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Høgskulen
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MASTER'S THESIS

Teachers' and pupils' views on using social
media as a tool for English language
learning.

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I confirm that the work is self-prepared and that references/source references to all sources used in the work are provided, cf. Regulation relating to academic studies and examinations at the Western Norway University of Applied Sciences (HVL), § 12-1.

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1. Introduction

The motivation for writing my research paper came from an experience I had while carrying out my teacher practice last semester. Here, my practice group was asked to write an assignment on the pedagogy subject with the aim was getting an understanding of how the different schools were prioritising competence development among teachers. Despite a lot of attention being brought to the administrative parts of school management, I was surprised to find that almost no attention was given to the teacher's comprehension of current social development and competence development in this area. One of these developments I was curious about was the growing impact social media has on their pupils' everyday lives outside of school, as it was clear from talking to the pupils that social media played a big part in their lives. I noticed that many of their cultural references came from various content from different social media applications. When asking my practice teacher how they stayed up to date with the social habits of the pupils and whether they facilitated this into the teaching in the classroom, she told me the main priority was to follow the curriculum while planning teaching lessons. The core elements of the English subject curriculum suggest that “the pupils should be able to deploy suitable strategies to communicate in writing in different situations and by using different types of media and sources” (The Ministry of Education and Research, 2019, p.2). It also states that teaching shall allow the pupils to express themselves and interact in authentic and practical situations (The Ministry of Education and Research, 2019, p.2). I was curious to find out whether English teachers and pupils believed using social media in their teaching be suitable to achieve this curriculum aim.

Social media has become an integral part of our daily lives, with millions of people using it to connect with others, share information, and consume content. As a result, it has become increasingly difficult to ignore social media as a tool for language learning, with many educators and learners utilising various social media platforms to improve their language skills. In particular, social media has gained significant attention as a tool for teaching and learning English as a foreign language, with teachers and learners using it in various ways to enhance language proficiency. Despite its growing popularity, the use of social media as a tool for English language learning is still a relatively new area of research. As such, I believed there was a need to explore and understand teachers' and pupils' perspectives and experiences using social media for language learning. This thesis aims to investigate the views of teachers and pupils regarding the use of social media in English language learning, including the

perceived benefits, challenges, and effectiveness of social media as a language learning tool. By exploring the views of both groups, this research hoped to provide valuable insights into the use of social media in language learning, as well as explore the development of effective strategies for incorporating social media into English language teaching and learning.

In this chapter, I introduced the relevance of my study (1.1) and why it is interesting and significant for English language teaching. After that, I introduced the role of English in Norway today (1.2) to give a more comprehensive understanding of how this affects my topic. Following this, I clarified relevant terms used in my thesis (1.3) and introduced the research questions I aimed to investigate throughout my research (1.4). The last section presented the outline of my thesis (1.5).

1.1 The relevance of my study

English use among Norwegian teenagers has been a hot topic in language debates in Norwegian news outlets over the last few years. In November 2021, Norway's biggest newspaper, *Verdens gang* posted an article titled "Young people use more English than before" (Hvitmyr, 2021). In this article, they interviewed a variety of social media influencers, whom all claim that English has influenced their everyday language use due to high exposure to English in social media, movies, music, and tv-series (Hvitmyr, 2021). Another news outlet, *Norsk Rikskringkansting*, has written an article regarding the same topic, where they claim there is a growing trend for Norwegian teenagers to discuss together in English rather than Norwegian (Villalobos, 2022). As well as social media, online gaming is also mentioned as an important factor in this trend (Villalobos, 2022). Greenall (2010) argues in an article published by *Aftenposten* that English affects the modern Norwegian language in several aspects, including domain takeover. This is shown when English professional terminology replaces Norwegian terminology and English textbooks are inserted into school curricula ahead of Norwegian textbooks (Christiansen, 2010). In this article, social media is once again pointed out as part of the reason why English plays a more significant role in the Norwegian language, and the article also highlights the rapid spread of urban culture on these platforms as a contributing factor to this trend (Christiansen, 2010).

In Norwegian schools, English is taught as a subject from elementary school to upper secondary school. The curriculum considers English an important subject for cultural

understanding, communication, all-around education, and identity development (The Ministry of Education and Research, 2019, p.2). The curriculum also emphasises that the subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background (The Ministry of Education and Research, 2019, p.3). A central question in school is how to adapt the English subject best to make it relevant to the pupil's English use outside of school. Interdisciplinary with the English subject, democracy and citizenship should also be developed to give the pupils an understanding of the fact that the way they view the world is culture-dependent (The Ministry of Education and Research, 2019, p.3). Through learning English and communicating with others around the world, pupils can learn new ways to interpret the world and promote curiosity and engagement to help prevent prejudices (The Ministry of Education and Research, 2019, p.3). Whether teachers and pupils believe this can be related to using social media in their teaching is something I investigated in this thesis.

1.2 English in Norway

On behalf of the Norwegian media authority, Velsand (2020a) carried out nationwide research with the aim of getting an updated basis of knowledge on children's and teenagers' media habits (p.3). The study had approximately 3400 participants from the age of nine to 18, and it was carried out in 51 different schools with every Norwegian county being represented (Velsand, 2020a, p.3). The respondents were asked to answer questions regarding their own media use and experiences regarding the internet, online gaming, and social media (Velsand, 2020a, p.3). The main findings related to language in this research include that approximately six out of ten Norwegian children and teenagers claim to use mostly English when they watch YouTube, play video games, and watch tv, movies, or tv series (Velsand, 2020a, p.3). Another interesting finding was that younger children watched more Norwegian content on YouTube, and that decreased from 21% among 9-10-year-olds to 6% among 17-18-year-olds (Velsand, 2020a, p.8). As for social media, 32% of participants answered that they use mostly English on this platform (Velsand, 2020a, p.9). The result from this report showed that English was very commonly used on various media by Norwegian teenagers and that this usage grew as teenagers aged (Velsand, 2020a, p.10). We can therefore say that English plays a big part in Norwegian teenagers' lives outside of school, especially the habits of using various media outlets.

Language habits among Norwegian school pupils were also researched in a campaign by *The Research Council of Norway* led by Svendsen (2014). This research aimed to gain knowledge on language usage, which could benefit society short- and long-term (Svendsen, 2014, p.5). To achieve this, 4500 pupils from 86 schools participated in the research, with the pupils' ages varying from first grade of school to third-grade high school (Svendsen, 2014, p.5). The study showed that 70% of the participants answered that they use English words while communicating orally and in writing on text messages, Facebook, and other communication devices (Svendsen, 2014, p.16). Furthermore, of those asked, 78% responded that they use English words when communicating with friends, and 36% answered that they use English words when playing computer games. (Svendsen, 2014, p.16). Another interesting finding in this research was the participants' attitudes towards English, as the results show that 66% of the pupils claim that it is "very good" or "good" to use English words in Norwegian (Svendsen, 2014, p.16). It also shows that 70% of the participants use English daily (Svendsen, 2014, p.16). As well as the pupils' habits, this research shows that Norwegian pupils' attitude is positive towards using English words in their everyday language. In my research, I aimed to dig deeper into this attitude and to find out if pupils believe that using English on social media has affected specific language skills in their language learning.

1.3 Term clarification

In this section, I will define terminology that was prominent throughout my thesis. These are social media (1.3.1) and digital tools (1.3.2). In my thesis, I referred to pupils learning English as a foreign language (EFL) as **EFL pupils** and teachers teaching English as a foreign language as **EFL teachers**. I also referred to the participant's native language as L1 and their second language as L2. I am aware that several pupils learn English as a third language. However, I chose to use the term L2 for my thesis as I believe second language acquisition is more relevant to my research questions, and I want to narrow my focus to this group and explore this area in greater depth.

1.3.1 Social media

An important term to clarify for my thesis is social media. Social media is defined by Merriam-Webster (2022) as "a form of electronic communication, in this context websites for social networking and microblogging, where the users create online communities to share

information, ideas, personal messages, and other content” (“Social media”, para.1). "Social networking sites" is also an umbrella used to refer to social media as a whole and are also viewed as internet-based technologies that allow for open communication among its users (Nelson et al., 2012, p.30). The development of individual profiles, tools for public social networking, and the creation and sharing of information are defining features of social media (Ellison & Boyd, 2013, p.158). Based on the results from Velsand's (2020b) report, the social media platforms most relevant to my thesis will be *Snapchat*, *Tik Tok*, *Facebook*, *Instagram*, and *YouTube* (p.9). These applications are categorised as social network services which are defined as “web-based services that allow individuals to construct a public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system” (Boyd & Ellison, 2007, p.211). However, the nature and nomenclature of these connections may vary from site to site (Boyd & Ellison, 2007, p.211).

1.3.2 Digital tools

In the context of education, the term *digital tool* is defined by Egeberg et al. (2012) as “digital units such as interactive smartboards, computers, cameras, phones, and similar tools” (p.19). *Senter for IKT i utdanningen* (2015) also suggests that digital software, digital resources, and digital services can all account for digital tools (p.8). Digital resources include video clips, blogs, online news sources, and online frameworks as well (Senter for IKT i utdanningen, 2015, p.9). The English subject curriculum claims that digital skills are a basic skill all pupils in Norwegian schools should aim to learn (The Ministry of Education and Research, 2019, p.4). It involves being able to use digital media and resources to strengthen language learning, encounter authentic language models in English, and acquire relevant knowledge in English (The Ministry of Education and Research, 2019, p.4).

1.4 Research question

In this section, the research questions that guide this study will be presented, providing a clear and concise understanding of the central aim of the research. The research questions were created to ensure that they align with the overall research objectives and provide a clear direction for the study. By addressing these research questions, this study aims to contribute to the existing knowledge of English language learning and provide insights into teachers' and pupils' views on using social media as a tool for English language learning. Bearing in mind

what will be investigated, the following research questions have been formulated:

RQ1: How do teachers' and pupils' habits of using English on social media compare?

RQ2: What are the perceived benefits and challenges of using social media for English language learning?

RQ3: How do teachers and pupils view the use of social media for English language learning, and how is it integrated into their existing language learning practices?

1.5 Outline of the thesis

After the introductory chapter, the second chapter of this study will focus on presenting the theoretical framework used to comprehend the topic at hand. In this section, past research relevant to the study and central theoretical concepts that will impact the discussion will be presented in relation to the research questions presented in the introduction. Subsequently, the third chapter will address the methodology used in the study and will provide justification for the selection of a mixed-method approach. The fourth chapter will then present the results of the analysis, while chapter five will examine these results in relation to the relevant theory presented in chapter two. The final chapter, chapter six, will serve as the conclusive section of the thesis, summarising the findings and offering a discussion on potential future research directions on the topic.

2. Theoretical considerations

The theoretical considerations of my thesis will be presented in this chapter. I started by investigating how social media have been claimed to affect specific language skills in EFL learning and learning in general (2.1). After that, I introduced central theoretical concepts that informed the study (2.2).

2.1 Learning through social media

This section discusses how social media can encourage learning in general (2.1.1), how it can affect language learning (2.1.2), how it can help to improve the learners' writing skills (2.1.3), reading skills (2.1.4), oral skills (2.1.5) and vocabulary skills (2.1.6) in English. Lastly, I will look at potential critical views on how social media can affect learning (2.1.7).

2.1.1 How social media can encourage learning.

To understand whether teachers and pupils view social media as a suitable tool for English language learning, I would first like to present previous research that supports and strengthens whether it can be used to encourage learning in general. The American researchers Taylor, King, and Nelson (2012) argued in their study that there had been an increased interest in using social media and social learning with online courses in recent years. They suggest that post-secondary institutions should consider more opportunities to look for inventive ways to use social networking in efforts to connect to students and strengthen their ties to the institution (Taylor et al., 2012, p.30). To achieve this, educators must also negotiate these technologies to develop academic networks to help students succeed (Taylor et al., 2012, p.30). Based on Vygotsky's theory, which will be presented in depth in section 2.2.1, social networking promotes interaction between learners and potentially improves active learning in a student-centred environment. It, therefore, makes sense to utilise Facebook as a higher education learning tool because students are already engaging in it, according to (Taylor et al. 2012, p.31). The findings from Taylor et al.'s (2012) research show that students who feel the need for socialisation can find the use of social media to promote educational opportunities motivating (p.33). When asked whether they view social media as an asset to courses, the answers from the participants were mixed; interestingly, female students responded more positively than men (Taylor et al., 2012, p.34). The responses from the students also

suggested that there is a need for training for professors to become more comfortable with social media in their classrooms to use and develop skills in this area effectively (Taylor et al., 2012, p.34). The idea that social media can be a valuable tool for teaching was also studied by Li (2017) at a university in Hong Kong. His study shows that the students frequently used social media for course-related learning materials. They also shared obtained materials to complete their assignments (Li, 2017, p.150). The most notable finding in the study is perhaps the high frequency of material acquisitions using social media, as this happened as a mix of informal and formal learning (Li, 2017, p.152). Sharing and obtaining materials are, according to the findings in this research, the most consistent student activity related to the use of social media. Conclusively, the research claims that it is beneficial that the students effectively use their favourite channels for knowledge exchange to facilitate a valuable quality of learning (Li, 2017, p.152). Li encourages us to welcome the new era of learning and embrace it in our studies (Li, 2017, p.152).

As Li (2017) and Taylor et al. (2012) encourage teachers to embrace the idea of learning about and integrating social media into learning, Manca and Ranieri's (2013) study sought to provide a critical overview of studies focusing on the use of Facebook as a technology-enhanced learning environment and its pedagogical potential is put into practice (p.487). According to another one of their studies, social media can enhance online education by widening the context for learning beyond the classroom by combining personal and professional interests and aspirations (Manca & Ranieri, 2013, p.495). This can lead to the hybridisation of expertise by mixing different types of information and resources, and it can also reshape instructors' roles as facilitators (Manca & Ranieri, 2013, p.495). Social media can also promote relationship building, both student-student relations and teacher-student relations, which again can potentially lead to increased student engagement and learning outcomes (Greenshow & Galvin, 2020, p.515). Social media profile creation and management features can help promote learning by allowing teachers and students to present themselves as individuals in online spaces (Greenshow & Galvin, 2020, p.515). However, they argue that educators must be aware and considerate that social media may blur the boundaries between public and private life for the user (Greenshow & Galvin, 2020, p.516). This means that educators need to be considerate of the ethical dimensions of integrating social media into remote education, for example, by requiring students to use popular social media when they do not already use these platforms and have concerns about data privacy (Greenshow & Galvin, 2020, p.516). Another thing to consider is that requiring students to use their existing

social media accounts for class purposes may risk them exposing their private lives to their classmates. As a result, students must consent before telling them to use their private and personal social media accounts. This can be done by discussing the potential pitfalls of integrating social media and establishing shared expectations and ground rules within the learning context (Greenshow & Galvin, 2020, p.516). As the studies presented in this paragraph are all about how learning in higher education can be affected using social media, I believe there is a need for more information about how this can affect learning in secondary education. This is something I aim to investigate in this thesis.

As the previous paragraph shows, there is an agreement that social media can function as a learning tool if done correctly. Manca and Ranieri (2016) studied how this could be done by researching how Facebook can serve as a technology-enhanced learning environment in different educational contexts (p.503). In their critical research review, articles and studies were analysed to contribute to the current debate around opportunities and challenges of bridging formal and informal learning in technology-enhanced learning environments (Manca & Ranieri, 2016, p.503). This analysis aimed to determine whether they exploited Facebook's ability to mix information and learning resources, thus widening the learning context. The findings show that social networking engages students and instructors with new teaching and learning practices, but these sites have not integrated into formal learning contexts (Manca & Ranieri, 2016, p.510). Adopting social media and social network sites would help transform teaching and learning practices into more social, open, and collaborative sites by exploiting the principles of socio-constructivist learning (Siemens & Weller, 2011, p.165). Several studies shown in this research emphasise that Facebook provides students with an educational tool that enables peer feedback, communication, discussion, and learning, and it also facilitates collaboration and learners' construction of knowledge through social interaction (Manca & Ranieri, 2016, p.518). However, some studies highlighted the negative impacts of Facebook use, as some students were reluctant to use it to deliver instructional material instead of an e-learning platform. It was also seen as a workload that impacted students' daily routines (Meishar-Tal et al., 2012, p.45). Manca & Ranieri's (2016) study shows that some affordances seem to be underexploited, particularly referring to mixing information and learning resources, hybridising expertise, and widening the context of learning (p.520). A more effective methodological tool for hybrid situations could assist educational institutions facing difficulties in combining formal and informal learning and benefit from the fusion of learning and living spaces. (Manca & Ranieri, 2016, p.520).

As mentioned in the previous paragraph, there has been little integration of social media into formal learning contexts (Manca & Ranieri, 2016, p.510). An example of how it can be integrated into learning contexts is shown in the international research project "Space2cre8", which is a project that investigates what social media can offer teachers and pupils to promote learning in school. In this research, young people from Norway, India, the USA, and South Africa were engaged in an online community called *Space2cre8* to share and learn about each other's cultures (Silseth et al., 2012, p.157). The findings from the project show that by using the social media platform "Space2cre8" in an educational setting, the pupils got the opportunity to practice their use of English by communicating with other pupils from different cultures (Silseth et al., 2012, p.161). This platform was created specifically for this project, and it was a platform where the pupils cooperated through formal and informal school projects of different sorts. This is a closed network that only projects school participants can use. On this platform, the participants could write messages, write blogs, and upload music or videos that other users could watch and listen to (Silseth et al., 2012, p.161). The participants also had a chat function and the opportunity to write on each other's "profile walls" (Silseth et al., 2012, p.162). The use of this social media platform differed from their everyday lessons (Silseth et al., 2012, p.175). The research found that this social media tool can function as an alternative tool for pupils to learn and work with (Silseth et al., 2012, p.175). Space2cre8 has created a learning environment where pupils' personal experiences and knowledge play a big part in the classroom. Conclusively, the researchers argue that there is a need for better insight into how the relationship between online learning and "offline learning" in the classroom differs (Silseth et al., 2012, p.175). Social media is viewed in this research as a new tool that may contribute to situations where the pupils can gain a new role within the classroom (Silseth et al., 2012, p.157).

Youme Liu (2010) agrees that social media can gain a new role within the classroom, and he argues in his research that social media tools can function as a suitable learning resource. He argues that technology should assist educational practice, improve teaching efficiency, and enhance student learning experiences (Liu, 2010, p.113). Social media is an existing resource among students, and teachers should take advantage of this resource to make learning more accessible (Liu, 2010, p.113). The study also shows that students feel comfortable using the tools they already know and that future technology integration in education should focus on what students use instead of what the school wants them to use to guarantee maximum

efficiency (Liu, 2010, p.113). Other research studies have also found that technology-assisted instruction has proven effective in helping students with language learning. This argument is strengthened by Jia Li (2010), who, in her research, showed that active participation in social networks such as Facebook and Twitter has helped students enhance their vocabulary and writing skills. A survey of 2464 teachers participating reveals that social networking sites and texting on cell phones help improve students' writing skills (Purcell et al., 2013, p.2). The study also shows that 92% of teachers participating agree that digital technologies allow students to share their work with a wider and more varied audience, with 78% agreeing that digital technologies encourage student creativity and personal expression, which can allow them to write in different formats (Purcell et al., 2013, p.26).

2.1.2 How social media encourage language learning.

Young people today are learning the language for themselves and are actively participating in social contexts and are therefore learning a language in social and out-of-school contexts (Barton & Potts, 2013, p.815). In her master's thesis investigating students' English use in and outside school, Garvoll (2017) also highlights this and emphasises the importance of acquiring language through implicit input. She claims that learning English through social media outside of the classroom is beneficial in motivating language learners (Garvoll, 2017, p.63). A form of input presented in this study was how social media consumers spent time reading digital texts online, mainly on Facebook (Garvoll, 2017, p.65). Reading at home has also previously been linked with improved vocabulary knowledge and academic attainment (Anderson et al., 1988, p.287). In Garvoll's research, 281 students participated, with all students being in year 11 at various Norwegian high schools (Garvoll, 2017, p.27). The participants from this study claim that constant watching, reading, writing, and speaking of English in their spare time have improved their English skills and helped them in school (Garvoll, 2017, p.71). Based on these findings, this study argues that incorporating students' interests in teaching and listening to them about how they learn may help them become better learners. One way of achieving this would be to give teachers information about students' interests, as this knowledge could build on this in class and make the topic or subject more relatable (Garvoll, 2017, p.74). In this thesis, I would like to find out if Norwegian teachers know about their student's social media habits and interests and if they intend to use this information in their language teaching.

The impact spare time activities have on students' English language learning was also investigated in a study by Pia Sundqvist in the 9th grade at a Swedish secondary school (2009). The findings from her study show that spending time on extramural activities in English positively affected students' oral proficiency and vocabulary (Sundqvist, 2009). She also found out that activities that demand participation on the part of the learner where they had to rely on their linguistic skills were particularly important (Sundqvist, 2009, p.75). Interestingly, the results showed that 44% of the total time boys spent outside of school activities on English happened while playing video games and surfing the internet (Sundqvist, 2008, p.69). The girls, in contrast, only used 6% of their time on this (Sundqvist, 2009, p.69). Other popular English activities in this research included listening to music, reading books, and watching TV (Sundqvist, 2009, p.69). How online gaming may affect second language acquisition was further researched by Sundqvist and Sylvén (2014). In this study, the researchers called upon teachers to find a way to implement this into the English foreign language classroom as the results of their study showed that it had a positive effect on the student's English language learning (Sundqvist & Sylvén, 2014, p.317). The research argues that since there is more second language acquisition happening outside of school, there is an excellent opportunity for teachers to build on young learners' extramural language experiences and include this in language teaching (Sylvén & Sundqvist, 2014, p.316). Some of Sylvén and Sundqvist's suggestions included raising learners' awareness of the possible benefits of using English in digital gaming by prompting the learners to seek opportunities to learn to use computers (Sylvén & Sundqvist, 2014, p.317). An example of achieving this could be for the teachers to introduce a language diary as homework to get information from the student about their English habits outside of school and their learner preferences. This can help the teachers adapt the EFL teaching based on these findings and have individualised follow-up language learning activities to expand target language registers (Sylvén & Sundqvist, 2014, p.317).

