer. If we'd had Ipads I think we'd use them even more- as there are so many various apps to choose from

Textbooks' internet resources, Quizlet

Textbooks internet resources and internet resources from other teaching materials.

Youtube

Textbook internet resources, Quizlet

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

Text books resources, skolestudio, elevkanalen, YouTube

Stages, British Council, iscollective, TV2 skole,

Some of those mentioned above.

Smartphones, internet, computers

Smartphones, internet resources, learning platforms

Smartphones, applications, Internet resources, social media, Stages and Quest on Aunivers, It's learning

Smartphones, PC, teams, several internet resources

SmartBoard

Smart books, Teams, internet resources.

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

Skolestudio (Gyldendal)

Youtube

Campus Inkrement (grammar)

Blooket

Skolestudio

Skolestudio

Skolestudio

Skolenmin.cdu.no digital resource

Skolen.cdu.no

Quizlet, digital textbook, newspapers, skolen.cdu.no, youtube, padlet

Quizlet, chromebook, google classroom

Pc, one note, britannica, Skolen

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

PCs, smartphones, the textbooks' internet resources, learning platform, internet resources, resources integrated in Office 365, applications (quizlet, kahoot,...)

PC, textbook online resources, youtube, NDLA, kahoot, learning platforms

PC, creaza/mindomo, internet resources, SNL, youtube, learning platform teams

PC, Teams, Class notebook, quizlet, padlet, SMART opptaker to film screen for instruction videos and video-feedback on student work, YouTube, Ordnett, Skolestudio. For dyslexique pupils, LingDys and Audio books are great!

PC, One note, Aunivers.no, quizlet, elevkanalen.no, netflix/HBO etc, youtube.com,

PC, Office 365, Elevkanalen, YouTube, Google, SocialMedia - snap/Insta, Google, NearPod, Clue,

PC, Office 365 with Teams, online textbooks, Youtube, Quizlet, MinDomo

PC, Microsoft Word, Microsoft PowerPoint, Its Learning, www.skolenmin.no , Teams, YouTube, e-books,

PC, Internet resources.

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

PC

The digital library at Cappelens "Skolen"

YouTube

PC

Teams

Blooket

Kahoot

Quizlet

Lokus

Skolen.no

PC

PC

Oxford Owl, salaby

Online texts, tasks, grammar, books and so on provided by skolenmin.cdu.no. Youtube, spotify (for songs) SNL, Wikipedia. The students use their PC's.

Online English teaching book... we use Connect 8 to 10 by Cappelen Damm

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

OneNote

No textbooks. Digital book: Enter

NDLA

Internet resources

Applications

Multimodal texts (online videos & video games)

Mostly Power Point. We also use apps for them to make voice recordings of themselves reading aloud or making presentations.

Learning platforms

Laptops, digital presentations, e-books, apps like Quizlet, Kahoot!, Vimeo, YouTube, and the digital resources from the publishers of the books we use.

Laptops - Internet resources. No text book or textbook resources has everything we need, so I and the students use a variety of internet resources.

Laptops

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

Kahoot, Quest elevnettsted, getepic.com, newsforkids.net, elevkanalen.no

Ipad:

the textbooks' internet resources, youtube, BBC, TV2s elevkanalen, NRK, fremmedspråksenteret, ordnet

Ipad, smartboards, internet resources, multimodal texts.

Ipad, skolemin, salaby, quizlet, yt, snl, creaza, office 365, bookcreator etc.

Ipad, internet resources, the textbooks internet resources

Ipad, internet resources from Youtube, AUnivers, BBC, NRK and others. Daily use of Teams and OneNote.

Ipad, apoa, internet resources,

Ipad, Youtube, the textbooks internet resources, learning platforms

Ipad, Quest, sometimes I google different grammar tasks, to find extra work sheets.

Ipad, Internet resources, textbook, workbook, multimodal texts

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

Ipad, Internet (Youtube, skolen fra Cappelen, Elevkanalen fra TV2, Spitze fra Gyldendal, and a lot more), Google for Workspace (most of what is offered)

Ipad,

Ipad as a tool.

Resources: the textbook's resources, various internet resources

Ipad

Ipad

Ipad

Internett resources, e-books, social media, the textbooks' internett resources, multimodal texts, learning platforms

Internett resources

Internet, textbooks, learning platforms

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

Internet ressurser, e- books and learning platforms

Internet resources; YouTube for songs, books, storytelling, educational websites like Stairs, Explore, British Council

Internet resources; Google, Youtube, dictionaries, UNI-book, Aschehoug Univers, Encyclopedias

Internet resources.

Internet resources.

Internet resources, tke textbooks'internet resources and learning platforms

Internet resources, the textbook's internet resources, multimedial texts

Internet resources, the textbooks's internet resources.

Quizlet, Ingrid Aukan on Campus Inkrement.

Internet resources, the textbooks' internett resources, Audicity, learning platforms

Internet resources, the textbooks' internet resources, pc

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

Internet resources, the textbooks' internet resources, learning platforms, applications

Internet resources, textbooks' Internet resources, learning Platforms and iPad

Internet resources, social media, pc, eTwinning

Internet resources, e-books, the textbooks' internet resources, social media, digital tools for students with learning and writing disability

Internet resources, e-books, the textbook's Internet resources, applications

Internet resources, ON, Teams

Internet resources, (online dictionary),

Internet resources and learning platforms

Internet resources (Youtube, sporcle), the textbooks' internet resources

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

Internet resources

Learning platforms

PC and iPad

Internet resources

Internet resources

Internet resources

Internet resources

Internet resources

e-books

learning platforms

Internet and textbook

iPads

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

IPad, office 365, Learnlab, iMovie, Teams, Padlet, Smartphones, Skolen cdu, Kahoot,

IPad, Smartphones, applications, Internet, e-books, learning platforms

IPad with several learning platforms and internet resources.

IPad

I use student PCs, my own PC, online resources of many kinds, ebooks.

I pad, ebooks int, resources

Having a SMART Board with the program SMART Notebook on it has changed the way I teach in class.

Google docs

Google Maps

Everyone has an iPad so that's in daily use. We often use digital sources in learning, but the Internet itself it probably the most common.

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

Every student has an iPad. We use YouTube, learning platform Showbie, Teams, IThoughts, Karte squid, Kahoot, different internet pages such as British Council.

Elevkanalen tv2

Elevkanalen (tv2 skole) ; news in English + kahoot & quiz.

Textbooks' internet resource.

Audiobooks online

A variety of news and other articles online

E-books and internet resources, learning platforms

Digital textbook and tasks, internet resources, learning platform.

Digital school book resources, YouTube, iPad, TikTok, Kahoot, etc

Digital book

Dictionary, e-books, audiobooks aso

Computers, multimodal texts, learning platforms, different internet resources

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

Computer, Internet, resources from textbook

Classroom every session

Webpages like YouTube, skolestudio, skolenmin, quizlet, Kahoot, many of the Google applications, various learning sites.

Citizens online resources (textbook)

Chromebooks, kahoot, youtube, google slides and other google applications, skolestudio.no, creating podcasts films (lego).

Chromebooks, digital books (Skolestudio (Enter)) Google Workspace for Education,

Chromebook:

Classroom

Internet resources (multimodal texts, etc.)

Youtube: tutorial videos, etc.

Google documents, etc.

Chromebook, textbooks' internet resources

Chromebook, smartphones, various internet resources, our online learning platform (skolen cdu, it is not really an e-book), skillshare, canva etc

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

Chromebook, it'slearning, quizlet, kahoot, skolenmin.cdu.no, e-books

Chromebook, internet resources (Salaby and "Skolen" from Cappelen Damm.

Chromebook, applications, Internet resources, the textbooks' internet resources, learning platforms

Chromebook, Wevideo, multimodal texts,

Chromebook, Google Classroom, Youtube, Quizlet, Duolingo, Screencastify, Salut 8-10 (the textbooks internet resources), various internet resources,

Britannica

Book Creator

Flipgrid

Microsoft OneNote

Skooler

Youtube

Microsoft Teams, Word

Chrome, Wikipedia, SNL

9. What digital tool do you use the most in language teaching? (Feel free to add tools in your answer if it is not mentioned here: iPad, Smartphones, applications, Internet resources (e.g. Youtube, Vimeo), e-books, social media, the textbooks' internet resources, multimodal texts, learning platforms (SNL, Skillshare, etc.)

All of the above, online textbooks, google forms, etc.

A universe with different booke.

- iPad

- Apps such as: iMovie, OneNote, recording apps, etc

- Internet resources: YouTube, Padlet, - Learning plattformspill: Skolen from CDU

- Textbooks resources: Connect Workspace

10. Why do you use this tool the most?

we use it for both writing and reading

we dont have a lot others

useful

to vary and its easy to use

10. Why do you use this tool the most?

this is the best tool for communicating with the students. Also the way I hand out homework and assessments. We do quizzes and polls by using the learning platform.

det er det vi har tilgængelig, skolen har ikke vanlige bøger i alle fag

We have all books online (skolestudio) and all children in 1-7 has a tablet, 8-10th grade has their own pc

We have access.

We have access

Well known

Easy to remember

We do not have text books. We need to go online.

Our wish is to have a text book WITH good internet resources.

We do not have physical books, these function as our books.

We can access everything with them. On a daily basis we use: Microsoft office (Word, PPT, Sway, OneNote, Forms).

ItsLearning, YouTube, Vimeo, Mentimeter, Kahoot, Popplet.

10. Why do you use this tool the most?

Variety, many different options

Variation

Trustworthy, something we can all agree on - no controversies

To vary the teaching form, the pupils like them and it is easier to motivate them.

To teach, to communicate and give assessments to the students, to provide practice and to listen to the students reading that they send in to me.

To make the lessons more varied and because it is the students preferred methods

To listen and gain more vocabulary

To help students with writing skills and quick feedback.

To get updated information, variation, learning activities etc

To get access to useful tasks, videos, learning activities and information.

10. Why do you use this tool the most?

To find information I can share with my students and to keep my teaching up to date.

To find information

To correct their writing

To give them the latest news in English

To find facts easily

To help students who need audio

To inspire

This is a tool that is practical for giving verbal presentations which is important for preparing for the oral exam. Same for recording apps - they get to hear their own voice and pronunciations.

They're true and tested.

They are the tools we are given, allsi as a supplement to our ordinary books.

They are relevant and useful

They are familiar to me. The textbook's resources are the most efficient to use, as they are connected to the texts and grammars we work with.

We only have two lessons a week, and it is important to know our tools to give the different students as much knowledge as possible.

10. Why do you use this tool the most?

They are engaging, the students get to practice their complex language skills, practical, up to date content, relevant cultural artefacts for the students

They are easy and interactive ways for students to develop their language skills.

They are available.

They are available and they work well.

They are available, useful and motivating

They are available

These two tools are the most versatile which is why I use them the most. Showbie has a number of functions (recordings, notes, comments, text etc.) which makes it well suited to solving tasks digitally, and Skolen has a number of resources specifically developed to be worked with online.

These are the ones which fits our plans, and which, for the time being, is the most effective and student friendly.

We have asked for more digital resources and textbooks, but have not gotten any yet.

These are the most available ones.

10. Why do you use this tool the most?

The teaching is put together digitally to make the learning as relevant as possible.

The students seem motivated when they use digital tools. It is easier to look up mistakes and do research on their own.

The students have personal iPads, which makes this tool an integrated part of the students' learning process. With that, follows an easy access to several apps and internet resources.

The students each have one

The school has provided them, and decided on using Google Classroom as our learning platform.

I use the others because they are easy for my students to use and they can be used in motivating ways.

The pupils have their own computer. That makes it quick, easy to use

The pupils have their own Chromebook, and the school has a licence for digital books for every subject. It is easy to use and the pupils like it.

The pupils do everything on their PC.

The kids find it more motivating

10. Why do you use this tool the most?

The chromebook is perhaps self-explanatory, as we are not given a textbook and the students are therefore often required to work on their chromebooks. The majority will also use some form of digital word processor to write and it therefore makes sense to practice note taking and writing on the computer as well.

That's the only tool we have got.

That is all we have. Books are not available for 7th grade.

Textbook, workbook and ipad

Tasks and texts with audio

Skolen because our school library's collection of English books are limited. Also, the students can listen to audiobooks there.

YouTube because there are many good, short videos there.

Showing films for content and grammar is great.

Show texts, pictures, write on it

Shakes things up a bit while allowing students to read a variety of texts and explore the English speaking world.

School has a PC for each students, we are very digitalized and use digital tool in most lessons.

10. Why do you use this tool the most?

Quizlet, skolenmin, kahoot are tools that are user-friendly both for students and teachers.

Quizlet

Practical reasons, possibilities, variation, news

PC, youtube and websites.

PC for organising content and period plans, sharing links and resources, show videos etc.

I often use Youtube for variation and supplement for my lessons. This is also useful for repetition and the students can watch over again if necessary.

Websites as supplement for updated info on the topics we work with in class.

Our teaching material is digital and that's what we and the students have available

Our students have their own iPad.

Our municipality use i-pads in schools and focus on digital teaching/ learning. Because of the new plan, we have not decided upon a special book yet, do not know if we will either. This is a trial period where we are to find out which we will use next year of the three apps.

Only one tool? Padlet? Great collaboration tool and great for the pupils to present in class

10. Why do you use this tool the most?

Oh, you nerder just one? Then I would say blooket. It is an effective way of learning vocabulary and since it is easy to import sets from quizlet, it does not take much time to make a blooket. Also, students become very engaged and enjoy it.

My students use Word to write texts, and PowerPoint to create posters and presentations. We use Its Learning and Teams to share the weeks agenda, and we use e-books (as well as regular books) when we have reading sessions.

We also use www.skolenmin.no to do some tasks, and we watch useful videos on YouTube.

My pupils books are there

Motivation

Effectivety

Most available.

Most accessible for me as a teacher

MS Teams is were I distribute content.

Lette å bruke.

Lett tilgjengelig

10. Why do you use this tool the most?

Learning and working with grammar. And sometimes other tasks.

Know how to use

It's the one we've got...

It's interactive form gives the pupils affordances in the worlds that they are presented in the games. The reflections around the video games that they have are rich and gives me as a teacher the ability to question their choices in the games and the consequences of their actions. Being able to formulate why one makes these choices requires proficiency with the language along with a desire to actually say something. Check out Orwell or This War of Mine for games where your choices matters.

Games where communication is a key concept (check out Keep Talking and Nobody Explodes) also provides pupils with a genuine situation in which to use their english language. Where pupils oftentimes are reluctant to speak english with each other the situation that this game creates often removes these barriers of speaking english.

It is what I have available.

It is the necessity nowadays.

It is the best way to distribute information to the students

It is easy to use and the pupils can hear the texts from their books.

It is easy and I can find everything I need there.

10. Why do you use this tool the most?

It is available..

It is an internet resource that has tasks and texts suited for the curriculum

It has texts and exercises at many different levels.

