ICT in the EFL-classroom: cherished challenges

A qualitative interview study with six Junior High School English teachers in Sweden
ABSTRACT (English version)

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ICT (Information and communication technology) is a fundamental part of modern society and has been part of the educational systems across the world for a few decades. This essay focuses specifically on the relationship between ICT and the teaching and learning of English as a foreign language. ICT has been found to be pedagogically beneficial, but the transition towards and the handling of ICT is often challenging for schools and teachers.

The aim of this study is to present and analyze Junior High School English teachers’ opinions regarding the use of ICT in their profession. The study identifies and discusses some of the advantages and disadvantages of ICT in education generally and in relation to the English subject specifically. The results are analyzed through a sociocultural perspective and the empirical foundation of this study is based on qualitative interviews with six English teachers.

The results reveal that the interviewed teachers are optimistic towards the new technologies in their profession and that there is a will to further improve and learn more about the pedagogical benefits of ICT. Although there are obstacles hindering successful ICT integration in school, the possibilities and advantages that come with the new technologies make them indispensable. However, the results also reveal that there is still room for traditional materials in school and teachers seem to view ICT as a complement and do not wish to rely solely on modern technologies.

Keywords: ICT, English, Sweden, School, Upper School, Junior High School, English as a Foreign Language, EFL, Language Learning, Language Teaching, Qualitative interviews.
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Titel: IKT i engelskklassrummet: uppskattade utmaningar. En kvalitativ intervjustudie med sex engelsklärare från den svenska högstadieskolan.

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IKT (Informations- och kommunikationsteknologi) är en grundläggande del av det moderna samhället och har varit en del av världens skolsystem sedan årtionden tillbaka. Denna uppsats är specifikt fokuserad på förhållandet mellan IKT och engelskundervisning i den svenska högstadieskolan. IKT har visat sig vara pedagogiskt fördelaktigt i flera avseenden men övergången mot och hanterandet av IKT är ofta en utmaning för skolor och lärare.

Syftet med denna uppsats är att presentera och analysera engelsklärarens åsikter gällande användandet av IKT i deras yrke. Uppsatsten identifierar och diskuterar några av de fördelar och nackdelar som finns med IKT i skolan generellt och i förhållande till engelskämnet specifikt. Resultaten analyseras utifrån ett sociokulturellt perspektiv på lärande och den empiriska grunden för uppsatsen är baserad på kvalitativa intervjuer med sex engelsklärare i högstadiet.

Resultaten visar att de intervjuade lärarna är optimistiska gentemot de nya teknologierna och att det finns en vilja att vidareutvecklas och lära sig mer om de pedagogiska fördelarna med IKT. Möjligheterna och fördelarna med IKT gör företeelsen ombärlig, även om det finns hinder i vägen för ett framgångsrikt implementerande i skolan. Dock visar resultaten även att det fortfarande finns utrymme för traditionella läromedel i skolan och lärarna tycks betrakta IKT som ett komplement och önskar inte endast förlita sig på de moderna teknologierna.

Nyckelord: IKT, engelska, Sverige, skola, grundskola, högstadieskola, engelska som främmande språk, EFL, språkinlärning, språkdidaktik, kvalitativa intervjuer.
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1 Introduction

Today, the notion of ICT\(^1\) in schools is common practice among the developed nations across the globe. Since the dawn of the digital revolution societies have been struggling to keep up with the latest technologies in order to remain relevant in an increasingly competitive world. The modern world requires constant development through new competences, which results in new challenges and demands for the different school systems of nations (Cuban et al. 2001: 816). The digital revolution has also, arguably, reinforced – or at least added an additional dimension to – the competition between different actors within nations, in countries where the schools have been deregulated (SOU 2013). Schools are competing over the student body since the student body is what mainly funds the schools, one way or another. Logically, schools in such deregulated environments would want to compete over the student body by showing, for example, that they are producing the most competitive type of students, equipped with the most competitive type of education. One type of skill sought for and required in today’s internationalized world is of course the ability to use and interact via our common lingua franca, English (Crystal 2003:106). As a result, a plethora of pedagogical tools (hardware and software) has been developed in order to support EFL\(^2\) learners and pedagogues in their endeavors to learn and to teach (Hismanoglu 2012: 1).

Several factors have surely contributed to the ICT explosion but whatever the factors may be, ICT is here to stay. This raises several questions regarding the actual use of these new and constantly evolving technologies and tools in the everyday practice of the teachers and students. It also gets increasingly interesting after reviewing PISA/OECD (2015) documents that show how more computers in school is not necessarily beneficial when it comes to the performance of the students. PISA-results from 2012 (da Costa & Araújo 2016) also share the counter intuitive notion stating that more digital reading in school is not necessarily beneficial for the digital reading competency. It seems to boil down to how – and for what purpose – these new technologies are utilized rather than if.

1.1 Aim

The aim of this study is to present and analyze Junior High School English teachers’ opinions regarding the use of ICT in their profession. Via the perspectives of the teachers, some of the pedagogical effects of ICT in school, and more specifically the EFL classroom, will be identified.

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\(^1\) Abbreviation of Information and Communications Technology. Further detailed in section 1.4.

\(^2\) Abbreviation of English as a Foreign Language. Further detailed in section 1.4.
1.2 Research questions
- What are the teachers’ opinions regarding the implementation of ICT in the EFL classroom?
- What are the pedagogical advantages and disadvantages of using ICT in the EFL classroom, according to the teachers?
- What are the teachers’ views on the use of ICT in the EFL-classroom, in relation to the use of traditional materials?

1.3 Scope of study
This study relies on a number of secondary written sources as well as qualitative interviews with six junior high school English teachers that constitute the primary sources in this study. The secondary sources consist of the curriculum and other steering documents (presented in section 2.3), previous research in the field of ICT in education and in the EFL classroom (section 2.2), literature revolving around methodological considerations (chapter 3) and lastly a description of the theoretical approach (chapter 4).

Since the research is situated in Sweden, several Swedish literary sources figure throughout the essay, which results in several translations (from Swedish to English). The same applies to the interviews that constitute the empirical foundation; the interviews were all performed in Swedish. Therefore, it is necessary to state that I am responsible for all of the translations of the interviews within this text.

1.4 Clarifications
Four notions figuring throughout this essay require further explanation:

1. ICT is an abbreviation of information and communications technology, defined by Ghasemi and Hashemi (2011) as “a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information” (3098). This includes for instance laptops, tablet devices, smart boards and smart phones.

2. The term traditional materials could be defined as “not being ICT”. It refers to the type of educational materials that have been used prior to the ICT era and that are used alongside ICT today. Postholm (2007) sums up the tools in the following fashion: “the teacher, the board, the chalk, the textbook, the pencil, the workbook and the eraser” (589).

3. Authentic materials, or authentic sources, refer to the type of materials that are not designed for the purpose of teaching language. Thomas (2014) defines it in the following fashion: “The key to understanding what makes materials authentic is to think of them as texts that were not intentionally produced for language classrooms or learners. In this context, the most significant synonyms are genuine and natural” (15).

4. The term English as a foreign language, or EFL, is used throughout this essay since English is not an official language in Sweden. On the other hand, English is indeed a widely spread and integrated language in Swedish society and it could therefore also be considered to be a second language, or ESL.3

3 Further discussion regarding the distinction between EFL and ESL can be found in H. Douglas Brown (2000: 192 f.).
2 Background

This chapter is dedicated to further reviewing the area of ICT in education generally and in the EFL classroom specifically. The sources figuring in this chapter represent a selection that stems from different parts of the world and different eras. This was determined appropriate due to the international nature of the phenomenon (ICT in education) and because of the necessity of highlighting the timelessness of some of the issues regarding ICT implementation in education. The last section of this chapter features a review of the steering documents revolving around the implementation of ICT in the Swedish school system.

2.1 Problems with digitalization

The rise and integration of ICT in the educational systems is not always uncomplicated. Hill and Slater (1998) remark that any ICT-oriented activity needs to be “integrated in the syllabi and curricula” and that such activities “…should not be seen by teachers or learners as an optional bolt-on, but should be given a considered role within the mainstream of core activities” (379). Similarly, almost two decades later, Parnes (2015) notes that the Swedish school has fallen behind in the field of ICT even though significant efforts and investments have been made to provide each student with a laptop (or similar devices). According to Parnes, this is not enough: “To simply put computers in the hands of students without educating and motivating the teachers gives a very small effect. At best, the computer then becomes a tool for searching information on the Internet and an advanced typewriter” (2).

Hismanoglu (2012) has studied the EFL teacher programs of Cyprus and remarks that: “ICT is considered as a content to be learned and as a skill to be mastered, by teachers and administrators” and that “little or no importance has been attributed to the pedagogy of ICT” (1). In the United States, Cuban (Cuban et al. 2001) conducted an observation study in two high schools and noticed a paradox that also gave name to the study: High access and low use of technologies in high school classrooms: explaining an apparent paradox. In short, the study revealed that although the schools of interest were stuffed with all the sufficient modern technologies, the teachers did not utilize the equipment. Two possible factors behind the anomaly were (lack of) time and lack in competence development amongst the teachers (826). In their study, the authors also identified another problem revolving around the problematic nature of ICT (in any organization), namely hardware issues. The teachers who participated in the study consistently reported having trouble with wiring, obsolete hardware (and software) and crashing servers.