2.1.3 Improving writing skills through social media

Being able to write in English is defined by the Norwegian Ministry of Education and Research (2019) as "being able to express ideas and opinions in an understandable and appropriate manner in various types of texts, both on paper and on screen" (p.4). To be able to write, one must be able to plan, design and process text according to the purpose and subject matter of the writing (The Ministry of Education and Research, 2019, p.4). In a recent study by Shahzadi and Kausar (2020), using social media to improve students' English writing

skills was researched. Their research revealed an experiment investigating the effects of using Facebook on students' writing skills. In the investigation, 25 students were enrolled in a communication skill task where using Facebook for discussion was the independent variable (Shazadi & Kausar, p.127, 2020). In contrast, paragraph writing skills served as the dependent variable in the study (Shazadi & Kausar, p.127, 2020). The results from the study revealed that students were able to improve their writing skills as they were motivated to write in what they called an organised and stress-free environment provided by Facebook (Shazadi & Kausar, p.137, 2020). In addition, using Facebook increased student-teacher interaction and enabled the students to learn from their teachers and peers through collaborative learning experiences (Shazadi & Kausar, p.137, 2020). The study also reveals that students' easy access to Facebook makes it a potential tool for language teaching to facilitate language learning. However, it should not be seen as a substitute or replacement for traditional classroom learning, as it should be viewed as a tool to assist language teaching in the classroom (Shazadi & Kausar, p.127, 2020).

Another example of how using social media can improve writing skills is through collaborative writing. Collaborative writing is defined as “the joint production or co-authoring of a text by two or more writers” (Storch, 2011, p.275). The defining trait of this activity is the joint ownership of the text produced, and it promotes verbal communication between the collaborative writers (Storch, 2011, p.276). This collaborative work is based on Vygotsky's (1978) sociocultural theory, as it turns learning into a social process where the interaction between humans creates the text (this will be elaborated in section 2.2.1). The new developments online have provided new types of interactions and collaborative activities, and one of relevance is the use of wikis (Storch, 2011, 282). Wikis is a particular type of website that allows users to post and edit within the page, and it will enable all members of a group to have equal access to the most recent version of the document and build on each other's ideas (Storch, 2011, p.282). Collaborative writing allows learners to reflect on their own and their classmate's language use as they work to generate more meaningful and accurate texts, which may lead to language acquisition benefits (Storch, 2011, p.284).

The effects collaborative writing has on students' writing fluency were researched by Pham (2021) in Vietnam. Here, 62 second-year students in English major from two classes participated in the study, and 35 of those were put in an experimental class, with the remaining 27 being in a control class. Their ages varied from 19 to 21, and they had similar

training in academic writing (Pham, 2021, p.1). The two groups did a pre-test, then had some assignments during the training and a post-test. The control group wrote four essays, and the experimental group wrote six (Pham, 2021, p.4). The research results showed that collaborative writing helped enhance the student's writing fluency in terms of the number of words in both collaboratively and individually written papers (Pham, 2021, p.10). In addition, the participating students expressed positive attitudes toward collaborative writing because they benefited from these collaborative activities and contributed more good ideas for their essays (Pham, 2021, p.10). The results also show that collaborative activities may motivate writing in the classroom (Pham, 2021, p.10).

2.1.4 Improving reading skills through social media.

Being able to read is defined by the Ministry of Education and Research (2019) as “understanding and reflecting on the content of various types of texts on paper and screen” (p.4). Being able to read also means that you should be able to find information in text and understand explicit and implicit information through reading strategies, including critical reflection on different types of texts (The Ministry of Education and Research, 2019, p.4). How the use of social media can influence the development of English reading skills was researched by Al Mukhallafi (2020) on Saudi university students, with the purpose of the study being to map whether social media affects students' reading competence positively or negatively (p.2008). The study used a questionnaire to collect data from 900 students who studied in the English department in the first-year semester of the 2019 academic year at Northern Border University in Saudi Arabia (Al Mukhallafi, 2020, p.2009). The participants of the study answered that social media has a positive influence on learning a foreign language in Saudi universities. Regarding reading competence, 118 students agreed that social media increased their productivity in reading, and 100 students agreed that social media encouraged them to contribute to their reading skills. Other interesting findings were that 118 students strongly agreed that social media could motivate them into more active and interactive reading, while 120 agreed that it enriched their reading skills (Al Mukhallafi, 2020, p.2013). Conclusively, the researcher argues that teachers should be well-trained in this technology as it will enable them to use social media efficiently in the classroom (Al Mukhallafi, 2020, p.2013). He also claims that curricula should be designed to cope with modern technology. Therefore, applying this technology in primary education is necessary to best prepare students to use social media wisely in learning English as a foreign language (Al Mukhallafi, 2020, p.2013).

In another study examining how social media can improve reading skills, Al Momani (2020) conducted research that included two groups of EFL learners at Ajloun University College in Jordan. One control group received traditional learning in the classroom context, and one experimental group followed online sessions through a social media application called Telegram (AL Momani, 2020, p.375). The two groups did a pre-test and a post-test aimed at their reading skills, and the results showed that the experimental group enhanced their reading skills due to the social media applications' abilities to introduce audio-visual topic explanations (Al Momani, 2020, p.377). The application also motivated the students, creating a student-centred educational environment that allowed them to get a more active role in their educational process (Al Momani, 2020, p.377). The application also allowed the experimental group to actively discuss among themselves, contributing to developing their general language skills (Al Momani, 2020, p.377). As Al Momani argued that using social media created a student-centred learning environment, Looi and Yusop (2011) argue that reading is viewed as a social practice as the emergence of internet tools such as blogs and social media sites can provide vast opportunities to generate active interactions among learners in and out of the classroom (p.1). They agree with Al Momani that this can be done by encouraging students to be active constructors of their own learning environment and learn as active members of society (Looi & Yusop, 2011, p.1).

Looi & Yusop's (2011) research aimed to examine the features of social networking sites, with particular emphasis on a secure social network for teachers and students called Edmodo. Furthermore, they investigated how this tool can improve reading comprehension among young adult EFL learners (Looi & Yusop, 2011, p.1). In this paper, Edmodo is seen as one of the possible alternatives to Facebook and Twitter as it provides a safer platform for students to be academically involved in activities such as raising questions and sharing their views (Looi & Yusop, 2011, p.5). The findings of this study show that Edmodo could have potential benefits in the teaching and learning of reading. Learners' perceptions and attitudes towards social networking tools and improved performance in other skills through the exchange of ideas and reflections suggest that reading skills and reading comprehension can be enhanced through these social networking tools (Looi & Yusop, 2011, p.12). Similarly to the views of Al Mukhallafi (2020), using Edmodo would require the teachers to be well-trained in the technology to be able to use it within the classroom.

2.1.5 Improving oral skills through social media.

Oral skills are defined by the Ministry of Education and Research (2019) as “the ability to create meaning through listening, talking, and engaging in conversation” (p.4). Oral skills also mean presenting information and adapting the language to the purpose, receiver, and situation by choosing suitable strategies (The Ministry of Education and Research, 2019, p.4). The correlation between social networking sites and improving English oral skills was discussed in a study by Sun, Lin, You, Shen, Qi and Luo (2017). The study was integrated into first-grade EFL learners in China to determine its effects on the students’ speaking skills. Sun et al. (2017) compared one experimental group of pupils that used social networking sites to enhance learning and one that followed regular English teaching (p.305). This research used the application *Papa*, a China-based social networking site focusing on online audio distribution (Sun et al., 2017, p.308). The study found that social networking sites improved the learners’ English oral fluency and suggested that social media combined with mobile technology might positively impact English oral proficiency for foreign learners (Sun et al., 2017, p.320). The experimental group showed a more significant gain in oral fluency than the control group when testing and comparing both groups (Sun et al., 2017, p.319). This finding is important as it suggests how social media can positively impact EFL oral performance, even in the lower grades of elementary school (Sun et al., 2017, p.320). The social networking sites created an environment that encouraged children to practice their English-speaking skills, a communication method with less stress and shyness, and it enabled the pupils to practice their English-speaking skills in an authentic context as all the assignments were about daily life (Sun et al., 2017, p.318). This would encourage authentic contexts for foreign-language learning (Sun et al., 2017, p.318).

2.1.6 Improving listening skills through social media.

The Norwegian Ministry of Education and Research (2017) refers to listening skills as a part of oral skills, as “the ability to listen to others and respond accordingly and being aware of the recipient when speaking yourself” is highlighted in the framework for basic English skills (p.8). Listening for information and argumentation and listening for relevant information are the most basic levels of oral English skills and are crucial for the learner to master before learning further oral skills (The Ministry of Education and Research, 2017, p.9). How social media can increase listening skills was researched by Sitorus and Azir (2021). They aimed to find out whether using materials taken from Instagram-verified accounts can enhance

students' skills in reading and listening to English (Sitorus & Azir, 2021, p.346). The research was done through a pre-test and post-test of the student's listening skills, such as acknowledgement of the context, understanding of the collocation, allocating the meaning of the message, and lastly, connecting information as well as interviews (Sitorus & Azir, 2021, p.348). The students were taught over three months, with materials taken from verified accounts on Instagram, such as BBC News and Washington Post, and the materials used were Instagram posts, Instagram tv and Instagram stories (Sitorus & Azir, 2021, p.348). The results show that the students scored better on the post-test in all four categories and that the teaching method positively impacted the learners' motivation (Sitorus & Azir, 2021, p.353). The interviews also show that the students found using Instagram engaging as it helped them comprehend reading and listening better (Sitorus & Azir, 2021, p.354).

The importance of listening skills is also argued by Vandergrift (2004) in his article, where it is highlighted as critical to successfully acquiring a foreign language. He believes that L2 listening instruction is changing, and listening is now recognised as an active process critical to L2 acquisition (Vandergrift, 2004, p.3). His article argues that listening comprehension involves two types of processes that interact freely with each other to help listeners construct a meaningful interpretation of what they hear (Vandergrift, 2004, p.14). These are a bottom-up process, which involves decoding the accounting input at the word and phrase level and building meaning from these smaller units, and a top-down approach which involves using prior knowledge, expectations, and context to interpret and predict meaning (Vandergrift, 2004, p.3). Sitorus and Azir's (2021) research from the previous paragraph shows how social media can function as a top-down process, relying on students' prior knowledge and experiences to enhance their learning.

2.1.7 Improving vocabulary skills through social media.

How social media can encourage vocabulary acquisition for EFL learners was researched in an article by Yuksel and Özyaydınlı-Tanriverdi (2009). This was done by dividing 120 EFL learners into two groups. One group was exposed to English videos using English subtitles on the film, while the other group watched the film without English subtitles (Yuksel & Özyaydınlı-Tanriverdi, 2009, p.50). A pre-test and a post-test were done on both groups, and the results show that the experimental group using English subtitles scored better and had a larger improvement than the group that did not use English subtitles (Yuksel & Özyaydınlı-Tanriverdi, 2009, p.51). As a lot of social media platforms have video-watching functions that

allow the user to use subtitles, such as YouTube and Tik Tok, this can be used to enhance their English vocabulary through observing and learning, as captions paired with movie clips can lead to significant progress in vocabulary knowledge (Yuksel & Özeydınli-Tanriverdi, 2009, p.52). Another way social media can be used for vocabulary acquisition was researched by Abbas et al. (2019). Here, a total of 30 students at the Department of English in Islamabad, along with ten online responses from teachers with a PhD in English, were used to find out how social media can impact vocabulary acquisition by answering a questionnaire (Abbas et al., 2019, p.27). The research shows that social media affects language learning skills and can be an excellent source of learning English vocabulary (Abbas et al., 2019, p.33). It also shows that Facebook positively affects English language learning, but it depends on how students utilise these networks to enhance their knowledge (Abbas et al., 2019, p.33). This is because learners find it easy and entertaining to refer to online websites for academic purposes, and it is easily accessible at home (Abbas et al., 2019, p.42).

The impact of social media on vocabulary learning was also the topic of a case study carried out by Sim and Pop (2014). The research aimed to answer whether social media affect students' development and progress in a foreign language. They used social media language learning, an innovative approach to teaching languages, linking social media channels to language learning. Students are here supported to develop communication and language skills (Sim & Pop, 2014, p.124). This was done through 127 participants being randomly assigned to two different groups; Group A was the experimental group, and they were sent vocabulary materials and information through Facebook posts (Sim & Pop, 2014, p.124). Group B was the control group, and they followed the traditional in-class teaching methods and learned about vocabulary within the classroom (Sim & Pop, 2014, p.124). Both groups were given the same pre-test and post-test, and the study results showed that students improved in vocabulary performances and confidence after being exposed to vocabulary via Facebook compared to students benefitting from traditional instruction only (Sim & Pop, 2014, p.128). The lessons via Facebook in the project seemed more appealing to students. Facebook could therefore become a very effective tool and medium for backing traditional learning and self-learning English vocabulary (Sim & Pop, 2014, p.129).

2.1.8 Critical views on using social media for learning.

Despite the theory presented so far in this chapter, there are also critical sides regarding social media in second language learning. One example is from a study by Faruk (2015), where he

aimed to investigate the positive and negative aspects of using social networks in higher education. In his focus group study, he found out that many users in a social networking environment are exposed to various distracting stimuli such as pop-ups, statements, messages, or announcements sent by others (Faruk, 2015, p.1153). If your attention is distracted, education cannot be given, and as a result, it is a weakness in the use of social media (Faruk, 2015, p.1153). Another finding from his research was that using social media led students to become more asocial, as they have little time to physically socialise when they spend most of their spare time on social networks. Four out of nine focus groups stated that social networks became an obstacle to their socialisation (Faruk, 2015, p.1151). Akram (2018) agrees that social media can lead to users being asocial, and he argues that a negative effect of using social media in education is that it reduces real human contact for the learners (p.351). He also argues that students can potentially get a reduced command over language use as students generally tend to utilise slang words and abbreviated types of words while communicating on social media (Akram, 2018, p.351). There are also concerns about how the use of social media sites can affect the user's mental and physical health, as abuse of social media sites can have these effects on its users (Akram, 2018, p.351). Here, educators should make students mindful of social media sites' negative impacts on their mental health (Akram, 2018, p.351).

As Akram (2018) mentioned in the previous paragraph, social media has some general concerns related to more than just usage in school. The overutilisation of social media usage among youth was also researched by Singh et al. (2017). This study aimed to understand the positive and negative opinions of selected youth about social media usage and identify the negative effects of overutilisation of social media on the physical and mental health of selected youth (Singh et al., 2017, p.40). This was done through a sample of 126 students aged between 16 and 25 years old, using a questionnaire that aimed to answer the purpose of the study. This research showed that 89% of participants believe social media shifts their concentration away from academic activities and study and that 81% answered that overutilisation of social media increases hatred towards education and study (Singh et al., 2017, p.42). The questionnaire also showed that social media did have a negative impact on some of the student's physical health, as 54% answered that overutilisation of social media had led to constant headaches, back pain, eye strain and hand corns (Singh et al., 2017, p.42). Furthermore, students' mental health was also affected by overutilisation, as 47% of the participants answered that this could lead to mental tiredness (Singh et al., 2017, p.43). Faruk (2015) also found that privacy was an issue for the participants of his focus group study,

which included interviews with 72 teachers (p.1149). The results showed that the participants believe that the social networking environment can violate privacy and that the information shared here is not secure (Faruk, 2015, p.1154). The results also show that even if it is used for educational purposes, the information shared on the websites is not secure (Faruk, 2015, p.1154). Therefore, the students involved should be informed about the privacy of personal information and warned about whom they should share that information with (Faruk, 2015, p.1154).

Social media is a way of digitalising teaching in school, which has raised some concerns. The minister of education in Sweden, Lotta Edholm (2022), argues in a debate article that there has been an uncritical approach to digitalisation in schools. She argues that digital materials are often prioritised over physical books, leading to some digital books being used and considered good, regardless of their content (Edholm, 2022). She also mentions that many schools cannot afford to purchase the analogue textbooks they need for their teaching, which results in them spending valuable time printing materials instead of preparing and following up on lessons (Edholm, 2022). In contrast, schoolbooks can be a cost-effective option as they do not require technological or internet access (Edholm, 2022). The minister of education also mentions some benefits of using schoolbooks, such as providing students with a sense of continuity and stability as they progress through their education (Edholm, 2022). Lastly, she mentions that books can be easier on the eyes than digital screens and may be more conducive to deep, focused reading (Edholm, 2022).

Another concern regarding the digitalisation of schools through social media is the privacy concerns that the teachers and schools need to be aware of (Rosenberg et al., 2021). Posting public posts that include the names and faces of students could potentially be harmful to the students, as facial recognition algorithms can use images to predict characteristics such as political identity or sexual orientation of individuals from facial images (Rosenberg et al., 2021, p.51). The risk to individual students may appear small, but they could easily increase over time and could lead to students being targeted (Rosenberg et al., 2021, p.51). Therefore, Rosenberg et al. (2021) argue that schools should aim to limit public access to pages, as it will reduce the possibility of people with no connection to the school system finding photos of students (p.51). Ways to protect student privacy are to refrain from posting students' full names, posting non-portrait images and making it easy for parents to request that photos of their children be removed (Rosenberg et al., 2021, p.52). The school should also aim to

educate parents about what information will be shared and how, and lastly, the school should consider making their social media page or district pages private (Rosenberg et al., 2021, p.52).

2.2 Central theoretical concepts

In this section, I will introduce central theoretical concepts that will inform my study. I will introduce sociocultural learning theory (2.2.1), motivation (2.2.2) and teacher beliefs (2.2.3).

2.2.1 Sociocultural learning theory

The importance of the learner's environment is highlighted by the theory of sociocultural learning by Lev Vygotsky (1978). According to Vygotsky, as summarised by Lyngsnes and Kitmark (2017), interaction with other people develops the learners' cognitive abilities and playing an active part in the interaction is the best way to learn and develop new skills (p.74). Therefore, the Vygotskian classroom is designed to enable the students to learn from each other as competent peers and adults can contribute to child development and lead to learning (Vygotsky, 1978, p.86). Vygotsky emphasises that learning occurs in social interactions with peers, which, as Garvoll (2017) argues, can allow students to learn while being active on social media as it is a platform where the pupils can communicate and work together (p.17). Vygotsky (1978) suggests that there is a zone of proximal development that affects the development of learning. This zone is defined as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance in collaboration with more capable peers" (Vygotsky, 1978, p.86). This means that the zone distinguishes between functions that have not yet fully developed but are in the process of doing so and functions that will eventually do so but are still in a developmental stage (Vygotsky, 1978, p.86). The attainment of a zone of proximal development in the context of social media can, for example, happen through activities such as authentic English text reading online. Another example of how Norwegian teenagers may benefit from using English on social media is also through the theory of incidental learning. Incidental learning is defined as "the unconscious acquisition of information and the contrast between incidental and intentional learning of stimuli with a predefined stimulus set" (Kelly, 2012, p.1517). It can therefore imply that knowledge acquisition is unconscious in nature and that there is no expectation that such knowledge should remain largely unavailable to conscious awareness (Kelly, 2012, p.1517).

This could occur in an informal setting on social media and is defined as "unintentional learning that may occur at any time and in any place, in everyday life" (Connal, 2005, p.34). It is also claimed that incidental learning can happen through repetition, observation, and social interaction, which may occur while using social media (Kerka, 2000, p.3).

2.2.2 Motivation

Motivation is defined as “the desire to achieve a goal, combined with the energy to work towards that goal” (Chilingaryan, 2015, p.5). It is regarded as one of the key factors influencing L2 learning, as it provides the initiative to initiate learning and later the driving force to sustain the learning process (Dörnyei, 1998, p.117). Researchers agree that motivation is “something responsible for determining human behaviour by energising it and giving it direction” (Dörnyei, 1998, p.117). Motivation is vital in language learning as it makes learners positive about their learning and drives them to acquire the targeted language (Ebata, 2008). The motivation may also allow the learner to enjoy the learning process and engage in actual dialogue, which can be achieved by developing self-confidence in language learning and experiencing success and fulfilment (Ebata, 2008). Core second language motivation is usually composed of three characteristics; the attitudes towards learning a new language (which is called affect), the desire to learn the language (want) and motivational intensity (effort) (Chilingaryan, 2015, p.6). As mentioned in 2.1, using social media in language learning can increase learners' motivation. One example of how social media can influence the learner’s motivation is through involvement. The degree to which a learner actively and consciously engages in the language learning process is known as involvement (Chilingaryan, 2015, p.4). The learner's motivation may also be influenced by including cultural and extracurricular learning resources (Chilingaryan, 2015, p.4).

We distinguish between types of motivation based on the different reasons or goals that give rise to an action (Deci & Ryan, 2000, p.55). Intrinsic motivation is “the desire to engage in a task or activity for its own sake” (Deci & Ryan, 2000, p.55). In contrast, extrinsic motivation is “the desire to engage in a task or activity for external rewards or to avoid punishment” (Deci & Ryan, 2000, p.55). Research has shown that intrinsic motivation is generally more effective for long-term learning, as it is associated with greater persistence and deeper engagement with the material (Deci & Ryan, 2000, p.55). There is some correlation between the two, as when extrinsic motivation is experienced as supportive by the learner, it can enhance intrinsic motivation and lead to positive outcomes such as increased engagement and

learning (Deci & Ryan, 2000, p.65). The extent to which social media can function as intrinsic or extrinsic motivation depends on individual factors, such as personal interests and goals, and the design and implementation of social media activities into learning. As Chilingaryan (2015) mentioned in the previous paragraph, social media can lead to increased motivation due to increased involvement and the integration of outside-of-class tools into the learning experience (p.4).

Oh et al. (2020) agreed that intrinsic and extrinsic motivation are vital factors in learning and wanted their research to find out how employing social media could affect students' motivation (p.42). The study was done through action research, with 60 participating students (Oh et al. 2020, p.46). Social media was used as a learning tool for two consecutive semesters, where the students were asked to use a designated social media platform to submit their works and submit a self-reflective journal (Oh et al., 2020, p.46). Through the participant's self-reflective journals and focus group interviews, the research found that using social media had significantly increased the students' intrinsic motivation through independent learning and communication with peers (Oh et al., 2020, p.53). The result regarding extrinsic motivation was less prominent in this study. However, they highlight that extrinsic variables can be internally transformed into intrinsic motivation with the help of motivation (Oh et al. 2020, p.51).