I can easily differensiate and students work at their own pace

It gives a lot of information, my students likes working a lot with videos, they feel that they learn most that way.

It can be used to many different purposes.

It appeals to my students; 7 year olds.

It allows for students to listen to texts while they read. It also good to help students practice grammar that we don't have too much time for in class, as well as practicing understanding and vocabulary for the texts we are working with.

Ipad, multimodal texts

Ipad is the tool my students have to work on. We do not use PCs

Internet resources.

10. Why do you use this tool the most?

Internet resources - newspapers, documentaries, blogs, youTube to name a few are used to try and make the lessons more relevant and up to date. We also use texts from various text books, but often supplement this with Internet resources.

Interesting, up-to-date topics, easy to differentiate, plenty of tasks etc.

Interaction, a break from traditional book-learning, direct access to the Internet, visibility, multimedia possibilities. Being able to use all these resources while simultaneously standing in front of the pupils, instead of sitting behind a computer screen, has been liberating and allowed my teaching to be more flexible.

I will reflect further on that ...

I use those tools where they are suited. But the one I think I use the most is office 365, Teams and Learnlab, because they have many different programs and they are mostly intuitive for the student.

I use them because we only have digital resources available. The students like to work online, and they love the fact that they also can listen to texts.

I use them all about the same. But possibly atteams and private channel the most. Easy to communicate with the youths

I use the English recourses on Skolenmin.cdu.no the most, because we do not have updated English books for the senior students this year.

I use songs on YouTube to give small English lessons each day. Teaching first grade so we don't have a lot of English, but English songs are a great way to integrate it often.

10. Why do you use this tool the most?

I use many of these tools both as part of listening, pre-reading and understanding. I also use it so that the pupils can revise what we do in class both at home and as extra work.

I use google classroom a lot and Google products because they integrate well together.

I use NDLA and youtube the most. I use them for information purposes in addition to the textbook and my knowledge.

I like to vary the teaching.

To get the right pronunciation.

It is easy to adjust to the pupils' skills, and multimodal

I have more experience in using these.

I find them helpful and easy to get hold on. Easy for the students to use.

I don't use any form of paper, every task is in our OneNote/Teams. This is very practical, and there are many tools in these apps.

I have conducted a survey where almost all students agree that OneNote is way better than using paper.

It is easy to conclude that digital tools are more motivating and practical as a support in each subject.

I do not use one tool more than others - I try to create variation in which tools I use.

10. Why do you use this tool the most?

I can find resources related to our topics there. It is also great to make the lessons more varied.

I am trying to find things my students are interested in to motivate them to learn English

Helpful

Have to try it out to form an opinion about it.

Handy and easy to use

Habit

Great variety in information, angles and levels

Great to use the first ones in the beginning of a theme, skolestudio to work with grammar and other useful tasks and of course the internet resources to our English book Stages

Good news program in English

Fordi dette er jeg mest vant til, og har ikke tid til å sette meg inn i hvordan andre/«nye» digitale verktøy fungerer, sånn at jeg er godt forberedt.

10. Why do you use this tool the most?

For variety and to be able to adapt the different topics

For now easy access, and the school is figuring out which digital platform (by a publisher) to choose, trying out different ones with the students
variety

For audio visual learning

Every student have an Ipad, we use Quest in our teaching.

Engaging for students and easy to monitor progress

Easy, fool proof

Easy, convenient and no end to the information

Easy to use/find and my students like working with them

Easy to use.

Easy access

10. Why do you use this tool the most?

Easy and variations

Easy access, each student has its own with apps

Each student has one.

Don't follow a set book so great to find a variety of suitable sources

Does not cost anything

Digital textbook.

Best learning effect

Becuse that is our "book"

Because we use pc's, and there are several limitations compared to eg iPads, when it comes to recording, the possibilities with screenshots, and so on. I am pleased with our tools, but I'd prefer some more digital options.

Because this gives a variety of opportunities within language teaching and learning.

10. Why do you use this tool the most?

Because they are easily available, and have proved to be efficient tools.

Because these tools are simple to use and adequate in terms of my teaching

Because there are books in different levels

Because their progress is saved on the ipad, they don't have to worry about filing paper material such as work sheets, those are often lost. It is easy for submitting exercises into a class exercise map on onenote. Youtube and Video /Sound files are important visual learning materials which the pupils appreciate and remember well. Kahoot is a motivator and can be used to refresh formal knowledge or to introduce a topic. Not for learning though.

TikTok is good for them to create their own videos for dramatisation exercises.

Because the students can work with the different topics.

Because the english teacher before me threw away all the books. And now im just so used to it.

Because the available textbooks were written in 2007 I believe.

Because thats what we have.

Because of a lack of a textbook, all our texts are found in Skolestudio. I don't think the website works as well as it should, so I try to vary between it and other, more specific tools as well.

10. Why do you use this tool the most?

Because it's available to us

Because it is what we have available

Because it is very good, the students like it, and it is useful especially for those who have difficulties with reading

Because it is the tool that gives us access to the internet and most of the digital resources are there.

Because it is always useful for the pupils to know where we are in the world, as English is a global language.

Because it has a variety of tasks adapted to the age group that I work with.

Because it gives possibility for variation and find up to date material.

All pupils have access to Chromebook.

Because it contains all of our learning materials + internet + apps for productions.

Because at our school we use iPads, and it makes it possible to vary the learning activities.

Because all of my students have a personal iPad, and this makes it easy to share and use other digital tools such as Skolen.

10. Why do you use this tool the most?

Because I think they are most useful for the pupils.

Because I teach writing

Because I like them

Because I have to (we only have online books)

Availability

Availability

Alle har iPad

Lærebøkene er utdaterte, ikke penger til nye

Lett tilgang til digitale ressurser og Showbie, «elevkanalen», «skolen min»

Lett å lage presentasjoner og vise hva de kan

De leser inn lesetekster, der vi gir vurdering digitalt

Foreldrene har tilgang til showbie og kan følge med på hva elevene gjør og tilbakemeldingene fra skolen.

All the pupils at our school has their own iPad.

10. Why do you use this tool the most?

All students have a Chromebook, all our textbooks are digital (Skolestudio), we also have a few digital tools like, WeVideo, Creaza and Soundtrap that is provided by the municipality.

All our materials are digital.

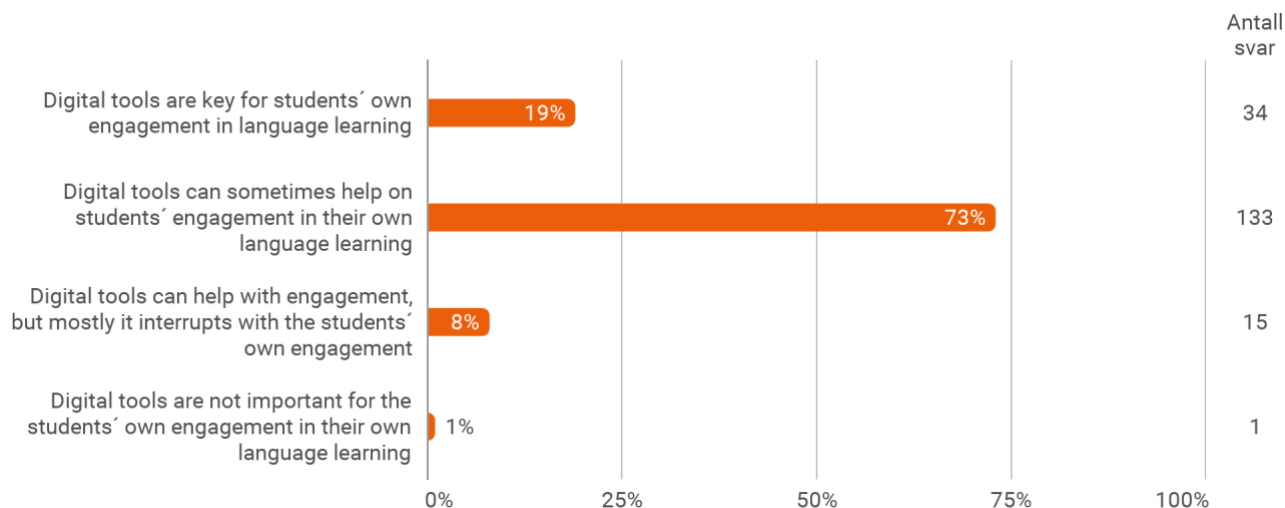
All of the other resources I use is on the computer.

All my students have PCs, Onenote is what we use as a learning platform, aunivers has texts to listen to and to read, youtube can be good sometimes if I want to show my pupils short videos or songs. Streaming services are good to have if we watch a full movie or a series.

All information between the teachers and the students have to be put on Classroom as well as being orally presented in the classroom. We did this before korona too, but it is especially important now when so many students are home sick or infected by this virus. It's easy to communicate with, and the different tasks are easily copied and reedited if you have used it in one class.

A great variation and provides a tool for motivating students

11. To what extent does digital tools engage students in their own language learning?



12. To what extent are you expected to use digital tools?

to some extent since we are in the process of making decisions as to which to choose

My students are used to using their computer or sometimes their phones in lessons

to an high extent

none

its expected

hver dag

high

12. To what extent are you expected to use digital tools?

When working on digital skills.

We're expected to use digital platforms in terms of communication with the students, as well as publishing period plans, content and evaluations.

In class we are free to teach the way we prefer.

We use ipad and digital tools everyday.

We use iPads every day to write texts, create films or search for information

We have to use itslearning, but we are not forced to require students to deliver tasks through the use of digital use.

We have no textbooks or literary works, and no spending budget

We don't have traditional textbooks at my school, so I am expected to use digital tools actively in my lessons.

We don't have regular books, so we are forced to use digital tools...

We don't have any policy on that at school.

We do not have any textbooks which means we use digital tools every day and in pretty much every lesson.

12. To what extent are you expected to use digital tools?

We are quite free to use other resources. And we try to too. Variation.

We are quite free to find our own way.

We are expected to use digital tools to let them create text, posters, podcasts and videos.

We are expected to use digital tools in most subjects

We are expected to use a lot of digital tools.

We are encouraged to use digital tools.

We are an iPad school so very much so.

We are all expected to use digital tools. We do not have books, which are updated.

We are advised to do it, but not required to do so. My leader encourages us to try out new things and share our experience with our colleagues

We are a digital school. Every student has their own computer, and we don't use books, but rather use www.skolenmin.no.

12. To what extent are you expected to use digital tools?

We all work with iPads here.

We Are expected to use digital tools as much AS possible

Vi er pålagt å bruke det

Vi blir oppmuntret til å lage undervisning ved å bruke digitale verktøy

Very, I like to vary my classes and use it as part of individual and class work.

Very much. The school wants to be paper-free. However ... this doesn't suit all the students. So I still print some texts and tasks.

Very much.

Very much so.

Very much so.

Very much

12. To what extent are you expected to use digital tools?

Use it, yes. Using it for the sake of using it - no.

To vary the teaching, we are expected to use digital tools

To the extent i find relevant

To some, but we are not obliged to in my school

To some extent. The pupils have their own PCs.

To some extent.

To some extent.

To some extent, but the owner of the school wants us to use paperbooks

To some extent, both from the students themselves and from the municipality

To some extent

12. To what extent are you expected to use digital tools?

To some degree

To a large extent.

To a large extent.

To a high level.

To a high extent

To a great extent. We have few non-digital tools available.

To a great extent. I use them every lesson.

To a great extent, the county has chosen a digital learning platform and a chromebook rather than physical options, ensuring that there is no real alternative. Furthermore, you would not be able to reach the competence aims without the use of digital tools.

This is mostly up to ourselves.

There is an expectation from leaders disconnected from teaching, that students do like working digitally, but experience show that they prefer working off screening, Wien reading and writing.

12. To what extent are you expected to use digital tools?

There are no specific rules or limits for how much we are expected to use digital tools, but it would have been very odd if there were no use of it at all. According to LK20, it is important to develop the pupils' digital skills, also.

There are high expectations to the teachers in my municipality

The textbook we use is digital...

The students expect it almost every lesson.

The school has provided technological tools in order for both staff and pupils to stay organised and have better communication. Everybody needs to follow this, to ensure a good flow in everyday school life. Pupils also mostly don't have physical versions of school books. So digitalisation plays a big role.

The ipad aside, there are no fixed expectations. We have a subscription to Skolen by Cappelen Damm that I use ag times

The curriculum requires us to do so. If we have som pupils that are dyslectic, we have to show them how to use CD-ord and lingdys.

The curriculum expects it.

The English division at my school uses digitals tools as a natural part of the lessons, and has done so for many years. I expect myself to use it and to keep myself updated on the subject, and I expect so of my fellow english teachers. We all expect it from each other, and we share resources and knowledge, and help/educate each other when needed.

12. To what extent are you expected to use digital tools?

Some

Skolen og kommunen forventer bruk av dig.ressurser

Self-chosen

Our teaching material is digital so we need to use some of it

Often

Not so often

Not expected to.

Not at all.

Not at all

None

12. To what extent are you expected to use digital tools?

None

None

None

Nobody is really expecting us to do anything, but they want good results so it is really mostly up to us

No pressure, but a natural part of language learning.

No one expect me to use it.

No expectaitions here.

No clear guidelines regarding this

My school has used the last year to increase the teacher's digital skills - this means that we are expected to use at least some digital tools

Most of the time.

12. To what extent are you expected to use digital tools?

Long.

Large extent

Large extent

I'm not sure there's any great expectation to use them from the school

I'm expected to use the standard digital tools to communicate with students - but not a lot more than that.

It's up to me.

It's up to me.

It's up to each individual teacher

It seems like we are expected to use it more.

It is expected that we use digital tools to supply other things we use

12. To what extent are you expected to use digital tools?

It is expected - as a matter of course

It is derived from my own wish and pedagogic experience and knowlegde that I choose to use these tools. (Besides the demands of LK20). Otherwise it It is not expressively expected at my school, except for the fact that we use the Classroom platform on google chrome, which facilitates the use of digital usage.

It is by default our main tools.

In some entent.. We have 1-1 PC in my school, and therefore we are expected to ur the tools..

In quite a large degree. Especially since my class got 1:1 ipads. It It is also part of the competence aims in the English subject curriculum of 2020(LK 20).

In order to collaborate with my colleagues, it is more effective. We are expected to collaborate and use digital tools, but I can't say to what extent.

In a high degree

Ikkje så store forventningar, men har oppdaterte lærebøker som har gode nettløysingar. Då er det naturleg å bruke dei.

Ikke uttalt fra skoleledelse, men ligger nok mer i kortene nå, under fagfornyelsen.

If you mean from my employer, I'm not sure. But you obviously need to use these tools in teaching.

12. To what extent are you expected to use digital tools?

Idk

I've never heard we're expected to use it much.

I'm expected to vary my teaching, and that includes using digital tools

I would say to a great extent

I have used digital and introduced digital tools for the students since 2001

I have to. We don't have textbooks.

I have to use it. I can decide for myself and my classes in their learning, but I believe the students also expect some digital tools to be used.