Furthermore, Mumtaz (2000) states that: “Schools seems to be slow in embracing ICT and there is a resistance to change” (335). He identifies three major factors affecting the teachers’ ICT-oriented work: institution, resources and the teacher. Mumtaz implies that the schools are heavily rooted in a tradition favoring a student-teacher relationship over a student-machine relationship but that the teachers themselves seem to welcome change and be more open minded and accepting than their institutions (336). Similarly, Wozney (Wozney et al. 2006) remarks that: “ICT implementation is a dynamic process
mediated by subjective teacher characteristics and by conditions within the school” (Wozney et al. 2006: 192). In their study, the authors focused on teachers’ perceptions and practices and found that new technologies alone do not positively (from a constructivist point of view) modify the teaching styles of the teachers (193).

In conclusion, past studies show that there are several obstacles for schools and teachers to overcome in order to successfully integrate ICT in their routines, but doing so is definitely beneficial for the institutions. There are numerous factors pointing towards beneficial aspects of ICT regarding students, schools and teachers alike. A selection of the core benefits of an ICT implementation in education is presented in the section that follows.

2.2 Pedagogic advantages and disadvantages of using ICT in the EFL classroom

When reviewing relevant research in the field of ICT and language education, it becomes clear that the advantages of modern technologies outweigh the disadvantages. It is first and foremost a matter of effective utilization; the pedagogical outcome of ICT is utterly dependent on how the technologies are utilized by the teachers and for what purpose, much like any other pedagogic activity. However, Talebian (Talebian et al. 2014) has identified a few pedagogically disadvantageous aspects of using ICT. Firstly, the use of ICT can be “disruptive in the educational process” (302). Internet offers everything and it can be hard for students to resist the temptation of doing something that is not school-related on their electronic devices. Secondly, the use of ICT can have a negative impact on the communication situation in the classroom. The interpersonal exchange can suffer from ICT use, but as technologies improve, this seems to become less of a problem (302). Thirdly, the abundance of information can be a problem, since there are no programs that filter reliable sources from unreliable sources (302). It is important that the teacher guides his or her students in this regard and the notion of source criticism is indeed also highlighted in the Swedish curriculum (2011).

Numerous studies have shown that there is a plethora of advantages of implementing ICT in the EFL classroom, provided the technologies are utilized appropriately. Ghasemi and Hashemi (2011) have summarized the core advantages after reviewing previous research in the field. The authors present lists of proven benefits and the most important ones revolve around motivation, learner autonomy and the authenticity of sources (3099). Firstly, ICT has been proven to be motivational for students in the way that it sparks interests and curiosity and assists in developing the cultural identity of the user. Secondly, an ICT implementation also seems to result in a higher degree of learner autonomy. This leads to a transformation of the teacher’s role in the classroom, according to Ghasemi and Hashemi: “The modern teacher in the ICT era is no longer described as a “sage on the stage” but a “guide on the side”” (3100). The teacher is no longer necessarily the go-to person when it comes to getting information about certain things but rather the moderator of discussions and a guide in the learning process. This area interestingly relates to the previously mentioned implications by Mumtaz (2000) who discusses how the new teacher role in the ICT era is problematic in the ICT transition. Thirdly, regarding the subject of authentic sources, the students of today have more or less instant connection to the rest of the English-speaking world via
e-mail, social media, video-conferences and blogs, for instance. Ghasemi and Hashemi stress the pedagogical benefits of having real purposes and real contexts in the communication (2011: 3099).

Moreover, Kumar (2013) conducted a study within the higher educational sphere and findings point in two distinct beneficial directions regarding learner autonomy and authenticity of sources, much in line with Ghasemi and Hashemi (2011). Kumar studied a group of English learners and aimed at identifying ways that made the language learning process more efficient, via the use of ICT. According to Kumar (2013), the most important skill to take into account when mastering a language is to interact with others by speaking the language. However, English language teaching in India has traditionally focused mainly on having the students write texts and this does not have the desired effect on the learners. Here, Kumar stresses the need for an updated curriculum that regards the importance of proper ICT use and further promotes speaking and interacting in English. Speaking is the key skill when addressing the traditional language skills (LSRW), and this particular skill can be practiced efficiently via the use of ICT – in fact it is especially efficient in this sense, according to Kumar. The author also stresses the need for pedagogues to assist learners in acquiring and developing knowledge on their own, and here some of the core benefits of using ICT in the EFL classroom can be found, with active learners constantly exposing themselves to the target language via authentic sources (2013: 4). This does not mean that the other language skills are not stimulated via an ICT-oriented education. According to the author, ICT offers synergy by “hearing it, speaking it, writing it and reading it simultaneously” (4). Kumar’s suggestions also imply that traditional textbooks are becoming increasingly obsolete because of their given limitations. Textbooks soon become outdated and, in the words of Kumar, the use of textbooks in a pedagogic setting “leads to an unnatural method of instruction” (1). There are several programs and applications that are meaningful and practical for English learners, as they offer a form of hands-on experience previously lacking in the traditional materials (3). Kumar suggests that many of the modern applications and programs can ideally be used as a type of scaffolding for the learners in the learning process; the programs and apps can be used instantly when interacting with both persons and texts and provide instant support with glossary, grammar-issues and spelling (3).

Further international support for the articles above can for instance be found in Hismanoglu (2012), who is optimistic regarding modern technologies. Provided they are utilized appropriately, Hismanoglu identifies several advantages associated with ICT implementation. He noticed that students working with ICT remained longer on task and achieved better results because of a more enthusiastic approach to their education and ICT was also found to be beneficial for developing social identity amongst the students (2), which resonates well with the results from Ghasemi and Hashemi (2011). The same can be said about Cuban and his team, who also spotted great potentials in the new technologies a decade earlier (Cuban et al. 2001). Amongst the teachers who did utilize the potentials of the new technologies appropriately, a majority reported several factors contributing positively to their working situation. Firstly, the technologies facilitated lesson planning and communication between the teachers, who after the implementation, communicated more frequently and mainly via e-mail. Secondly, access to the World
Wide Web was considered a fantastic source of information, which the teachers utilized when planning their lessons and projects. This was also considered a fantastic opportunity for the students (Cuban et al. 2001: 824). Thirdly, the teachers enjoyed having an additional tool available in their teaching practice, since it enabled greater pedagogic variation during the lessons (824-825).

Similar positive results have been shown in other studies. Passey and Rogers (2004) shed light on the motivational benefits of ICT in education. Teachers and students alike experienced positive motivational outcomes from using ICT, which eventually was beneficial for their teaching and learning, respectively. This positive outcome was predominately valid when using ICT in researching, writing and editing material. ICT was also found to be motivationally positive when supporting engagement. Generally, it was important that ICT was incorporated in the teaching as well as in the learning processes. Isolating the ICT activities strictly to the teaching aspects alone did not have the same positive outcome (5).

2.3 Teachers’ attitudes towards ICT

The potential positive effects of ICT in school naturally lie in the hands of the practicing teachers. The teachers’ ways of working with ICT is strongly connected to their attitudes towards their profession and towards the new technologies (Hismanoglu 2012, Mumtaz 2000, Becker & Riel 2000). Malagón and Pérez’s (2017) study focused on teacher attitudes towards ICT and the implementation of ICT in the EFL classroom and their study took as its starting point the assumption that “any problems which might arise with the implementation of ICT would be found principally in the attitudes of the teachers involved” (269). The study reveals that the teachers interviewed in the study were generally positive towards the possibilities of ICT in their profession but due to the lack of training and the lack of appropriate pedagogic methods in the field, the teachers often failed to utilize the potentials of the new technologies. Most often, the teachers would simply work with ICT in the same way as in traditional teaching and only the pedagogical tools were exchanged (271-272). The authors concluded that ICT is not yet normalized and that, unfortunately, ICT implementation is still viewed as a treat, or bonus, primarily existing for the students’ amusement (272).

Becker and Riel (2000) studied how the attitudes and teaching styles amongst teachers are related to different teacher types. Two major types were identified: the private practice teacher and the professional practice teacher (5-6). The teachers in the first category mainly viewed their teaching as something that went on between them and their students inside the classroom and did not cooperate much with their colleagues. These teachers were also inclined to teach in a teacher-oriented manner (emphasis on transmission), as opposed to a more student-oriented approach (emphasis on knowledge construction). The lessons were therefore rather traditional in the sense that the teacher lectured and the students worked, most often separately, with their respective assignments (15). The teachers in the second category were identified as having a more constructivist teaching style and approached their profession in a very different manner. They were often part of a larger teacher community and collaboration with other teacher colleagues was an important and natural part of their profession. Their teaching tended to
be more student-oriented and the students’ tasks were more of a collaborative nature and the assignments primarily of the problem-solving kind (Becker & Riel 2000: 15). Interestingly, this also affected the way in which the teachers approached ICT in their profession. The professional practitioners engaged their students with computers more often than the private practitioners (22) and the professional practitioners were also more varied regarding the type of software they used with their students. The software used was also more advanced (25). Becker and Riel also concluded that the professional practitioners were considerably better computer users than the private practitioners (25).

2.4 Steering documents

The Swedish National Agency for Education’s latest curriculum was published and integrated in 2011 and is the current curriculum for the Swedish school system. The curriculum consists of two major parts; one general part, entitled Overall goals and guidelines, revolving around general principles, values and guidelines for everyone taking part in the Swedish school system and a subject-oriented part entitled Syllabuses, which is dedicated to the different subjects. In the first part, under the paragraph Good environment for development and learning, the following is stated:

The school works in settings where there are many different sources of knowledge. The aim should be to create the best conditions for the pupils’ all-round development, thinking and acquisition of knowledge. (Curriculum 2011: 13)

This quote from the curriculum shows that there is a will to incorporate as many different sources of knowledge as possible in the education and ICT-oriented materials could be considered to be a part of such sources. This intention by The Swedish National Agency for Education is further specified in section 2.2, entitled Knowledge: “… the student can use modern technology as a tool in the search for knowledge, communication, creativity and learning…” (Curriculum 2011: 16).