2.2.3 Teacher beliefs

Teacher beliefs are defined as “implicit and explicit assumptions held by teachers which have relevance to their professional practices, their interaction with students and the learning process” (Ferguson & Lunn, 2021). These convictions may include beliefs about students, self, learning, knowledge and knowing (Ferguson & Lunn, 2021). The nature and evolution of teacher beliefs are difficult to ascertain since "belief" is elusive and ill-defined (Ferguson & Lunn, 2021). How teacher beliefs may affect teacher effectiveness was researched in an article written by Sabarwal, Abu-Jawdeh and Kapoor (2021). The result of this study argues that teacher beliefs can impact student outcomes directly and mediate policy implementation (Sabarwal et al., 2021, p.73). Research including 20,000 teachers across nine developing countries discussed the importance of teacher beliefs, and the results show that teacher beliefs may affect teacher effectiveness (Sabarwal et al., 2021, p.73). The research found that about 53% of teachers believe students deserve extra attention if they perform well, and 44% believe they need it if they lag behind (Sabarwal et al., 2021, p.100). These results show that

teachers' beliefs may lead them to adopt teaching strategies that reinforce baseline gaps in student ability and resources rather than compensate for them (Sabarwal et al., 2021, p.100). Beliefs determine where and how we direct our attention and effort, which is also the case for teachers. Therefore, understanding and influencing teacher beliefs to change teacher effectiveness may make a big difference (Sabarwal et al., 2021, p.100). Simon Borg (2015) also researched the importance of teacher beliefs. He argues that teachers are "active, thinking decision-makers who play a central role in shaping classroom events" and that recognising this is important to improve general education (Borg, 2015, p.1). Borg defines teacher cognition as "the mental process that teachers use when they teach, and this is influenced by the teacher's beliefs" (Borg, 2015, p.1). This can be influenced by previous experience or education and happen consciously and unconsciously (Borg, 2015, p.10). Classroom experience has been shown to powerfully influence teachers' practical knowledge, shaping teachers' actions (Borg, 2015, p.47). As well as experience, teachers' education impacts their thinking and can help promote change in teachers' prior knowledge and beliefs (Borg, 2015, p.46).

As mentioned by Sabarwal (2011) in the previous paragraph, teacher beliefs can function to improve learning through the implementation of educational policies. Educational policy is defined as "systematic interventions to improve the practice of education at all levels" (Papanikos, 2011, p.16). Although governments play the most significant role, stakeholders in the education sector, such as teachers, are best suited to carry out such programs (Papanikos, 2011, p.16). Teacher beliefs are important when implementing educational policies in school, as "the beliefs of the teachers are one of the bases for the decisions teachers make at the classroom level" (Eisenhart et al., 1988, p.137). Suppose the educational policies are not compatible with the teachers' beliefs. In that case, evidence suggests they may not be implemented as intended in the educational settings, purposely or unconsciously by the teacher (Eisenhart et al., 1988, p.137). In a study by Eisenhart, Cuthberth, Shrum and Harding (1988), teachers' attitudes revealed that teachers feel positively toward the responsibilities that directly relate to instructions within the classroom (p.143). However, they are ambivalent or negative towards activities that require them to move outside the classroom or not directly relate to instructions (Eisenhart et al., 1988, p.143). Therefore, educational policies should seek to allow and encourage teachers to limit their concerns to the classroom (Eisenhart et al., 1988, p.143). They should also seek to strengthen the role of the teacher in educational improvement by encouraging the teachers' participation as equal partners in decision-making

(Eisenhart et al., 1988, p.143). Conclusively, the research suggests that teacher involvement is needed in the development and monitoring of the credentials and standards for the profession, as it will allow the implementation to be compatible with teacher beliefs and allow for teacher knowledge and expertise to be a part of the reform initiatives within their schools (Eisenhart et al., 1988, p.143).

3. Methodological considerations

In the following chapter, I will explain the methodological considerations I have made to examine my research questions. First, I introduce my method of analysis (3.1), where I will argue for my chosen research approach. Secondly, I will describe and argue for my choice of participants in my research (3.2) before I present the data collection (3.3) and, finally, the ethical considerations of my research (3.4).

3.1 Method of analysis

My research used a multi-method analysis by combining three different methods (Goertz, 2016, p.5). Firstly, I used a mixed-method approach to collect the data that was analysed by using both quantitative (questionnaire) and qualitative (interview) data collection methods combined in my study (Bergman, 2008, p.1). After that, I used thematic analysis to analyse the findings from the qualitative data and content analysis to analyse the quantitative data. My thesis aims to determine teachers' and pupils' views on using social media as a tool for English language learning. Therefore, the data collected for my analysis will be analysed deductively, meaning that the data analysis will occur in predetermined categories and codes (Bringham & Witkowsky, 2022, p.135). The codes were determined from concepts drawn from the literature presented in Chapter 2 and occur in my analysis as descriptive results from the questionnaires and the interviews (Bringham & Witkowsky, 2022, p.135). The data was organised into categories to maintain alignment with the research questions, and the deductive approach was chosen to maintain the focus of the thesis on the purpose of the research (Bringham & Witkowsky, 2022, p.135).

A mixed-methods study is "a type of research where the researcher combines elements of qualitative and quantitative research approaches for the purpose of breadth and depth of understanding and confirmation" (Johnson et al., 2007, p.123). In my mixed method, the data will contribute equally to the conclusion drawn, and it can be used for different purposes, with both sets of data being compared or with one data type being used to explain the other (Mackey & Gass, 2015, p.289). I combined a questionnaire and interviews to create a form of mixed-methods research. In my research, the two data collection methods were used simultaneously, and neither type of data collection influenced the collection of the other when I was collecting it (McPherron & Smoke, 2018, p.19). The data collection will be explained in

more depth in section 3.3. My choice of method is called a concurrent design, as the results from the data collection methods are analysed and reported together (McPherron & Smoke, 2018, p.19).

To achieve triangulation, I combined a quantitative research method with qualitative research. I did this to increase the credibility and validity of my research findings, as the findings could be compared and confirmed with each other (Doyle et al., 2009, p.178). More specifically, I used data source triangulation, which is the collection of data from different types of people, in this thesis, teachers and pupils, to gain more perspectives and validation of data (Carter et al., 2014, p.545). I chose to do this as I wanted it to improve the validity of my research, as data source triangulation ensures that a complete perspective is obtained by using data from multiple sources (Moon, 2019, p.103). Another way it will allow for greater validity in the study is by seeking confirmation between the quantitative and qualitative (Doyle et al., 2009, p.178). By doing this, one approach can provide an explanation for the results of the other (Mackey & Gass, 2015, p.279). For example, the answers from the pupils in the questionnaire regarding their views on using social media in the classroom can explain the answers from the teachers in the interview regarding whether they use it (Mackey & Gass, 2015, p.278). If findings from the sets of data prove to be similar, the results are more likely to gain traction in the research community, which can again increase the credibility of the research (Mackey & Gass, 2015, p.279). By doing this, I aimed to make sure that the strengths of the other method overcome the weakness of one method, and I wanted this to be achieved by gaining a diversity of views from the participants (Mackey & Gass, 2015, p.279). The quantitative and qualitative findings of my research will occur simultaneously, and they are given equal weight in the integration that occurs in the discussion chapter of my thesis (Doyle et al., 2009, p.180). In the discussion chapter, I aimed to use the data collected from the interviews to explain or reinterpret the data gathered from the questionnaire and vice versa (Bogdan & Bilken, 1998, p.37).

As I decided to do a multi-method analysis, the data collected from my mixed method was analysed with two different approaches. In my analysis, I first used a thematic analysis approach to analyse the findings from the qualitative data. Thematic analysis is “a method for systematically identifying, organising and offering insight into patterns of meaning across data” (Braun & Clarke, 2012, p.57). This method allowed me to see and make sense of collective or shared meaning and experiences and identify what is common to the way a topic is viewed by the groups of participants (Braun & Clarke, 2012, p.57). Although numerous

patterns could have been identified across my data set, the purpose of this method in my analysis was to identify the patterns that are relevant to answering my research questions regarding the views on using social media as a language learning tool (Braun & Clarke, 2012, p.57). As the qualitative data was gathered from interviews with open-ended questions, the thematic analysis allowed me to report on the semantic meaning in the data and to interrogate the latent meaning, assumptions and ideas that lie behind what is explicitly stated by the teachers (Braun & Clarke, 2012, p.58). The second analysis approach was for the quantitative data, where I used content analysis to analyse the data. Content analysis is “a research technique for making replicable and valid inferences from data to their context” (Krippendorff, 1989, p.403). I used the data from my questionnaire, as anything that occurs in sufficient numbers and has reasonably stable meaning for a specific group of people may be subjected to content analysis, which in this case was the answers from the pupils (Krippendorff, 1989, p. 404). In my research, I aimed to identify key patterns and concepts from my quantitative data that are relevant to my research questions. The use of content analysis allowed me to establish my contextual framework of inquiry, and it also allowed me to identify the frequency and distribution of different themes and concepts in the data, which will be presented in chapter four of this thesis (Krippendorff, 1989, p.404).

3.1.1 Quantitative research method

The quantitative research method is defined as “a research method used to collect and analyse quantitative data” (Swanson & Holton, 2005, p.30). The aim of using a quantitative research method for my research is to gain a better understanding of phenomena in a specific group being studied, which in this research is pupils in a Norwegian secondary school, and to make inferences about broader groups beyond those being studied (Swanson & Holton, 2005, p.30). The phenomenon in this context is their views on how using English on social media has affected their language skills and whether this should be implemented into language learning in school. Quantitative research is suitable for this group, as it is a method that is particularly strong at studying larger groups and generalising from the sample being studied to broader groups beyond that sample (Swanson & Holton, 2005, p.31). Quantitative data is “data in the form of numbers or other terms of quantity, usually expressed in the textual form” (Grønmo, 2022). In my research, numbers and percentages were the most relevant when presenting my results. This research design can be divided into two types, associational and experimental,

whereby both types aim to determine a relationship between or within variables from my questionnaire (Mackey & Gass, 2015, p.189). My research was designed as associational research, as associational research aims to determine whether a relationship exists between variables and the strength of that relationship (Mackey & Gass, 2015, p.189). Essential characteristics of quantitative research are that “it employs categories, viewpoints, and models that have been precisely defined by the researcher in advance” and that it “has numerical or directly quantifiable data are collected to determine the relationship between these categories and to test the research hypothesis” (Dörnyei, 2010, p.9).

In my research, I used a questionnaire to collect quantitative data to gain information on my research topic. I chose to use a questionnaire as it asked specific questions, which made it a quick and straightforward way of obtaining broad and rich information from the pupils involved (Hopkins, 2014, p.118). It also allowed me, as a researcher, to directly compare the results to each other (Hopkins, 2014, p.118). Because I wanted to obtain a great amount of data from the pupils, the questionnaire allowed for quantifiable data, which made the results easier to analyse and compare (Hopkins, 2014, p.120). Despite this, there are also some disadvantages to using a questionnaire, as the questionnaire's effectiveness may depend on the reading ability and comprehension of the participant (Hopkins, 2014, p.120). This could be relevant to my research as I intend to use school pupils that may differ in their understanding of each question (Hopkins, 2014, p.120). More details on the participants will be provided in section 3.2.1. My questionnaire's design was important to ensure the respondents answered as accurately as possible. I decided to have short questions in my questionnaire as they demanded less effort from the respondents (Dörnyei, 2010, p.9). If the questions were too long and demanded too much effort, the respondents may have responded inaccurately because of tiredness or boredom (Dörnyei, 2010, p.9). This is referred to as the fatigue effect, and it would have likely influenced the responses towards the end of my questionnaire if the design was flawed (Dörnyei, 2010, p.9).

To avoid confusion, I also made sure to include general instructions orally before the start of the questionnaire, covering what the study is about, promising confidentiality and including specific instructions for the questions, like how the respondents should go about answering the questions (Dörnyei, 2010, p.19). I explained that there were some specific instructions on some of the questions that differ from the others, where the respondents may be asked to

choose one or more alternatives in one question. However, this is made clear in the specific question (see Figure 1). I also asked the participants to answer as honestly as possible. Giving these instructions could have played an important role in determining the respondent's feelings towards the questionnaire and how they eventually answered the questions (Dörnyei, 2010, p.18). Mackey & Gass (2015) argue that there may be problems in getting accurate and complete responses in questionnaires completed in L2 (p.105). Therefore, I provided the pupils with the option to choose between doing the questionnaire in Norwegian or English. This way, they could answer in the language they felt most comfortable with. The questionnaire included a total of 12 questions for the participants to answer. More details on how the data was collected using the questionnaire will be presented in section 3.3.1.

On what kind of social media application to you use English the most? (You can also chose several)

- Facebook
- Instagram
- Tik Tok
- Snapchat
- Twitter
- BeReal
- YouTube
- None of the above, another application (please write it here)

Figure 1: An example of a multiple-choice question from the questionnaire.

Eight of the 12 questions in my questionnaire included a Likert scale (see Appendix 3). The Likert Scale is defined as “a form of a questionnaire where the respondent is presented to a statement and asked to agree or disagree with this statement on a scale with three, five or seven points” (Anderson et al., 1998, p.184). I chose this method as it provides a great opportunity to gather opinions and attitudes and can relate to terms wider than just agree or disagree (Anderson et al., 1998, p.185). While designing a Likert scale, it was important to remember that the statements would cover the entire range of expected responses, which is why I allowed the pupils to answer “neither agree or disagree” to the statements (Anderson et al., 1998, p.174). I chose to keep the questionnaire relatively short and related to the point, as

it is time-consuming for the respondent to participate in the research, and I did not want them to spend time on irrelevant questions (Anderson et al., 1998, p.70). I gave the pupils statements on a scale with five points consistent throughout my questionnaire's Likert scale questions (See Figure 2).

I believe that using English on social media has improved my writing skills

I strongly agree

I somewhat agree

Neither agree or disagree

I somewhat disagree

I strongly disagree

I believe that using English on social media has improved my vocabulary

I strongly agree

I somewhat agree

Neither agree or disagree

I somewhat disagree

I strongly disagree

Figure 2: An example of the use of the Likert Scale in my questionnaire.

3.1.2 Qualitative research method

The second part of my research was a qualitative research approach. Qualitative research can be defined as “research that is based on descriptive data that does not make use of statistical procedures” (Mackey & Gass, 2015, p.215). Qualitative research usually includes characteristics such as “a rich description, with the aim often involving the provision of careful and detailed descriptions”, as well as natural and holistic representation, intending to study individuals and events in their natural setting (Mackey & Gass, 2015, p.215). Qualitative research also aims to include fewer participants (Mackey & Gass, 2015, p.216). Therefore, it tends to work more intensively with these participants, with less concern regarding issues of generalizability, which is why my qualitative research included three

participants. (Mackey & Gass, 2015, p.216). Even though qualitative research is often open-ended, the methods used in my research followed a research guide that aimed to collect data I could use to discuss my pre-defined research questions (Mackey & Gass, 2015, p.216). This aligns with the deductive approach I have used to analyse the data collected in my thesis (McPherron & Smoke, 2018, p.15).

In psychology studies, qualitative research methodology is often oriented towards understanding the meaning and experience dimensions of human lives and their social world (Fossey et al., 2002, p.730). In such a context, qualitative research can be useful for gaining knowledge about a person's subjective experiences (Fossey et al., 2002, p.730). Therefore, this method was useful in answering my research questions. I aimed to learn about the participating teachers' subjective opinions about whether social media can be used in language learning. My choice of method was influenced by Fossey et al.'s (2002) claims that good qualitative research is characterised by agreement between the perspective that informs the research questions, which was the theory presented in chapter two, and the research methods (p.731). Furthermore, important aspects that affect evaluations of research quality include the principles of good practice in conducting qualitative research and the trustworthiness of the interpretation of information gathered (Fossey et al., 2002, p.731). This thesis's analysis and discussion chapters provided further elaboration on this topic.

I chose to collect my qualitative data by conducting three interviews. The purpose of my interviews was to gain knowledge from the teachers regarding their attitudes and beliefs towards using social media as a language tool. Some advantages of using interviews are that they allow me to investigate phenomena that are not directly observable, such as attitudes and perceptions (Mackey & Gass, 2015, p.225). The interviews were also interactive and allowed me as a researcher to elicit additional data if initial answers were vague, incomplete, off-topic, or not specific enough (Mackey & Gass, 2015, p.225). To best possibly achieve this, the structure of my interviews was important. In my research, I used a semi-structured interview, which allowed me to use a written list of questions as a guide while I still had the freedom to digress and probe for more information (Mackey & Gass, 2015, p.225). I organised my semi-structured interviews around predetermined open-ended questions, with other questions emerging from the dialogue between the interviewer and the participants (DiCicco-Bloom & Crabtree, 2006, p.315). The semi-structured interview offered me a way to attend to lived experiences and investigate questions from existing theories (Galletta, 2013, p.72). The questions were therefore shaped by my thesis's research questions and theoretical framework

(see Appendix 4). The questions in my interview aimed to lead the participant into a full consideration of the variables of my interest (Galletta, 2013, p.72).

While conducting my interview, I audio-recorded the conversation with the participants with their permission. The content of the conversation was transcribed and integrated into my thesis (see Appendix 5). The interviews were transcribed through verbatim transcription, meaning the written words were an exact replication of the audio-recorded words (Poland, 1995, p.291). I borrowed an audio recorder from my institution and saved the recordings on an external flash drive for my research. Using tape recording required technical knowledge, and I ensured I knew how and if the tool worked before using it (Hopkins, 2014, p.107). To avoid making any mistakes while conducting my interviews, I familiarised myself with the tool in advance and made some test recordings. Seale and Silverman (1997) argue that Audio-recording interviews have also been viewed as a strategy to increase the reliability and validity of qualitative research (p.380). Recording data objectively and comprehensibly, including audiotapes, could increase validity (Seale & Silverman, 1997, p.380). Such recordings' transcripts, which followed standardised conventions, also served as an excellent record of my natural interactions with the participants (Seale & Silverman, 1997, p.380). Recordings and transcripts also offered a highly reliable record to which I could return as I developed new hypotheses throughout working on this thesis (Seale & Silverman, 1997, p.380).

The pupils and teachers were asked different questions in this research, but all were related to the same topic. The teachers were asked open-ended questions with room for reflection and elaboration, while the pupils were primarily asked close-ended questions. This was done because I wanted the questions to match the cognitive abilities of each group to minimise the risk of having inaccurate answers that may arise from overly complex or demanding questions (Mackey & Gass, 2015, p.105). Even though the questions were different, both the interview and questionnaire were related to the same topic, and they both aimed to answer my research questions (Mackey & Gass, 2015, p.105). One example of where the teachers' questions differed from the pupils was the potential benefits and challenges related to using social media to enhance English learning. The teachers were asked directly about potential benefits and challenges. In contrast, the pupils were asked about opinions regarding how using English social media has affected specific parts of their English education. This was done to avoid the questions being too complex and ambiguous compared to the pupils' abilities to reflect on the topic, which may have led to inconsistent results (Mackey & Gass, 2015, p.105).

3.2 Participants

In this section, I will introduce the participants of my research. I will also explain why and how I chose them to be a part of my research. I will present the pupils (3.2.1) and the teachers (3.2.2). The results of my research will be used to investigate teachers' and pupils' beliefs, in this case, pupils and English teachers in a Norwegian secondary school. As DiCicco-Bloom & Crabtree (2006) argue, based on my description, the sample of my participants is homogeneous as they all share critical similarities related to my research questions RQ2 and RQ3 (p.317).

The participants of my research all came from a Norwegian secondary school in Vestland County. It is a medium-sized school with over 200 pupils and about 40 employees. It is a new and modern school which functions as a teacher training school in collaboration with the University of Western Norway. The school is in a small town with a population of about 600 people, with pupils arriving from neighbouring towns as well.

3.2.1 Pupils

One of the advantages of using a quantitative method is the ability to use smaller groups of participants to make inferences about larger groups (Swanson & Holton, 2005, p.33). A total of 64 pupils participated in my questionnaire from three different classes. Of these 64 pupils, 22 are 8th graders, 18 are 9th graders, and 24 are 10th graders. The pupil's ages vary from 13 to 16. I chose this age group as most social media applications require users to be at least 13 years old when creating an account.

The fact that all pupils came from the same school can affect the generalizability of the study (Macky & Gass, 2015, p.176). Generalizability refers to “the extent to which the findings of a study can be applied to other populations or settings beyond the specific group of participants and the context of the study” (Mackey & Gass, 2015, p.172). Because the participants in my study are from the same school, they likely share certain characteristics, such as age, socioeconomic status, and level of education, which may not be representative of the general population. However, this is information I did not ask about. Therefore, my results may not be generalisable to other populations, such as pupils from other schools or individuals from different age groups or socio-economic backgrounds.

3.2.2 Teachers

In my research, three English teachers participated in separate individual interviews. To maintain the anonymity of my participants, I will refer to them as “Teacher 1”, “Teacher 2”, and “Teacher 3”. Teacher 1 is a male teacher in his early 30s who has been teaching for two years. He is the English teacher of the 8th-grade pupils that participated in the questionnaire. Teacher 2 is a woman in her late 30s with 15 years of experience working as a teacher. She is the English teacher for the 9th and 10th grades participating in the questionnaire. Finally, teacher 3 is a woman in her late 20s who has worked as a teacher for two years. She is the English teacher for the 8th and 9th grades participating in the questionnaire.

All teachers participating in this research project were selected as they work as English teachers in secondary school. I reached out to the teachers by finding their E-mail addresses online, sending an e-mail with information regarding my project, and asking whether they would be interested in participating. The three teachers in this project agreed to participate and signed a declaration of consent.

Like the pupils, all three teachers work at the same school. As they are participating in a qualitative research method, the researcher will be less concerned about issues of generalizability in this context (Mackey & Gass, 2015, p.216). However, because the participating teachers in the study share a common work environment, there may be certain factors unique to that environment that could have influenced the results. For example, suppose the school strongly emphasised a certain subject during the interviews. In that case, the results of a study on pupils' attitudes towards that subject may differ from those conducted at a different school.

3.3 Data collection

As stated in section 3.1, the data collection of my thesis will consist of two separate research methods, a questionnaire (3.3.1) for the pupils and an interview (3.3.2) for the teachers. Therefore, in the following section, I will describe the design of these methods separately.