I guess the use of digital tools will increase in the future.

I guess it is expected that I use it daily, because we have a digital learning platform in English and other subjects. It's hard to imagine seeking information outside the digital universe, and I encourage my students to seek information on daily basis.

I feel no expectayins to use digital tools, however the physical reasources in terms of books are very limited on my school

12. To what extent are you expected to use digital tools?

I don't know actually. My students expect that I use it regularly I guess..

I don't know

I dont know.

I don*t know...

I don't know

I do not have any books so I have to use the iPad for all my teaching.

I do not feel that pupils expect me to use digital tools, however I think that they would be "disappointed" if I didn't stribе to vary my teaching.

I can decide myself

I can choose for my self

I am not sure.

12. To what extent are you expected to use digital tools?

I am not sure, but I am expected to use it where it is suited.

I am not really expected to use any tools other than the computer.

I am highly expected to use digital tools, especially as a new (and young) teacher.

I am expected to use the textbooks' internet resources.

I am expected to use mostly digital materials, but I can order paper books if someone requests them.

I am expected to use it daily and as an integrated part of the students learning process

I am expected to use almost exclusively digital tools.

I am expected to regularly use digital tools for communication with parents and students. Many teaching materials are also digital. Most formal tests are digital as well.

I am expected to keep almost all learning materials digitalized. Available tangible textbooks are outdated, so most resources are found online. This means that PCs are expected to be used often.

I am expected to use them. But we are not allowed to buy anything

12. To what extent are you expected to use digital tools?

I am expected to educate my students' digital skills.

I am able to choose what works best for my students. If I have a class that is very hesitant to speak aloud during discussions or read aloud in class the digital tools can help them feel less subconscious about their classmates hearing them speak.

I choose myself how much I want to use the digital recourses

High

High

Help the pupils get started

Great extent.

Great

From who? From the students: not expected, but appreciated. From the schools management: not expected, but encouraged. From colleagues: not expected but recommended. From myself: Highly expected

Expected to some extent

12. To what extent are you expected to use digital tools?

Every day and in most lessons.

Every day

Every day

Every day

Do not feel I am expected to anything. Some teacher only use the book, others do not use the book at all.

I believe a good mix of both digital and not digital is the best.

Depending on the classroom situation and what we are working with. I'm free to decide

Can't teach without them

Big expectations

At my school all teachers are expected to use digital tools.

At my own discretion

12. To what extent are you expected to use digital tools?

As the main resource. But after 3-4 years we experience that pupils and parents together with teachers want a paper book as well.

As many of our subjects only have digital books at the moment it is highly expected. Alas, the students do not have their own pc, so it is a challenge

Are expected to use them when they help the subject move forward.

Almost every day

Almost every English lesson (3 lessons a week).

All the time.

All the time when suitable.

All of my pupils have gotten their own computer from the school, so I feel it is expected that we are going to use digital tools. We do not have any English books at my school that we can use.

A very high extent. It is integral.

A lot

12. To what extent are you expected to use digital tools?

A lot

A great deal, because we do not have textbooks that cover all needs, texts and exercises that we want to use

?

100%

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-

-

-

13. In your experience, do students read more English on screen than from paper?

yes, especially shorter texts.

13. In your experience, do students read more English on screen than from paper?

yes

yes

yes

yes

yes

yes

yes

yes

yes

yes

13. In your experience, do students read more English on screen than from paper?

no

ja

Yes. Pupils these days tend to read less and less on paper: Few read books, so I think it is the educational system's duty to keep the reading of physical books alive and influence pupils to become avid readers of books.

Yes. Mostly because they don't have access to English on paper except for the book.

Yes. But not the ones who write good English.

They all seem to read books. Paper.

Yes.

Yes.

Yes.

Yes.

13. In your experience, do students read more English on screen than from paper?

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes.

Yes, unfortunatly

13. In your experience, do students read more English on screen than from paper?

Yes, too much. The sources where they read are not always reliable (incorrect spellings, grammar and diction). These are things the students get used to and then they have to re-learn the correct way to write or speak.

Yes, they read more on the screen than on paper.

Yes, they gravitate towards the screen.

Yes, they do. We only have digital books this year, which makes it easier to use digital texts.

Yes, they do. At our school we don't have access to digital books, we only have the paper version of "Stages". When the pupils have different projects, they mostly go online to find relevant information.

Yes, they do.

Yes, they do

Yes, there are only a couple of students who voluntarily will read on paper.

Yes, sadly

Yes, particularly as we don't have a textbook. Nearly all the English they read is on screen.

13. In your experience, do students read more English on screen than from paper?

Yes, now that we use OneNote, I tend to post more reading in there than the old paper copy...

Yes, no questions about it.

Yes, no question.

Yes, most of the English they are exposed to, comes from "screens"

Yes, most of my pupils do not read English from paper.

Yes, if you mean in their spare time.

However, I have a theory that they read it better (understand better) when they read on paper.

Yes, definitely.

Yes, definitely

Yes, but not so much school curriculum as entertainment, ie social medias.

Yes, but it seems that most students do not read English at all

13. In your experience, do students read more English on screen than from paper?

Yes, I think so. According to my own students they read - and use - English on screen for al lot of purposes in their spare time as well.

Yes, I think most of them do

Yes!

Yes they do.

Yes in their private time, but not in school.

Yes and no. Some prefer books - some read online and are gamers

Yes and no. Many of my students have e-books on their phones, but they are more easily distracted whenever they read from it. Most of my students prefer books if they're reading.

Yes and no. I try to give out printed articles and work for the students I know prefer it. Some of them can't handle being concentrated and go to gaming sites in stead of working. Some of them ask specifically for the paper version. Others like to use tools that read out loud from the screen to them, so they will read more than they would without the screen.

Yes and no.

Those who play alot of computer games read English instructions on their computer, but otherwise no.

13. In your experience, do students read more English on screen than from paper?

Yes and no.

Yes (read and hear, both in school and at home).

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

13. In your experience, do students read more English on screen than from paper?

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

13. In your experience, do students read more English on screen than from paper?

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

13. In your experience, do students read more English on screen than from paper?

Yes

Yes

Yes

Yes

Yes

Yes

YES

YES

Those students that are gamers read more on screen

They read mostly on paper.

13. In your experience, do students read more English on screen than from paper?

They read mostly on paper

They read more on screen

They read more English online in general as most are focused on social media... however close reading is absolutely best done on paper, especially for weaker students. Less distractions, easier to underline, we read in small groups or one on one away from the screen.

They read more English on-screen, but I think that they need to practice both

They read more English on screen.

They mostly read on screen, since we do not have books

They mostly prefer screen.

They might read shorter text on the screen than they do when they read on paper.

They might read more, but not better (more superficial)

They do in their spare time, but I find that they are less likely to read it at school on screen than on paper. They are easily distracted on the computer to do other things.

13. In your experience, do students read more English on screen than from paper?

They do because we give them texts to read on screen. They do not read much in their spare time. Instead they watch films and play games on digital tools.

Students read more on screen.

Some do, some don't

Since our textbooks are digital, they almost exclusively read English on screen.

Screen.

Screen for my part, because there are no alternatives

Screen

On screens.

On screen: tiktok, YouTube, gaming, Netflix

On screen. It also makes it possible for pupils to listen to voice files instead if necessary.

13. In your experience, do students read more English on screen than from paper?

On screen.

On screen.

On screen

On screen

On paper. My students feel that they are doing more «the real thing» when reading on paper.

On a regular basis, yes. With regards to school, about 50/50

Not particularly, most of them prefer to read longer texts in books. Short texts and comic strips are ok to read on screen.

Not necessarily. They don't read much anyway but it's a fine tool for more listening.

No.. Maybe other things, but books is often in the «book» form

No, they think it is difficult to read texts on the screen.

13. In your experience, do students read more English on screen than from paper?

No, they do not.

No, but that's where they find information, when it comes to quantity reading they still prefer paper

No difference

No

No

No

No

No

No

My students don't read on paper except for on school. Sparetime: screen only.

13. In your experience, do students read more English on screen than from paper?

Mostly, yes

Mostly on screen, not necessary curriculum. I think they prefer to listen to audiobooks from the computer, but if reading a book- it is better for most to have a real book in their hands

Most students read mostly on screen

Most students read more on screen, but my best students read books as well

Most students read more English on screen

Most student prefer paper.

Those who benefit from listening to text might prefer it digital.

Most on screen

Most of them read on screen, but those who score best and have the best grades read a lot from paper.

Most of them on screens.

More, but several think it is more difficult.

13. In your experience, do students read more English on screen than from paper?

More on screen these days

More on screen

More on screen.

More by screen.

More English on screen.

Maybe, yes.

Mainly on screen

Ja, heilt klart.

Ja

It varies. On screen tends to be more skimming, and paper encourages reading more closely.

13. In your experience, do students read more English on screen than from paper?

It varies from teacher to teacher - most students respond well to variation between screen reading and textbook/paper reading. In general students read most on screen.

It seems to me that most of my students prefer to read from paper.

In their spare time I would say they read more English on screen.

In their daily lives, yes. In school, no. In my experience their focus and information-retention is better when they read from paper.

In private - yes, in school - no.

In my experience, students have an easier time Reading on paper instead of a screen.

In my experience pupils have individual preferences.

Ikke nødvendigvis

I'm not sure. If they are undisciplined, then I start with text on paper to make sure they do actually read the text. It depends on the class, and the time of day. For many, access to the Internet and Teams Chat within the school makes it very easy for them to "talk" when they should be working.

I would say both, but at home they play videogames in english, watching movies and youtube in english....

13. In your experience, do students read more English on screen than from paper?

I have had reading sessions with books, and reading sessions with computers. I can honestly say that my students read better, and are more focused, when they are reading in an actual book, instead of reading on a computer screen.

In my students daily lives, I would expect that they come across English more often on a screen, than they do on paper.

I don't know, but most of the time at school, we use books/paper.

I don't know

Greatly varies.

Equal I guess. We still have textbooks, but try to vary.

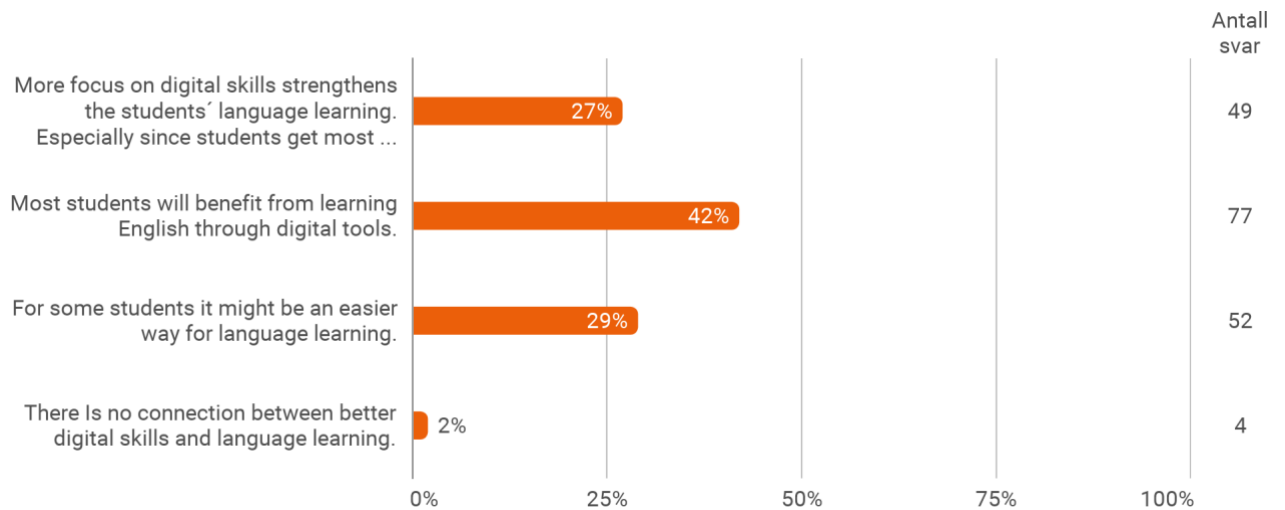
Både ja og nei. Ungdommer flest leser ikke bøker lenger, de ser heller film eller serier f.eks.

All in all, I think most students read more English on screen than from paper (unfortunately).

50/50

-

14. The English Curriculum (LK20) emphasizes the need for digital skills in English. To what extent does the focus on digital skills help strengthen students' language learning?



15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

zokrates, we also use Teams for a lot

teams, One Note classbook and It's learning

teams

skooler/teams

skooler and teams

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

skooler

skooler

skolen min

office 365

itsL

it's learning, OneNote, Showbie.

it's learning

google classroom

google classroom

google

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

fronter

classroom

classroom

Zokrates, skolestudio, creaza, cappelenn damm undervisning, Teams, Easy correct,

Zokrates, Skolestudio

Zokrates, Campus inkrement

Zokrates

Zokrates

Zokrates

Zokrates

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Zokrates

Zokrates

Zokrates

Zokrates

We use teams and onenote

We use a combination of Zokrates and OneNote.

We recently used itslearning. Very sad that we now have changed to Skooler because it is cheaper. Not pleased...

We do not have a learning platform. We use MS Office with Word, Teams and so on. Visma is use for grades, evaluation and remarks.

Teams.

Teams.

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Teams, used Skooler previously (and ItsL before that)

Teams, peardeck.

Teams, OneNote

Teams and Zokrates

Teams and OneNote

Teams and ISTE

Teams

Teams

Teams

Teams

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Teams

Teams

Teams

Teams

Teams

Teams

Teams

Teams

Teams

Teams

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Teams

Teams

Teams

Teams

Teams

Teams

Teams

Teams

Teams

TEams

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Skooler, teams

Skooler, i do not use it at all

Skooler, OneNote and Office 365

Skooler and teams

Skooler and Teams.

Skooler (teams)

Skooler

Skooler

Skooler

Skooler

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Skooler

Skooler

Skooler

Skooler

Skooler

Skolestudio, showbie, teams...

Skolestudio and Teams

Skolestudio

Skolen and Elevkanalen

Showbie, OneNote Classnotebook, Skolen fra CDU

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Showbie and Teams

Showbie and One Note/Teams

Showbie and ItsLearning (though this is only used to hand in written assessments)

Showbie and ItsLearning

Showbie (it's not a platform perhaps...)

Showbie

Showbie

Showbie

Showbie

Showbie

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Showbie

Scooler

Quest, Skolen fra Cappelen Damm,

Other

Onenote

OneNote, It's learning and skolenmin.cdu

Office365

Office365

Office 365 - Teams and OneNote

Office

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

None of these, we have had Itsl before

None except MS Teams

Moodle

Microsoft Teams and OneNote

Microsoft Teams - with access to skolestudio.no and other resources.