Browsing forward to the English paragraph in the Syllabus section of the curriculum, one finds that the notion of ICT is not very well represented. Under the paragraph Aim, the following can be interpreted as being connected to ICT:

Teaching should help pupils to develop their skills in searching for, evaluating, choosing and assimilating the content of spoken language and texts from different sources. They should also be equipped to be able to use different tools for learning, understanding, being creative and communicating. Teaching should encourage pupils to develop an interest in languages and culture, and convey the benefits of language skills and knowledge. (Curriculum 2011: 32)

Regarding the content of the English syllabus generally, the aim of the subject is to develop the students’ knowledge of the English-speaking world and prepare the students for interaction with the global English-speaking community (Curriculum 2011: 32). The phrase “all-round communicative skills” is used in the syllabus. Generally, there is a focus on the functional aspects of language. In the section titled “Core content” the following areas are highlighted: 1. Content of communication 2. Listening and reading –
reception 3. Speaking writing and discussing – production and interaction (Curriculum 2011: 34-35). Hence, there is a clear focus on the traditional language abilities – listening, speaking, reading and writing – and on the notion of internationalization, where students through their education in English should be prepared to interact globally.

Due to the lack of ICT-oriented content in the current curriculum, the Swedish National Agency for Education issued a supplement in 2017, entitled “Få syn på digitaliseringen på grundskolenivå” [Spot the digitalization in the compulsory school] (Translation mine). The document aims at assisting the teachers in their ICT-oriented endeavors and it also strives to verify that the students within the Swedish school system are granted equivalent educations. A central term in the document is digital competence, which is defined through four sub-categories:

1. “Att förstå digitaliseringens påverkan på samhället” [Understanding the effect of digitalization on society] (Translation mine). This first aspect describes how the digital and technological changes affect the individual and society and how the individual can affect society and his or her own situation (The Swedish National Agency for Education 2017: 10).

2. “Att kunna använda och förstå digitala verktyg och medier” [Being able to use and understand digital tools and media] (Translation mine). This aspect focuses on the importance of user confidence and the necessity of developing knowledge regarding how to use digital tools and media in different contexts and for different purposes. (11).

3. “Att ha ett kritiskt och ansvarsfullt förhållningssätt” [Having a critical and responsible approach] (Translation mine). The third aspect deals with the ability to review and evaluate content from different sources based on relevance and reliability. The paragraph stresses critical thinking and being able to take a stand on different issues (The Swedish National Agency for Education 2017: 11).

4. “Att kunna lösa problem och omsätta idéer i handling” [Being able to solve problems and transfer ideas into action] (Translation mine). The last category stresses the importance of understanding the connection between humanity and our current technological solutions. We must realize that we have the ability to change and make a difference. This last category also stresses the relationship between contexts; the individual on the one hand and the world on the other (11).

The National Agency for Education also added comments to the different syllabi and in the paragraph dealing with languages the following is stated:

Digitalization affects our language and our forms of communication and can provide students with new perspectives on the world that we live in, new contact opportunities and greater understanding of different ways of living. When students get to use digital tools and media in the classroom while learning English and other languages, it can result in a more varied and inspiring experience. The students get the opportunity to relate their language to their own experiences, life conditions and interests. The language education can become a vast window towards the rest of the world that stimulates the student’s interest in languages and cultures and they [the students] get to see the advantages of language skills simultaneously. (The National Agency for Education 2007: 20, translation mine)
In the quotation, there is a focus on the general possibilities and advantages of using ICT, revolving around the notions of internationalization and communication. However, there is also a didactic approach and content that is more subject-specific. ICT enables a higher degree of variation and provides inspiration as well as authenticity of communication.

Additionally, The Government of Sweden has also commented on the digitalization of the Swedish school system. In the first part of the document there is a democratizing focus and a will to include the entire population in the digitalization of society: [All children and all students need to develop understanding of how the digitalization affects the world and our lives] (3, translation mine). In contrast, the parts that follow are rooted in the more competitive nature of the digitalization process: [The goal is for Sweden to become the best country in the world when it comes to utilizing the possibilities of digitalization] (3, translation mine). Lastly, on a more pedagogic note, The Government of Sweden states that:

In order to reach the general goal for this strategy, the possibilities of digitalization need to be utilized in the appropriate areas and such utilization needs to be performed in an appropriate way. (4, translation mine)

Whatever the term “appropriate” implies, it is clear that some areas are affected more than others by digitalization and the quote also clearly suggests that any organization affected should strive to focus on the *how* element of the implementation.

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4 The Swedish word used in the document was “rätt”. Other English synonyms include the words right and correct but appropriate was considered appropriate in this case.
3 Theoretical approach

In this chapter, the sociocultural perspective valid in this essay is described. A sociocultural perspective on teaching and learning was considered appropriate for this study because of how it perceives and describes the phenomenon of teaching and learning as a social practice, first and foremost. This resonates well with how I personally perceive education; it is a combined effort by different actors with different experiences and competences. Furthermore, the sociocultural perspective offers a relevant perspective on the use of tools, generally, and in a learning environment specifically, which naturally relates to the focus on ICT tools in this essay.

3.1 The sociocultural perspective

Vygotskij is the most important figure, historically, regarding the development of the sociocultural perspective (Nilholm 2016: 57). From his perspective, the process of knowledge, learning and human development is predominately created as a result of a certain social and cultural context, as opposed to the cognitivist idea claiming that the process is mainly located within the mind of the individual (57). To quote Lundahl: “Only by talking and cooperating with others – and by entering into a dialogue with different type of texts – can we adopt new knowledge” (2009: 158). Vygotskij did of course recognize the importance of both biological and cognitive factors but suggested that these factors were primarily in force during the early stages of a child’s development; once the child has developed into a social human being, i.e. has been integrated into a social and historical context, other factors come into play and are considered dominant (Nilholm 2016: 57). But, there is always a connection between the cognitive and the social sphere; a commitment is first practiced on a social plane and secondly on a personal, cognitive plane (Lundahl 2009: 158).

Two of the perhaps most significant ideas behind Vygotskij’s work are that of the zone of proximal development (ZPD) and that of scaffolding (Lundahl 2009: 159). The first idea demonstrates the optimal conditions for learning, i.e. the zone in which a person learns the best. This is the – theoretical – area between the student’s present knowledge and the acquired future knowledge. In order to identify this area, the teacher must therefore know his or her student and know what is reasonable to expect (160). The second idea, referred to as scaffolding, is connected to that of ZPD. It is, in short, the temporary support provided by the teacher for the student with the purpose of making the student being able to reach his or her ZPD. Eventually, the scaffolding should not be necessary and the intention is that the student can complete similar tasks by themselves in the future, without the need of scaffolding (160).

It is suitable to end this section with another quotation by Lundahl, which illustrates an important issue regarding epistemological differences:
“In descriptions of teaching and learning, factors such as heritage, environment, individual and group, language and thought and form and function are often displayed against one another. Such comparisons always result in simplifications. The same statement can be made regarding cognition versus social factors. The mental processes and the interaction with the social environment are namely dependent on one another”. (2009: 150)

In the quotation above, Lundahl summarizes the important issue of not viewing different theoretical perspectives as opposing ideas, but rather different pieces of the same puzzle, each contributing with relevant answers and insights.

### 3.2 Lärande i praktiken: teaching and learning in practice

Säljö (2014) derives his theories primarily from the work by Vygotskij and strives to position teaching and learning in a sociocultural context that lies beyond the purely intellectual, or cognitive aspects of our beings. Säljö identifies the relationship that exists between tools – or as Säljö refers to them, as artifacts – and the human ability to learn and develop. By inventing certain artifacts and by collaborating and sharing experiences, humanity has been able to overcome both physical and intellectual obstacles throughout history (2014: 29). Human culture is unique and truly separated from other species in this regard. The term culture refers to all ideas, values, knowledge and other resources that we acquire (mainly) through interaction with others, according to Säljö, and the artifacts are fundamental parts of our existence (29). Thus, culture is both: “materialistic and immaterialistic” (30, translation mine), according to Säljö. However, there is a strong relationship between the concepts; the development of material resources is intertwined with the development of ideas and knowledge. Artifacts (intellectual and physical) show how humanity has prospered historically by utilizing tools differently and for different purposes. According to Säljö, this results in reality becoming increasingly artificial; where we previously would rely on our memory for keeping track of meetings, we now have a calendar to assist us and where we used to rely on our intellectual, arithmetic abilities to solve complicated mathematical equations, we now have the calculator, according to Säljö’s examples. Human functions are constantly being transformed into physical artifacts (75).

Säljö suggests that our interaction with artifacts is a fundamental part of the socio-cultural perspective on learning and development and he rhetorically asks: [to what extent can these artifacts be considered to be part of our physical and intellectual resources?] (2014: 75, translation mine). The answer to this lies in how we perceive reality; should we try to understand thinking, our use of concepts and ideas and teaching to be parts of human practices – rather than something in itself – then we immediately see that our activities are for most part intimately intertwined with different artifacts (74). We constantly operate alongside the artifacts that we have developed and Säljö establishes that: [thinking is not inside the apparatuses… nor is it solely located within the head of the user] (76, translation mine). Human progress and development has been achieved through collaboration and the sharing of experiences.
4 Method

This chapter describes the methodological approaches, processes and intentions behind this study. The empirical part of this essay is constituted by six qualitative interviews and it is important to declare the circumstances and conditions that surrounded and formed the interviews. Initially, the fundamentals of the qualitative interview are explained.