3.3.1 Conducting the questionnaire.

The questionnaire was conducted over two days, with both days being the same as the interviews but at different times. The 8th-grade and 9th-grade pupils did the questionnaire on

day one, while the 10th-grade pupils did it the day after. The questionnaire includes 12 questions (see Appendix 3), and the pupils could choose between doing the questionnaire in Norwegian or English. The pupils were given general instructions by the researcher orally before answering the questionnaire. It was done at the start of their school lesson, and it took the participants between 5-10 minutes to finish the questionnaire. I was present during the conducting of the questionnaire and offered help and explanation where that was necessary. Before the lesson started, the teacher of the class posted two links, which I had provided for them in advance, the questionnaire in Norwegian on link one and in English on link two, on the class's Google Classroom page. All pupils used their own Chromebook to access the link to the questionnaire they chose to answer. They were well informed about which link would lead to the Norwegian questionnaire and which was to the English questionnaire before choosing. The questionnaire was done on *SurveyXact*, a digital online survey tool that the pupils could access by pressing the link their teacher posted on the Google Classroom page.

After doing the questionnaire, I ensured everybody had correctly delivered their answers by having them raise their hands when finished and allowing me to check if they had pressed delivered correctly on the questionnaire without breaching the anonymity of their responses. Lastly, I thanked them for participating before leaving and letting the teacher continue the lesson. Carrying out the study went well, and the pupils seemed to be familiar with the concept of answering questionnaires online. Looking back at my experience and what could have been done differently, I would have liked to add more open-ended questions to my questionnaires to allow the pupils to elaborate more on their answers. I believe this could have enhanced my findings and given more insight into their views on the topic. However, I chose not to do this, as I believed it would be too time-consuming and could potentially have led to inconsistent results. I feared the pupils could have interpreted how and what to respond to open-ended questions differently, making the answers less standardised and more challenging to compare and analyse. Despite this, seeing how easily the pupils found it to carry out the questionnaire, I now believe they would have been very capable of answering potential open-ended questions well and that it would not cause the results any issues.

3.3.2 Conducting the interview.

Three interviews were conducted over two days in November 2022. Teachers one and two

were interviewed the same day, while teacher three was interviewed the day after. Prior to conducting the interview, I communicated with the teachers via E-mail. Here, the teachers received an information sheet about the project and a consent form they signed to confirm their participation (see Appendix 2). The interviews were done in person and it was audio-recorded with the participant's consent. The research was conducted in the schools the teachers worked in during their work hours when they were available. This was done for convenience, as it allowed me to do all three interviews within two days without taking up too much of the participant's time. The interviews lasted between 15 to 20 minutes and were done in English. As the interviews were semi-structured, the time of the interview varied based on how the respondent answered the questions.

Looking back on my experience with carrying out the interviews, there are some things I would have liked to have done differently. I would have wanted to give the teachers access to my questions in advance of the interview, as this would have given them more time to reflect on their answers before the meeting, as lack of reflection on the topic was a common theme which affected the responses from the teachers. I would also like to set a clear definition with the teachers about how I defined social media, as there was not as clear and common a definition of this topic among the teachers as I believed it would be. These changes could have allowed the teachers to elaborate more on their views on whether social media is a suitable tool for English language learning.

3.4 Limitations of the study.

When deciding how to address a specific research question, the advantages and disadvantages of my data collection techniques were taken into consideration (Mackey & Gass, 2015, p.217). In my research, I combined a qualitative interview with a quantitative questionnaire.

For my qualitative method, I conducted an interview. In my interviews, I have gathered the opinions of three English teachers, which means that I cannot say that the research results are guaranteed to be generalisable. However, there is a chance that other teachers may share similar beliefs and experiences with the use of social media in English teaching as the participants in my research. Therefore, a weakness of this study may be that the interviews focused greatly on their individual experiences. Only interviewing three teachers may also lead to a limited variation, as it is difficult to identify patterns and trends from such a sample

size. A small sample size may also make it hard to identify demographic diversity, for example, how the teachers' years of experience may affect the results. By interviewing teachers from only one school, I may also be introducing selection bias into my study due to participant recruitment and study inclusion criteria in this context (Smith & Noble, 2014, p.101). It is possible that the teachers I interviewed are not representative of all teachers or that the school used is not representative of all schools.

Similarly to my quantitative research, all the data collected from my qualitative method came from the same school. Therefore, the results may not be generalisable to the whole population, such as pupils from other schools, towns, or even other parts of Norway. The characteristics of the specific school and town I studied may have influenced the results, and it may be difficult to know to what extent these results apply to other Norwegian school pupils. As the sample used in my study may not represent the population being studied, this can lead to biased results (Smith & Noble, 2014, p.101). The thesis's quantitative research method may also reduce complexity by not accounting for human perception and beliefs and not allowing the participants to elaborate on their answers (Choy, 2014, p.101). Therefore, the choice of a questionnaire can be limited in its ability to capture the complexity and nuance of social phenomena such as learning English using social media. The questionnaire also involves pre-determined research questions, which can lead to a lack of flexibility that may limit the ability to explore new or unexpected findings in the research. This shortcoming fails to provide an in-depth description of the participants' beliefs regarding the topic (Choy, 2014, p.102).

Looking back at my research, I have identified areas where I would have made different choices. As mentioned in my data collection (Section 3.3), there were some parts I would have liked to have done differently to enrich my research findings. One of these things would be to give the teachers more time to reflect on the questions in my interview before the interview and provide them with a clear and common definition of social media. I believe these changes could have given them a better opportunity to answer the questions regarding their views on the topic. I would also have liked to provide the pupils with more open-ended questions, as I believe this could have given a better insight into their views on the topic and could have provided some interesting answers. As with the teachers, I would also have liked to give the pupils a clear definition of social media before starting the questionnaire to ensure everybody answered the questions based on a consistent understanding of the term. For that same reason, I would also have liked to give them a definition of what I meant by "communication", as this may have been interpreted differently by the participants and,

therefore, may have affected the results to some degree.

3.4.1 Ethical considerations

The Norwegian Centre for Research Data (NSD) approved this research project. The data collected throughout this study has been handled according to their guidelines. NSD (2022) has defined personal data as “any data that can be linked to a person, for example, national ID number, name, or e-mail/IP address”. A person’s voice on the sound recording is also personal data, which I used in my research (NSD, 2022). I did not use personal data from the pupils in my research, only voice recording from the teachers. To ensure the anonymity of the teachers, their names are not mentioned on the audiotape nor in this thesis. To ensure complete anonymity for the pupils in my research, I used "SurveyXact" to carry out my questionnaire. This online survey tool ensures the participant's anonymity and does not download their IP addresses. SurveyXact also has an agreement with *Høgskulen på Vestlandet*, allowing me to use the tool for free. I did not ask for any identifying information from the pupils in my questionnaire.

I have based some basic ethical principles of data collection on five general principles. The first principle is that no harm should come to the respondents as a result of their participation in the research. This can be viewed as the primary ethical principle governing data collection. It overrides all other considerations, and to uphold this, I have taken measures to ensure complete anonymity for the participants (Dörnyei, 2010, p.79). The second principle is that the respondent’s right to privacy should always be respected, and they should not be pressured at any point (Dörnyei, 2010, p.79). Therefore, I made sure to let the participants know that it was completely voluntary to participate in my research. I also allowed the respondents to refuse to answer questions without offering any explanation by adding “neither agree nor disagree” as an option in the Likert scale used in my questionnaire (Dörnyei, 2010, p.79). The third principle is that the respondents should be provided with sufficient initial information about the survey to give their informed consent concerning their participation in my research and how I will use the data obtained (Dörnyei, 2010, p.79). To achieve this, I provided my interview respondents with an information letter approved by NSD, giving sufficient and promising their confidentiality. The fourth principle is regarding children, as permission to conduct the survey should always be sought from someone with sufficient authority to give such consent (Dörnyei, 2010, p.80). Since the questionnaire was completely anonymous, this

was not relevant to my research. The fifth and last principle is that it is the researcher's moral and professional obligation to maintain the promised confidentiality for the respondents, a commitment I have conscientiously upheld (Dörnyei, 2010, p.80).

3.5 Reliability and validity

To ensure the quality of my research, I will present its reliability (3.5.1) and validity (3.5.2) in the following section.

3.5.1 Reliability

The reliability of research is concerned with the consistency of the analytical procedures, including accounting for personal and research method biases that may have influenced the findings (Noble & Smith, 2015, p.34). One of the things that could affect the reliability is the use of self-report in my quantitative research method. The self-reported indicators may reflect an individual's inflated opinions, and the answers may be biased due to the subjective nature of self-report (Abowitz & Toole, 2010, p.9). In addition, they may reflect changing individual biases and inaccuracies (Abowitz & Toole, 2010, p.9). For example, as using social media in the classroom may be something the pupils view as appealing, this may lead to some social desirability bias, where the desire to include social media in the classroom may lead to inconsistent results. The design of the questionnaire is also important regarding the reliability of the research, as poorly worded or ambiguous questions can lead to inconsistent responses and reduce reliability (Krosnick, 2018, p.270). This can also be the case if the response options are too limited and the options do not fit the respondents' true opinions. I tried to prevent this by using a Likert scale for my questionnaire, which allowed the pupils to answer to what level they agreed or disagreed with a statement or if they neither agreed nor disagreed.

In qualitative research, I, as a researcher, can also be a risk to reliability (Brink, 1993, p.35). The physical appearance of the researcher may have influenced the situation based on his demeanour and personal attributes as well as the interviewers' different styles, level of experience or understanding of the research topic, which can lead to inconsistent results (Brink, 1993, p.36). The lack of responsiveness from the participants may also be due to the researcher's lack of knowledge or inability to synthesise the respondents' answers, which I experienced in my interviews (Morse et al., 2002, p.18). My lack of experience with

interviewing may have led to the respondents answering in a quite short manner as I did not want to pressure them into answering questions they may not have any strong opinions about. Depending on the researchers' values, researcher bias may also be introduced, and the findings may be subjected accordingly. Awareness of such bias is important, and every researcher should examine and declare their underlying values and assumptions so that they can be considered and affect the results as little as possible (Brink, 1993, p.36). The participants of qualitative research can also be a risk to the reliability, as, like with the researcher, the participants may introduce some sort of bias in their answers (Brink, 1993, p.36). To avoid this, I made sure that informants clearly understood the nature of the research, and I cross-referenced the obtained results with other forms of evidence, such as previous research on the topic (Brink, 1993, p.36).

To achieve reliability, I have used triangulation in my research. This means that I am utilising both qualitative (interviews) and quantitative (questionnaire) data collection methods to make sure the validity and reliability problems counterbalance each other to achieve a reliable result (Abowitz & Toole, 2010, p.10). The primary goal of my triangulation is to avoid the personal biases of the participants and overcome the deficiencies of a single-method study, which I have done by cross-validating the answers from the two groups to investigate any major inconsistencies in their personal biases (Brink, 1993, p.37). This will enhance the strictness of my study and thus improve the evidence quality and strength (Moon, 2019, p.104). In addition, it may also lead to improved reliability, as the answers from the teachers may explain the personal biases of pupils and vice versa (Moon, 2019, p.104). Triangulation has improved reliability by incorporating diverse perspectives and minimising potential individual biases.

3.5.2 Validity

Validity in research concerns whether a research method is suitable to examine what it is meant to investigate (Kvale & Brinkmann, 2015, p.276). With my research, I aimed to ensure my results are valid and reflect what we believe they reflect. I also wanted it to have significance not only to my tested experimental group but also to a broader and relevant population (Mackey & Gass, 2015, p.158). Therefore, ensuring the validity of my project was done at all stages of my research, with the process being done as a continuing process

validation (Kvale & Brinkmann, 2015, p.277). The validation control aimed to investigate the sources of error. This was done by examining the quality of the interview and questionnaire and if the methods chosen were appropriate for the purpose of the research (Kvale & Brinkmann, 2015, p.279). Other things I considered were the decisions made in relation to planning, transcribing, and analysing the data, which may all have impacted the validity of the research (Kvale & Brinkmann, 2015, p.278).

The most common areas of concern within research are, according to Mackey & Gass (2015), internal and external validity (p.160). Internal validity addresses “to what extent the results of a study are affected by other variables of what is being examined” (Mackey & Gass, 2015, p.172). In contrast, external validity is “concerned with whether the results are generalisable” (Mackey & Gass, 2015, p.172). I focused on certain important elements while conducting my research to minimise threats to internal validity. One of these elements was the participant characteristic, where language background, language learning experience and proficiency level may all have affected the internal validity (Mackey & Gass, 2015, p. 162). I tried to minimise this element by allowing the pupils to choose between doing the questionnaire in Norwegian and English. Another aspect I considered was the location of the data collection. The physical environment could potentially have influenced the results if the group was in a noisy or uncomfortable setting (Mackey & Gass, 2015, p.167). To avoid this, the interviews and questionnaires were carried out at the participant's school, as this is an environment that they are familiar with and, therefore, likely to be comfortable in. The last element I would like to point out is participant attitude, as they might have tried to please the researcher by giving the answers or responses they thought were expected or wanted (Mackey & Gass, 2015, p.166). To minimise this risk, I asked the participants in advance to try to answer as honestly as possible to the questions, as it would allow me to get the best possible results.

Another thing I considered with participation attitude was the fatigue and boredom effect. As a researcher, I needed to reflect on how much time I could expect the participants to use on the research without losing confidence in the results (Mackey & Gass, 2015, p.166).

Therefore, my research design was important, and I had this in mind while designing the questionnaire and interview. Looking back at my data collection, the formulation of questions may also have affected the internal validity by introducing data collection bias (Smith & Noble, 2014, p.101). As the questionnaire used a Likert scale, the pupils may have found the questions leading towards wanting them to agree to the statements, which may affect the validity of the research. Also, not clarifying clear definitions of terms such as

“communication” and “social media” in my questionnaire and interview may have led to some participants interpreting the terms differently and therefore giving inconsistent answers.

As for external validity, one thing that may have affected my research is the sampling of participants. As I only used participants from one school, this affected the generalizability of my research. I could have avoided this by doing a stratified random sample of participants. This would have allowed me to divide the population into subgroups, in my case, secondary school pupils and English teachers and use these random participants for my study (Mackey & Gass, 2015, p.172). However, as I do not have access to the entire population, this would be very difficult to achieve. I could have used several schools, but this was also difficult to achieve due to the high demand for research schools from fellow students. I intended to use secondary school pupils at a Norwegian school and their respective English teachers to find their attitudes and beliefs, so I have used a purposive sample for my research (Mackey & Gass, 2015, p.175). As a result, the results of my study can be applied to the selected group of participants but may not be generalisable for the larger population.

In my research, I used mixed-method research, which can have affected the validity of my work. Validity in mixed-method research is defined as “employing strategies that address potential threats to drawing correct inferences and accurate assessments from the integrated data” (Creswell & Clark, 2011, p.251). One validity threat that is particularly relevant to my research is that when multiple cases are selected, there is a possibility of failing to make a meaningful cross-case comparison (Creswell & Clark, 2011, p.253). Another threat is reporting the cases based on either the quantitative or qualitative results but not on the integration of the results (Creswell & Clark, 2011, p.253). To avoid such validity threats, I aimed to explicitly merge the quantitative and qualitative databases for each case in my analysis chapter (see Chapter 4) and cross-case analyse these (Creswell & Clark, 2011, p.253). Furthermore, by using triangulation, I aimed to increase the validity of my findings and prove how multiple perspectives on the same issue can help confirm the results. This helped me reduce researcher bias and increase the generalizability of the findings.

In the method chapter of my thesis, I have aimed to justify and explain the reasoning for the methods chosen in my research. I have done this to make the procedures clear and understandable for the reader. Furthermore, all relevant information regarding this research is included in the appendices of this thesis to allow the reader to check the results and interpretations.

4. Analysis

The following chapter will present the findings from my qualitative and quantitative research. It is grounded in the methodological considerations presented in chapter three. The results will be presented in separate categories relevant to answer the research questions. In this chapter, I will use excerpts from the interviews made in my research and the complete transcripts can be found in Appendix 5. As mentioned in section 3.1, I am using a concurrent design for my analysis, which means the results from the questionnaire and interview were collected separately and independently of each other, but both are analysed and reported on together in the following chapter (McPherron & Smoke, 2018, p.19).

The analysis resulted in four major categories based on the findings made in my research. These categories are “Teachers’ and pupils’ habits of using social media” (4.1), “Perceptions of challenges and benefits of using social media for English language learning” (4.2), “How to use and integrate social media into language learning practice” (4.3) and finally other findings (4.4). These categories are formulated based on my deductive analysis approach to answer my research questions as best as possible.

4.1 Teachers’ and pupils’ habits of using social media.

The findings in this subchapter are related to RQ1: **How do teachers' and pupils' habits of using English on social media compare?** The findings from the research will be presented in two subcategories: “Pupils and teachers’ habits on Social media” (4.1.1) and “Which social media platforms do the teachers and pupils use?” (4.1.2).

4.1.1 Pupils’ and Teachers’ habits of using English on social media.

The participant's personal experiences with using English on social media were asked early in both research methods. As shown in Figure 4.1, 56 out of 64 pupils (87.5%) answered that they strongly agree or somewhat agree with the statement that they use English to communicate on social media. Only four pupils neither agree nor disagree with the statement, which shows that a large proportion of the pupils use English to communicate on social media. Despite this, some pupils disagreed with the fact that they used English to communicate on social media. However, this was only the case for four pupils who either somewhat disagreed or strongly disagreed (6%), which shows that this is the case for a very small portion of the participants.

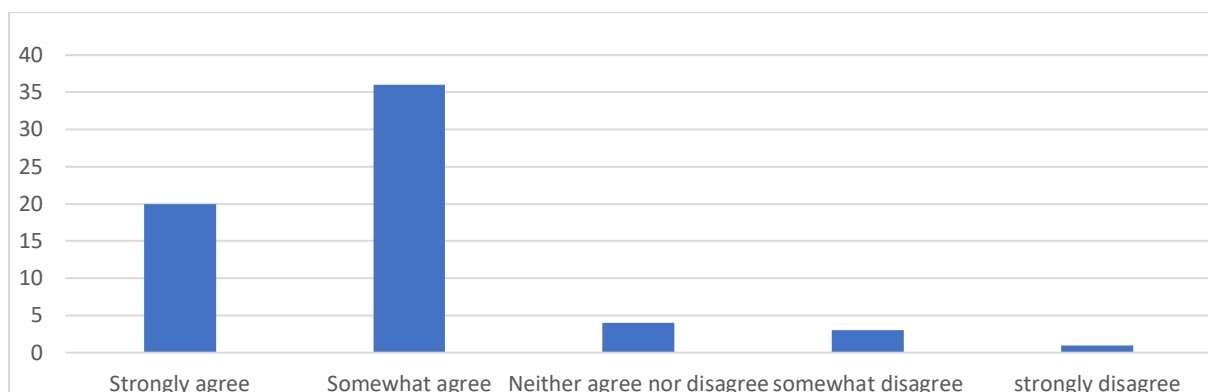


Figure 3: I use English to communicate on social media (Question 2)

In the interviews, the teachers were asked whether they use English when communicating on social media. Interestingly, teachers 1 and 2 first neglected the question, but after reflecting on their use, both corrected that they use English to some extent. However, this is mainly through reading, with examples being articles and blogs online. Contrary to their pupils, they did not have much experience communicating in English on social media, as shown by this quote from Teacher 1.

Teacher 1: “No, not really” [...] “Well, I do use English for reading. I read different articles in English. I follow different types of music bands, movies, fan websites and fan sites and pages”.

Contrary to her colleagues, Teacher 3 was more positive initially to the question and answered yes straight away. However, she also claimed that her experience of using English on social media mostly stems from reading and from doing research.

Teacher 3: “Yes, I read quite a lot on English on social media. I don’t talk a lot, no. But a lot of reading and if I want to research something I tend to search on English”.

This result may mean there is some distance between the teachers’ habits compared to the pupils, as none of the teachers claimed to be using English on social media for communication. In comparison, most of the pupils answered that they either strongly agreed or somewhat agreed with the statement that they used English for communication on social media. This result may also be due to a difference in how they have interpreted the question, as it may not be a very clear and common definition of what “communication” accounts for between the participants.

4.1.2 Which social media platforms do the teachers and pupils use?

Regarding which applications and platforms the participants use English on, the results also show a big difference between the teachers and pupils. This was asked to get a broader understanding of which applications were most relevant to the pupils' everyday use and how this relates to their teachers' habits.

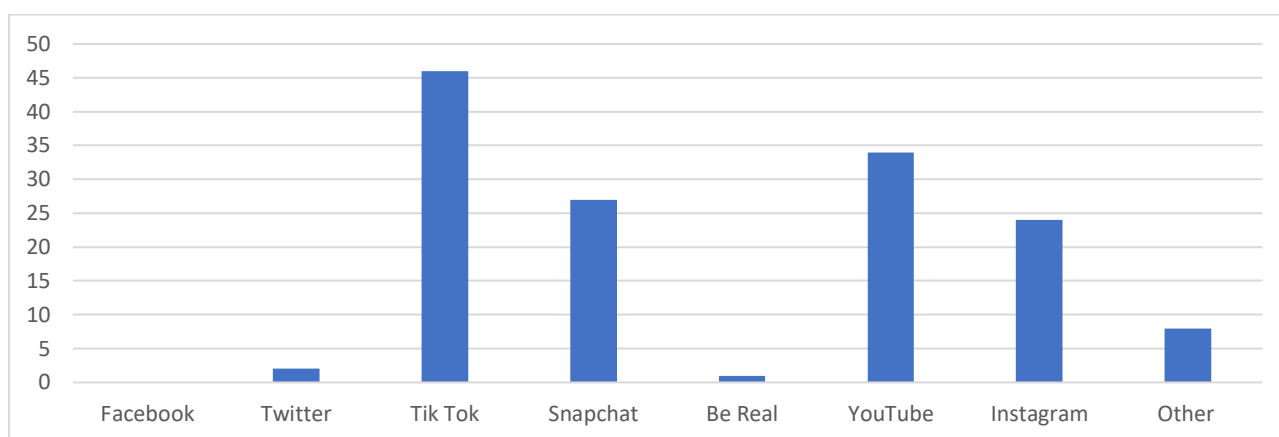


Figure 4: On what kind of social media application do you use English the most? (You can also choose several) (Question 3)

This question allowed the pupils to choose several options on which social media they use English the most. Therefore, it is more relevant to look at the percentages rather than the number of respondents for this question (see Figure 4). The percentages are calculated based on how many of the answers included the specific social media application rather than the number of pupils that answered it. The questionnaire showed that the social media application the pupils used English on the most were Tik Tok (32%), YouTube (24%) and Snapchat (19%). Both Tik Tok and YouTube are applications where the users watch movies and content, which can mean that the pupils use English on social media by watching English-speaking videos and content. It is also worth noting that both YouTube and Tik Tok have comment sections under every video, where the pupils can write and respond to other users in English. However, Snapchat is an application used as a tool for communication which shows that the pupils also communicate with others in English outside of school. The pupils could also answer "other" in this question if any applications they used English on were not included. When answering "other", they were asked to give a written answer to which application was relevant to their response. As Figure 5 shows, four pupils (6%) answered *Discord*, and another four pupils (6%) answered online games to this question (see Figure 5). *Discord* is an application which allows the user to communicate with each other. Online

games do not qualify as social media according to the definition presented in this thesis (see section 1.3.1).