Microsoft Teams

It's learning

It's Learning + OneNote

Itslearning (not for much longer)

Itslearning

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Itslearning

Itslearning

Itslearning

ItsLearning, Teams

ItsLearning

ItsLearning

ItsLearning

Its learning

Its Learning, Skolestudio, Teams, Creaza

Its Learning

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Its Learning

Its Learning

Its Learning

Its

It'sLearning

It's learning

It's learning

It's learning

It's learning

It's Learning.

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

It's Learning

It's Learning

It's Learning

Google for education

Google for Education

Google education (classroom) and IST

Google education

Google classroom.

Google classroom.

Google classroom

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Google classroom

Google classroom

Google classroom

Google classroom

Google classroom

Google Workspace for Education

Google Classroom.

Google Classroom

Google Classroom

Google Classroom

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Google Classroom

Google Classroom

Google Classroom

Google Classroom

Google Classroom

Google Classroom

Google Classroom

Google (chromebook)

Google

Google

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Google

Fronter

Fronter

Fronter

Classroom (google)

Classroom (Google) for communication and skolestudio for books and resources

Classroom (Google)

Classroom

Classroom

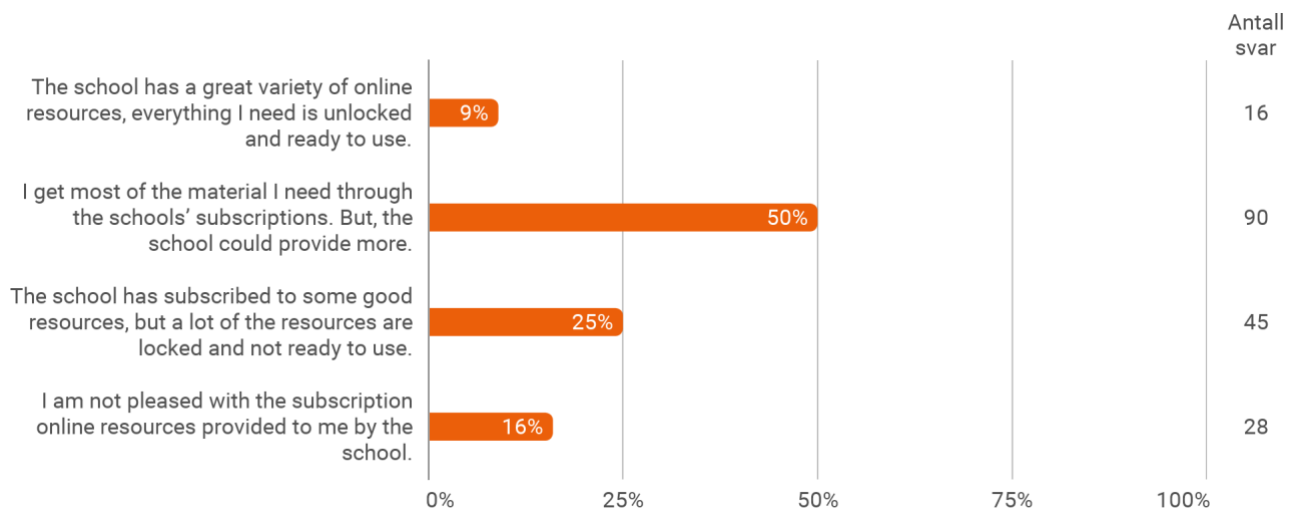
Classroom

15. Which learning platform does your school use? (e.g., ItsLearning, digitalcampus, skooler, fronter)

Chromebook

Canvas

16. To what extent are you pleased with the subscribed online resource provided to you by your school? (Subscription protected online resources, e.g., Cappelen Damm)



17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

yes

no, we need both.

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

ja, det gjør det fordi økonomien i kommunen tilsier at vi må bruke det vi har og nye bøker er dyrt

hope not, definitely no

hope not

Yes. The city has stopped giving money to new textbooks.

Yes. No doubt. Easy access. It's everywhere.

Yes. More variety, the opportunity to shape the content to your pleasing

Yes. I have been teaching for 7 years now and I have never followed a textbook. They are often outdated, and many teachers tend to rely to much on the textbooks. I believe that students benefit more if the textbook is one of many tools used in the classroom.

Yes. Because of money.

Yes. To save money. That's what it comes down to in the end., economy. Ideally I would have both, digital and textbooks. Some students prefer physical textbooks.

Yes.

Textbooks quickly become outdated and uninteresting for the students

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

Yes.

Yes, with few exceptions our school use only digital text books. This gives us the liberty to change provider, and not be "stuck" with a physical book for 10 years or longer. The problem is that many of the digital textbooks are not more updated than printed ones. They are just advanced pdfs

Yes, when the price goes down digital tools will be a real alternative. Today licences are to expensive.

Yes, to cut expenses

Yes, there is already a movement towards that. More and more publishers are providing digital teaching tools quicker than updating their textbooks,. It's faster, it's available for students and teachers wherever they are as long as they have wifi ("forgot my book" is not an excuse longer), it's updated frequently.

Also, functions like listening to the texts, getting a glossary right on the page, interactive tasks, videos embedded with the text/topic for further explanation etc are functions that students on a lower level find educational.

However, I do not think it is the best way to go. A textbook with digital tools/resources would be ideal. This however costs more for the school...

Yes, it seems like it. Our school has not yet bought any new textbooks, and has rather subscribed to various digital tools/digital books. However, many teachers want physical textbooks.

Yes, in some decades, there will be no other option

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

Yes, cheaper and better for the enviroment. Not better for students.

Yes, but they schools have to embrace it and buy subscriptions to good digital tools.

Yes, but I use both an old textbook and digital recourses.

We need both.

Yes, but I hope for a good mix.

Yes, because we do not use books.

Yes, because they cost less. We opted for the digital textbook in most of our classes at school, but mainly because of the low cost. I think we should have both, and I hope we can get more funding so my students can have a textbook as well as the ressources online.

Yes, because there are so many more oppportunities with digital solutions.

Yes, because textbooks are often boring unfortunately and outdated quickly.

Yes, because some of the texts books do not have good quality. The texts will get old very fast, and also the texts can include wrong information because our society changes all the time.

Yes, because society in general expects us to be digital.

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

Yes, because of economy, technological development, and to keep up with changes in society and the subject.

Yes, because of economy in my school. Unfortunately. Most of our new digital resources are very narrow and not fully developed. We have to use old textbooks in addition to this.

Yes, because it is too expensive to have both.

Yes, because it is easier to get audio with digital books for weak learners

Yes, because it is cheaper, and easier to update than textbooks.

Yes, because digital teaching tools are updated and more modern

Yes, I'm afraid so. It's all up to the publishers, isn't it? I guess it has some positive sides, but negative sides too.....

Yes, I think so. It gives more opportunities. The learner then have the option to both listen to a text as well as reading it. It will also greatly benefit learners with dyslexia.

Yes, I hope they do. Books tend to be outdated after a few years, whereas digital teaching schools are updated regularly.

Yes, I do. Although many of my students prefer having a textbook as well, I think schools will have a hard time finding money to buy both.

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

Yes, I do think so. But from what I have experienced since I started working as a teacher in August, many students miss the "old" textbooks. I do too, sometimes.

Yes, I believe in the future most tools will be digital.

Yes i think so. More sustainable.

Yes and no. I believe it should be a balance between textbooks and digital teaching tools. My pupils are used to digital tools, but they also appreciate other non-digital tools. It gives them a different, and sometimes better focus.

Yes I think so, but I do not hope so. The students need both, especially when they are young.

Yes

Updating

Cheaper

Don't get lost or ruined

Available everywhere

Yes

That is how we should read in 2022

Yes

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

Yes

Without doubt it will, in my opinion.

Klinging on to a "world" that doesn't apply to how students live their lives out of school is not useful and according to some beliefs demotivating, cause students think that they are practising or using tools which no longer are necessary in real life.

When my students can choose between using the textbook or finding the same learning material as a digital resource, they mostly use the textbook.

We have digital textbook, and will not replace my Explore smartbook.

We already did.

Viktig med begge

To some extent. Digital tools have many functions that give students a variety to choose from.

To some extent, and most likely more and more, but I think it is important to not entirely do so.

To some degree. Textbooks are expensive, quickly outdated and often varies in quality. I have to supplement a lot with other sources in order to keep the content updated, the sources relevant and the approaches varied. However, textbooks have some features that I appreciate, such as the fact that they are physical and not plugged in. Using a book, pen and paper is a nice way to vary approaches too!

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

To some degree, it already has. Most textbooks are old and outdated, therefore teachers choose to use digital teaching tools.

This has already happened at my school. But both me and my students miss textbooks.

A textbook is static and safe. It works all the time, even if the internet is down, and even if the power is down.

A textbook is predictable and safe. And all the distractions from a computer screen is not there. It's just you and your book.

It is easier to concentrate when there is nothing else to distract you.

They mostly already have... however I don't believe this is only positive.

They have already done that in several subjects in our school, but we experience that both students and teachers miss the textbooks from time to time.....

I think, and hope, that there will be textbooks, but also good digital tools that keep up with the times changing.

They do, already have.

They already have replaced textbooks, but the digital books are not good enough

The Municipality will never afford it!

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

Somewhat, but not entirely. Listening skills are better-acquired digitally, but I think we need to help them sort out a few things to make it better. They are not skilled in source criticism, how to search and find what they are looking for, so digital skills are needed.

Some some extend. It is easier to vary and the digital tools are more up-to-date than a book.

Sadly, yes. It's more up to date every year and might be cheaper.

Probably. But I hope we can keep both in some extent

Probably, but I see that students still ask for printed copies and books when we have bigger projects/texts to read. They also tend to lose focus faster with digital books (I so far have more success with a mixture of the two), I also find that students with learning difficulties lose focus and don't navigate well in digital platforms.

Probably, because they are cheaper.

Probably

Possible

Perhaps they might do so in the near future, because students tend to read and work even more on digital tools. However, I experience that many students also like to have a physical book in paper while reading and working. I think it is important that the paper books do not disappear totally, because students learn in so many different ways.

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

Perhaps in some subjects, and unfortunately I think English is a candidate for replacing textbook in the future.

Partially, if not to a great extent, yes. It makes resources more accessible and more durable. At the same time it is easier and far more cheaper to update and alter.

Our school uses exclusively digital tools in teaching through online textbook etc. Paper reading resources are supplied in extension.

Not. I think to some extent the books will always be used to support digital sources.

Not totally, but more than before. I think we will use both text books and digital tech.

It is still important for students not to sit in front of a screen all the time, something my students express from time to time

Not sure, still need a physical reference tool

Not replace, but an addition

Not fully, I hope. The students benefit from putting the digital tools away, and interacting physically.

Not entirely. A combination is best

Not entirely, it is more comfortable to read paper-books. The students confirm this.

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

Not completely

Not all the time. Students work a lot faster on the computer. We get more done

No. We need books as well.

No. There are researches about this, and they show that children who read a lot of textbooks are better readers on digital tools. therefore I think it is important to have both books and digital tools, and use them where they are suited.

No. Tech problems, network issues etc. The capacity of the network at our school is not sufficient

No. Reading on paper is a different experience and learning outcome is often higher, than reading a digital text. However, it is hard to find books that are "timeless" and still up to date. Digital sources is thus very important.

No. Kids like to use books as well. Some of them say we use too much time in front of the screen.

No. I think there is still need for books as well as digital platforms and tools.

No. I don't believe the teachers have a good enough competency in the digital tools (for now).

No. For one, it relies on the internet working to a large degree, and it does not. For another it's easier to get an overview in the textbook.

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

No. Books are a good supplement and a way to differentiate teaching.

No. Because we need a brake from watching screens all day. Also you can't replace books with online material. However, the digital resources the books or publishers offer should complement the book more making it easier to use both

No. Because we humans need tangible things.

No. Because it is important to vary, only reading on screen is not good.

No, they do not replace textbooks, but are used in addition to, to vary the teaching

No, students like to read books. They need a break for the screen.

No, scientific studies show that students do not retain as much information from texts that they read on a screen as when they read from a physical copy of a text.

No, research and personal experience do not back up removing textbooks.

No, not totally. Some books are needed because of screen-tiredness in the pupils.

No, not totally. Pupils, parents and teachers want paper books too, for variation.

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

No, because we need both

No, at hand material is still important to many students.

No, I think we still need text book to help the pupils look things up .

No, I think they work well in tandem.

No, I think textbooks are useful as well

No, I prefer textbooks

No, I hope we still could be able to use textbooks

No, I don't think so because we have just bought new books. The Internet is very unstable, so we cannot rely on Internet only.

No, I certainly hope not. Having a physical book to leaf through is quite a different learning experience than scrolling on a pc.

No, I believe there is a lot easier to read a text on paper than online, there are a lot of disturbances online, especially for weaker students.

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

No

No

Nei

Ja, jeg tror det, men håper ikke at det skjer. Av erfaring ønsker et flertall av elevene å ha en fysisk bok å bla i.

It's important to have 50/50

It shouldn't. Students need papertexts! Being able to turn the pages and be 'forced' to look at something else but a screen

It might, but the students still have to learn how to read a longer text and write english without correction.

It might, because of the new generation of teachers is coming and they are more used to the digital world.

It is possible because physical books are more expensive, expected to last longer , but get old fast as well.

It is already happening, but I hope that there is a way where we can use a combination of both

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

It has in some subjects. This year I teach english for 9th grade, and that works ok. But I think it will be a problem if they go digital all the way down to 1st grade.

It has already

It already has at my school

It already does. We have no textbooks at our school. There is no economy for buying new textbooks. The old ones are too old to use.

Many of us would like to have a combination of textbook and digital resources.

In the future yes. I believe so because society is becoming more digitalized.

In not too long I think it will be, because of economic reasons. It seems like the publishers want us to use the digital resources more than buy their books.

In a subject like English, I actually hope they do. A textbook would become outdated far too quickly to keep up with students' interests, and I think it is important that the subject material discussed in class feels relevant and engaging to students.

In English, yes. It is cheaper for the schools when we copyright and steal from different places. And this way you can choose more freely.

I think we will continue to use both. A lot of students prefer books because they feel they use the screen too much during the day. We need to interact more and not only in front of or with the help from digital tools

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

I think they will, in order for the schools to be able to provide updated versions with relevant topics. A 9th grade today will not be impressed by a school book from 2006 which talk about "My first phone" showing an old Nokia cellphone... Those outdated books are almost never used.

I think they should complement each other for more variety and to meet most pupils needs.

I think textbooks will always be useful, in addition to the digital tools

I think it will. Economy

I think it will because textbooks are so easily outdated and not relevant to the given situation we are in. Take BLM that has been prominent lately, after reading about the civil rights movement in our textbooks we had to use digital tools in order to garner information about the events. Digital literacy and critical thinking skills were then needed, something that textbooks cannot afford in the same way.

I think digital tools will replace books in some instances, in those cases it may be more available to new/updated/more developed/contemporary content for the students

I surtainly hope not. Pupils learn better when using books and handwriting.

I seems that way, but i hope not. I think they should have BOTH !

I seems so, even though many students wish to use textbooks.