4.1 The qualitative interview

The qualitative interviewer seeks to gather thoughts and experiences of interviewees in order to understand a scientific problem (Kvale & Brinkman 2014: 17). The purpose is to gather qualitative data as opposed to quantitative:

The qualitative research interview seeks qualitative knowledge expressed in normal prose; it does not aim at quantifying. The goal of the method is to obtain nuanced descriptions of different qualitative aspects of the interviewees’ worldview; the method deals with words, not with numbers. (2014: 47, translation mine)

The method is also sometimes referred to as unstructured interviews, simply because there are not that many specific standardized routines for the interviewer to follow (2014:32, 141). As a result, the method requires that the interviewer is well prepared before the interview session, in order to be able to spontaneously steer the interview in the direction that seems beneficial for the moment (32).

Moreover, the area of qualitative interviews is an intricate field and the interviews can be performed in a wide variety of ways. Kvale and Brinkman focus primarily on the so-called semi-structured form of the method, which is the method applied in this study. The semi-structured interview includes a set of prepared interview questions but opens up for spontaneous follow-up questions when opportunity is given. This requires a perceptive interviewer. For preparations, the researcher ideally constructs an interview guide (Kvale & Brinkman 2014:172 ff.) and this process is further detailed in the section that follows.

4.2 Interview guide

An interview guide functions as a manuscript and guides the participants through the interview (Kvale & Brinkman 2014: 172). Before constructing the actual guide, it is important to reflect upon the way in which the questions are supposed to be posed to the interviewee. For example, the interviewer might choose to be immediately clear with the purpose and inform the subject about the nature of the study. This results in a more open interview, where the interviewer might initially pose questions to the interviewee directly linked to the purpose of the study. Another way to approach the scene is to use what Kvale and Brinkman refer to as the funnel technique, in which case the interviewer does not inform the interviewee more than necessary about the purpose of the study and rhetorically works around the subject in different ways. The way in which the questions are posed will indeed affect the outcome of the interview (172-173). In the case of this
study, the intention was to provide the interviewee with relevant information about the study before the session, in order to create an open and welcoming atmosphere.

After the initial reflection described above, there are two further dimensions to consider that will determine the construction of the interview guide. Kvale and Brinkman (2014: 173) suggest that the researcher focuses on the thematic and dynamic dimensions behind the process. The thematic dimension relates directly to the purpose of the study and is an extension of the study questions. Here, the researcher wants to consider the analysis that lies ahead and make sure that the questions posed during the interview are valid and that the answers can eventually be structured and analyzed thematically (173). The second dimension to consider according the authors is the dynamic dimension, which puts focus on how the interview proceeds. Kvale and Brinkman urge the researcher to: “stimulera till positiv interaktion” [stimulate to positive interaction] (2014: 173, translation mine). This is about keeping the conversation going and letting the subject speak about his or her experiences and feelings. In this process, the interviewer is beneficially brief and avoids unnecessary academic language. The ambition is to make the situation as comfortable as possible (173). When these dimensions have been considered it is time to construct the actual interview guide. This is made by deconstructing the research questions of the study into several smaller questions that can be posed directly to the interviewee (174). The entire interview guide is included in the appendix section of this study (Appendix A).

4.3 Selection: six teachers from two schools

Two schools were chosen for this study because of what they represent in terms of pedagogical profiles. As a consequence, the teachers that are represented in this study were chosen because of their specific, work-related experiences from their respective schools. The schools have clear and modern ICT-oriented profiles and in this regard, they are similar due to the fact that the same municipality governs them. On the other hand, the schools can be considered dissimilar since they are individually governed by separate school administrations, which may affect the way in which the teachers work with ICT in their classrooms. The school administration, i.e. the headteacher (Skolinspektionen 2018), manages a budget and decides on issues regarding equipment and study materials and the pedagogical responsibility relies solely on the school administration. Moreover, the schools are separated by age and the fictional names of the schools were based on this notion – The Old School and The New School. The Old School has been around since the 1960’s and is well established in the town. The New School, on the other hand, is top modern and opened its doors to the junior high students just recently.

Another issue regarding the selection in this study is of course that of accessibility. It can be stated that it is a tough commitment trying to find teachers who – most likely are more or less overworked – are willing to devote their time to a student’s research. The process is indeed a time-consuming effort and it is hard sticking to the timetable. Therefore, making use of one’s personal connections definitely makes things easier. However, the personal ties may also be regarded as problematic; the ties may affect the reliability of the study. It is important to note that I am acquainted with some of the interviewees and therefore the relationship needs to be further addressed. The
respondents might adjust their answers, in one way or another, because of our relationship (Kvale & Brinkman 2014: 295). We, some of the interviewees and I, share work-related experiences and the interviewees will perhaps speak on the subject in a different way with me as an interviewer, than he or she would with another person whom they did not know before.

Furthermore, the interviewees’ can in this case be identified as informants, according to Kvale and Brinkman (2014: 129). This means that they are, through their subjective perspectives, specialists in their specific context – in this case their respective schools. However, this may also be considered problematic since it may interfere with the sincerity and frankness of the respondents. Perhaps the interviewees want to portray their respective workplaces in a more positive way because of loyalty and emotional ties. On the other hand, this research has very little to do with denigrating one school and promoting another. I am, as a researcher, interested in a specific phenomenon (ICT in the EFL classroom) that lies within what could be considered a broad and general context (public junior high schools in Sweden). One of my intentions during the interview sessions was to make the informants aware of this.

It is also possible that the relationship between the interviewees and myself might somehow interfere with the so-called Konfidentalitetskavet [The confidentiality requirement] (Translation mine) stated by The Swedish Research Council (2002). In short, this means that the identities of the interviewees might be at stake because of our relationship. Because of this, my intention has been to be strict regarding the anonymity protection of the schools and teachers figuring within this study and I have therefore chosen to give them fictional names. Below features a brief presentation of the interviewees along with their fictional names.

1. Lena is a middle-aged woman working at The Old School and she has been a junior high school English teacher since the 1990’s. She has been working with ICT since the beginning of the 2000’s and she says that she is curious and interested in ICT but not an expert in any way: “I am not a computer-y type of person”.

2. Sara is a young woman who has been working as a junior high school English teacher at The Old School for two years. She feels confident working with ICT and she feels that she is part of a generation that grew up surrounded by the new technologies. According to her, her colleagues say that she has “grey fingers”.

3. Gunnar is a man in his 60’s working at The Old School. He has been a junior high school English teacher since the 1980’s and he has been working with ICT more or less regularly since the beginning of the 00’s. He is moderately optimistic towards the new technologies; sees advantages and disadvantages.

4. Linda is a middle-aged woman working at The New School. She has been a junior high school English teacher since the end of the 1990’s and she sees plenty of opportunities in ICT but also in traditional materials. Linda has been working with ICT on a daily basis for the past eight years. It is also worth noting that Linda is a so-called lead-teacher, which means that she is in charge of the pedagogic development of the English teachers at her school.
5. Carina is also a middle-aged woman working at The New School and she has been teaching English since the 1990’s. However, she has not been working overly much with ICT and up until the opening of The New School she had just been using ICT sporadically, as a complement to traditional materials.

6. Gunilla is a woman in her 60’s who has been a special needs teacher for most of her professional life. She works at The New School where she mainly manages smaller groups of students. She sees potential in ICT but also problems, especially when it comes to kids with special needs. Regarding the use of ICT in schools generally, her motto is: “Hurry slowly”.

4.4 Work process

The first step in the interview process was e-mailing all English teachers at the respective schools and awaiting answers. Rather quickly I received e-mails from three teachers from The Old School and we made appointments. After the initial appointments were made, I received three additional answers from other English teachers at The Old School, but these were disregarded since I was content with the first three appointments. The first two interviews (with Lena and Sara) were performed at The Old School and the third was performed at Gunnar’s home.

It was more difficult finding interviewees at The New School, perhaps because of the fact that it is significantly smaller with fewer English teachers available. However, after several attempts, I eventually managed to make appointments with three teachers at The New School as well and we managed to schedule all three interviews at the school, during the same day, which was efficient and time saving.

Moreover, the interviews were recorded on my smart phone and took between 25-45 minutes to perform and I did not notice that the relationship between some of the interviewees and myself affected the outcome of the interview in any way noteworthy. Once the interviews were performed, the recordings were transcribed, themed (by grouping the answers from interviewees based on common denominators), analyzed and presented in the results section accordingly:

1. General opinions
2. The advantages of ICT in EFL education
3. Pedagogic activities in the modern EFL classroom
4. Digital platforms: management, administration and study materials
5. Working with traditional materials
6. Disadvantages: hardware issues

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5 The mail is included in the appendix section of this essay (Appendix B).
4.5 Ethical considerations

Any interview session is a social practice, and as such it is rooted in a social and historic context (Kvale & Brinkman 2014: 35). Kvale and Brinkman note that: “the interaction between the interviewer and the interviewee is filled with ethical problems” (35). This is of course depending on the nature of the subject and in the case of this study, the interviews do not focus on the moral or ethical stands of the interviewees. The subject revolves around the workplace of the interviewees and is not considered to be delicate or personal in that sense. However, there is always an asymmetrical power relation to account for in an interview session and an interview can never be considered a dialogue between two equal parts (51). The interviewer is the commander of the situation and determines the conditions and terms of the interview session (52). Because of this and in relation to the information requirement formulated by The Swedish Research Council (2002), my intention during the interviews was to be open and transparent with my intentions; I wanted the interview to feel as comfortable and natural as possible for the interviewees.

