

Childrens Experiences Of Different Textypes In Their Everyday Life And In School

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Childrens Use of different Medias, such as Literature and Film, has changed dramatically over the Last Years and their attitudes to specifically Reading of Literature has become less positive, especially in Sweden (Mullis, I.V.S., Martin, M.O., Foy, P., and Drucker, K.T., 2012). The Syllabus for Swedish Language and Literature for Elementary School includes Education about Literature and Multimodal Texts, such as Web Texts (Kress 2003, Barton 2007). From a Swedish Educational Perspective, it is important to consider the Pupils' Experiences when the Teacher plans the Teaching about Literature and other Medias (Chambers 2011). This study examines eight ten year old Childrens experiences of Literature, Movies and Social Media and the Childrens Experiences of those Medias. It considers Appleyards (1991) Theories about the Young Reader. It also examines how these different medias are used in the Education in School, according to the Childrens experiences and Point of view. The Study also investigates those Childrens opinions and experiences about social Medias, such as Facebook and Instagram, and their pedagogical possibilities (Jones, N., Blackey, H., Fitzgibbon, K., and Chew, E., 2009). The Main Topic of the Study is to invent what kind of Texts the Children are using in their Everyday Life and what Role those Medias play for the Children and what kind of Functions they have in the Childrens Life. The Second Topic is to investigate The Childrens opinions about how these texts are used in School.

Method

The theoretical basis for this research is based on Hermeneutic Phenomenology and the concept of life-worlds (van Manen 1995, Merlau-Ponty 1945/2008) and It's purpose is to examine the Childrens experiences of Medias and What Role They play in their Life-Worlds . The Method used In order to get reliable answers from the Children were Qualitative interviews. The Interviews were conducted and recorded with eight pupils, four Boys and four Girls, from two classes at two different schools. The Questions in the Interviews were semi-structured and were conducted in a friendly atmosphere in order to give the Children Courage to speak about their experiences about literature, film and social medias (van Manen, 1995).

Expected Outcomes

It appears that pupils spend a lot of time using computers and cellphones, and a lot of them are active on social media such as Instagram and Facebook. They have a positive Attitude towards watching Movies and to use Social Medias. Attitudes on reading are less positive although a lot of them read regularly. The interviewed pupils read frequently and they enthusiastically describes how they enjoy getting involved with stories in Literature. They appreciate the Feeling of beeing swept away in their Minds when They read. They want to read exciting stories with Characters they can identify themselves with. The Girls want to read about independent Girls that can play as a rolemodel for them. The use of Literature and Multimodal Texts enhances their Identity Development. They appreciate when the Teachers are using Literature in Their Education in School. Movies strengthens the feeling of belonging in a group and the Children are enthusiastic about watching Movies and they want to do that in School. They tend to appreciate Movies where They get emotionally involved. The Use of Social Media is very important for them and for The Development of Their Identity although they are afraid of beeing harassed in Comments on Social Medias. The Children strongly points out that the Function of Social Media is connected to their Private Life. Here We Can identify a Challenge for the Teachers in School, how to integrate Social Medias in the Education? The Main Conclusions of this Study are that these different types of Texts all play important Roles in Childrens Everyday Life and That They Provide Pedagogical Challenges and Opportunities.

References

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