I hope we will be able to fynd biting textbooks for reading on paper. The pupils need to get away from the screens. To much distraction for some.

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

I hope not. When pupils have a book they Get more ownership

I hope not. We need both. Many students are easily distracted while using digital resources, actually very few manage to stay away from other platforms during the schoolday. We need physical books as well.

I hope not. We need both of them.

I hope not. There is a special value in turning pages in books

I hope not. The screen is still associated with leasure and entertainment. Academic focus is not that present when only reading on screens.

I hope not. Digital tools are great for finging information, and to organize a longer text. It is not good for students who are easily distracted, and it should not replace books.

I hope not. Because students claim that it is difficult to focus on the subjectmatter when on screen in almost every lesson at school.

I hope not.

I hope not, easier to read and to consenstrate on ordinary books

I hope not, but it is less cost to digital books, and it is easier to update them, so there is a real chance they are here to stay. Another benefit is that it gives the ability to listen to the curriculum while reading. This is good suport for the students that struggles with reading

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

I hope not, because it makes the students more passive in language learning. They need to communicate in real life situations as well as they need to learn and remember things by heart.

I hope not, I think a mix of paper and digital teaching is the best.

I hope not! We need the physical books as well

I hope not! Never!

I hope not

I feel sure that they will, but I'm not convinced that they should. I find that variation and a healthy mix of digital and analog resources is key to a motivational English education.

I don't - because we need both.

I don't know.

I don't know. My students (2. grade) don't use any textbooks, we focus on talking and listening.

I do not think digital teaching tools will completely replace textbooks, I certainly hope not. In my opinion language acquisition is still dependent upon the students reading some text in paper format.

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

I certainly hope not. Digital tools are Great in principle, however there are too many distractions online which impede learning eg. Games, finn.no and other websites.

Reading texts should be limited to textbooks, apart for using digital resources to research online.

I am not sure. Hope not.

So far it seems like those with the best skills read books.

That might of course change.

Hope not.

Hope not, the pupils need a book, but digital teaching tools are nice supplements.

Hope not, and think not

Hard to say.....

Hard to predict - especially since books generally are more expensive than digital resources. The ideal, for a long time still, would be a good combination

17. Do you think digital teaching tools will replace textbooks? (Why/Why not?)

Eventually it will simply because it's the way things are going. The best is a mix of both

Eg håpar at det ikkje skjer, lærebøkene er fortsatt viktige og gir elevane ei pause frå skjermen. Det er vist gjennom forskning at ein lærar meir gjennom å lese bøker enn skjerm. Dette fordi ein blant anna, lettare mistar tråden og blir ordblind ved bruk av skjerm.

Digital teaching tools has replaced textbooks at our school. I think that providing the students with only the digital option works for some, but not all of my students.

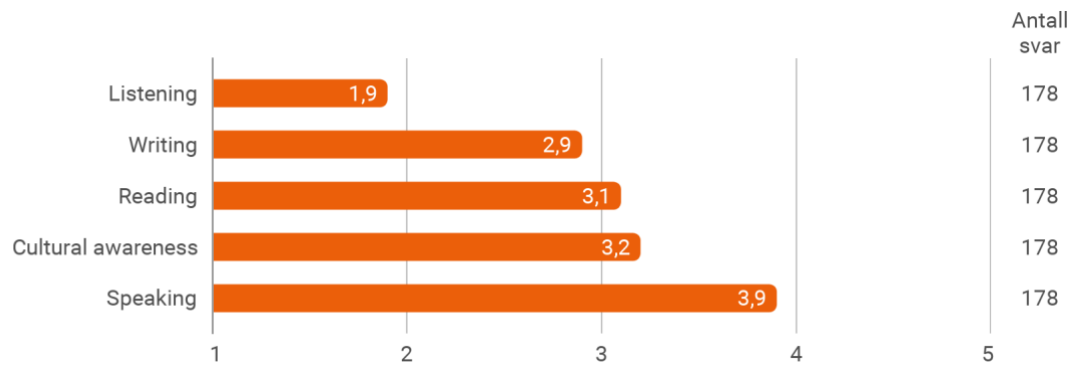
An inevitable process, for better and worse

50/50. I think a combination is good.

.

-

18. Rank the language skills you prefer to teach with help from digital tools from the one you prefer the most to least.



19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

to motivate them. to help them write more. to help them use appwriter which helps them with their language learning.

to engage the students

to engage

co-writing

to engage

nnn

engagement and access to authentic content

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

engage the students in their own language learning

easy way to distribute information, uses less paper. Old textbooks and no money to buy new ones adapted to the new curriculum

eTwinning gir elevene mulighet til autentisk kommunikasjon med andre som lærer engelsk

You meet students in their interests

Word, Movies, quizlet, digital books, skooler,

When they write, it's a lot easier (and therefore more motivating) to edit their texts.

When the pupils are going to read different texts

When students write to give them the tools they need. To find information. Grammar tasks.

When listening to different accents and learning about the different versions of English it is very handy to have youtube or other channels. I also use e-books when we read longer texts, mostly because we can't afford buying books for all the students, but also to have more books to choose from.

When learning grammar, pupils get instant feedback on errors, when being online on a digital grammar task.

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

When doing a survey, listen to youtube or other resources iónline, watching films.

We have a digital textbook and use it frequently. I also use other digital tools to engage the students in learning activities and to make the classes more relevant and interesting.

We do not have books, only digital. It motivates the pupils and it is easy to use. The teacher has control of the pupils work all the time.

We do not have any books

Vary teaching methods and make individual adjustments.

Variety and updates (as oppose to textbooks)

Varied activities

Variation, information not provided by the textbook, grammar tasks.

Variation

Good tools

engage students on other level

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

Variation

Usually to spark their attention, by using pictures, triggerfilms, songs, statistics etc to illustrate what we are doing. But we always use a digital screen, platforms and apps- I sometimes forget how much I depend on these (unless there is a power cut), I always start the lesson by turning on the screen/computer and plan most lessons in OneNote

To write and give feedback.

To uphold a certain variation in methods. This may help the pupils stay motivated.

Sometimes it helps with evaluation and feedback.

For some students, using digital tools is easier than using paper and pencil.

To show students that it is important to learn digital skills and that there are plenty of resources which help language learning as well

To research topics for essays and presentations

To motivate them with things I find online that they are interested in

To make the topics relevant and accessible

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

To learn vocabulary, engage in competitions, to give instant feedback

To learn about history in a country, to learn about different persons from all over the world. To learn og work with grammar online, to search for information when writing

To help students improve their understanding and pronunciation

To hear authentic speech, watch real life scenarios and vary teaching.

To have access to relevant topics for pupils. Because they don't have physical learning materials. Because this way, they can submit digitally as well, which is the school's preferred method. Some creative or visual tools excite and motivate pupils who have grown up using technological tools since they were small and are more comfortable doing so.

It gives opportunities for this with reading and writing difficulties to participate as their peers can.

To give them a variety of material (soruces, knowledge about culture ie)

To give them tool to help them when learing english

To give motivation

To give more knowledge about various topics

To work with words and expressions

Textwriting - and communication about texts

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

To get the pupils engaged and to participate.

To get more attention from the pupils because it's easier to vary my way of teaching, but also because I think they will benefit from it/learn more.

To engage the students more with updated content, than from a textbook dating back to 2006. Also more digital tasks, writing and voicerecording.

To engage the students in their own learning, yes. But also as a tool for the students to produce work.

To engage the students in their own language learning.

To engage the students in their language learning.

To engage students, to keep the topics and information relevant and to vary my methods.

To engage students and vary my classes

To engage students and to create variation.

To engage pupils and give them more options.

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

To engage and vary the lessons

To engage and give extra practice

To differentiate between the student's skill levels. Also to cooperate on various tasks.

To differentiate and authenticate.

To communicate, give assessments, students read in to me on Showbie, they practice glossary in Quizlet, students use SmartBook to listen and practice at home, Explore Practiceroom..

They like to watch and listen

They like it, it's fun, gives possibilities, it's available both at home and in school, it's easier to find resources online connected to the topic you are teaching than in books.

They find IT exciting, funny tasks, variety

There are a lot of ways to learn grammar

The books we used are too outdated. We could not buy new ones until we have tried some of the digital resources.

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

Thats my only choice, since we have no books

Students are loosing the ability to write by hand...

Easier to keep track of things

Easier channels of communication between home and school

Student who need it can listen to texts instead of reading.

So that students can benefit in understanding the topic of the lesson and to be able to trans language with other resources that are available

Since the digital universe is our only - language learning.

Resources are new and updated

Easier to find more relevant topics, texts, videos, authentic language

Digital co-writing

Use digital "games" to engage students (Kahoot, Quizlet, and so on)

Quizlet- to learn new words.

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

Quick to access

Practicing listening tasks, making films where the students talk about a topic so that I can hear everyone.

Our teaching material is digital

No

Motivation

Effective

Most of the time I use it to increase knowledge about a subject, and sometimes I use it to do grammar or questions about a topic.

Lytter gjennom stoffet som kjem i leseleksa.

Kids learn differently and some are more motivated by clicking and scrolling than by the textbook.

Its easy to show ex om the smartboard and make sure everyone get tha same message.

It's very good if they can read and listen at the same time, and practice at home (listen and read). They get motivated when they do grammar tasks and they receive the answer at once. Also very good to write longer answers and create multimodale text or find multiple text about a topic.

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

It makes the pupil a bit more motivated, it's nice to mix teaching by using a book and by using digital resources.

It is often efficient, makes writing exercises easier, and it is good to find authentic language to listen to.

It is easy, and it motivates the students!

It is easier to connect with students, to keep the teaching relevant and up to date - digital resources helps to make language learning more varied.

It is a tool they like and are used to use

It gives me an opportunity to be more creative with my student, which I think helps with motivation for the subject.

I use them because it is expected.

I use them because it is easier to check the students' works.

I use mindomo to make them investigate topics and prepare for talks and written tasks

I use it to make them hear different types of English (Indian, American, British, Australian, Irish...)

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

I use it to listen, so the pupils know how to pronounce Words.

I use it to engage them and to have a lesson with a variety of tasks.

I use it to emphasise certain topics, to show short films with examples. I also use grammar exercises. The good thing is that you can quite easily find exercises for different levels, so the students can work with for instance grammar tasks without being aware that they are on different levels.

I use it to differentiate, and as a part of special education

I use it because it's what we have to offer.

Digital resources are great tools to use when students work on different levels and at different speeds.

I use interactive video games in the classroom to engage the students on an intrinsic and personal level with regards to the content. The language learning/training occurs as a by-product of their engagement.

I use digital tools, such as Youtube to inspire them, let them listen to the target language and watch authentic material. I use digital tools such as Duolingo and Quizlet to engage them in their language learning. I use digital tools to vary my teaching and to manage my class. I use digital tools to follow the work of my students and structure my lesson plans. I use digital tools to communicate messages to students and parents.

I use digital tools to provide an easier access to information and a greater variety of sources of knowledge, and also in order to engage my students and make them more interested in the search of knowledge, authentic language usage and of course improve their language skills.

I use digital tools to make students more engaged in their own learning

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

I use digital tools to let the pupils listen to authentic language in authentic situations.

I use digital tools to engage the students in their own language learning

I use digital tools to engage students in their language learning. I also use digital tools because they are simple to use, and you can find a variety of resources online (both as a teacher and as a student).

Digital tools gives me the opportunity to let students listen to texts, which makes a huge difference to those who have dyslexia.

I use digital tools to enable pupils to engage with authentic material

I use digital tools to differentiate and make language learning more fun!

I use digital tools to adapt to the pupils' difference in level in my classroom

I use digital tools to Give students resources that are relevant for them, which that they can work with at their level and pace without this being visible to others

I use digital tools since other options are limited and/or outdated

I use digital tools in the classroom to sing songs, listen, practise words and frases and learn about other English speaking countries and their traditions.

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

I use digital tools in the classroom to motivate the students more, and also to be more "up to date".

I use digital tools in the classroom to make the teaching process more efficient and effective.

I use digital tools in the classroom to engage students in all aspects of learning.

I use digital tools in the classroom to engage the students in their own language learning.

I use digital tools in the classroom to engage the students in their own language learning.

I use digital tools in the classroom to engage the students in their own language learning and to break up the class a bit.

I use digital tools in the classroom to engage the students in their own language learning and help them write more easily.

I use digital tools in the classroom to engage the students in their language learning, to vary the activities, to motivate them and also because it saves a lot of time, and the lessons are more effective.

I use digital tools in the classroom in order to vary the types of tasks I give, both in terms of difficulty and type of activity. They also allow for flexibility in terms of changing my lesson if an activity or text doesn't work out the way I planned.

I use digital tools in the classroom for listening exercises.

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

I use digital tools in the classroom because the pupils are more engaged. They like to hear the text while they are reading.

I use digital tools in the classroom because they like it.

I use digital tools in the classroom because that is the way the students can access texts or input to support their learning.

I use digital tools in the classroom because it is practical. When I use OneNote for example I have complete overview of all my students work.

I use digital tools in the classroom because it enhances the pupils digital skills. I also do it because our textbooks are even older than the pupils.

I use digital tools in my classroom to give my pupils with dyslexia, a leg up.

I use digital tools in my classroom because they give me more choices in their language learning. I don't use them only because they are digital, but because they afford me a possibility to work with something that is better suited than other tools. Example: My pupils create a text on their chromebooks because it's way more effective than if they wrote on a piece of paper. However if I want them to create a sketch of something or a nice poem to hang on the wall in the classroom the traditional pen and paper are better suited.

I use digital tools for writing and working with grammar because this engages the students more.

I use digital tools because the textbooks are old, and I think more relevant texts (about for example cultural awareness) are more engaging for the students.

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

I use digital tools because it motivates me more.

I use digital tools as a supplement to our discussions in class. Discussing Black Lives Matter in class - then read articles and blogs on the subject. Or grammar games online, sometimes we need to be able to play while learning at the same time.

I use digital resources to vary my lessons, to find specific information and to help engage my students. And to evaluate their written work as well as their oral presentations/ readings individually using learning platforms

I use Reading progress in MS Teams to get more done, I can hear more student read.

I use Google jamboard to get them to actively participate. Same goes for Nearpod - an interactive presentation tool where they log in and answer questions throughout the presentation.

I use Book Creator to make students more conscious on the content they produce. Herin they procuce text, sound recordings and photos. The book is filled with content that will be important for their oral exams.

I teach students with learning difficulties. They benefit from programs like textpilot.

I often start with a video, news, Youtube, etc. to engage the students. We use the digital recourses only, on Aunivers - Stages, no need to carry heavy books. Students often use writing frames for downloading. Hand in on It's Learning.

I like to combine with physical activities. All oral/speaking activities with a few exceptions (like videopodcasts) are live in the classroom. We listen and read texts using digital tools. The students use digital tools for individual work.

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

I let them record presentations. It is less time-consuming

Grammar can be boring. I use examples from lyrics, videos, online practice verbs, nouns...