My intended role as an interviewer was that of the opinion-seeker (opinionsundersökaren), using the words of Kvale and Brinkman (2014: 125f). The opinion seeker is mainly interested in the attitudes and opinions of the interviewees and does not engage overly much with the interviewee; he asks his questions, receives the answers and records them. To quote Kvale and Brinkman: “…[his] goal is to dig out data in its purest form and [he] will usually consider that what has been said in the interview as rapport” (Kvale & Brinkmann 2014: 125). I believe that this was an appropriate approach towards the situation, considering the fact that I did share history with some of the interviewees. The approach needed to be as formal and professional as possible. The opinion seeker, alongside the explorer (utforskaren) and the participant (deltagaren), are ideal types constructed by Kvale and Brinkman to sum up the different traits and ambitions of the researcher. The ideal types do not exist in reality as the interviewer constantly – consciously and/or subconsciously – shifts between different subject positions (124) and hence, they function rather as theoretical models.


1. The information requirement states that the researcher shall inform the interviewees about the purpose of his or her research (2002: 7). In the case of this research, the interviewees were informed about the purpose of this study, both before and during the interviews.

2. The approval requirement states that anyone participating in research has the right to approve or disapprove of his or her participation at any time (2002: 9). The interviewees in this study were all informed about their rights and they all approved to the conditions.
3. The confidentiality requirement states that all information about participating subjects in a research study is protected and that everything that might be considered delicate or personal is strictly confidential (The Swedish Research Council 2002: 12). This notion was further detailed in section 4.3 and the identities of the interviewees in this study may be considered well protected.

4. The usage requirement states that the information gathered in a certain study can only be used in that specific study and for no other purpose (2002: 14). I have no interest in using the results from this study for another purpose.

4.6 Reliability and validity

The results from a reliable study should be able to be reproduced by other researchers at other times and the responses from the interviewees should not depend on the character of the interviewer (Kvale & Brinkman 2014: 295). The notion of reliability is accounted for in section 4.3, where I mention the fact that I know some of the interviewees from work-related experiences. Aside from these issues, it is important to highlight that I have no reason to believe that the statements from the respondents would be different if another researcher had performed the interviews.

Regarding validity, it is important that the researcher has a clear aim and purpose with their research before the interviews are performed, in order for the outcome to be valid, i.e. it is important that the researcher researches that which is intended to be researched (Kvale & Brinkman 2014: 296). In the case of this study, the interview questions should correspond with the research questions of the study. The interview guide was derived in direct relation to the study questions, as explained in section 4.2. The interview recordings were transcribed and thoroughly reviewed before I eventually thematized the results into different categories (accounted for in section 4.4), all corresponding with the study questions and the general aim of the study.
5. Results

In this chapter, the results of the study are presented in six sub-sections: 5.1 General opinions 5.2 The advantages of ICT in EFL education 5.3 Pedagogical activities in the modern EFL classroom 5.4 Digital platforms: management, administration and study materials 5.5 Working with traditional materials 5.6 Disadvantages: hardware issues.

5.1 General opinions

Generally, the attitudes towards ICT amongst the teachers interviewed were positive. The interviewees were all eager to point out that there are advantages and disadvantages with ICT but they consistently stated that there were more positive than negative aspects related to the technologies. All the teachers thought that the concept of ICT in education had a lot of potential and enjoyed, for the most part, working with ICT. However, the answers amongst the interviewees were predominately no when answering the question: are you familiar with any research in the field (of ICT and language learning)? Only Linda from The New School stated that she was somewhat up-to-date with current research and this was mainly through seminars initiated by the school during study days. This is to be expected of her, in her role as lead teacher at her school. Moreover, other variations amongst the interviewees also indicate a somewhat complicated relationship between some of the teachers and ICT:

I am not a computer-y type of person…like, it’s not one of my interests. I had a pretty long way to go but I definitely see the advantages [with ICT] and I definitely see that there is no other way to go and therefore I’ve got to keep up and so far I think I’ve done so. (Lena, Old School)

Lena’s statement reveals how she, despite not being “computer-y” has struggled to make the best out of the situation. She manifests dedication and a will to adapt to whatever is required of her in her profession. She generally speaks passionately about her profession and colleagues:

I think I like, take a step back. I am not the one pushing things forward. There are others I go to when I need help. But then again, once I’ve mastered something, I am usually pretty good at it. (Lena, The Old School)

I don’t think anyone would say: “oh, if I got to choose tomorrow I would go back to Wings…” In the beginning, some could be like: “Hmpf”. But then the rest of us were like: “You know what, screw Gleerups and remain on Wings for a while so that you feel ready, you don’t have to rush into anything”. (Lena, The Old School)

These statements again imply that Lena is perhaps not the most progressive teacher in her staff but that there is a positive, prestigeless and unpretentious atmosphere amongst the colleagues and Lena has no problems asking others for help. This regards fellow teachers as well as her students. Here, Lena also mentions two teaching materials:
“Wings” is a traditional source (textbook and workbook) and Gleerups refers to the digital content.

In contrast, Sara, a young colleague of Lena’s, is very confident in her own ICT-oriented abilities and says:

I haven’t really had any problems because I think that it [ICT] is really fun. We usually joke around and say that I have grey, instead of green fingers. I love technology…

Being significantly younger than Lena, it seems likely that Sara feels more comfortable around modern technologies since she grew up surrounded by it. Internet and smartphones have been around for as long as Sara can remember. Lena, on the other hand, got her first smart phone only five years ago, she says.

On the notion of a possible age-gap, Gunnar, an older colleague of Sara and Linda’s, gives the most negatively fueled description of the attitudes amongst his colleagues:

…it is different depending on… how positive you are towards it… not everyone is super positive about it and some are almost hostile. Many are afraid of making mistakes and…. You stand in front of the class and you don’t know what to do. And then you don’t want to receive any help from the students. (Gunnar, Old School)

The oldest interviewees in this study, Gunnar and Gunilla, distinguish themselves – to some extent – from the rest of the crowd in their attitudes towards ICT. However, it is important to note that this study is not quantitative in its nature and hence no generalization can be made in this regard.

On the topic of colleagues and collegial work there seems to be a strong will amongst the interviewees to interact more with their colleagues and discuss ICT-related issues collectively. The teachers want to develop in their profession and they want to hear others’ experiences and share theirs. Unfortunately, they seldom participate in that type of activities since they are not given the time to do so. There is also, amongst some of the teachers, an ambition towards a more standardized ICT routine but so far, the only common denominator seems to be the different digital platforms:

…What’s lacking is that we don’t have subject-oriented meetings as often as you would wish where we could help each other out and address and remind each other and make common plans and so on and so forth. But there is almost always a thought on how we should work with the digital stuff. (Linda, The New School)

Generally, I think that we can do better when it comes to finding good stuff… and together plan how we can work…. With ICT in general. It feels like we could use some more time. (Carina, The New School)

Time is scarce, but the ambitions from the teachers shine through, which reveals a positive attitude towards ICT. According to the teachers, the hinder lies at the administrative level, where time and opportunity has to be provided for the teachers in order for them to be able to work collegially and develop in their professions. The will to
further interact collegially was most explicitly expressed by the teachers at The New School, and this was the teacher group that also seemed to suffer the most from the lack of time. The same opinions were not expressed by the teachers at The Old School. Sara said: “The study material (Gleerups) is our common foundation… and then it is up to the individual teacher to take it wherever he or she wants”, without further developing her statement.

5.2 The advantages of using ICT in EFL education

According to the interviewees, there are several apparent advantages connected to working with ICT in school generally and in the English subject specifically. Generally, ICT seems to make the working situation smoother, for teachers and students alike. For instance, Sara mentioned that the new technologies free space in her workplace and in her students’ lockers and said that is was beneficial for the students to basically only have one thing to remember: their computers. All in all the new tools seem to create a smoother working environment for everyone involved.

Some of the core findings regarding the beneficial aspects of ICT in relation to the English subject revolved around the ability to vary the content of the education and making the education richer, pedagogically. ICT was considered to offer a vast universe of information and it is definitely identified as being superior to traditional materials in this sense. Linda said:

… The big advantage is that you can add so much variation to your lessons and there is a width for those (students) who require more challenges… there is so much more to get, compared to a textbook. That (variation) lies closer to hand and I think that… it is easier to catch the students’ interest, if you notice that there is something that they are specifically interested in… then it is easier to catch that (interest) instantly, than before when you had to sit down and read up yourself before you could proceed. So I think that the education gets more interesting (and) that the students can be a part of the education and be more in charge of the content as well as a matter of fact.

In the quote above, Linda manages to summarize the thoughts and ambitions of several of her colleagues; ICT enriches the education for the students and is a great aid to the teacher. One part of what constitutes the pedagogical enrichment for the students lies in the type of student autonomy ICT utilization offers. Linda suggests that students are more in control of their learning process and participate in the forming of lessons to a greater extent when using ICT. Another part of the enrichment often mentioned is the international aspect and the possibility to be a part of a global English learning setting. Some teachers pointed out that ICT enables the students to come in contact with authentic sources, which according to the teachers offers something different, in a positive way, in comparison to the traditional materials they used to rely on. The audio content found within the traditional materials sounds flat and boring when compared to the authentic sources. ICT makes the contact with the spoken English language more vivid for the students and it also enables repetition, to another extent:
It is sort of more vivid and you can instantly bring up things if something happens. We have BBC and we work a lot with stuff like that… Like right now when we are working with the United States and then you get into the history and all of that with the murders during the 60s and 70s and a lot of things related to that… it makes it vivid I think, in a fast way. (Gunnar, The Old School)

Yes, well above all you can get, what to say, things… with authentic English voices… you get the correct pronunciation and all of that and… if they (the students) have dyslexic problems then they can get both text and audio at the same time. And I think that is an advantage. And they can listen to it several times. I think it is more likely that that occurs, that they, if they have it (ICT) will use it. (Gunilla, The New School)

In addition to the topics of authenticity and internationalization, Gunnar also sheds light on another notion amongst the interviewees, namely the instant access to the latest information. Carina and Lena are of the same opinion pointing towards the beneficial aspects of such notion and adds that the possibility to update ICT materials is another feature that makes it superior to previous materials, which tends to get outdated and obsolete. Lena said:

… I can affect that [teaching materials] if I want to. Like, here is something inaccurate, or I find this text to be shabby you know… I’ve actually called Gleerups up a couple of times in order to have like a dialogue with them and try to affect stuff that I find to be [shabby].