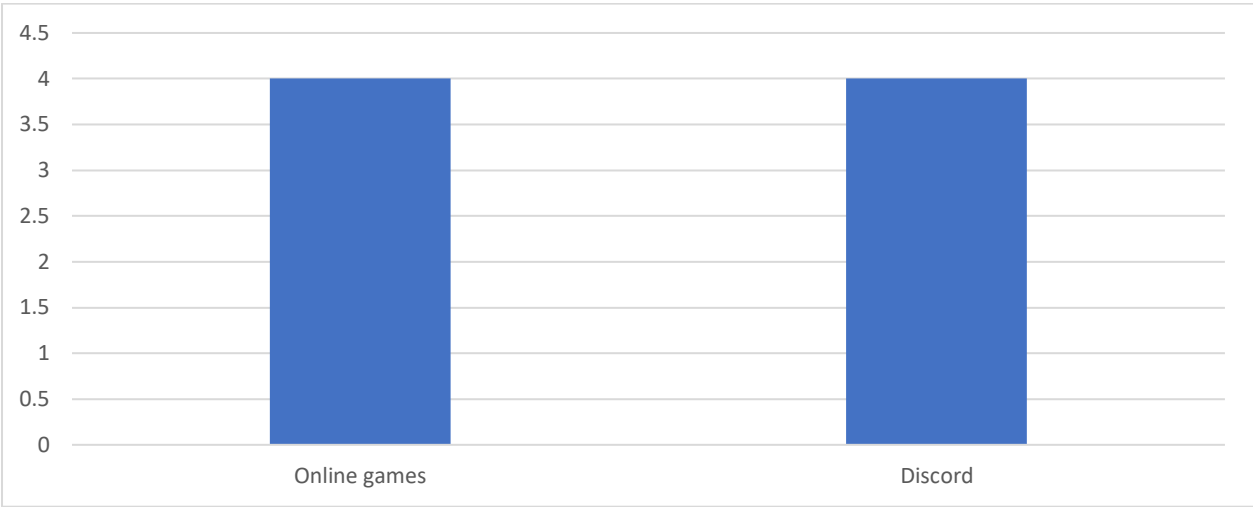


Figure 5: None of the above, another application (please write it here) (Question 3).

As for the teachers, the results show that they do share some similar social media habits as their pupils. When asked about whether they use social media and, if so, which applications they use, the answers showed that both Instagram (66%) and Snapchat (100%) were used by the teacher regularly (see Figure 6). However, all three teachers answered that they use Facebook, which is a big contrast to the pupils as none of the participants from the questionnaire answered that they use this platform (see Figure 4).

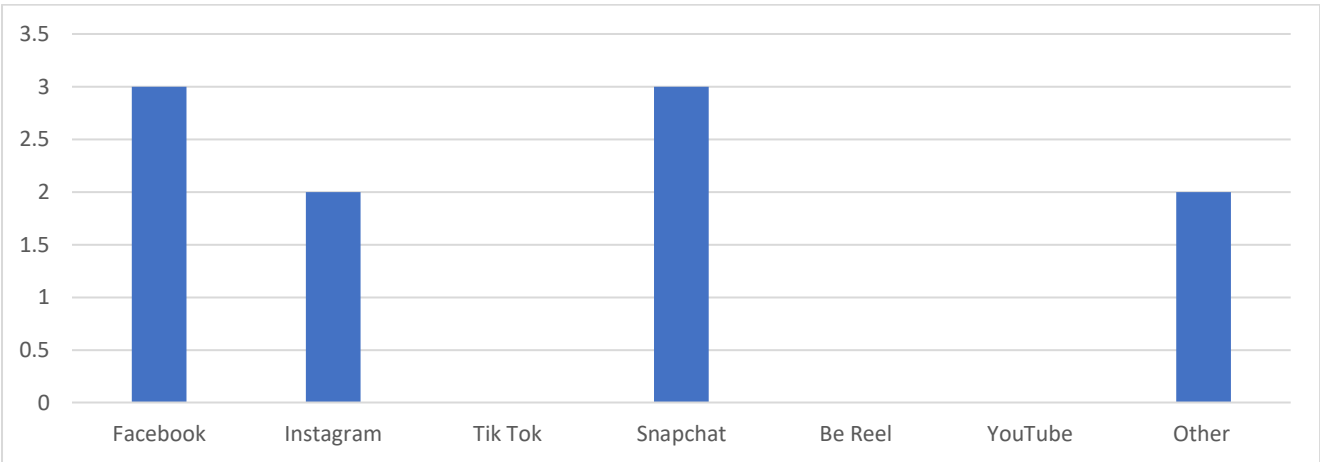


Figure 6: Teachers' social media habits.

Teacher 3 shared many similarities with her pupils, claiming that social media platform is her primary source of communication. However, her answers presented in section 4.1.1 indicate

that this communication happens only in Norwegian, as she claims that she does not communicate in English at all on social media.

Teacher 3: "I use a lot of social media. It is my main source of communication with others right now. Really both on...I almost never use normal telephone or text messages anymore. I only use Snapchat and Facebook, etcetera. So, I use it quite a lot."

Interestingly, Teacher 2 highlighted that her reasoning for using some of the applications she does is that it is more common for her age group as a late 30-year-old. However, the result from the questionnaire shows that both Instagram (17%) and Snapchat (19%) are also very popular social media applications among her pupils. This may mean that she has more in common with her pupils than she may be aware of. However, she also claims that no communication occurs in English on these platforms, contrasting her pupils' answers.

Teacher 2: "Since I am in the age group I'm in, I still use Facebook and Instagram and Snapchat."

Teacher 1 also shares that he feels certain social media applications are not suited for his age group. However, he does use Snapchat, which is very common among his pupils. He does, however, say that he is purposely trying to stay away from applications like Tik Tok, as he feels it is not suitable for his age group and that it is more suited for younger users. He is right in this assumption, as the questionnaire shows that Tik Tok is the most popular social media application where the pupils use English (see Figure 4).

Teacher 1: "I have used it since the mid-2000s. I have been on Facebook, Nettby and Blink. And Snapchat of course. WhatsApp. And various others that have come and gone."

[...]

Interviewer: "So you follow the trends?"

Teacher 1: "I try to. But Tik Tok I haven't touched. I feel too old, so the kids can have it."

The results show that the teachers share some similarities with their pupils' social media

habits and have some level of understanding as to which applications their pupils use. However, despite this, the most significant difference between the two groups is the usage of English on these applications, where the teachers differ remarkably from their pupils' answers.

4.2 Perceptions of challenges and benefits of using social media for English language learning

The findings in this subchapter are related to RQ2: **What are the perceived benefits and challenges of using social media for English language learning?** The findings from the research will be presented in two subcategories: “Perceptions of benefits regarding the use of social media in English language learning” (4.2.1) and “Perceptions of challenges regarding the use of social media in English language learning” (4.2.2).

4.2.1 Perceptions of benefits regarding the use of social media in English language learning

In the theoretical framework of this thesis, the potential benefits of using social media for English language learning were presented in chapter 2.1 by looking at how it can be used to improve learning in general and specific English language skills. To understand how pupils and teachers perceived this, they were asked about their beliefs regarding this topic. The pupils were asked whether they believed using English on social media affected specific language skills. These language skills were reading skills, oral skills, vocabulary, listening skills and writing skills. The teachers were asked more generally about how English can improve English proficiency among the pupils.

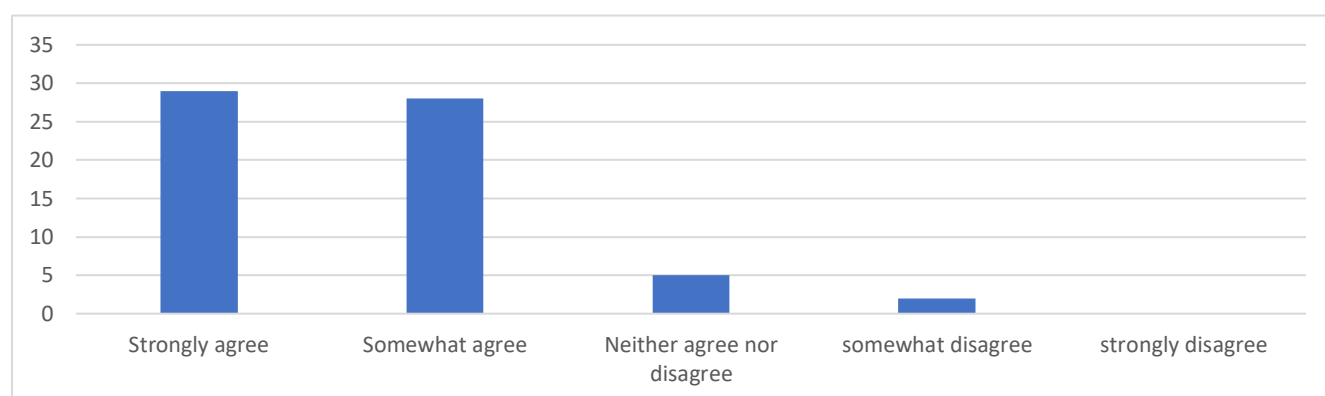


Figure 7: I believe that using English on social media has improved my writing skills (Question 5).

Regarding their writing skills, 57 pupils (89%) responded that they agree or strongly agree that social media has improved their writing skills. Only two pupils answered that they

somewhat disagreed, while nobody responded that they strongly disagreed. While being asked about the potential benefits of language learning on social media, Teacher 3 highlighted that communication skills and communicating with others could improve their English proficiency.

Teacher 3: “Definitely their communication skills and communicating with each other could be improved with that. And also their general oral skills as listening to how other people talk and talk with others on social media is something I believe could lead to an improvement”.

The teacher's comment on communicating with others can refer to writing messages and comments, which can improve the pupils’ writing skills in English. Teacher 3 also highlighted that the pupils’ oral skills could specifically benefit. The questionnaire shows that her pupils also believe that, as a total of 50 pupils (78%) answered that they somewhat agree or strongly agree with the statement that using English on social media has improved their oral skills (see figure 8).

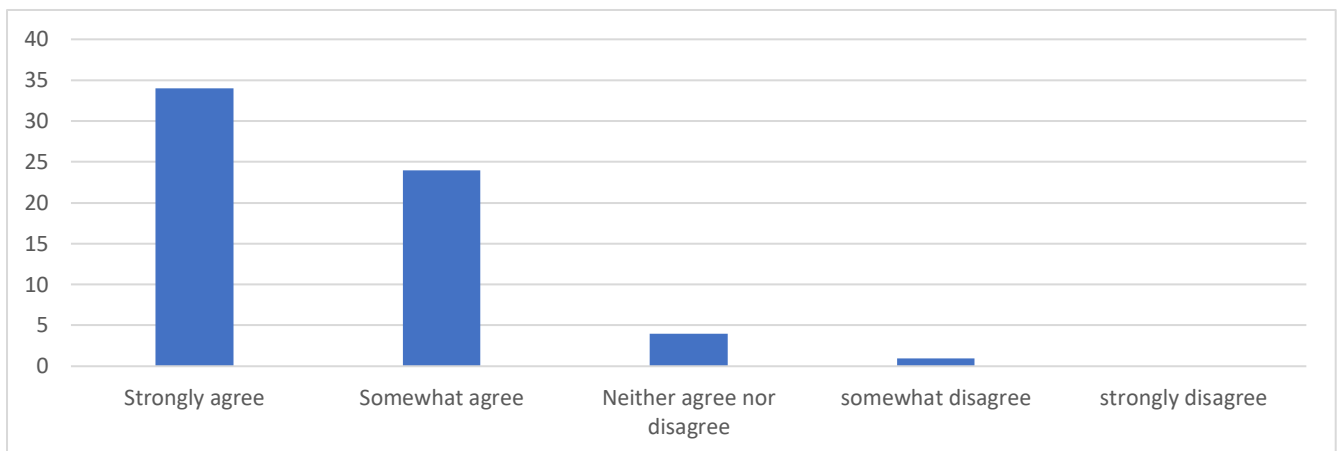


Figure 8: *I believe that using English on social media has improved my oral skills (Question 7).*

The teachers in the interviews agreed that there were benefits to using social media for language learning. Teacher 1 specifically mentions how all use of language is learning the language and believes that this can relate to English use on social media. Teacher 1 did not mention specific skills but highlighted that overall English proficiency could be positively affected by doing this.

Teacher 1: “Then yes, of course. I think that all use of language is learning the language. So, the more you use it, the more accustomed you get to it. So, I think it’s useful either way, just by exposing yourself to the language. Whether that be reading a

book, watching a movie, or having a small conversation in English. Everything helps”.

The pupils were also asked about other specific skills and whether they believed using English on social media has improved them, including their reading skills (Figure 9), listening skills (Figure 11) and vocabulary (Figure 10).

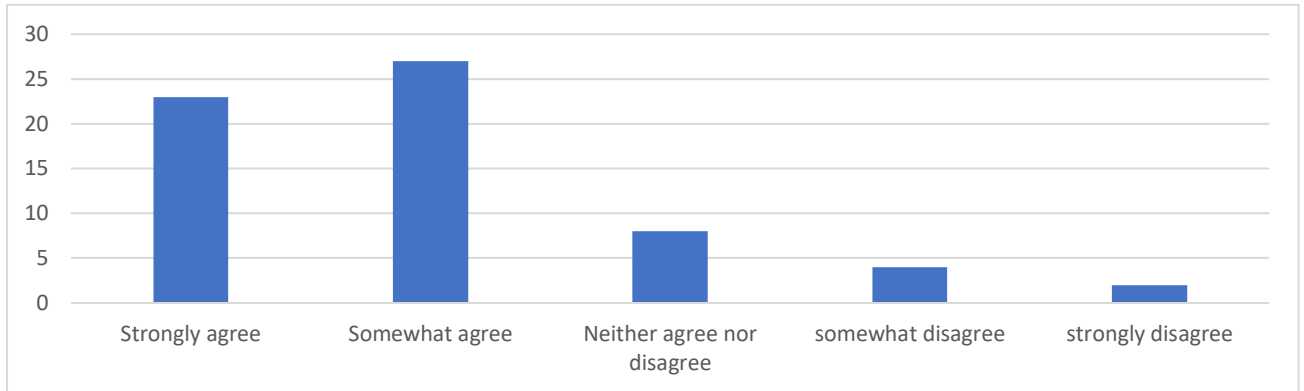


Figure 9: *I believe that using social media has improved my reading skills (question 8).*

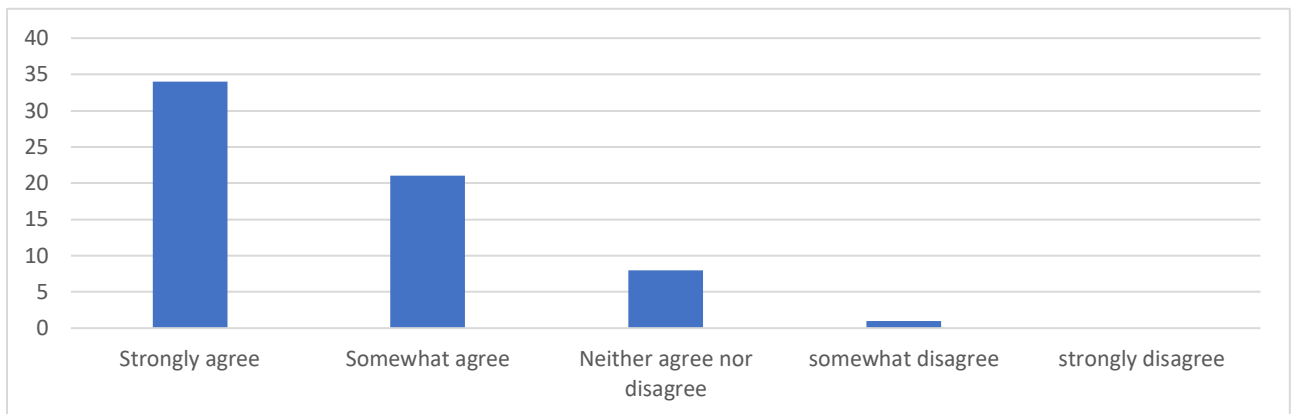


Figure 10: *I believe that using English on social media has improved my vocabulary (Question 6)*

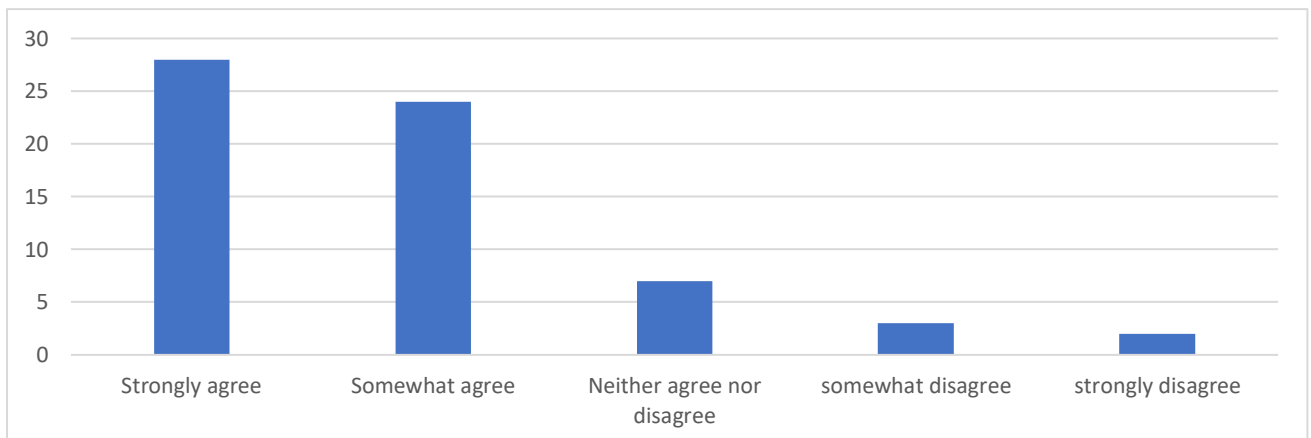


Figure 11: *I believe that using English on social media has improved my listening skills (Question 9)*

These questions show that the pupils viewed using English on social media provided several benefits to their English language learning. Improvement of vocabulary (figure 10) had the

highest “strongly agree” answer rate of the research (53%), which shows that this is the skill that the pupils agreed on had the most positive influence on their English proficiency. The pupils were also mostly agreeing with the improvement of their listening skills (figure 11), which can be related to the fact that they answered that they use English mostly on video-watching social media applications like Tik Tok and YouTube. Interestingly, the pupils were slightly more reluctant when asked about their reading skills (figure 9). This is the only question in the questionnaire where more pupils answered that they somewhat agreed (42%) to the statement regarding their English language skills rather than strongly agreed (36%), which may indicate that they are reluctant to certain aspects of improving their reading skills through the use of social media.

4.2.2 Perceptions of challenges regarding the use of social media in English language learning

To get an understanding of the potential challenges that using social media in teaching could present, the teachers were asked about this during the interview. However, the pupils were not asked directly about the potential challenges of using social media, but rather their opinions on whether it has helped them in language learning and whether they believe it should be used. As mentioned in section 3.1.2, the pupils were not asked directly about challenges or benefits as I wanted the questions to be unambiguous, simple, and answerable for the pupils (Mackey & Gass, 2015, p.105). The answers from the questionnaire show that pupils mostly viewed social media usage as beneficial for their language learning, as the majority of respondents were positive towards how it affected their English language skills.

The main challenge the teachers were concerned with was the potential dangers of invading the pupils’ personal lives by interacting together on social media. Teacher 3 was particularly concerned with crossing the line of privacy and mentioned following each other on Instagram as an example of crossing this line.

Teacher 3: “I definitely believe it can promote relationship building between pupils. However, if it is between teachers and pupils, I would be wary of crossing the line of privacy. For example, through following each other on Instagram. Here I would be sceptical. But it would definitely work between pupils, and I believe it is already working like that”.

Teacher 2 agreed that teachers should be wary of invading the privacy of the pupils as it may

be problematic for the relationship between teachers and pupils. Despite her concerns, she believes it can be done. However, the teachers must be wary of how it may affect their relationship with the pupils.

Teacher 2: “[...] But it is important to remember the relationship between teachers and students because there are examples of this being a negative thing such as inappropriate relationships being built. But it might work”.

Teacher 1 also highlighted his concerns regarding how the language used on social media could affect the pupils negatively by learning bad habits regarding informal use of language and incorrect spelling. He also thinks this could affect the teachers and emphasises that teachers should exhibit proper English in the classroom.

Teacher 1: “[...] Yes sure of course, all social media writing is informal writing, but I am not sure if the teacher should be promoting the use of informal writing. But it is a matter of context I believe with your personal life and your professional life. That goes for teachers as well, because I think that language teachers should exhibit proper spelling for instance when they talk to students.”

Most of the concerns from the teachers regarding the challenges of using social media were regarding privacy. However, it is also worth pointing out that four pupils answered that they strongly disagreed or somewhat disagreed with the statement that they used English on social media, and four neither disagreed nor agreed (see Figure 3). Even though this is a minority of the pupils, it could be challenging for the teachers to adapt their teaching to ensure all pupils benefit. It may also be that these pupils do not have social media profiles, which the teachers need to account for before potentially adding it as a digital tool for language learning.

4.3 How to use and integrate social media into language learning practice

The findings in this subchapter are related to RQ3: **How do teachers and pupils view the use of social media for English language learning, and how is it integrated into their existing language learning practices?** The findings from the research will be presented in two subcategories: “The use of social media in teaching today” (4.3.1) and “Attitude towards using social media in teaching” (4.3.2)

4.3.1 The use of social media in teaching today

To understand whether social media is being used as a teaching tool today, both the pupils and the teachers were asked about this. The pupils' responses were mixed regarding whether their teachers used social media in their language learning. A total of 20 pupils (31%) answered that their teacher never uses social media in language learning, eight responded (13%) that the teachers used it sometimes, and 14 (22%) said it happened but rarely (see Figure 12).