Fordi vi må?

lese og lytte til tekst, dybdelæring da ressursene er mange

godt verktøy å bruke tverrfaglig

For variety. TO give students modern and up-to-date sources. To motivate by using social media that the students use. To have cultural input directly from real and current sources.

For variation and updated info. Engagement and motivation. Reach out to all students through varied strategies.

For variasjon, som oppstartere til nye tema, repetisjon og motivasjon for elever som sliter med lesing/skriving. Også f.eks for å lytte til ulike dialekter fra forskjellige engelsk-språklige land.

For News, game, written example texts, film and grammar.

Engage them in learning new words and to practice listening skills, especially authentic speech.

Engage students, writing, grammar, music/videos

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

Effectiveness, variation, more access to authentic language

Easy to connect to everyone

Easy access to digital audio books.

When they write they use spelling programs. It is also easier to restructure and fix texts digitally.

Easier way to engage students, digital media is a huge part of their lives

Digital tools provide a lot of options for a varied and engaging classroom environment.

Creating different kind of texts

Because there are no other options. Our textbooks are from 2008!

Because the students enjoy it, and it is easy for me to see their progress online rather than in their rough books.

Because of variety and more possibilities like audiofiles, videos, different sources.

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

Because it's there and opens up new possibilities

Because it provides great variety and because there are audio files to help the weak readers

Because it is practical and expected of me.

Because it is easy and available.

Because digital tools are more engaging and easy to use with sound and images

Because I have to

As you already have mentioned: I use digital tools in the classroom to engage the students in their own language learning.

Digital tools are useful to provide authentic material to my students, both written and oral.

As stated above I use them when students are hesitant to speak aloud in the classroom.

?

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

1. It is easier to edit your text if you write it on a computer
2. You can learn to do anything, if you learn how to search for it online
3. Digital skills are needed in the workforce

- To expose them to different types of English
- To provide them with updated and relevant information
- To engage and create interest
- To show the subject's relevance
- Etc

19. Could you give an example on why you use digital tools in the classroom? (e.g. I use digital tools in the classroom to engage the students in their own language learning.)

- To engage the students

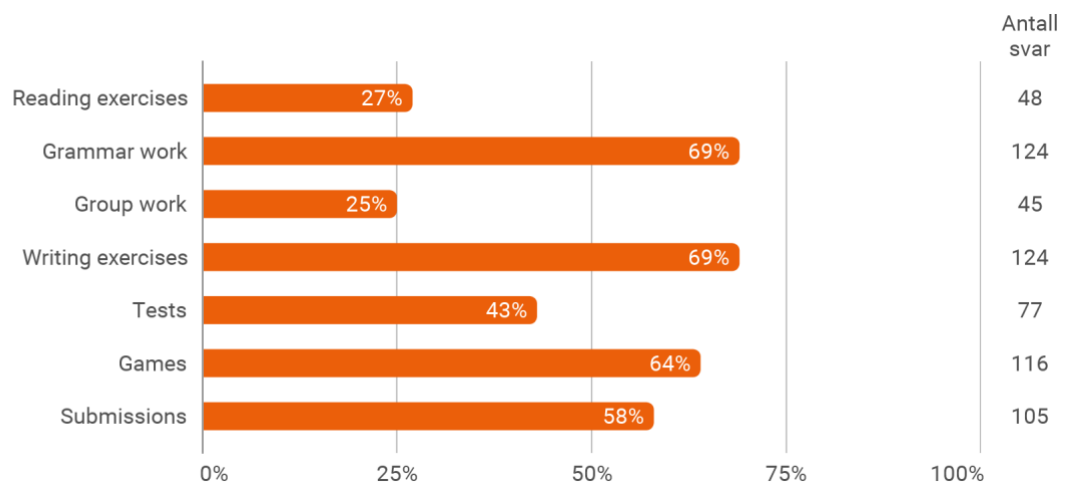
- To vary and adjust my teaching

- Creative teaching/learning

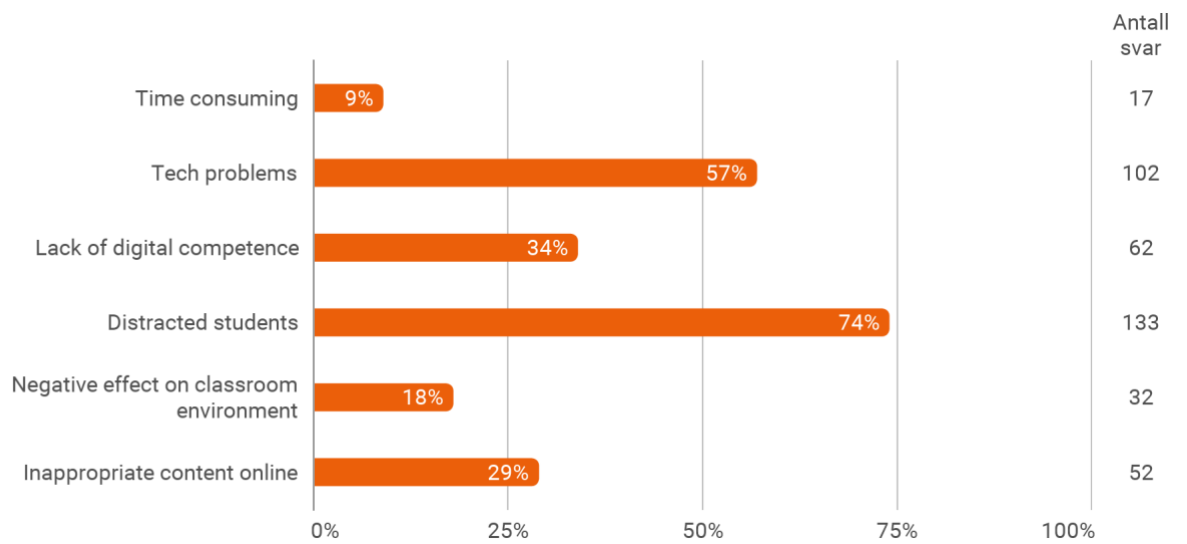
- God oppfølging på lesinga og kunne gi god tilbakemelding.

-

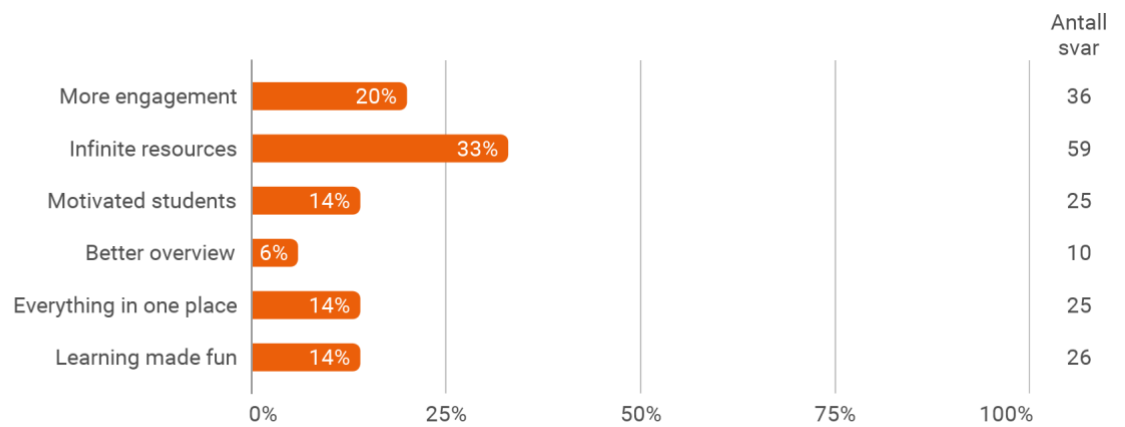
20. Which of these activities do you prefer using digital tools rather than the textbook?



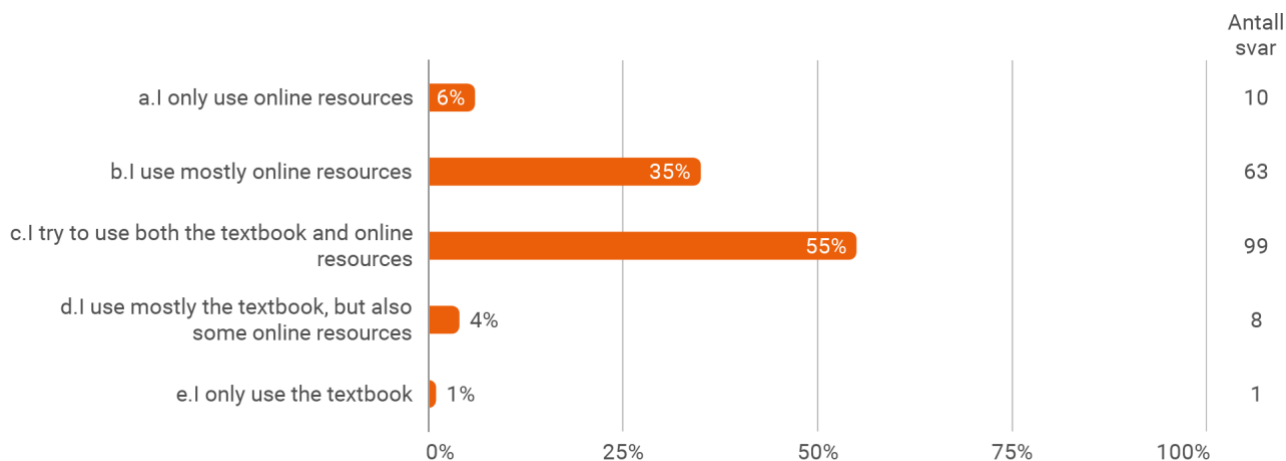
21. Which of these challenges with digital tools do you agree with the most?



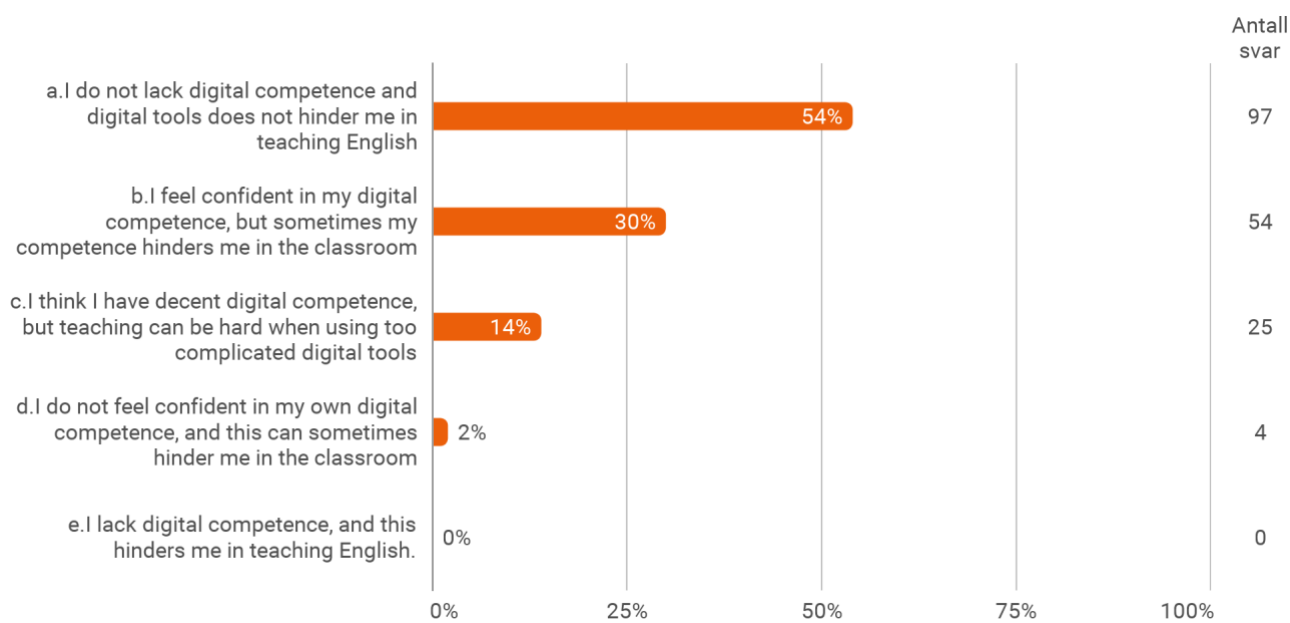
22. Which of these benefits with digital tools do you agree with the most?



23. Which one of these statements do you agree with?



24. Which statement do you agree with?



25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

quite high comparatively

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

mostly high competence, but always room for improvment

kan litt om mye, ikke mye om litt

high competence

high competence

high

fairly high competence

can improve on some aspects

can improve on some aspects

can improve on some aspects

can improve on some aspects

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

can improve

can improve on some aspects (esp. using apps)

can be improved

can always improve on some aspects

can always improve

above the average

Well functioning, can improve

Quite high. Able to figure it out if I don't know a new app.

Quite high, there are new applications that I do not fully know how to use yet.

Quite high

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

Quite high

Pretty good, but can always be better

Pretty good but can always improve

Ok

Ok

OK

Mostly high competence, but can improve on some aspects like making film for instance.

Midle hig

Middle

Middle

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

Medium.

Medium+

Medium+

Medium high

Medium

Medium

Medio

MEdium

Low competence

Intermediary

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

In the upper percentile

I think I am fairly competent

I have high competence.

I have high competence thanks to helpful and competent colleagues and a lot of time figuring out on my own how the tools work and can be used for/by pupils

I have a high competence compared to some of my co-workers, but I still feel confused too often when something "just doesn't work" mid-lesson.

I do ok and try to learn new things when needed. No expert, but I think it's fun.

I can improve some aspects...

I can improve on some aspects

I can always improve

Higher than the average teacher but I have areas to improve on

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

High, but sometimes the school relies on several platforms and it is confusing.

High, but one can always improve

High, but can improve

High, but can always improve!

High, but I am always open to improve and learn new skills.

High, but Always room for improvement.

High competence.

High competence, however, there is always an opportunity to improve further

High competence, can improve on some aspects

High competence, can improve on some aspects

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

High competence, can improve on some aspects

High competence, can improve on some aspects

High competence, can improve on some aspects

High competence, but can improve on some aspects

High competence, but I can always improve

High competence

High competence

High competence

High competence

High competence

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

High competence

High competence

High competence

High competence

High competence

High competence

High competence

High competence

High competence

High competence

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

High competence

High competence

High competence

High competence

High competence

High competence

High competence

High competence

High competence

High competence

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

High competence

High competence, can improve

High competence, always room for improvement though.

High Competence. I have a Masters in Digital Media, and I am studying programming.

High - one can always improve.

High

High

High

High

High

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

High

High

High

High

High

High

High

High

High

High

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

High

High

High

High

High

High

High

High

High

High

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

High

High

High

High

High

High

High

High

High

High

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

Har god kompetanse, men kan forbedrast på somme område.