Moreover, Sara said that the world has become smaller because of the Internet and that teachers and students can reach out to other classes in other countries. Several teachers mention this to be a unique and great feature of what ICT has to offer; students can become a part of an international English learning community and learn together with other learners and they can interact with students whose mother tongue is English. On this note, Lena makes a comparison between ICT and traditional materials:

…There is an abundance of things for the students to find out… they find nice pictures, they find so much text so there is a lot for them (the students) to work with. When compared to just browsing through textbooks! Those are pretty flat tools, the textbooks. Here (when using ICT), a whole world opens up. And you notice that it gets really interesting because there is almost an infinite amount of stuff that they can find out.

However, the abundance of information is not entirely beneficial according to Lena, since this also results in a, sometimes, difficult screening process for the students. Several teachers mention this and it can be stated that screening generally is an important issue to regard when working with ICT and it is important that the teachers support and instruct the students in the information processing.

5.3 Pedagogical activities in the modern EFL classroom

The ICT-oriented pedagogical activities in the EFL classroom seem to be firmly rooted in and focused on the four traditional language skills: listening, speaking, reading and writing (LSRW). When asked the question whether or not ICT promoted certain pedagogical activities before others, compared with traditional materials, the answer was
generally no amongst the interviewees, with the exception of Gunilla. Gunilla referred to her long experience as a teacher and said that the transition towards ICT resulted in fewer reading and listening activities for the students in class. Unfortunately, Gunilla did not elaborate on this statement any further but she interestingly added that she considers ICT to be disadvantageous for classroom interaction and general oral activities:

Well, that (reading and listening) and classroom interaction, it’s less of that. It’s perhaps easy that you just give the students their devices and let them sit with their digital study materials but then you miss out on the conversation part… many times I think you miss out on the oral parts. (Gunilla, The New School)

Apart from Gunilla’s deviating remarks, the other interviewees were rather moderate. One issue that was highlighted several times was the issue of realia and working with the English-speaking world and authentic sources. This stood out as something being promoted and devoted further time in class with ICT use. Furthermore, realia was separated from the LSRW skills and considered a special, additional area by both Lena and Gunnar. Lena says:

You know, I have always had five cornerstones: we read, we listen, we write, we talk and we work with realia… and that’s the areas I work with, that’s what I… what I try to include in every lesson, well maybe not the realia-part because that is more thematic, but I always try to include the other parts.

Lena’s statement reveals how the cornerstones of her teaching (LSRW) are not disturbed by additional means of instruction and that her pedagogical beliefs are rooted elsewhere. There seem to be a will and an intention expressed by Lena and her colleagues to devote their time addressing the different language skills equally.

Generally, ICT does not seem to change the pedagogical content of the EFL classroom but rather the forms in which the language skills are taught and learnt and ICT also seems to make the transition between different activities smoother, thus enabling greater pedagogical variation during lessons. The teachers report that a significant part of the time in class is spent working with the different online study materials (which is further detailed in section 5.4) and that they base their education on the content found in the materials. Some teachers report that they sometimes elaborate on different themes and make their own content and projects in relation to the chapters found in the online materials, much like they would previously with traditional materials. However, the possibility for teachers to branch out and create their own content seems to be facilitated using ICT, which is referred to as a great asset in this sense.

5.4 Digital platforms: management, administration and study materials

The utilization of different management platforms, such as Google Classroom, generally seems to make management and communication easier for the practicing teachers. Lena, for instance, says that the platform makes it easier for her to be clear and precise, in relation to her students. The structure of the platforms, once mastered, seems generally to be clear and accessible for the students who, according to the teachers,
appreciate it. On the platforms the teachers put up lesson plans, homework, vocabulary practice etcetera and the students can instantly get relevant updates from their teachers. This beneficial communicative situation also works both ways as the teachers gain instant access to the different projects the students occupy themselves with:

... I can instantly take part of the students’ projects. I can sit at my workplace and enter the different documents they (the students) are working with. So I can follow the process live when they are writing and provide input. Even when they are home… and that is pretty nice. And then when you have easy tasks, such as vocabulary tests, there are websites that automatically correct the tests… the students get their results instantly and that is pretty nice. And the students experience that as well. (Sara, The Old School)

Interestingly, there was a difference regarding the praising of the platforms between the two schools. The teachers at The Old School appreciated the possibilities of the platforms to a greater extent than the teachers at The New School, who were significantly more restrained in their praising and sometimes seemed to find the platforms confusing:

It is so messy and complicated to know where to go. Is it assigned exercises or is it home and school exercises? And then we have Google Classroom and then, then it comes down to knowing “where am I?” and “wow, what was that?” or… and then we have Google Drive on top of that. (Carina, The New School)

Apart from the managing platforms (Google Classroom and Google Drive) the schools have also implemented digital study materials for the teachers to use together with their students. The Old School has Gleerups version and The New School chose to use the digital material from Bonniers, called Clio Online. On this topic, the teacher statements vary vastly. Lena finds the Gleerups material to be too easy for the students generally, but otherwise, she is positive towards the new study materials. The most beneficial aspect, according to Lena, is the possibility to manage groups according to their different abilities: “…I have never had this many different levels (groups) running simultaneously and that is much thanks to having the opportunity to work with this digitally”. Overall, the teachers from The Old School were moderately positive or neutral towards the new digital study materials. The teachers at The New School however, were more negative towards their materials, Clio Online. It was said to be unstructured, content poor and too difficult for the students. Carina said she wanted to replace the materials and added:

…Clio is like, ok we have this text here and you are supposed to discuss something from that part… everything is lumped together and it (the text) is structured according to themes and you like, talk about music and then there is different… there is like, no main thread… and there is no glossary to the texts. I have to do the glossaries myself… and there are no exercises to the texts. No, there are no grammar exercises, there are no such things, just discussion topics… you know take a stand, watch this clip…
Linda was a bit more restrained in her reasoning and said that the modern materials stem from a different pedagogical idea than what they (the teachers) are used to, without developing her train of thought any further. According to her, Clio Online is very difficult for the students who already have a hard time coping with the subject. The lack of proper glossaries with translations was one of the parts that made the situation difficult.

5.5 Working with traditional materials

Although the teachers were generally positive towards the possibilities of ICT, all of them worked with traditional materials alongside ICT. All the teachers more or less explicitly stated that they viewed ICT as a complement to the traditional materials and that mixing ICT with traditional materials enabled them to vary the content of their education to another extent. Lena said that the mix between ICT and traditional materials made it easier for her to individualize her teaching:

I don’t think that you should go 100% in either direction… I think that what I like about my current situation is the mix, the possibility to use the best of both worlds. And individualize… sure, some might be more susceptible and want to work more digitally and get a kick from that! While for others, the same thing might be an obstacle… and I want to cater to that. I think that my current situation enables me to individualize my education to another extent. (Lena, The Old School)

Moreover, five teachers expressed that they saw inherent values in working with traditional, physical materials. The National Tests were also mentioned several times as an incentive for working with pad and pen, as the National Tests are still written in that fashion. However, four teachers also pointed out the pedagogical values of the fine motor abilities when working with pad and pen and others pointed towards the authenticity and physical appearance of a book as being something naturally positive in a learning environment. Linda underlines the importance of the pad and pen, pointing out that she feels that the tools add another aspect to the learning process and that it helps the students to structure their studying:

… they need to practice and repeat and it is often easier doing so, it sticks better when writing by hand. It is sort of an additional process in the brain that, well, that enables the students to learn in a different way. I also find that it is beneficial for those who feel the need to, that they can underline parts of a text; they can take notes in the margins, it’s not the same when doing it on a computer. They simply don’t do it (take notes) that often on the computer. Even though you encourage them it is not the same, it’s not the same thing taking notes in the margins of an electronic text on the computer… (Linda, The New School)

Gunnar also spoke of traditional materials as being beneficial for students who are “very structured” but he considers this thought rather paradoxical, since he simultaneously implies that one of the core values of ICT tools is that the tools offer structure. For some peculiar reason, it simply does not always work that way and some students are holding on to their traditional materials, according to Gunnar. Carina is also pointing towards structure-related elements of working with traditional materials as being
beneficial for students who have a hard time structuring their work. She also suggests that the tactile nature behind the pad and pen aids us when we structure and sort information. Moreover, on the topic of working with authentic materials in English, Linda said:

It feels like it’s easier for them (the students) to discuss a text that is in front of them on a sheet of paper. It’s a feeling that I have, it feels like it is more for real. Sometimes it feels like (they) don’t think that it is an authentic text when they (the students) read it on the computer screen. But, I also notice when working with exercises, that it is almost easier for them to do it on paper when it is connected directly to the text that they just read. They (the students) often find that it gets too shallow when reading on the computer screen and working with a text in this digital source that we now have. You don’t reach the same depths (Linda, The New School)

There are other incentives for working with traditional materials expressed by the teachers. Gunnar added that he thinks that traditional materials are more straightforward and clear to the students and that it is less stressful. He also suggests that ICT promotes fast impressions and does not focus on in-depth reading: ”you think that they (students) are informed, that they know, they have seen the news, they look at their… but how much to they really know?”. Furthermore, Gunnar thinks that it is good to keep the students off the screens for a while, which is supported by Gunilla, who has witnessed students who could not work with screens. Carina on the other hand simply believes that her use of traditional materials might be because of old habits.