However, it is worth noting that 19 of the pupils (30%) claimed they do not know whether the teachers use social media in learning. This may indicate that they do not have a clear definition of what social media is, are unsure as to what counts as part of language learning, or do not recall any specific examples from their English lessons.

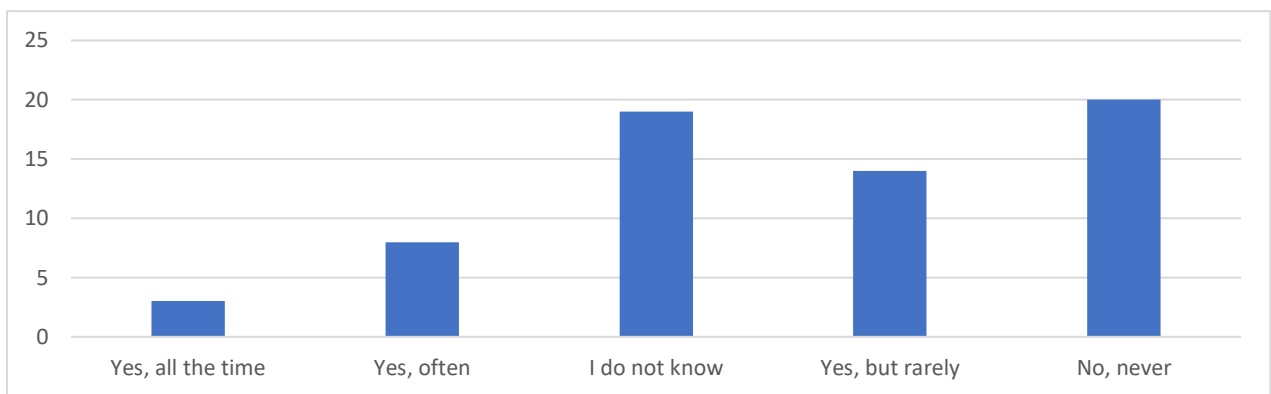


Figure 12: Does your teacher use social media as a part of your language learning? (Question 10)

As for the teachers, both Teacher 1 and Teacher 3 said that they do not believe that they have used social media in their teaching, at least not intentionally. A total of 39 pupils (61%) said that their teacher never used it or did not know whether their teacher used it, so the answer from the interviews corresponds well with the findings from the questionnaire (see Figure 12). However, 25 pupils (39%) answered yes to some extent in the questionnaire, which means the pupils may have different understandings of whether it has been done in the past.

Teacher 3: "I do not believe that I have done that. Not with the lower grade students at least. I do not believe I have used it with the older pupils either, not intentionally at least".

Teacher 3 says she has not used social media for learning intentionally. However, this may indicate that she has done this unintentionally at some stage but would have done so without making it clear to the pupils that this was intentional. This may explain why some pupils answered that they do not know whether their teacher has used it as a part of language

learning or are unsure what counts as social media. Despite this, 25 pupils answered yes to the question, both “yes, all the time” (three pupils), “yes, often” (eight pupils) and “yes, but rarely” (14 pupils). This can also be related to teacher 2’s answer regarding her experience with using social media to promote English language learning.

Teacher 2: “Some years ago I was correcting midterms in two different English classes, and I saw one writing error that was repeated in both of those classes. So, I made up an Instagram account and shared this with my students, and every day during Christmas I put out a post with different versions of the word “with”. Because that was the writing mistake. And after Christmas, almost everyone knew how to write that word. So, if it is in a controlled form, maybe. But letting the students out freely I am not so sure about”.

In this example, Teacher 2 specifically used Instagram, which 24 pupils answered is an application they use English on (see figure 4), to create language awareness and improve the pupils’ writing skills in a creative manner. In this case, the language skill she wanted to focus on was spelling, which can be related to the pupils’ writing skills. Despite initially saying he did not use it in teaching yet, Teacher 1 also said that he had given the idea some thought and was willing to try using social media as a teaching tool in the future.

Teacher 1: “Yeah, of course, sure! I’m just not sure how. I haven’t given it much thought, really, but one idea I’ve always had is to make a thread where, and we have tried this in English, where we made a thread with a statement and the pupils got different types of roles. One was the professor, one was the troll, and then they had to use that role when they replied in the thread”.

Interviewer: “Was this within a chat room or something similar?”

Teacher 1: “It was in Teams. Microsoft Teams, which the students have access to here, and we can chat with them”. [...] “It worked fairly well actually, a lot of them, or some just wrote one sentence and then they were done of course, but a lot of them got sort of carried into it”.

In this example, Teacher 1 believes there is some untapped potential in using social media to learn English through a chat thread on a social media application. Interestingly for this specific answer, the teacher answers that he has not given the idea of using social media much

thought. However, he continues to provide an example of his idea for an English lesson where they would use social media as a collaborative tool to work together. This may show that the teacher has subconsciously considered using social media as a learning tool but has not realised it. Teacher 1 also says that he used Microsoft Teams for this particular exercise. However, considering his claim that he has not used social media in his teaching may mean that he does not consider Microsoft Teams a social media platform.

Norwegian teachers are obliged to follow the subject curriculum while conducting teaching in Norwegian schools. To find out whether the teachers believed the subject curriculum in English could account for the use of social media, I asked them about this in the interview. Similarly to earlier in the interview, the immediate reaction from two of the teachers was critical to the question, but after reflecting on the topic, they changed their answers.

Teacher 1: “No, not really. They focus a lot on different sources and evaluating different sources, whether they are credible or not, but not really...the way I read them, I haven’t really picked up on any social media per se, really”.

Interviewer: “One example here is from the curriculum in English after the 10th grade, use different digital resources and other aids in language learning, text creation and interaction. Do you think social media can function within that aim?”

Teacher 1: “Yes, definitely!”

Like Teacher 1, Teacher 3 immediately responded critically but changed her answer after reflecting on the question. These immediate reactions may again give information that the teachers have not considered the matter previously or are unaware of how to interpret it in their language teaching.

Teacher 3: “No, maybe not. Or maybe those aims regarding communication. But considering I have not put any thought in to using social media in my teaching I have not gotten the expression that the subject curriculum accounts for it to be something I should use. However, I definitely believe, considering it plays such a huge part of the pupils everyday life, it could be mentioned within the subject curriculum.”

Interviewer: “One example here is from the curriculum in English after the 10th grade, use different digital resources and other aids in language learning, text creation and interaction. Do you think social media can function within that aim?”

Teacher 3: “Yes! Definitely. Like right now we use digital tools for text creation and doing research on google, so it can definitely be used for social media as well”.

Teacher 2 stands out from her colleagues, as her initial responses were positive to the question. She specifically mentions “the last point” in the English subject curriculum, which is to «explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests» (The Ministry of Education and Research, 2019).

Teacher 2: “Maybe the last point. Because that accounts for interests and communication in media.”

[...]

Interviewer: “You think you could argue that this aim can account for social media?”

Teacher 2: “Yes, of course. And then we can meet the students at their arena, and it might not be that scary because they are used to it and used to see other kids on there as well.”

She believes this point can account for the use of social media in language teaching and that it can be used to meet the pupils at what she refers to as “their arena”. She also points out that it is beneficial for the pupils to have prior knowledge about social media platforms.

4.3.2 Attitude towards using social media in teaching

Despite the lack of usage, the results show that teachers and pupils had a positive attitude towards the prospect of using social media in teaching. A total of 57 pupils (89%) responded that they strongly agree or somewhat agree that their school should use social media for language learning in English. Only three pupils responded (5%) that they somewhat disagreed, with four pupils (6%) neither agreeing nor disagreeing with the statement (see Figure 13). In addition to the pupils’ earlier responses regarding how social media have affected their English language skills, this result can give the impression that the pupils’ attitudes are positive towards adding social media into their education and that they believe this would benefit their English language proficiency.

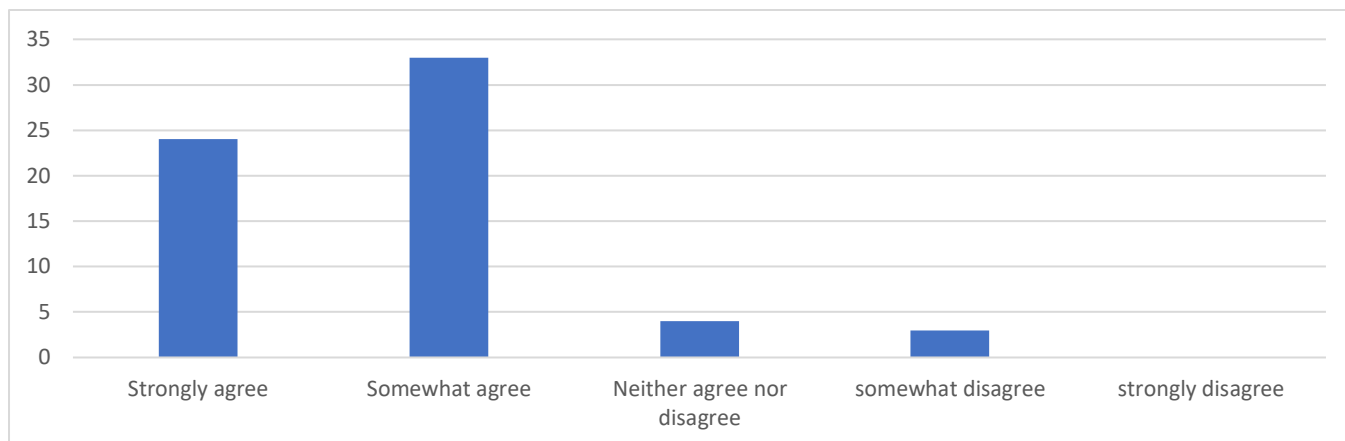


Figure 13: *I believe that we should use social media for language learning in English classes (Question 11)*

The teachers seemed to agree with the pupils regarding whether they believe that social media should be included in English classes in their answers. When asked whether they believe social media can enhance English language learning, Teacher 1 answered that it could and that it is strange to him that it is not being used already, considering that it is such a big part of the pupils’ lives. He does, however, mention that he believes it has not been implemented already because most teachers may not want the pupils’ spare time activities to crash with their time at school.

Teacher 1: “Yeah, definitely. [...] I think it’s kind of weird, because it’s such a big part of our student's lives, but we haven’t sort of embraced that in school, the way we try to embrace all other kinds of trends. Social media have always been left in the dark, but I think a lot of that has to do with the spare time and the time at school, and most teachers do not want that to crash.”

Teacher 1 highlights the value of understanding and implementing social media as it is a big part of the pupils’ lives. Teacher 3 agreed on this point and exemplified Tik Tok as an application which could be suitable if they wanted to use social media in language learning. The findings have shown us that Tik Tok is the most used, with 46 pupils (72%) answering that Tik Tok is a social media application where the pupils use English (see figure 4). She also points out that this could lead to the pupils being aware of how learning can occur in their spare time by doing something they already are familiar with, which could have an overall effect on their language learning.

Teacher 3: “Yes! I believe so. Both because they realise the learning in using social media if we were to use that, and also because they already are used to using social

media at home” [...] “Tik Tok for example. They could have created a profile and let me watch it. That could have been a way of implementing social media in learning. In English”.

The teachers were also asked in the interview about their attitude towards getting further education on the topic and how it can be used in language learning. All three teachers responded positively when asked whether they would be interested in learning more about using social media in language learning. They all answered that they would like to learn more but did not have a clear idea of how this could be done at their school. Teacher 2 initially responded that while she was interested in learning more about the subject, she was unsure of exactly how to go about doing so. However, she did suggest that asking her younger colleagues about their experience and comparing this to her own could be a solution to gain better insight. She also pointed out that teachers should not be afraid to learn new things but rather embrace gaining knowledge.

Teacher 2: “Of course!” [...] “Maybe ask the younger teachers, I do not know. Compare my experience to their experience about social media maybe.”

Interviewer: “So exchange ideas about social media like for example pros and cons with each other?”

Teacher 2: “Yes. And do not be afraid to learn and use new things.”

Teacher 3 agreed with Teacher 2 that she would be interested in learning more, but she needs to learn how to do it successfully. She believes that learning from someone with more experience and knowledge about the topic would be a suitable method for gaining more knowledge about it and potentially using it in language teaching.

Teacher 3: “Yes. I think that would be interesting” [...] “Learning from someone that has tried it and have knowledge about how to do it, because as of right now I would like to try it, but I do not know how to do it successfully.”

Teacher 1 also agreed that he wanted to learn more about how social media can be used for language teaching but had no specific suggestions as to how it could be done other than some sort of training course in school. Again, this can be related to the answers from the other two teachers, who answered positively, but none had a specific example of how it could be done.

Teacher 1: “Yeah, definitely. Maybe through some kind of training course from someone who knows how it could be done”.

The answers from the interviews show that the common theme regarding implementing social media into language teaching was that the teachers feel the need to learn more about how it can be done before implementing it into their teaching practices. However, the answers from the teachers also indicate that they have yet to give the idea of further education on the topic much thought, as they all provided very general examples of how it could be done.

4.4 Other findings

The findings in this subchapter are not directly related to any of the research questions but rather based on interesting findings worth mentioning. The findings will be presented in two subcategories: “choice of participation language” (4.4.1) and “adapting language to the person whom the user is communicating with” (4.4.2).

4.4.1 Choice of participation language

As mentioned in 3.3.1, the pupils had the choice of answering the questionnaire in either English or Norwegian. Interestingly, a total of 50 of the pupils (78%) decided to do the questionnaire in Norwegian (as shown in Figure 14). That means only 14 of the pupils (22%) chose to do it in English despite 88% of pupils answering the questionnaire that they strongly agree or somewhat agree with the statement that they use English to communicate on social media (as shown in Figure 3). Compared to the teachers, all three of them agreed to do the interview in English despite all answering that they did not use English to communicate on social media. Even though most pupils appear comfortable with using English on social media, this may not be directly related to using English in any given context, for example, through participating in this questionnaire. This comparison may suggest that despite the high usage of English on social media, it may not be related directly to the high usage of English within the classroom or in their everyday lives.

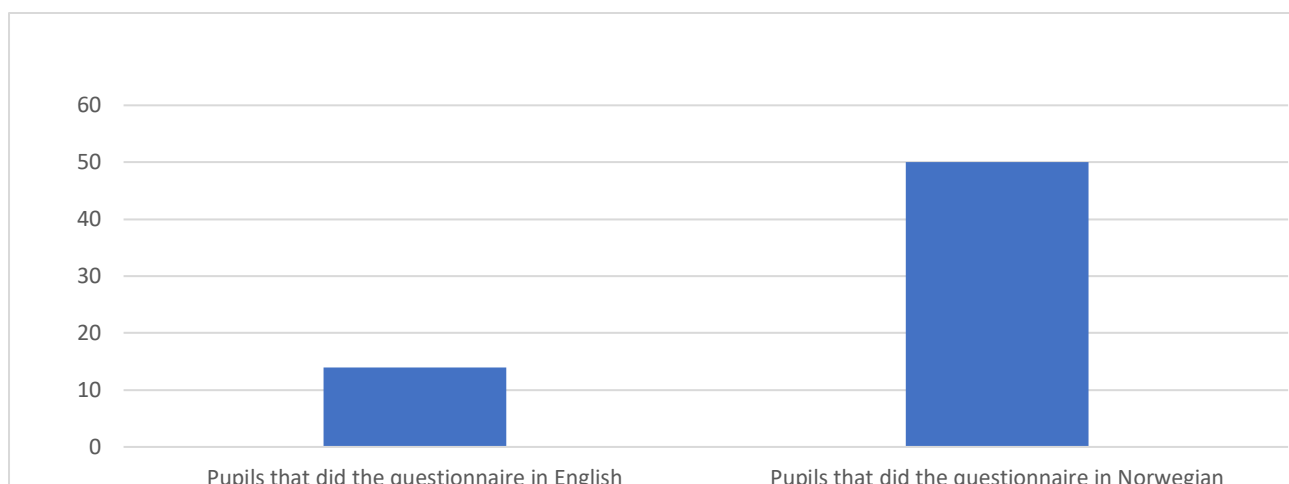


Figure 14: What language did the participants choose to do the questionnaire in?

4.1.2 Adapting language to the person with whom the user communicates with

The final finding for this chapter is the question where pupils were asked to what extent they agreed to the statement that they adapt their language depending on whom they communicate with on social media. This question was initially asked to get an understanding of whether the pupils made conscious decisions with their choice of grammar and being able to distinguish between which context it is suitable to communicate in formal English and when it is appropriate to use abbreviations and slang. The results found that 56 pupils (87.5%) answered that they somewhat agreed or strongly agreed with the statement (see Figure 15). This result is separated from the main findings, as I found the statement vague, which may lead to incorrect interpretations of what the research is trying to find out. I believe how the statement is phrased may mislead the participants as “adapting the language” may be done in several ways on social media other than just using abbreviations and slang, but also through adding emojis or capitalising certain words or phrases for dramatic effect. I did not clarify these things to the participants before the questionnaire. I have still added the result to this section, as I feel it may add some value to the complexity of the task, but it is avoided in the discussion section as I found it to be too argumentative and may cause some bias.

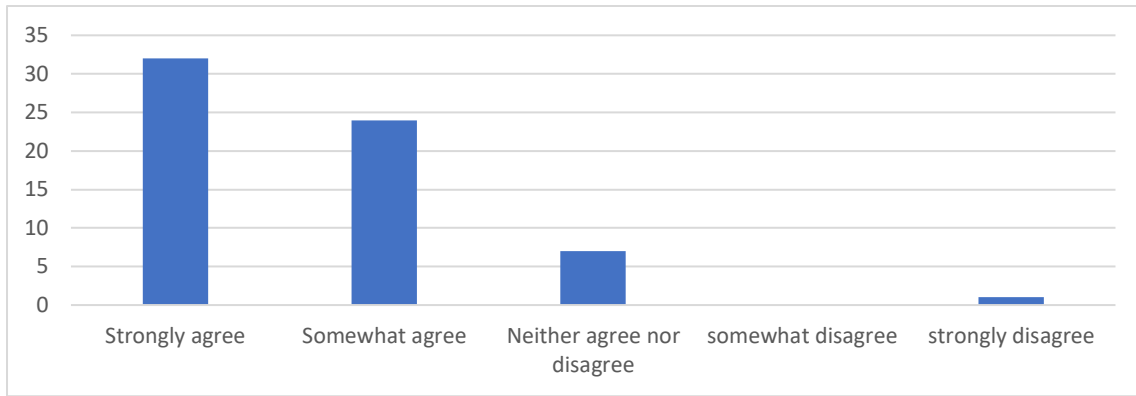


Figure 15: *I adapt my language depending on whom I communicate in English with on social media (Question 4)*

5. Discussion

This research project aimed to investigate teachers' and pupils' views on using social media as a tool for language learning. The following chapter aims to discuss the findings related to these research questions:

RQ1: How do teachers' and pupils' habits of using English on social media compare?

RQ2: What are the perceived benefits and challenges of using social media for English language learning?

RQ3: How do teachers and pupils view the use of social media for English language learning, and how is it integrated into their existing language learning practices?

The discussion in the following chapter will be based on the findings presented in Chapter 4 in relation to the theory presented in Chapter 2.

5.1 How do teachers and pupils differ in their habits of using English on social media?

According to the pupils participating in my questionnaire, English is frequently used when communicating on social media. These findings align with the information presented in the research from Velsand (2020a) about English use on social media among Norwegian teenagers. The findings from my research can be compared to this research as a total of 56 pupils (88%) of my research participants answered that they strongly agree or somewhat agree with the statement that they use English to communicate on social media (Figure 3).

However, this number is higher than the results presented in section 1.2, where The Research Council of Norway found that 70% of school pupils use English to communicate on social media (Svendsen, 2014, p.16). As mentioned in section 3.4, using only one school may limit my study, and the results may not be generalisable for all Norwegian teenagers. The findings from my research compared to those from The Research Council of Norway may indicate that the pupils in the school I used have a particularly high usage of English on social media compared to other Norwegian teenagers. This may affect the results to some extent, as it may not be generalisable to all. However, the result supports the general trend Velsand found (2020a).

The research found that the teachers do not spend a lot of time using English on social media,

and if they did, all three answered that it mostly stemmed from reading English texts online. The applications they mostly use are not entirely in line with their pupils, as Facebook is the teacher's most used application (figure 6), as opposed to the pupils using YouTube and Tik Tok the most (figure 4). There were some similarities, however, as the results show that teachers and pupils have experience with using both Snapchat and Instagram. How social media is integrated into the classroom may be affected by the teachers' habits and beliefs, as presented in section 2.2.3. As mentioned by Eisenhart et al. (1988), the educational policies being implemented in teaching are based on the teacher's decision in the classroom (p.137). In this instance, the initial impression is that the potential educational policy of implementing social media into the educational setting is incompatible with the teachers' beliefs. This may be because they do not use English much on social media themselves. As previously mentioned, Papanikos (2011) defines educational policies as systematic interventions to improve the practice of education at all levels (p.16). Although the teachers answered positively towards the idea of using social media, the results indicate that they have not given much priority towards learning how it can be used in educational settings or whether it is beneficial for their pupils yet. The answers from the teachers showed that they had spent very little time reflecting on how it could be done. Therefore, one could suggest that their lack of experience using English on social media has affected their interest in implementing this into their language teaching. As Borg (2015) argues, teachers' previous experience can consciously and unconsciously influence their beliefs (p.10). Since social media is a relatively new phenom, it may be something that has not been used in an educational setting previously, which may also affect the lack of implementation, as previous classroom experience is found to have a powerful influence on the teachers' actions in teaching (Borg, 2015, p.47).

Another aspect that could challenge the implementation of social media into language teaching is the lack of knowledge from the teachers. One example of this is how the answers from the questionnaire show that the pupils participating in my research use English the most on the social media applications YouTube and Tik Tok (see Figure 4). This differed significantly from their teachers' answers, as none claimed to use YouTube or Tik Tok (see Figure 6). As shown in Velsand (2020b), Tik Tok is being used by 65% of Norwegian 9-18-year-olds while YouTube is being used by 95% of Norwegian 9-18-year-olds (p.9). Based on the results from my research, as well as the results from Velsand's (2020b) report, the teachers seem not to have much experience with the social media platforms their pupils and other Norwegian teenagers use in their everyday lives. This may explain their reluctance to

use social media as a tool for language learning in the past, as the lack of knowledge may have been an obstacle.