Good

Good

Good

Enough competence to support my teaching

Decent competence

Decent , but could be improved

Could be improved, but I get by.

Can improve on some aspects

Can improve some aspects, but generally high

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

Can improve some aspects

Can improve on some aspects.

Can improve on some aspects.

Can improve on some aspects.

Can improve on some aspects.

Can improve on some aspects, but has got an open mind that helps me to explore all kinds of digital tools . I think I can learn to handle most digital tools.

Can improve on some aspects

Can improve on some aspects

Can improve on some aspects

Can improve on some aspects

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

Can improve on some aspects

Can improve on some aspects

Can improve on some aspects

Can improve on some aspects.

Can improve in some aspects

Can improve in some aspects

Can improve in some aspects

Can improve in some aspects

Can improve

Can improve

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

Can improve

Can improve

Can improve

Can improve

Can improve

Can improve

Can improve

Can improve

Can definitely improve

Can always improve

25. How would you rate your digital competence? (e.g. High competence, can improve on some aspects)

Can absolutely improve

Average, can improve

Average

Average

Average

5

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

yes. programming and ICT for teachers

yes

nope

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

nope

none

no

no

no

no

no

no

no

no

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

no

no

no

no

no

no

no

no

no

no

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

no

no

nei

ja, lærerspesialist PfdK

council run course in Teams, onenote

a little bit

Yes. I have studies computing before I became a teacher.

Yes. 30 point DKL, digital kompetanse i læring

Yes, profesjonsfaglig digital kompetanse 1.-10.trinn

Yes, pfdk.

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

Yes, but didnt need it

Yes, a long time ago

Yes, PFDK and Programmering i skolen.

Yes, PFDK 1-10

Yes, I have taken a 30stp education in digital use for teachers

Yes, 30 points IKT og læring

Yes I have a 30 stp course in IKT

Yes - IKT for lærere 30 stp.

Yes

Yes

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

Yes

Yes

Yes

Yes

Yes

PfDK - Autumn 2021. Learned new digital tools through my studies at NTNU (2019-2021)

Only what is provided at my school

Not really. I have 60 stp in Mediefag

Not extra, it was given as part of my teacher education

Nope

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No.

No.

No.

No.

No.

No.

No.

No, learning by doing

No, just when we implemented iPad

No, but we are lucky to have an ICT-manager as a colleague

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No!

No

No

No

No

No

No

No

No

No

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No

No

No

No

No

No

No

No

No

No

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No

No

No

No

No

No

No

No

No

No

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No

No

No

No

No

No

No

No

No

No

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No

No

No

No

No

No

No

No

No

No

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No

No

No

No

No

No

No

No

No

No

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No

No

No

No

No

No

No

No

No

No

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No

No

No

No

No

No

No

No

No

No

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No

No

No

No

No

No

No

No

No

No

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

No

No

No

No

No

No

No

No

No

Nei, kurs og egen interesse

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

Nei

Nei

Master's degree in Educational Technology and Digital Competencies

Little.

Ikt 30stp

IKT og læring 1,2

ICT tech

I have 10 study points in programming

Har fått ulike kurs

G-Suite

26. Have you had extra education in digital skills? (e.g. profesjonsfaglig digital kompetanse 1.-10. trinn)

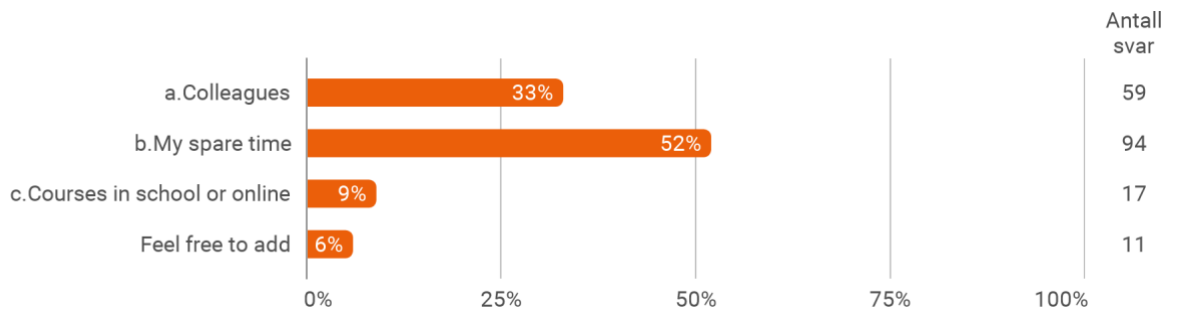
Apple teacher certificate

All colleagues had courses in different apps when pupils were given i-pads.Sometimes we lear

.

-

27. Do you learn the most about digital tools from colleagues, your spare time or courses given to you by the school?



27. Do you learn the most about digital tools from colleagues, your spare time or courses given to you by the school? - Feel free to add

Through experience. It's not a long time ago since I was a student, and I grew up with digital tools.

27. Do you learn the most about digital tools from colleagues, your spare time or courses given to you by the school? - Feel free to add

Previous work and studies.

Personal learning network, such as facebook

My teacher education and from planning periods as part of my work hours.

My spare time, and as an ICT advisor at school, I teach my colleagues

Mostly through my own discoveries trawling the Internet.

Mostly by just trying it out, figuring it out on the fly

I mostly test out myself, search on the Internet or ask my colleagues

Former career working in an office.

By trying different tools

And in my spare time

27. Do you learn the most about digital tools from colleagues, your spare time or courses given to you by the school? - Feel free to add

Also from colleagues

A combination of all three above.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

the screen is great for skumlesing, but need books and paper for nærlesing og stamnina.

nnn

i dont know

You need to be more aware when the text is digital. How it is presented. Or else I have the same experience

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

When reading from a screen, pupils can more easily find texts which are of interest and on their language level, if they are guided into what to choose from.

When offered to choose between digital format or read on paper/ in a book, students who have some reading difficulties often choose the book if they can use an audiofile as a supplement. The students who appreciate reading prefer to read in a book. Most students choose the digital option. I'm quite sure the key is to make room for a good reading space where students are allowed to read without distractions.

When my students get to choose between a book or the screen, most of them prefer the book.

Well, this research is mostly towards mobil phones, and I can't see that it apply to the use of computers, as we do. I also think in general that the brain is changing and it will also adapt to new ways to work with digital resourses, given time. Motivations is also a by far a more important factor for learning then by paper.

We do both

We do Booth and I belieber that is necesary.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

Very good. The student have tool to listen when tey don't understand.

Unsure

To read online is hard- and you don't do it for ling, unless you have like a Kindelboard with good adjustments. I think it is easier to read on paper- but online sudio files are very good tools.

To me it seems like they don't read the text thoroghly enough when it is on a screen. It seems like they are ready to "swipe" before they are done.

This may apply to some students, but the reality is that most students will only read from a digital screen anyway, and not read from a book if they are not told to, and even then it is difficult.

They will benefit from it if they can listen to the text as well, if not, I think it's difficult for me to say whether book or screen is the best choice.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

They understand better text read on paper

They think that reading on screens benefits them, but Ive learn that good rraders perfere paper

They seem to skim texts either way, my experience is that they often seem to just copy whole excerpts and pasting them into answer brackets without reading it all the way through.

They seem to remember things better when reading it on paper. They are also better to go back to find content they read about in a book, when completing a task later. Digital sources are more easily forgotten, despite us sorting and structuring all content to one place - OneNote.

They say they often get tired of reading on a screen. Maybe variation is needed.

They ned both

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

They learn more and understand more when they read texts on paper

They get unfocused and find it hard to read line by line on a screen. For some it's easier navigate the text by using their fingers under each line.

They find it more difficult to navigate when reading on a screen, especially when we have a test or a writing assignment. It is easier for them to have a paper handed out.

When it comes to reading texts they often get distracted by the computer and start using it for other things than what they are supposed to.

The size of the text can often be very small so it is difficult for them to see what it says.

They comprehend better in a book.

There is simply more information on the screen than in a book, so some students will become distracted or have difficulties focusing on what they are supposed to focus on. Their thoughts often turn to games, songs or videos that are two clicks away.

There are a lot of differences between the pupils

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

The students preference may vary, but I find that most will prefer a paper book.

The students in my class who have dyslexia prefer reading on paper, and those who are motivated also prefer to have a print-out of the longer texts if it's available. Those who are generally weak readers sometimes prefer to listen to the text while reading - this is done on the PC.

I don't know if the contents of what is read is retained better if it is read on paper or onscreen, but I think it is easier for the students to have an overview and keep things organised if they have key texts printed out or in a book. In general, I think it is easier for most students to find texts in their text book than try to remember where they are on the system - Teams OneNote which we use needs an extra layer of division - so that the pages can be organised into a main book, then a chapter for each subject at school, and then each subject should be able to be subdivided twice instead of once. .

The students are quite fast readers, but they read OK.

The short texts are OK, they can also listen when reading, which help students with challenges in their reading skills

The same

The same ability, the students are used to read most text on screen, but it is important to provide sound in the EFL classroom either by smartbook or to read in to the students in Showbie.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

The read more thoroughly on paper. They get distracted when reading on pc

The read more superficial from screen and have problems getting all the information, they scroll and miss out texts. They lose track of the text.

The prefer paper, because they easier can work with the text.

Students with dyslexia and readings issues benefit from reading combined with listening.

Students can listen to texts online while reading.

Students are different, and so are their abilities. Most students read without problems on screen, but some need on paper.

Sterke lesere klarer det fint, mens svake lesere sliter mer... derfor synes jeg det er utfordrende for en del elever med ny eksamensform

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

Some students prefer the internet and some prefer books. They get to choose what they prefer in my class. I think it is very individual

Some students find it difficult to read on a screen

Some pupils hurry through their work and surf the net. Easier to see what is going on when they use paper/textbooks

Some find it easier to read from a book.

Som eg har skrevet ovenfor, så er eg veldig enig i dette utsagnet. Papir gir ein større oversikt og det er lett for elevane å sjå kor langt dei har kommt og dermed kunne gi dei motivasjon til å komme vidare.

Several think it is more difficult

Same benefit from reading a text on screen as reading in a book, but I believe a variation is good for the eyes.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

Reading a book beats the net every time

Pupils of today read almost only on screens. Teachers and other adults think that one has to read on paper to learn or to improve one's readingskills

Paper seems easier for them.

I am not sure why.

Less distractions, maybe?

Paper is usually easier for them, especially for those who find English difficult. Unless they can listen and read at the same time, then digital is better.

Paper is the best when reading longer texts.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

Paper is much better than a screen (but google is brilliant for finding information, and i am very happy that we dont have to go to the library to find information any more)

Paper is better.

On screen there are more texts you can listen to while you read, that helps the students.

Not noted any difference

Not as good as books.

Noen elever klager på at det blir mye skjermtid

No noticeable difference in terms of understanding but there are less distractions when reading a book

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

No major difference between those two in my experience

No experience

No difference

No difference

Negative. Easier for pupils who listen to texts to read online. But to remember what they read is more effective via paper

My experience is the same. To read on screen is a skill on its own that the children need to learn.

My experience is the same as in the findings in the mentioned studies.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

My experience is that they are easily distracted when reading from a screen.

My experience is that students more often lose track of What they are Reading when Reading online. This seems to have repercussions for comprehension.

My experience is that students get more and more used to reading from a screen. I teach 8-10 graders.

My experience is that good readers read better from a book.

Weaker readers benefit from the audio help when online.

Much better to read in a book!

Mostly the same.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

Most students seem to enjoy reading in books (at least in the classroom), but reading on screen can be good when you can supply with sound.

Most students read on screen perfectly fine, but a lot of students also find it more difficult. It is easier to lose focus when reading on a screen, and students lose concentration over time

More time consuming to go back and forth between text and tasks

More engagement on screen, better concentration when they read in textbooks.

Many students really like reading on the screen, and most of them understand what they read. Anyway, there are also several students who claim that they do not get the full overview when not watching the whole text in total, but need to scroll up and down.

Many of them skim more when they read on a screen.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

Many of my pupils feel that it is easier to follow the text if it on screen. They do not have to change sides, and they can check out words easy if they are using their computer. It is very easy to read on the phone for the pupils.

Many benefit from using books

Longer texts/novels -> better in print - difficult to keep focus on a screen

It.s tiring

It varies

Some students prefer paper, others screen. I think it's important to give them both

It varies, but in general I would say that having online resources helps the students who are struggeling with reading

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

It takes time for them to find the right app/website/page number. The small screens on ipads also prevent a good reading experience in my opinion.

It really depends on what kind of text and what kind of reading . If the text needs to be read closely, textbooks are to be preferred, in my opinion

It is probably the same, and I think it is important to learn them both

It is often easier to turn a page to find info than to find info reading a screen.

It is not a question of if they understand more or less one way or the other. It is about opportunities, distractions and lacking impulse control or will power. So they learn less while reading on a screen because many of them they lose focus.

It is more difficult to use reading strategies when reading online

The students do other things

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

It is good when the text includes help with the vocabulary, and when it includes a sound-file, otherwise it is not much better.

It is easier to concentrate with a book

It depends on both the text and the student. Students who have a hard time reading (dyslexic, etc) find it easier to engage with texts on screen.

In my view, the paper enables students to have a better overview of a text.

In my experience, students understand just as much from texts they read online (as in a book).

In my experience this differs from student to student, but during the 26 years I've been working with students aged 13-16 their ability to read from screen for longer periods has increased dramatically.

In my experience students will remember less when reading on a screen, compared to reading in the textbook.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

If they read it, it would be the same outcome, but they read the digital texts differently. They would like them to be read out loud, they skim the screen texts more than the texts from the books.

I'm not sure. Personally I think reading in a book beats reading on a screen

I think we need both skills.

I think they need both options. Some students like to read on screen and others do not

I think they learn the same. Some prefer paper though, but not the majority.

I think they learn much more by reading from a book. However, having audio which compliments their reading is beneficial to their learning also.

I think they fix both

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

I think they benefit more from reading at paper

I think that varies on the student. The benefit with reading a text online is that there are apps that can help them - for example IntoWords that can play the text.

I think that pupils overestimate their ability to read on screens. I think that many become lesser readers due to too much reading on limited platforms such as social media and that their general language development may lag if they aren't competent readers of books from a young age.

I think that is true. My experience is that the screen offers too many possibilities for the students, so they struggle to concentrate. Some students handle it well, others don't. A mix is good.

I think that for some students it is easier to read a paper book. If the text is long, it is easier to read the paper version.

I think read longer text is better on paper.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

I think paper has its place and we should encourage and develop this skill at school, but digital reading is a greater and greater part of our reality regardless of what we present our students with.

I think most pupils benefit from both, because you can find different texts online as opposed to paper. For example a fictional book is best on paper, but perhaps a multimodal text that can include sound is best suited to screen.

Reading comprehension is not only dependent on screen or paper, but many other factors such as pupils interest, where their heads at at the time, their proficiency in English.

I think it is better for the students to read in a book instead of a screen.