5.6 Disadvantages: hardware issues

The major obstacle to overcome regarding successful ICT integration in schools is that of hardware issues. All teachers report in a more or less hopeless tone that they have problems with the technologies on a regular basis. The problems include malfunctioning devices (computers/tablet devices), bad batteries, lack of charger cables, broken headphones and the biggest obstacle identified via the interviews is bad internet connections. Since much of the lesson planning is based on working with ICT, the lack of proper Internet connections can lead to lessons being canceled. This has resulted in tiring additional work for the teachers involved, since they often feel the need to include a backup lesson plan, should the Internet connection fail to function properly.
6. Discussion

This chapter consists of two parts. Initially the results are discussed and analyzed and in the final section (6.6) the methodological approaches are discussed.

6.1 Opinions and teacher types

One of the most important issues to regard when discussing successful ICT implementation in an educational environment is the opinions, or attitudes, found amongst the teachers. The general outcome of the interviews in this study was that the interviewed teachers enjoyed working with ICT and that they believed ICT to be a great resource in their profession. This indicates positive attitudes towards the phenomenon amongst the teachers, in line with the results from Malagón and Perez (2017). As stated initially, the positive approach amongst the teachers should be beneficial for the way that the modern technologies are implemented in school, according to previous research in the field (Melagón & Pérez 2017, Hismanoglu 2012, Wozney, Venkatesh & Abrami 2006, Mumtaz 2000, Becker & Riel 2000). Interestingly, the interviewee Gunnar seems to have perceived this phenomenon (page 17) and says that “it”, i.e. the way teachers approach ICT, is dependent on the teachers’ attitudes, which resonates well with the previous research presented.

However, there are statements that problematize the notion of attitudes amongst the teachers. Gunnar’s further description of the situation (page 17) contrasts vastly with those of his colleagues. His statement implies that there is a division amongst his colleagues. Some of them seem to be significantly more positive towards ICT than others, but Gunnar also implies a sense of prestige amongst some of his colleagues. Some are willing to receive help from students in the classroom and some are not. This indicates an interesting difference in teaching styles, in relation to Becker and Riel (2000) and possibly points towards teachers not being rooted in a sociocultural educational tradition. Some teachers seem to be individually oriented in their profession and seem to view their teaching as a type of individual accomplishment. On the other hand, interviewee Lena (page 16) distinguishes herself as being quite the opposite in this case. Although not very progressive – according to herself – she could be considered a professional practitioner in relation to Becker and Riel (2000) in the sense that she seems to be integrated within a larger teacher collective. Her practice does not take place behind closed doors and she seems to happily exchange experiences with others. In this sense, Lena could also be considered to be part of a sociocultural tradition; she considers collaboration and interaction with others to be a fundamental part of her pedagogical practice. Lena’s ambitions to develop in her profession by sharing and interacting with her colleagues are shared with several other interviewees, thus generally indicating a possible sociocultural view on teaching and learning amongst the teachers.

The ambition to further participate in collegial collaboration was more strongly expressed by the teachers at The New School. The teachers at The Old School seemed more satisfied regarding the time spent with collegial work, whereas the teachers at The New School clearly expressed the need for more time together with colleagues. This might be connected to confidence and technological proficiency amongst the teachers;
the teachers at The Old School have had more time developing their ICT routines whereas the teachers at The New School are still beginners in the field. Nevertheless, all teachers state that they seldom deal with discussing the pedagogy of ICT and the need for further collegial professional development is stressed in previous research (Hill & Slater 1998, Hismanoglu 2012, Parnes 2015). It is important that the head teachers grant their employees these opportunities in order to make the use of ICT more efficient.

6.2 Pedagogic activities and a transformation of the teacher’s role

The pedagogical activities in the EFL classrooms generally seem to be firmly rooted in the four traditional language skills: listening, speaking, reading and writing. Some teachers added the notion of realia, as being a separate area or skill, and working with realia seems to be facilitated by the use of ICT. However, the transition towards ICT does not seem to change the implementation of these fundamental pedagogical principles in any way noteworthy; the teachers do like they have always done but with further means. This resonates with Wozney (Wozney et al. 2006) but is not necessarily negatively charged. The teachers are confident in their practices and follow the directions of the syllabus and curriculum (Curriculum 2011). The teachers do not seem to find the transition revolutionizing, or even complicated, in this sense but rather a bonus.

On the other hand, Gunilla’s statement (page 18) differs vastly from those of her colleagues. Gunilla argues that listening and reading get less attention in class when working with ICT, as opposed to traditional materials. I am unable to find support for this statement in previous research, but Gunilla also argues that working with ICT has negative effects on the classroom interaction, which is supported by Talebian (Talebian et al. 2014). This is unfortunate, since the relationship between speaking (and interacting) and ICT has been found to be specifically advantageous (Kumar 2013). Additionally, this is an interesting observation in relation to the theoretical perspective of this study that primarily focuses on and emphasizes the interaction between different actors in the classroom as being pedagogically beneficial. From a sociocultural perspective, ICT can in this case be considered to have its flaws, but it depends on how the teacher approaches the situation; extended learner autonomy does not have to be separated from a sociocultural perspective. Modern technologies are filled with applications and programs that focus specifically on social interaction and language learning and these opportunities should be promoted and further utilized (Kumar 2013).

Linda mentions (page 18) extended student autonomy as pedagogically beneficial as it puts the student in control over his or her learning process. This is interesting from a sociocultural view; the electronic artifacts have not only added new tools to the classroom but they have also put the learner in closer contact with the subject. From this perspective, the artifacts can offer good support for the teacher. It is also imperative that the student and the teacher are aware of the students’ current abilities in order to know where to pedagogically proceed, according to Vygotskij’s theories regarding the zone of proximal development (ZPD). Extended learner autonomy is also pointed out in previous research as a positive effect of using ICT (Ghasemi & Hashemi 2012, Kumar 2013) but it is a problematic phenomenon, since it may also transform the role of the teacher, as suggested by Mumtaz (2000). However, the pedagogic outcome of such transformation is
utterly dependent on how the transformation is perceived and handled by the practitioners; teachers perhaps need to embrace their new roles as “guides on the side” rather than “sages on the stage” (Mumtaz 2000). The modern teacher role again relates to Vygotskij’s idea of scaffolding, where the teacher ideally assists the student in his or her learning process and guides until the student eventually can perform the task without the assistance. Scaffolding is also supplied by the different programs and applications, as suggested by Kumar’s study (2013). The ICT teachers have constant access to the different projects the students’ are working with, which facilitates the student-teacher communication and the possibility for the teacher to efficiently scaffold and guide the students. Through transparency, continuous dialogue, scaffolding and mediating via our common artifacts (ICT-tools), individualization of pedagogic content could perhaps be reached to a further extent via effective use of ICT.

6.3 Further advantages and opportunities

Generally, ICT makes the working environment more time-efficient for teachers and students alike. This is important, since time generally is an important issue for teachers (Cuban et al. 2001). Interviewee Lena explains how ICT makes it easier for her to be clear and precise in relation to her students. It is easy for the students to find relevant information, lesson planning, and vocabulary lists etcetera. These general remarks get support from earlier studies (Cuban et al. 2001). Interestingly, the teachers at The Old School seemed to be more appreciating towards the digital platforms than the teachers at The New School. The difference between the two teacher groups might be because of the simple fact that The New School had just implemented the platforms whereas The Old School had been using the platforms several years. Here, a threshold can be discerned; according to the teachers it does seem to take some time to master the new technologies and platforms but once mastered, ICT is clearly beneficial for the practitioners.

Moreover, ICT contributes with variation and pedagogically enriches the English lessons; teachers can more easily shift between different activities in class and the World Wide Web brings the world to the classroom. Similar advantages have been identified in previous studies (Cuban et al. 2001) and the notion of variation is an important and reoccurring feature in the curriculum (2011). Students and teachers appreciate a varied learning environment. Global interaction and the utilization of authentic sources are considered advantageous factors for the learner. This is also a motivational factor for the students’, as they seem to enjoy the interaction, which resonates well with previous studies in the field (Passey & Rogers 2004, Ghasemi & Hashemi 2011, Hismanoglu 2012). ICT is motivational for the learners and the use of authentic sources makes the learning situation more vivid and natural, according to the results of this study. Several other studies point in the same direction and the possibility for students to interact, authentically, with the English-speaking world is a great resource in English language learning (Ghasemi & Hashemi 2011, Kumar 2013).
6.4 Disadvantages

There are only few indications amongst the interviewees that point towards ICT being pedagogically disadvantageous; as stated in the previous section, the classroom interaction and communication can suffer from ICT implementation. Interviewee Lena also mentioned that the surplus of information could be problematic, which is also highlighted in Talebian et al. (2014). Regarding the information surplus, the role of the teacher is emphasized by interviewees and previous research alike; it is important that the teacher supports the students in the processing of the information. Through a sociocultural perspective, this again relates to the notion of scaffolding; teachers ideally provide autonomous learners with support and guidance in the learning process. Additionally, the artifacts utilized by teachers and students make the interaction more effective.

Other from these instances, there are no further disadvantages with ICT from a pedagogical perspective, according to the interviewees. The major flaws are isolated to the hardware issues presented on page 22. However, it is interesting (albeit disappointing), that these problems are still valid in today’s situation, given that the schools have had a long time adjusting to the modern technologies. The type of hardware issues identified by the teachers has been acknowledged previously (Cuban et al. 2001). As previously shown, this results in teachers making double lesson plans, which of course should not be necessary and is an unfortunate waste of one of the most valuable resources for the teachers, namely time. It is important that schools address these hardware issues and make sure that the technologies function properly.