Regarding the use of YouTube, it is reasonable to suggest that the teachers do not consider this as social media, as it is a platform they have most likely used in their teaching at some point. Despite this, the teachers answered that they use Snapchat and Instagram, the third and fourth most answered social media platforms among the pupils. Teacher 3 answered in the interview that she would like to try it but does not currently know how to do it. As mentioned in section 2.2.3, having previous knowledge about these social media platforms may affect the teachers' policy implementation and could lead to them adding this to their teaching (Sabarwal et al., 2021, p.73).

5.2 What are the perceived benefits and challenges of using social media for English language learning?

The results from the analysis show that the pupils participating in the questionnaire viewed social media as a tool that is beneficial for enhancing their English language skills, based on how positively they answered the different questions. Garvoll (2017) argued that acquiring language through implicit input is beneficial for language learning and that this input on social media can be especially beneficial for improving reading skills. As my analysis show, 50 of the 64 pupils (78%) participating in the questionnaire strongly agree or somewhat agree that using English on social media has improved their English reading skills (see Figure 9). However, in Garvoll's (2017) study Facebook was the most prominent social media application for reading digital texts online, while in my research, zero pupils answered that they use English on Facebook (see Figure 4). The most popular applications among my participants are Tik Tok and YouTube, which traditionally are video-watching and video-sharing applications. However, one explanation can be that both social media platforms have comment sections where the pupils may get input from English in written form. Depending on how active they are on these comment sections, this can give the pupils input into reading English texts. In addition, the videos can also include English subtitles, potentially providing input and allowing pupils to read English words and sentences.

Other benefits from the view of the pupils participating are how using English on social media has improved their writing skills. 89% of the participants strongly agree or somewhat agree

that using English on social media has improved their writing skills (see Figure 7). Considering that Tik Tok and YouTube are the most used English social media applications, which are applications with little text creation from the user, this result may be related to another finding in my research. This finding is the pupil's view on whether using English on social media has improved their vocabulary. In total, 56 of the 64 pupils (88%) strongly agreed or somewhat agreed that using social media has improved their English vocabulary skills (see Figure 10). It can be argued that this can result from the high English input presented in the previous paragraph they receive from English on applications like Tik Tok and YouTube. As mentioned by the Norwegian Ministry of Education and Research (2019), being able to write means adapting the language to the purpose and situation and, by doing so, choosing appropriate writing strategies (p.4). Therefore, improving their vocabulary may give the pupils a better ability to express themselves suitably in different contexts. Listening to and watching English videos on social media may also give them a better understanding of the syntax of certain words and sentences. As shown in the research by Yuksel and Özeydinli-Tanriverdi (2009), video-watching platforms that allow for the use of subtitles can be used to enhance the learner's English vocabulary through observing and learning, as captions paired with movie clips can lead to significant progress in vocabulary knowledge (p.52). Both YouTube and Tik Tok have options to include auto-generated or user-created subtitles on their videos.

Despite the arguments regarding how high exposure to English can improve the pupils' writing skills, Teacher 1 has some concerns about the pupils being exposed to incorrect writing and informal use of language. He believes that teachers should not promote the use of informal writing and that they should rather exhibit proper spelling. This claim is backed up by Akram (2018), who believes that students using social media can potentially get a reduced command over language use as the language used to communicate on social media tend to be slang words and abbreviated types of words (p.351). Edholm (2022) also argues that using schoolbooks instead of digital tools could provide a sense of continuity and stability for pupils as they progress through their education. In this case, the schoolbooks would differ from social media platforms, as the books are written by authors and approved by the school boards. In contrast, anyone with a profile on the different applications could write social media posts. Despite these concerns, only two pupils (3%) answered that they somewhat disagreed that using social media had improved their writing skills (see Figure 7). This may indicate that the pupils are less critical in their reflection as compared to Teacher 1 regarding

how being exposed to English on social media may affect their language skills. This lack of critical reflection from the pupils may have affected the result to some extent. However, as the pupils were asked to answer as honestly as possible before starting the questionnaire, we must give them the benefit of the doubt and trust that they have responded to what they truly believe.

When asked about the potential benefits of learning through social media, Teacher 3 highlights how talking with each other and listening to how other people talk with others on social media could improve the pupil's English oral skills. The idea that learning in interaction with other people will improve the learner's cognitive abilities has also been pointed out by Vygotsky (1978) in his theory on sociocultural learning theory. Vygotsky (1978) emphasises that learning occurs in social interaction with peers, which corroborates the argument of Teacher 3 as to why using English social media can benefit pupils. In this case, the zone of proximal development will be based on the pupils being exposed to, for example, native speakers of English through following social media profiles and improving their language skills through observing and copying what they see and hear (Vygotsky, 1978, p.86). Teacher 1 also relates potential benefits to the sociocultural learning theory as he argues that all use of language is learning the language and that exposing yourself to language is useful. As Kerka (2000) discussed, this can be related to incidental learning and social media as it can provide the pupils with repetition, observation, and social interaction in the language they aim to learn (p.3). As 88% of the pupils answered that they use English on social media (see Figure 3), incidental learning may be relevant to their everyday lives, potentially leading to improved English proficiency.

The Ministry of Education and Research (2017) highlights the relationship between oral skills and listening skills, as listening skills are seen as fundamental to acquiring oral skills in foreign language learning (p.9). In my questionnaire, 52 pupils (83%) answered that they strongly agree or somewhat agree that social media has improved their listening skills (see Figure 11). As Teacher 3 highlighted, listening to how other people talk to each other on social media could lead to improved oral English. This can again be related to incidental learning, where their habits of using English on social media applications that allow watching videos can lead to the learners consciously and unconsciously improving their listening skills. This is in line with Vandergrift's (2004) research on listening comprehension, as he believed that learners could acquire this skill through a top-down process which involves using prior knowledge, expectations, and context to interpret and predict meaning (p.3). In this instance,

their prior knowledge would be their experience with using social media which would allow them to improve their listening skills. As Teacher 1 highlighted, watching a movie could help improve the learners' English skills, which can be related to the pupil's most used social media platforms like YouTube and Tik Tok (see Figure 4).

Based on Teacher 1's statement that all use of language is learning the language, we can argue that social media can be a platform that encourages incidental learning. This can affect several skills for the pupils, including reading skills, as discussed in the pupil's answers above. Being exposed to English words and sentences online may function as input for the users and improve their reading skills through reading and practising. Al Momani's (2020) research showed that the group following teaching through a social media application improved their motivation to learn and allowed the pupils to discuss and reflect on their learning with each other (p.377). This led to an improvement in their reading skills (Al Momani, 2020, p.377). As reading English on social media was the activity teachers answered they had the most experience with from their personal activities, one could argue that this could be something they implement into the classroom as they are familiar with how it works already. As Liu (2010) shows in his study, students feel comfortable using tools they already know and technology integration in education should focus on what students use (p.113). In this context, social media could function as such a tool.

The main concern from the teachers regarding using social media as a tool for language learning is concerned with breaching the privacy of the pupils. There are some privacy issues related to using social media in teaching, such as pupils being targeted by people having no connection with them through finding their pictures on school social media pages (Rosenberg, 2012, p.51). Teacher 3 agreed to this and stated that crossing the line for privacy was something she was worried about. She used teachers and pupils following each other on Instagram as an example of how privacy could be breached. Still, she saw no issues regarding the pupils following each other. Teacher 2 also highlighted the importance of remembering the relationship between teachers and pupils, as she believes there are examples of this being a negative thing, such as inappropriate relationships being built. The concerns regarding the violation of privacy and sharing information that the teachers do not secure were also shared by the students participating in Faruk's (2015) study. The conclusion from that study is that even if it is used for educational purposes, the information shared on the websites is not secured, and the students involved should be informed about the privacy of personal data and warned about whom they should share this information with (Faruk, 2015, p.1154).

Despite most pupils being positive towards implementing social media into language teaching, the teachers also have to account for those who are not positive. The questionnaire showed that three pupils (5%) answered that they somewhat disagree with using social media as a part of language teaching, and four pupils (6%) answered that they neither agree nor disagree with it (see Figure 13). The teachers cannot expect all the pupils to have previous experience using social media, nor can they demand the pupils to download or create a profile on certain applications just to fit in with their teaching strategies. Some social media applications also require that the users are at least thirteen years old to create a profile, which means that teachers in Norwegian primary schools cannot expect their pupils to have experience with- or to be using social media as they are not old enough to use it. Implementing social media into language teaching also must account for the teachers' personal habits and experience, as their personal choice of using social media should not be compromised by their superiors' or colleagues' decision to use it. In my research, all three teachers (100%) had previous experience using social media, but this may not be the case for all teachers (see Figure 6). As teachers often work in teams with planning and conducting teaching, there needs to be an agreement between them if they are willing to use social media in the classroom.

5.3 How do teachers and pupils use social media for English language learning, and how do they integrate it into their existing language learning practices?

The results from the analysis show that 89% of the pupils strongly agree or somewhat agree with the statement that they believe that social media should be used for language learning in English classes (see Figure 13). With only 9% answering that they somewhat or strongly disagree, the pupils believe this should be used in their teaching. These answers indicate that it might be motivational for the pupils to add social media to their language teaching. As Ebata (2008) mentioned, motivation is vital for language learning as it makes the learner feel positive about their own learning and can be a driving force in learning the targeted language. Chilingaryan (2015) also argued that social media could influence the learner's motivation by implementing and integrating cultural tools into learning (p.1). As the pupils participating in the questionnaire have all argued that using social media has improved several of their English language skills, integrating social media into their language learning may affect their intrinsic motivation. In total, 88% of the pupils already claimed to use English on social

media (see Figure 3), meaning that using this in the classroom may relate to their interests or goals (Chilingaryan, 2015, p.6). Using social media can also feel like a reward to some pupils, as it contrasts with regular language teaching, which may also increase the pupils' extrinsic motivation (Deci & Ryan, 2000, p.55).

Interestingly, my research showed that there seems to be a misconception regarding whether the pupils' teachers use social media as a part of language learning today. None of the teachers claimed to actively use social media as a part of the language teaching today, with Teacher 3 saying that she did not believe that she had done so, at least not intentionally. Teacher 2 stated that she had one example of using social media to create language awareness, but that this was something she had done once, some years ago. As for Teacher 1, he said he had an idea about how it could be done but that he had only tried it once so far in his career. The questionnaire showed that the pupils answered somewhat differently than their teachers (see Figure 12). A total of 25 pupils (39%) responded positively to some extent when asked if their teachers used social media in language teaching, with 14 pupils (22%) answering "yes, but rarely" to this question. Considering the response from their teachers, it could be argued that they may have different assumptions about what classifies as social media. As section 1.3 of this thesis mentions, social media, or social networking sites, is defined as "internal-based technologies that allow for free-flowing communication among its users" (Taylor et al., 2012, p.30). This definition may seem vague for some participants, as several different tools may allow people to communicate freely, and the participants may have entered this research with different ideas of what could be defined as social media.

The pupils' confusion is made clearer by the results from the questionnaire showing that 19 of the pupils (30%) answered that they "do not know" whether their teacher uses social media as a part of their language learning. Figure 5 also shows that four pupils (6%) answered "online games" to other social media applications they use English on. This shows some uncertainty as online games are a vague term that does not relate to social media. One explanation of where this confusion may stem from is the tool Microsoft Teams that most Norwegian upper and lower secondary schools use, including the school participating in my research, as Teacher 1 stated in the interview. This tool is being used as an online classroom, where pupils can communicate and discuss with each other, and its interface is reminiscent of social media platforms like Facebook. It is, however, rather a persistent chat-based collaborative platform. Some pupils may struggle with distinguishing between this and a social media platform, which may have affected the results of this question.

As mentioned in 5.1, the teachers' beliefs heavily influence whether or not social media will be utilised within the classroom. As the teachers have little experience using English on social media, further education may be needed to implement this into language teaching. Borg (2015) argues that teachers' education impacts their thinking and can help promote change in their previous knowledge and beliefs (p.46). All three teachers answered positively when asked whether they would be interested in receiving further education on the topic and how it can be used in language learning. Teacher 2 suggested learning from her younger colleagues, while teachers 1 and 3 emphasised the need to learn from someone who had previous experience using this in teaching. As mentioned in section 2.1.1, teachers should learn how to skilfully negotiate in technologies to develop academic networks that can help pupils succeed (Taylor et al., 2012, p.30). Al Mukhallafi (2020) also concluded his research by saying that teachers need to be well-trained in modern technology as it will enable them to use social media efficiently in the classroom (p.2013). This will again be related to the teachers' beliefs and whether they believe this is a topic they would like to gain knowledge in. As mentioned in section 2.2.3, educational policies should aim to allow and encourage teachers' role in educational improvement by encouraging the participation of teachers as equal partners in decisions, and the teachers should therefore be allowed to have their say in how their further education should be (Eisenhart et al., 1988, p.143). In this research, all the teachers involved seemed positive towards learning more about how social media could be included in language learning. It would be desirable if school boards took this into consideration when planning the further development of their teachers.

Despite the implementation of educational policies being dependent on the teachers' beliefs, their actions are mostly dependent on the subject curriculum. When asked whether the teachers believed the subject curriculum accounted for the use of social media, the teachers' responses were mixed. Similar for both Teacher 1 and Teacher 3 was that their immediate responses to the question were negative, and they did not believe the subject curriculum accounted for the use of social media. However, after considering the example provided by the interviewer, their answers changed, and they both claimed that the aim regarding the use of digital resources in language learning could be suitable. The example provided was the subject curriculum aim: "The pupil is expected to be able to use different digital resources and other aids in language learning, text creation and interaction" (The Ministry of Education and Research, 2019, p.7). Teacher 2 believed that another subject curriculum aim accounted for

the use of social media. She believed the aim that "the pupil is expected to be able to explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests" could be used to argue for the implementation of social media in language teaching (The Ministry of Education and Research, 2019, p.9). Al Mukhallafi (2020) claims that the curricula should be designed to cope with modern technology to best prepare pupils to use social media in learning English as a foreign language (p.2013). Based on the findings from the research, one could suggest that it also depends on how the teachers view and reflect upon the relevant subject curriculum and interpret how social media could fit into this. Here, the teachers' beliefs will play a big part as to if they interpret social media as not a part of the subject curriculum, it will result in this not being used (Sabarwal et al., 2021, p.100). The teachers involved in this research gave the impression that they were interested in using social media in their teaching. Still, they highlighted the importance of gaining more knowledge about the tool and sorting out the ethical issues before using it in their teaching.

6. Conclusion

In this thesis, I have studied teachers' and pupils' views on using social media as a tool for English language learning. I discussed this in light of relevant theory and through an analysis of my research. This concluding chapter will present a summary of the content of the thesis and how this may contribute to the subject field (section 6.1), as well as suggestions for potential further research on the topic (section 6.2).

6.1 Summary

The summary section of my conclusion is further divided into two subchapters, an overview of central findings (6.1.1) and how my study enhances English language learning (6.1.2).

6.1.1 Overview of central findings

As the title of my research thesis suggests, this thesis aims to investigate teachers' and pupils' views on using social media as a tool for English language learning. My thesis has found that teachers and pupils are generally positive towards using social media as a learning tool for English learning. Pupils believe that using English on social media has improved several of their English language skills and should be implemented into teaching. The teachers also believe using English on social media could improve English proficiency. Still, they emphasised the need for education on the topic and getting information about how it can be utilised before implementing it as an educational tool in their teaching. The research questions of this thesis were answered by comparing and interpreting the answers given in the questionnaire and the interviews.

How the usage of English on social media compared between teachers and pupils was investigated in my first research question. The results show a big difference between the two groups of participants in their choice of social media platforms and their habits of using English on these platforms. The vast majority of pupils answered that they use English to communicate on social media. In contrast, the teachers' answers were more reluctant, as all three said that they rarely used it and that little usage was through reading. As for the social media applications, the groups had some similarities, as the third most used application for

pupils is Snapchat, and all three teachers answered that they use this application as well. Despite this, the groups differed heavily on other applications, as pupils responded that their most used platforms were YouTube and Tik Tok. In contrast, the teachers answered Facebook, which had zero pupils who used any English.

The answers were more comparable regarding the perceived benefits and challenges of using social media for English language learning, which was my second research question. As presented in chapter four, the pupils view the use of English on social media as beneficial to their oral skills, reading skills, listening skills, writing skills and vocabulary in English. A small minority of pupils believed that using English on social media had not improved these skills. The teachers agreed that using English on social media could benefit their language proficiency and highlighted that getting English input from social media could lead to learning. Despite this, the teachers were more concerned with ethical issues and privacy related to the use of social media, as it could lead to crossing the line between private life and school.

My final research question was how teachers and pupils use social media for English language learning and integrate it into their existing language learning practices. These answers proved to create some confusion, as 39% of the pupils answered that their teachers had used social media to some extent in their teaching, despite Teacher 3 answering that she had never used it in her teaching and Teacher 1 and Teacher 2 claiming that they have done it only one time each throughout their whole career in teaching. This can be related to the fact that 30% of the pupils answered that they did not know if their teachers had used it, which could mean that they have a different understanding of what social media is and how it has been used. The answers from both groups were more similar regarding whether they want to implement social media into language teaching, as 89% of pupils agreed that it should be done in the future. The teachers agreed that it was something they would be positive towards using. However, they all agreed they would need some sort of training before adding this into their teaching practice.

6.1.2 How does my study enhance English language learning?

Despite a lot of attention in Norwegian news media regarding the growing use of English among Norwegian teenagers and social media's role, there is still little attention being brought

to how this may be utilised in language learning in Norwegian schools. To my knowledge, there has been no academic research conducted on this topic in Norway. While researching the topic, most existing research appears to consist of studies conducted in other countries and higher education, where social media seems to be recognised to a greater extent as a valuable tool for language learning compared to Norwegian primary and lower secondary schools. I believe that my research can contribute to raising awareness on whether this can be suitable to use in EFL classrooms by giving an insight into how the topic is viewed by teachers and pupils in a Norwegian school and where the participants see potential benefits and challenges.

Considering that the teachers and pupils are those who will be directly affected by how teaching is done in our schools, I believe the answers given in this research should be considered regarding whether social media should be utilised as a learning tool. The results of my research presented in chapter four, combined with the theory presented in chapter two, indicate that social media could be a suitable tool for language learning in the future. Social media is still a relatively new concept to education; however, considering its relevance to the pupils' everyday lives and interests, I believe the educational system accounts for how it can affect their learning. Whether this is done through implementing social media into learning or not, it is a topic that cannot be ignored, and its influence on the younger generations' ability to learn needs more research.

6.2 Further research

This research has given some insight into how teachers and pupils view using social media as a tool for English language learning. As my approach to the analysis of this research was deductive, the project's conclusion can provide further questions for a more general theoretical framework (McPherron & Smoke, 2018, p.15). Therefore, I believe the results from my research can be used as a base for further research into the implications of using social media in language learning. As mentioned earlier, one of the limitations of this study is that all my research was conducted at one singular school, which means that the results cannot be generalisable for all Norwegian school pupils and teachers. It could be interesting to investigate this topic further by adding a larger sample of participants and involving more schools to get a more comprehensive understanding of how this topic is viewed nationwide in Norwegian.

As the results show, the general feedback from the pupils is that they believe using social media has improved several of their English language skills and that the majority of pupils are positive towards using social media as a learning tool in the classroom. As this is based on their opinions on the topic, I believe it would be suitable to conduct a study to see how using social media as a learning tool can directly affect their language skills over time. This can be done through research where the teachers will use social media actively within an experimental class to see how it affects their language proficiency. This can, for example, occur by teaching through a Facebook group where the pupils will need to be active participants by creating and sharing English content for various assignments. To understand how this may affect their language skills, it would be suitable for the researcher to do a pre-test and a post-test, where specific language skills are tested. Then, the results can be compared to another class that follows standard classroom teaching and has done the same pre-testing and post-testing as the experimental class. Comparing the results between the two classes can show whether using social media in language learning is beneficial for the pupil's language learning.

The answers from the interviews with the teachers showed that they would be interested in learning more about how social media can be used for language teaching before they potentially utilise it within their teaching. I think it would be beneficial to investigate whether other teachers in Norway implement this into their teaching and potentially how this is done. This could be done through surveys and interviews, and the results could give other teachers input on how it could be utilised in learning. If the results show that very few or none of the teachers have any experience with using this in the classroom. In that case, it may indicate that this needs to be addressed by the school administration if any school is considering implementing it into their teaching. If the results show that many teachers are using it and have positive experiences with it, their knowledge and experiences can help inspire other teachers to try the same thing.

Another potential topic for further research is how social media can affect the pupils' and teachers' mental health, as this is very relevant to address before potentially implementing it in the classroom. To best achieve this, a meta-analysis would be suitable. This design is used to systematically assess the results of previous research to derive conclusions about that body of research (Haidich, 2010, p.30). The outcomes from such an analysis may include a precise estimate of social media's effect on users' mental health. This can contribute to the debate on whether it should be used for language learning (Haidich, 2010, p.30). Addressing the effects it may have on the pupils' mental health is crucial before considering implementing it into teaching, as teachers should always aim to do what is best for their pupils.

Lastly, a study covering the teachers' concerns regarding the potential breach of the pupils' privacy would be needed before implementing social media into language teaching. This can be achieved through doing a focus group research method. This method involves bringing together a small group of participants to discuss a specific topic (George, 2023). In this context, the focus group sessions could be with pupils, teachers, and parents to gain an in-depth understanding of their opinions and experiences regarding their use of social media, including potential privacy concerns. In addition, involving the views of the parents and pupils themselves would allow for a greater understanding and discussion regarding whether it would be appropriate to include social media in learning. This could allow the researcher to identify potential privacy concerns and explore ways schools can reduce these risks.

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Summary in English

This is a master's thesis written in the field of English sociolinguistics, which aims to investigate teachers' and pupils' views on using social media as a tool for English language learning. I wanted to find out whether they believe it is suitable, and if so, which specific parts of language learning could benefit from using this.

The study employed a mixed method approach, which involved data collection through a questionnaire administered to 64 pupils and interviews conducted with three teachers. The questionnaire responses were analysed using content analysis, while the interviews were analysed through thematic analysis. The pupils were 8th, 9th, and 10th graders at a Norwegian upper secondary school. The teachers participating were the pupils' respective English teachers.