I think it is best to read from a book, because it is more "calming" and you just need to open and start reading. You can also find a more comfortable position when reading.

I think a variation between reading on screen and on paper will benefit the students most.

I support the study.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

I strongly believe that reading on a screen and reading on paper should be considered as different skills. The way you approach a text is different when it is on a screen compared to a physical one, which is also reflected in student behaviour. The types of texts are also typically different. I therefore believe that comparing the students' understanding of a text on screen vs on paper is more a question of comparing two very different skill sets. That said, if the text is the same, f.ex reading a set novel, some students would have about the same levels of understanding, whereas some show a preference for either paper/digital. It is really dependent on the student in question.

I share that view - without hard evidence

I prefer they read in a book. Less distractions.

I prefer that the students read in their textbooks whilst listening to the text being read from the book's online research. In this way they also practice their listening skills.

I prefer that my students read on paper, but can't say that I notice a big difference in understanding if they read on screens.

I prefer reading in a book or at least on paper. Both for comprehension and understanding.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

I like paper better because then they can take notes and translate words directly in the text

I have not faced any problems with understanding content when reading on screen

I have not experienced nor compare this yet

I find that most students read as well on screen as on paper, but weaker students do better with paper (where words can be highlighted in colour etc)

I find students get less distracted reading on paper

I feel they understand better when reading a text on paper

I experience that students that read texts from paper have a better experience with the text compared to texts on a screen.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

I don't think it hinders their ability to understand what they are reading, but the size of the screen can sometimes be limiting, and I think it's more tiring for the eyes to read from a screen. Many of the students seem to prefer reading from a sheet of paper or a book if they are given the option, but even so they are all used to and comfortable with reading from the iPads.

I don't necessarily think there is a difference

I do not note a particular difference.

I can't say I have any good experience with comparing this yet

I agree. There are more distractions. Some also find it hard to focus when reading on screen. On the other hand there are aids that can be used when reading on screen that might benefit the reader.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

I agree. I have reading sessions in my classroom, where we read for 15 minutes, and then write a short summary about what we have read.

I first did this with only regular books, and we wrote our summaries by hand.

I later tried doing the entire session digitally. We read e-books, and wrote our summaries in Word.

The quality of my students summaries dropped, and too many of them didn't even hand in their summaries.

I would strongly recomend to use regular books in reading sessions.

I agree! Reading a book is better.

I agree with the study

I agree with the studies

I agree with the studies.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

I agree with the studies. Students struggle with reading strategies, finding relevant information in a text and comprehension when reading on a screen compared to on paper.

I agree with the statement above. For instance, I notice a clear difference between students reading aloud from a book, rather than from a text on a screen.

I agree with that.

I agree totally with the statement

I agree that students benefit to understand texts in textbooks rather than reading from a screen

I agree completely with the statement and prefer to use written material almost exclusively.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

Haven't tried reading from a screen that much, so I am not sure.

For most of have no difficulty reading from screen

For many pupils, I agree. Having the tactile sensation from a physical book seems to be a more reassuring and calming sensation for many pupils compared to a computer screen. I also find that many pupils have terrible posture when scrolling on a digital device, leaning forward into the screen, sitting too low with their shoulders up high in front of a pc etc., which is not beneficial for any kind of learning.

Easily distracted from what they are supposed to be reading

Dyslexic students benefit from having the text read aloud, but as a general rule textbooks are better.

Digital books are a life-saver for dyslectic students.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

Det er best å kombinere skjerm og papir

Dependent upon the student. Some students are comfortable reading on screen and are also used to it. Others struggle with being distracted by various temptations a computer gives them.

Books are better. Students spend more time reading and retain more information after finished reading.

Better with the text in front of them.

Better on paper

Better concentration on paper, less distractions

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

As previously stated, I believe reading on paper still triumphs reading on screen. There are however some great tools for students with dyslexia, such as Linguit.

As mentioned earlier, they prefer reading larger amounts of text on paper, they get stressed by having to scroll through the text and sometimes because the digital document seems endless. But for shorter texts/questions, finding info etc I think they have adapted well. I once gave them a copy from a paper encyclopedia and they found it frustrating that there were no hyperlinks (and I totally agreed)

Agreed!

But it's a benefit that they can listen to the texts when they are digital (not so good for reading skills, but great for understanding)

Agree

Agree

Ability to understand good, some students complain, wanting to have text on paper, esp. when tasks involved, and they have to scroll to find answers. Most students read equally fine on screen.

28. Some studies found that reading on a screen will not benefit the reader as much as reading in a book. What is your experience with students' ability to understand texts when reading from a screen compared to paper?

A bit more difficult for them since they can't really write on the margins and sometimes it's tiresome

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I think most of them learn better from paper :)

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29. Do you have any additional information on the topic?

no

no

no

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no

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29. Do you have any additional information on the topic?

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29. Do you have any additional information on the topic?

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nnn

When my 10th graders started 8th grade there was a completely new curriculum (L20), but no books to find that were updated, so I mostly used digital resources the first 18 months with them. Having no textbook and webpage connected to it made it hard to differentiate, and I spent hours upon hours adapting the material so that all my students could use it.

29. Do you have any additional information on the topic?

What we have experienced so far with our resource is that all topics/texts are built up the same way. The students get tired from it and sometimes think it is boring.

We used to have Its learning, and I liked that platform a lot. Very important to have plagiarism control these days, because students tend to copy a lot.

We need more state regulations and counselling on usage of digital tools.

Variation is the key. I let my pupils choose paper or screen when they work with spelling/ repeated mistakes/ practice new skills when writing.

Trenger gode kartleggingsprøver i engelsk på alle trinn (digitale)

Reading from a screen is the norm today, at least for younger people, and schools must adapt.

Pupils have bad hand writing and make many spelling mistakes if digital tools are not used. This is a big issue.

29. Do you have any additional information on the topic?

Personally I prefer to do grammar work on paper, and I usually don't use the iPads when we have class discussions or other oral activities.

One of the biggest challenges with implementing ict in schools are that most leaders are recruited from being teachers, which bring their own experience, and lack of it. Too many teachers are also not professional enough in improving their practise and engaging in new resources.

Nr. 23

b. I try to use both the textbook and online resources

Comment: Our textbook is online...

Not really.

Not really, no.

Not at this moment.

29. Do you have any additional information on the topic?

Not at the moment.

Not as I can think of at this point.

Nope

Nope

Nope

No

No

29. Do you have any additional information on the topic?

No

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29. Do you have any additional information on the topic?

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29. Do you have any additional information on the topic?

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29. Do you have any additional information on the topic?

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29. Do you have any additional information on the topic?

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29. Do you have any additional information on the topic?

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29. Do you have any additional information on the topic?

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29. Do you have any additional information on the topic?

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29. Do you have any additional information on the topic?

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29. Do you have any additional information on the topic?

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No.

No.

No, not right now.

29. Do you have any additional information on the topic?

No, not eally.

No, I don't

No, I don't!

No

No

No , not at this point

Njet

29. Do you have any additional information on the topic?

Nei

Nei

Nei

Many of the students are tierd of working with digital resources/tools because of covid and homeschooling. At least it does not motivate them as much as it did pre covid.

Just that I do not have time to learn digital tools, I would have used a variety of tools had I just have the time to learn. But I have too much to do so I use the things I know and then I am irritated that there are so many things I could have done but I do not have time to try out different tools.....

It is complicated to regard this matter objectively. It is easy to use and defend the methods that requires least effort - be it digital or conventional teaching - but so far, my impression is that students prefer a mix themselves.

29. Do you have any additional information on the topic?

It is a lot easier to sample from various pages online to find more information on every topic we are working on in the classroom.

I think we as teacher sometimes overrate students digital skills.

I think that they (the policy makers) should be very careful with adding too much digital learning in schools from a very young age. Handwriting and physical reading, drawing is important for optimal development.

I think digital resources are great, but I still think it's important that students have access to books

I think a combination of digital tools and regular books, writing on paper would be better.

I prefer publishers that offer a great variety of digital resources to learner's book., i.e grammar tasks, tasks to the texts, links and so on

29. Do you have any additional information on the topic?

I feel like there is an enormous hole in the market for content, not just tools, when it comes to English/Norwegian learning materials.

I believe that writing with pen and paper is much better than writing on a computer if the aim is to remember things or organize your thoughts. A computer is better when there is a lot of content, because it gives a great overview.

I am sceptical towards too much screen time at school.

For readers with dyslexia, I would recommend Audiobooks. Digital resources are especially great to use, when students need aid.

Digital tools might enhance motivation, but can often function as an obstacle. My experience is that the use of Ipad, instead of computers, has a negative effect on language learning, especially for the weaker language learners and for those with various diagnosis.

In addition to that, reading on paper is better for the muscles in the eye.

Digital skills are important to master for any age group today. It is important to give this room in their education. However, studies show that 'analog' learning, reading from a book and writing with a pencil on paper, is especially important for young pupils to help them reinforce the synaptic connections in their brains. I see that pupils' handwriting is deteriorating every year because of a massive focus on using digital tools, and I can't help but wonder if we, as a profession, are making an irreparable mistake if we do not mind the balance between the two.

29. Do you have any additional information on the topic?

Digital resources can enhance collaboration - both in class and across borders. This aspect seem to be missing in your survey. You seem to be mostly on "enhancing" and "replacing" level, that is, read on a digital tool, in stead of paper. The true digital learning is really collaboration, meeting people, cultures and ideas.

Digital resources are great to use in the classroom, but it is imortant to use a pen and paper as well, variation is key I believe.

Blir elevene bedre av å bruke digitale verktøy?

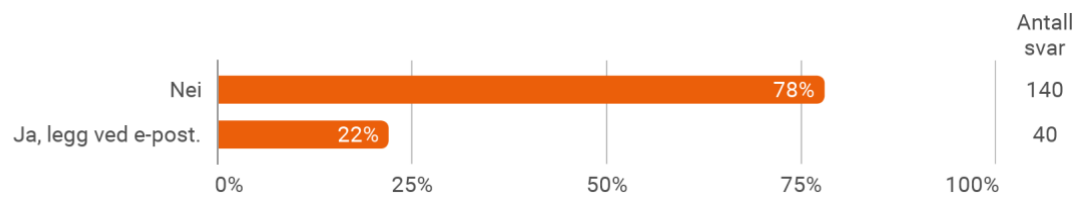
A good core textbook, with good online resources is probably the best option. Those resources should be updated regularly to keep them relevant, particularly as things change so fast. Also .. there should be some flexibility for the students ... so they can choose to read on paper or onscreen.

:) Not really, made me think somewhat around my teaching

29. Do you have any additional information on the topic?

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Er du villig til å delta i offline/nettbasert oppfølgingsintervju. Dette intervjuet baserer seg på spørreundersøkelsen og sørger for grundigere forskning?



Appendix 5: The online interview

How do you as a teacher use digital tools?

use textbooks online (smartboard) to ensure that all students are at the same page. Use Powerpoint in my teaching, and the students use it in presentations.

I also use forms-tests.

Quizlet-tests

We have digital books and put most lessonplans in OneNote, we interact a lot with the students through digital platforms (if they have questions about work they send me a Teams-message, they share a link or I return their papers digitally). I also use digital websites for research, extra information, music, films etc.

Using them in writing, reading

I use them in place of text books - as a source of reading materials, but also as a source for more interactive exercises, listening texts/film

I use them as tool for my own presentations/lectures and for the students presentations

I use them to gather and present resources

I use my laptop and my pupils use theirs. All my sources and the things we work with are posted on Teams. Basically everything takes place online and we rely heavily on internet.

How do you as a teacher use digital tools?

I use digital tools every day. Instead of a traditional board we have screens, and bring our chromebooks with us to every lesson. The book is digital, so the pupils spend a lot of time on those webpages. We use google docs and presentations to write individually and to cooperate.

We use the dictionary at "skolen cdu".

For presentations/class lectures

To review and correct pupils' work

For various lists

To find facts

To communicate

To share documents and files

To record sounds and videos

For various hand-ins and tests

For storing and saving various material

As visual and audio support to text in books, and digital tasks and exercises in grammar and understanding. Also for listening to authentic language.

How do you as a teacher use digital tools?

All my students have Chromebooks provided by the school. Our main textbook (Enter10) with tasks and exercises are digital on the platform "Skolestudio". Additional content and tasks are added to the course in Google Classroom. They also use Clarify language dictionary (online), apps like Soundtrap, Creaza and WeVideo for a variation of tasks f.ex making blogs, podcasts and videos. Of course, we use the Google WorkSpace tools included in the Chromebooks.

I am not totally happy with how I can follow the progression with the students in "Skolestudio". I have made a digital "Workbook" for my students in Google Classroom where I easily can assess the work they do. I know many of my colleagues doing the same.

At the moment, my students are reading a book (physical), but I have provided both a digital copy and an audio file for my students to listen to as well.

why do teachers use these digital tools?

see above

We don't really have a choice since the books are digital in english at our school. But the reason we chose this to begin with, is because paper books are so soon outdated; now we have relevant texts and varied exercises that are reviewed every year. (This can be both a pro and a con).

It is also great with digital texts when students find it hard to read (like dyslectic pupils for instance), because they can listen to the texts.

I think we also believe that it is more motivating for the pupils, but I believe that this has some negative side effects as well: Pupils don't practice patience as much now, and they learn to depend very much on digital "assets." Also; they are not so motivated by digitals as they were a few years ago, because it's so normal now.

Partly because the schoolsystem is rigged that way and because it is convenient, fast and easy in many ways. These days it is hard to see a classroom without the use of digital tools for both students and teachers, but sometimes we may need to find the old pen and paper again in order to vary the education.

why do teachers use these digital tools?

I introduced the possibility to write texts to my students in 2002 - and the texts were corrected and assessed digitally as well. The main change was that I saw my students were producing a lot more text than earlier, my students felt that they managed to write more - it looked better than with their handwriting. Since then I have gradually introduced more and more tasks digitally - depending on access to computers. Since around 2007 all teachers had their own computer and a projector in every classroom and our teaching changed into bringing digital tools, internet-based tools replacing the traditional blackboard. Our students have had their own Chromebooks since 2017.

Digital tools are a part of our daily life, and our students need to learn how to use them in both a creative and productive way. But if some of my students want to use pen and paper during their work, I will provide the tools that they need as well. Another motive to use digital tools is that it is much easier to adapt my teaching to the different levels my students are working on. Adaptive learning.

For more variety in the classroom and individual teaching/learning.

Easy access to useful resources

Quick and efficient communication

For keeping handy archives, folders and files

Motivating and entertaining for students

Easier to edit and update than analogue/paper material

It's often fun

Always something new to learn

Because they are more interactive, more up to date, easier to differentiate and give students more real life text in the classroom - thereby (hopefully) creating motivation.

why do teachers use these digital tools?

Because most text books are outdated, new things happens in the world which we need to keep up with, we are urged to avoid printing because it is better for the environment, the pupils are more likely to remember their laptop than a work sheet.

As a supplement to books