6.5 ICT versus traditional materials

Although the teachers in this study were positive towards ICT and said to enjoy the possibilities of modern technologies, all were at the same time of the opinion that traditional materials have a lot of inherent values. Lena’s statement on page 21 summarizes the teachers’ approach: “I don’t think you should go 100% in any direction”. ICT and traditional materials complement each other and both areas seem to have their respective values. What, then, are the values of traditional materials? Linda (page 21-22) has strong feelings about the phenomenon and points towards something that can be considered to be unique features of the traditional materials. Linda and her students do not consider digital materials to be as authentic and manageable as traditional materials and you will not reach the same depth working with ICT. The physical appearance of a text seems to make it more authentic to the students’ and they will work with the text differently than they would with a digital text. Interviewee Gunnar is of a similar opinion (page 22) and his lack of faith in the students’ digital literacy skills is supported by the PISA results from 2012 (da Costa & Araújo 2016).
6.6 Method discussion

I consider that the methodological approaches function well in relation to the aim of this study and that the results discussion answers the study questions in a satisfactory way. I also believe that the sociocultural perspective applied in this essay brings further insight to the area explored but it would be interesting to witness other perspectives in future studies.

The previous research presented in this essay functions well in relation to the results and offers insight into the global ICT-oriented discussion. I am aware that some sources figuring in this essay are fairly old, but content was determined general and appropriate for the purpose of this study. Several issues regarding the digitalization of the educational systems appear similar over time.

I received the desired number of responses through the qualitative interviews performed and had another methodological approach been applied, the study would have been of a different character. Hence, I consider the validity of this research to be satisfactory. However, it would be interesting to review future studies conducting similar research but on a larger, quantifiable scale.

It is possible that the outcome of this study would have been different, had another more experienced researcher performed the interviews and it might have been beneficial performing a pilot study initially. A different researcher might also have affected the reliability of the study but I do not believe the relationship between some of the interviewees and myself affected the outcome of the interviews in any way noteworthy.

The interviews proceeded as planned, with the exception of the content from the second category in the interview guide entitled “How are the strategies and guidelines from The Swedish National Agency for Education and the municipality interpreted and implemented in the EFL-classroom by practicing English teachers?”. The results from this part of the interviews were disregarded due to the questions and answers provided having been determined too unclear. I was not sufficiently prepared to pose the questions and the interviewees were not sufficiently informed to provide relevant answers. The results were fragmented and did not correspond with my intentions. This became clear during the first interview, but I continued including the section in all interviews for the sake of uniformity.
7. Summary and conclusion

The aim of this study was to present and analyze Junior High School English teachers’ opinions regarding the use of ICT in their profession and to identify some of the pedagogic effects of ICT in EFL education and in school generally. In order to fulfill the aim, the following research questions were formulated:

- What are the teachers’ opinions regarding the implementation of ICT in the EFL classroom?
- What are the pedagogical advantages and disadvantages, from using ICT in the EFL-classroom, according to the teachers?
- What are the teachers’ views on the use of ICT in their profession, in relation to the use of traditional materials?

Six English teachers were interviewed in this study and the results show that the opinions and attitudes of the teachers are important when it comes to successfully implementing ICT in school; a positive approach results in efficient use of ICT. The teachers in the study were positive towards ICT in their profession and saw several advantages with digitalization. However, the study also confirms that successful ICT implementation depends on technologies functioning properly and on teachers getting the opportunity to discuss ICT-oriented issues collegially and address the pedagogy behind ICT in school. The teachers in this study do not think that these requirements are sufficiently addressed by their respective school administrations.

Moreover, the study reveals that there are several advantages of ICT in EFL education. ICT has been found to be motivational for students and teachers and it facilitates communication and management between all actors in school. Teachers also report that using ICT enables them to vary their teaching to another extent and it makes it easier to shift between different activities during lessons. Another important advantage of ICT in EFL education is that it offers the possibility to interact globally and ICT brings an infinite amount of authentic sources to the classroom. Authentic sources make the learning process more vivid and it enhances the learning process for the students. The new technologies also make the student more autonomous and more in control of their own learning and this might eventually change the role and function of the teacher.

The disadvantages identified in the study mainly revolve around hardware issues. Bad Internet connections, malfunctioning devices and no battery cables are still as much of a problem today as twenty years ago. However, there are implications pointing towards pedagogical disadvantages as well; ICT may have a negative effect on the classroom interaction, with students becoming increasingly autonomous with their devices.

Even though the teachers in the study reportedly enjoyed ICT in their profession, they still advocated the use of traditional materials. All teachers in this study view ICT as a complement to traditional materials and do not wish to rely solely on the modern technologies. This study reveals that the teachers do not consider ICT to be as authentic as traditional materials and the teachers imply that ICT do not offer the same type of physical experience for the user. Moreover, the teachers implied that reading texts on a
screen does not have the same impact as reading a text on a physical sheet of paper, for instance. ICT is said to focus on fast impressions and the reader does not get the same type of in-depth experience.

Lastly, it is safe to conclude that ICT is here to stay. Modern technologies are well established in all of society’s functions and institutions and the education system must of course keep pace with the development. However, the teachers in this study manifest a relaxed stance on the subject and are not overly excited. The students are still what matter the most for the teachers. ICT has not revolutionized the educational systems of the world but rather introduced new, smart tools that perhaps can assist in a stressful and challenging environment.

7.1 Future studies

The area of ICT in education is a continuously evolving and interesting subject to study. It is, to a certain degree, a transformation of the educational systems across the globe, which affects the working situation for millions of teachers and students. This essay illuminates some of the advantages and disadvantages – or challenges – that come with this transformation but it is a limited study that does not attempt at generalizing. Therefore, it would be interesting to take part of similar, but more extensive studies with a quantitative approach. I also find it important to constantly study the field of ICT in education, since it is a field characterized by rapid changes and constant development. Who knows what ICT has to offer in the future?
8. References


The Swedish National Agency for Education. 2016. Curriculum.


Appendix A: Interview guide

1. **What are the pedagogical advantages and/or disadvantages, from using ICT in the EFL-classroom, compared to traditional materials?**

1. How long have you been working with ICT in your teaching?
2. Are you familiar with any research in the field?
3. What do you think is important to consider when working with ICT in the EFL classroom, from a pedagogical perspective?
4. What would you say are the advantages from using ICT in the EFL classroom, compared to traditional materials?
5. What would you say are the disadvantages from using ICT in the EFL classroom, compared to traditional materials?
6. Does ICT promote certain pedagogic activities before others?
7. What is your general opinion about ICT in the EFL classroom?

2. **How are the strategies and guidelines from The Swedish National Agency For Education and the municipality interpreted and implemented in the EFL-classroom by practicing English teachers?**

1. Have you received information or steering documents regarding ICT from your municipality? Follow-up
2. Have you discussed or worked with the steering documents from your municipality collectively, i.e. with other English teacher colleagues?
3. What are your opinions on the ICT-profile in your municipality?
4. What would you say is the foundation of the pedagogic activity in your classroom, in terms of steering documents and recommendations?
5. In what way does The Swedish School Agency affect the way that you use ICT in your classroom?
6. Are there other types of information, recommendations or steering documents that you regard while planning your ICT-oriented lessons?
3. In what way does the school administration and school culture affect the pedagogical activity of the English teachers in the EFL-classroom?

1. Do you have a common ground at your school regarding the use of ICT, or are you (as teachers) free to experiment and develop lesson content with the technologies yourself?
2. In what way is ICT promoted by the school administration and what type of guidelines do you receive from it?
3. Do you feel that you have all the relevant tools/equipment that you need in your current pedagogical situation?
4. What is, according to you, the general opinion about ICT amongst your English teacher colleagues?
5. If you could affect an ICT-related issue at your school, what would that be?
6. Any other thoughts?

Thank you for participating!
Appendix B: Letter to teachers

Sven Nilsson

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Intervjuer för examensarbete i engelskämnet

Hej! Jag heter Sven Nilsson och arbetar som lärare på XXXX i XXXX. Parallellt med jobbet läser jag in mina sista poäng på Jönköping University för att bli behörig högstadielärare i svenska respektive engelska. De sista poängen består av en examensuppsats i engelska. Examensarbetet kretsar kring hur engelsklärare i XXXX arbetar med IKT i undervisningen.

Jag har för avsikt att intervjua tre engelsklärare på XXXX samt tre engelsklärare på XXXX. Det ter sig här relevant att påpeka att samtliga namn på personer, skolor och kommuner (XXXX) med mera är helt anonymiserade i själva uppsatsen. Intervjun spelas in för att sedan transkriberas. Efter transkribering raderas inspelningen och materialet som återstår är helt anonymiserat. Arbetet utformas i enlighet med Vetenskapsrådets forskningsetiska principer.

Vidare lutar sig examensarbetet bland annat mot de styrdokument som finns gällande IKT i skolan. Dessa kommer från regeringen, skolverket samt kommunerna och tillämpas sedan av skolledning och lärare i den dagliga verksamheten.

Intervjuarbetet är planerat mellan vecka 8-10. Jag genomför en intervju, med en lärare, i taget. Förlagsvis kan vi träffas en tisdagseftermiddag (12.00-17.00) eller en torsdagseftermiddag (12.00-17.00). Återkom snarast via mail. Skriv då också vilken tid som skulle passa, gärna enligt något av de givna förslagen. Jag försöker anpassa mig efter dina önskemål.

Jag hade varit väldigt tacksam om DU kunde bidra till mitt examensarbete!

Med vänliga hälsningar, Sven Nilsson