The findings of the research found that the pupils were generally positive towards how using English on social media has affected their English language skills. The findings also show they are positive towards implementing this into language teaching. As for the teachers, they were positive towards the potential benefits of using social media to enhance English teaching. However, they highlighted concerns regarding ethical considerations such as online privacy. The teachers also emphasized the need for more training in the field before feeling comfortable with incorporating it into their teaching practice.

These findings suggest that the pupils and teachers believe that social media has the potential to enhance English language learning but that more research and training are needed to ensure its efficient and secure use in the classroom. Furthermore, the study contributes to the understanding of how social media is altering language learning procedures and emphasises the necessity of continual professional development for instructors in order to keep up with the rapid changes in societal technology and educational technology.

Summary in Norwegian

Dette er ei masteroppgåve skriva innan engelsk sosiolingvistik som tar sikte på å undersøke lærarar og elevar sine syn på bruk av sosiale mediar som eit verktøy for engelsk språklæring. Eg ønska å finne ut om dei meiner det egner seg, og i så fall korleis spesifikke deler av språkopplæringa som kan dra nytte av å bruke dette.

Studien nytta ein blanda metode, som innebar datainnsamling gjennom eit spørjeskjema administrert til 64 elevar og intervju utført med tre lærarar. Spørjeskjemasvara blei analysert ved hjelp av innhaldsanalyse, mens intervju blei analysert gjennom tematisk analyse. Elevane som deltok i forskinga var 8., 9., og 10.klassingar ved ein norsk ungdomsskule. Lærarane som deltok var elevane sine respektive engelsk lærarar.

Funna frå forskinga viste at elevane generelt var positive til korleis bruk av engelsk på sosiale mediar har påverka engelskkunnskapane deira. Funna syner også at de er positive til å implementere dette i språkopplæringa. Når det gjeld lærarane, var dei også positive til dei potensielle fordelane ved å bruke sosiale medier for å forbetre engelskundervisninga, men dei framheva bekymringar kring etiske omsyn som personvern på nettet. Lærarane understreka også behovet for meir opplæring i feltet før dei føler seg komfortable med å innlemme det i sin undervisningspraksis.

Desse funna tyder på at elevane og lærarane trur at sosiale medier har potensial til å forbetre engelskspråkleg læring, men at det er behov for meir forskning og opplæring for å sikre effektiv og sikker bruk i klasserommet. Studien bidreg til forståing av korleis sosiale medier endra språklæringsprosedyrane og understrekte nødvendigheita av kontinuerleg fagleg utvikling for instruktørar for å holde tritt med dei raske endringane innan samfunnsteknologi og utdanningsteknologi.

Appendices

Appendix 1: Approved NSD form

Vurdering av behandling av personopplysninger

Referansenummer
735181

Vurderingstype
Standard

Dato
02.11.2022

Prosjekttittel

Teachers' and pupils' views on using social media as a tool for English language learning

Behandlingsansvarlig institusjon

Høgskulen på Vestlandet / Fakultet for lærerutdanning, kultur og idrett / Institutt for språk, litteratur, matematikk og tolkning

Prosjektansvarlig

Dania Jovanna Bonness

Student

Sander Hove Bang

Prosjektperiode

31.08.2022 - 15.05.2023

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 15.05.2023.

[Meldeskjema](#)

Kommentar

OM VURDERINGEN

Personverntjenester har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

Personverntjenester har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

VIKTIG INFORMASJON TIL DEG

Du må lagre, sende og sikre dataene i tråd med retningslinjene til din institusjon. Dette betyr at du må bruke leverandører for spørreskjema, skylagring, videosamtale o.l. som institusjonen din har avtale med. Vi gir generelle råd rundt dette, men det er institusjonens egne retningslinjer for informasjonssikkerhet som gjelder.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til den datoen som er oppgitt i meldeskjemaet.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), og dataportabilitet (art. 20).

Personverntjenester vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

Personverntjenester legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1 f) og sikkerhet (art. 32).

Ved bruk av databehandler (spørreskjemaleverandør, skylagring eller videosamtale) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29. Bruk leverandører som din institusjon har avtale med.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: <https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>

Du må vente på svar fra oss før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

Personverntjenester vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Vil du delta i forskingsprosjektet

«Teachers' and pupils' view on using social media as a tool for English language learning».

Dette er eit spørsmål til deg om å delta i eit forskingsprosjekt der føremålet er å undersøke engelsk-lærarar og elevar sitt syn på sosiale mediar som eit reiskap til framandspråklæring. I dette skrivet gjev vi deg informasjon om måla for prosjektet og om kva deltaking vil innebere for deg.

Føremål

Dette er ei masteroppgåve eg skal levere Mai 2023 i forbindelse med min lærarutdanning. I oppgåva vil eg kombinere eit spørjeskjema til dine elevar med eit intervju med deg. Spørjeskjema til elevane dine handlar om deira engelskbruk på sosiale media. Svarresultata frå dette spørjeskjema kan legge grunnlaget for nokre av spørsmåla til intervjuet.

Føremålet er å undersøke korleis rolle engelsklærar og skuleelevar meiner sosiale mediar kan ha i engelskundervisninga på skulen. Fokuset i spørjeskjema vil vere på kor elevar nyttar engelsk på nett og korleis dei sjølve meiner det påverka engelsk læringa deira. Intervjuet vil handle om læraren sine haldningar til sosiale mediar og tankar rundt rolla denne kan spele i undervisninga.

Kven er ansvarleg for forskingsprosjektet?

Høgskulen på Vestlandet er ansvarleg for prosjektet.

Kvifor får du spørsmål om å delta?

Du får spørsmål om å delta fordi du er engelsklærar for ein ungdomsskole klasse som passar målgruppa i forskinga mi. Eg kjem til å spørje totalt tre lærar om å delta med sine klassar i prosjektet.

Kva inneber det for deg å delta?

Dersom du vil delta i prosjektet inneberer det at elevane dine i engelskklassen vil fylle ut ei spørjeskjema på nettet som eg har laga. Eg ønskjer også å vere til stede og gi elevane munnleg informasjon om korleis spørjeskjema skal gjennomførast og kvifor. Ideelt sett håpar eg vi kan leggje ut ei lenke på nettet, for eksempel Google Classroom, i forkant av timen slik at elevane kan enkelt trykke seg inn på spørjeskjema og delta via lenke. Dette vil ta omtrent 10 minuttar av undervisningstimen din og er avhengig av at elevane har kvar sin data/Chromebook dei kan nytte til å gjennomføre spørjeskjema.

For spørjeskjema vil eg nytte «SurveyXact» som er ei programvare som tilbyr heilt anonyme spørjeskjema utan å lagre IP-adresse eller anna personleg informasjon. Spørsmåla i skjemaet handlar om elevane sine engelskvaner på sosiale media og korleis dei sjølve meiner dette påverka deira eiga engelsklæringa.

Eg vil og be deg om å gjennomføre eit intervju med meg ved ein seinare anledning der vi kjem til å diskutere spørsmål rundt bruk av sosiale mediar i Engelskopplæringa. Tidspunktet kan vi bli einige om ved ein seinare anledning som passar til timeplanen din. Dette intervjuet vil bli tatt opp på lydopptak for å seinare bli transkribert og nytta i oppgåva mi. Kvar gruppe som deltar vil ha same spørjeskjema, men intervjuet med lærarane kan variere basert på svarresultata frå deira klasse.

Spørjeskjema lagrar som sagt ingen personleg informasjon om elevane og er heilt anonym. Men sidan born skal delta vil det sjølvklart vere mogleg for foreldre å ta kontakt for å sjå spørjeskjema på førehand om dei ønskjer det.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Dersom du vel å delta, kan du når som helst trekkje samtykket tilbake utan å gje nokon grunn. Alle personopplysingane dine vil då bli sletta. Det vil ikkje føre til nokon negative konsekvensar for deg dersom du ikkje vil delta eller seinare vel å trekkje deg. Om elevar ikkje ønsker å delta kan vi i samråd tilby eit alternativt undervisningsopplegg den tida dei andre elevane fullfører spørjeskjema.

Ditt personvern – korleis vi oppbevarer og bruker opplysingane dine

Eg vil berre bruke opplysingane om deg til føremåla eg har fortalt om i dette skrevet. Eg behandlar opplysingane konfidensielt og i samsvar med personvernregelverket.

Det vil ikkje bli publisert informasjon som vil kunne lede tilbake til deg eller elevane dine. Du vil derfor ikkje kunne kjennast att i publikasjon av masteroppgåva. Namnet og kontaktopplysingane dine vil bli erstatta med kodenamn. Student og rettleiar vil ha tilgang til ved behandlingsansvarleg institusjon. Namnet ditt vil bli lagra på ei namneliste skild frå resten av anna data.

Kva skjer med opplysingane dine når vi avsluttar forskingsprosjektet?

Opplysingane blir anonymiserte når prosjektet er avslutta/oppgåva er godkjend, noko som etter planen er 15. Mai 2023. Personopplysingane og lydopptaka vil bli sletta tre veker etter levert oppgåve då eg har fått vurderinga på oppgåva innan tre veker etter innleveringsdato.

Kva gjev oss rett til å behandle personopplysingar om deg?

Vi behandlar opplysingar om deg basert på samtykket ditt.

På oppdrag frå Høgskulen på Vestlandet har Personverntjenester vurdert at behandlinga av personopplysingar i dette prosjektet er i samsvar med personvernregelverket.

Dine rettar

Så lenge du kan identifiserast i datamaterialet, har du rett til:

- innsyn i kva opplysingar vi behandlar om deg, og å få utlevert ein kopi av opplysingane,
- å få retta opplysingar om deg som er feil eller misvisande,
- å få sletta personopplysingar om deg,
- å sende klage til Datatilsynet om behandlinga av personopplysingane dine.

Dersom du har spørsmål til studien, eller om du ønskjer å vite meir eller utøve rettane dine, ta kontakt med:

- Student: Sander Hove Bang, E-post: bang_1997@hotmail.com
- Høgskulen på Vestlandet, Rettleiar: *Dania Jovanna Bonness*. E-post: djb@hvl.no
- Vårt personvernombod: Trine Anikken Larsen, personvernombud@hvl.no

Dersom du har spørsmål knytt til Personverntjenester si vurdering av prosjektet kan du ta kontakt med:

- Personverntjenester, på e-post (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Venleg helsing

Forskar: Sander Hove Bang

Rettleiar: Dania Jovanna Bonness

Samtykkeerklæring

Eg har motteke og forstått informasjon om prosjektet «*Teacher awareness regarding the influence of social media on language learning*» og har fått høve til å stille spørsmål. Eg samtykker til:

- å delta i intervju med lydopptak

Eg samtykker til at opplysingane mine kan behandlast fram til prosjektet er avslutta.

(Signert av prosjektdeltakar, dato)

Appendix 3: Questionnaire

3.1 Questionnaire in English

What grade are you in?

- (1) 8th grade
- (2) 9th grade
- (3) 10th grade

I use English to communicate on social media

- (1) I strongly agree
- (2) I somewhat agree
- (3) Neither agree or disagree
- (4) I somewhat disagree
- (5) I strongly disagree

On what kind of social media application do you use English the most? (You can also chose several)

- (1) Facebook
- (2) Instagram
- (3) Tik Tok
- (4) Snapchat
- (5) Twitter
- (6) BeReal
- (8) YouTube
- (7) None of the above, another application (please write it here) _____

I adapt my language depending on who I'm communicating with in English on social media

- (1) I strongly agree
- (2) I somewhat agree
- (3) Neither agree or disagree
- (4) I somewhat disagree
- (5) I strongly disagree

I believe that using English on social media has improved my writing skills

- (1) I strongly agree
- (2) I somewhat agree
- (3) Neither agree or disagree
- (4) I somewhat disagree
- (5) I strongly disagree

I believe that using English on social media has improved my vocabulary

- (1) I strongly agree
- (2) I somewhat agree
- (3) Neither agree or disagree
- (4) I somewhat disagree
- (5) I strongly disagree

I believe that using English on social media has improved my oral skills

- (1) I strongly agree
- (2) I somewhat agree
- (3) Neither agree or disagree
- (4) I somewhat disagree
- (5) I strongly disagree

I believe that using English social media has improved my reading skills

- (1) I strongly agree
- (2) I somewhat agree
- (3) Neither agree or disagree
- (4) I somewhat disagree
- (5) I strongly disagree

I believe that using English social media has improved my listening skills

- (1) I strongly agree
- (2) I somewhat agree
- (3) Neither agree or disagree
- (4) I somewhat disagree
- (5) I strongly disagree

Does your teacher use social media as a part of your language learning?

- (1) Yes, all the time
- (2) Yes, often
- (3) I do not know
- (4) Yes, but rarely
- (5) No, never

I believe we should use social media for language learning in English classes

- (1) I strongly agree
- (2) I somewhat agree
- (3) Neither agree or disagree
- (4) I somewhat disagree
- (5) I strongly disagree

3.2 Questionnaire in Norwegian

Hvilket trinn går du på?

- (1) 8. trinn
- (2) 9. trinn
- (3) 10. trinn

Jeg bruker engelsk til å kommunisere på sosiale medier

- (1) Sterkt enig
- (2) Litt Enig
- (3) Hverken enig eller uenig
- (4) Litt uenig
- (5) Sterkt uenig

På hvilket sosialt medie bruker du engelsk mest? (Here kan du svare flere)

- (1) Facebook
- (2) Twitter
- (3) Instagram
- (4) Tik Tok
- (5) BeReal
- (6) YouTube
- (7) Snapchat
- (8) Ingen av de over, et annet sosialt medium (om dette er tilfellet, skriv hvilken her) _____

Jeg tilpasser språket mitt avhengig av hvem jeg kommuniserer på engelsk med i sosiale medier

- (1) Sterkt enig
- (2) Litt Enig
- (3) Hverken enig eller uenig
- (4) Litt uenig
- (5) Sterkt uenig

Jeg mener at å bruke engelsk på sosiale medier har forbedret skriveferdighetene mine i engelsk

- (1) Sterkt enig
- (2) Litt Enig
- (3) Hverken enig eller uenig
- (4) Litt uenig
- (5) Sterkt uenig

Jeg mener at å bruke engelsk på sosiale medier har forbedret ordforrådet mitt i engelsk

- (1) Sterkt enig
- (2) Litt Enig
- (3) Hverken enig eller uenig
- (4) Litt uenig
- (5) Sterkt uenig

Jeg mener at å bruke engelsk på sosiale medier har forbedret leseferdighetene mine i engelsk

- (1) Sterkt enig
- (2) Litt Enig
- (3) Hverken enig eller uenig
- (4) Litt uenig
- (5) Sterkt uenig

Jeg mener at å bruke engelsk på sosiale medier har forbedret de muntlige ferdighetene mine i engelsk

- (1) Sterkt enig
- (2) Litt Enig
- (3) Hverken enig eller uenig
- (4) Litt uenig
- (5) Sterkt uenig

Jeg mener at å bruke engelsk på sosiale medier har forbedret lytteferdighetene mine i engelsk

- (1) Sterkt enig
- (2) Litt Enig
- (3) Hverken enig eller uenig
- (4) Litt uenig
- (5) Sterkt uenig

Jeg mener skolen burde bruke sosiale medier for språkopplæring i engelsk

- (1) Sterkt enig
- (2) Litt Enig
- (3) Hverken enig eller uenig
- (4) Litt uenig
- (5) Sterkt uenig

Bruker lærerene dine sosiale medier som en del av språkopplæringen?

- (1) Ja, hele tiden
- (2) Ja, av og til
- (3) Jeg vet ikke
- (4) Ja, men sjeldent
- (5) Nei, aldri

Appendix 4: Interview guide

Interview guide

1. What are your experiences with social media use?
2. Do you use English when you use social media?
 - If so, in what context?
3. Do you believe social media can be used as a tool in language learning in the classroom?
 - Why/why not?
 - If yes; Are there any English skills in particular you believe can be improved through using English on social media?
4. Do you use social media as a tool in language learning in the classroom?
 - Why/Why not?
 - If yes, where do you get your ideas from? Do you for example network with other teachers?
5. Do you believe your pupils would view social media as a suitable tool to learn language?
 - Why/why not?
6. Are there any social media applications you believe is suitable to use in English language teaching?
7. Do you believe the current subject curriculum accounts for social media as a part of language learning?
 - Should it/should it not?
 - Examples of curriculum aims to discuss:
 - *«Use different digital resources and other aids in language learning, text creation and interaction»*
 - *«Explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests»*
8. Do you believe using social media can promote relationship building between student-student or student-teacher?
9. Are you interested in learning more about the use of social media and language learning?
 - Do you believe it could benefit your language teaching in the classroom?
 - How should this further training look like in your opinion?

Appendix 5: Transcript of interviews

5.1 Transcription of the interview with Teacher 1

Transcription

Interview with Teacher 1

Interviewer: "First question, what are your experiences with using social media?"

Teacher 1: "I have used it since the mid-2000s. I have been on Facebook, Nettby and Blink. And Snapchat of course WhatsApp. And various others that have come and gone".

Interviewer: "Do you have any examples?"

Teacher 1: "Well, in the late 2000s a lot of them came and later went away".

Interviewer: "So you follow the trends?"

Teacher 1: "I try to. But Tik Tok I haven't touched. I feel too old, so the kids can have it."

Interviewer: "I see. Do you use English when you use social media?"

Teacher 1: "No, not really".

Interviewer: "In no context? Like reading or writing?"

Teacher 1: "Well I do use English for reading. I read different articles in English. I follow different types of music bands, movies, fan websites and fan sites and pages".

Interviewer: "Do you believe social media can be used as a tool in language learning within the classroom?"

Teacher 1: "Yeah, of course, sure! I'm just not sure how. I haven't given it much thought really, but one idea I've always had is to make a thread where, and we have tried this in English, where we made a thread with a statement and the pupils got different types of roles. One was the professor, one was the troll, and then they had to use that role when they replied in the thread".

Interviewer: "Was this within a chat room or something similar?"

Teacher 1: "It was in Teams. Microsoft Teams which the students have access to here and we can chat with them".

Interviewer: "And how did that work?"

Teacher 1: "It worked fairly well actually, a lot of them, or some just wrote one sentence and then they were done of course, but a lot of them got sort of carried into it".

Interviewer: "Interesting! You mention that they got carried into it, do you believe that your own students would view social media as a suitable tool for language learning themselves?"

Teacher 1: "Yes, some would. I think some would".

Interviewer: "If the students in my questionnaire answered that they would like to use social media in the class, do you think that would be something the teachers would take seriously?"

Teacher 1: "Well they should take it seriously as you always listen to the students".

Interviewer: "Are there any social media applications you believe can be especially suitable for English language teaching?"

Teacher 1: "Well it depends, you know. Facebook is good for like written English, but I suppose also Tik Tok could be useful in the sense that you're seeing and hearing English".

Interviewer: "Yes. Different applications have different functions, some more written, others more oral. Do you believe any of these language skills can be improved through the use of social media by the students participating in creating output in their spare time?"

Teacher 1: "Yeah, if you mean like if the students use and create Tik Toks?"

Interviewer: "Yes, for example"

Teacher 1: "Then yes, of course. I think that all use of language is learning the language. So, the more you use it the more accustomed you get to it. So, I think it's useful either way, just by exposing yourself to the language. Whether that be reading a book, watching a movie, or having a small conversation in English. Everything helps".

Interviewer: "Interesting! Do you believe the current subject curriculum accounts for social media as a part of language learning?"

Teacher 1: "No, not really. They focus a lot on different sources and evaluating different sources, whether they are credible or not, but not really...the way I read them, I haven't really picked up on any social media per se, really".

Interviewer: "One example here is from the curriculum in English after the 10th grade, use different digital resources and other aids in language learning, text creation and interaction. Do you think social media can function within that aim?"

Teacher 1: "Yes, definitely!"

Interviewer: "Do you believe using social media can promote relationship building between students and between students and teachers?"

Teacher 1: "Yeah, of course. What specifically do you mean?"

Interviewer: "For example how social media can function as a less formal platform and the communication online can create a different kind of relationship between those who communicate together"

Teacher 1: "Yes, well that can be... Yes sure, of course, all social media writing is informal writing, but I am not sure if the teacher should be promoting the use of informal writing. But

it is a matter of context I believe with your personal life and your professional life. That goes for teachers as well, because I think that language teachers should exhibit proper spelling for instance when they talk to students.”

Interviewer: “Yes, I see. Last question, are you interested in learning more about the use of social media in language learning?”

Teacher 1: “Of course!”

Interviewer: “How do you think this further training should look like in your eyes, for example in school or in your spare time, with other teachers? Do you think it would be interesting to learn more about how social media can function as a language learning tool?”

Teacher 1: “Yeah, definitely. Maybe through some kind of training course from someone who knows how it could be done. I think it’s kind of weird, because it’s such a big part of our student's lives, but we haven’t sort of embraced that in school, the way we try to embrace all other kinds of trends. Social media have always been left in the dark, but I think a lot of that has to do with the spare time and the time at school, and most teachers do not want that to crash”.

Interviewer: “Okay, perfect. Thank you for your time”.

Teacher 1: “Yeah, no problem”.

Interview with Teacher 2

Interviewer: "First question, what are your personal experiences with social media use?"

Teacher 2: "I use it a lot, I think. Are you interested in what kind of social media I use?"

Interviewer: "For example, yes"

Teacher 2: "Since I am in the age group I'm in, I still use Facebook and Instagram and Snapchat".

Interviewer: "I see. And do you use English when you use these social media platforms?"

Teacher 2: "Nope".

Interviewer: "No English? Not even through reading or writing?"

Teacher 2: "Well, I read."

Interviewer: "So you have some written form of English, but mostly from your reading experiences?"

Teacher 2: "Yes."

Interviewer: "Ok. Do you believe that social media is a suitable tool for language learning within the classroom?"

Teacher 2: "Maybe, it depends. Would you like examples?"

Interviewer: "Yes, please".

Teacher 2: "Some years ago I was correcting midterms in two different English classes, and I saw one writing error that was repeated in both of those classes. So, I made up an Instagram account and shared this with my students, and every day during Christmas I put out a post with different versions of the word "with". Because that was the writing mistake. And after Christmas, almost everyone knew how to write that word. So, if it is in a controlled form, maybe. But letting the students out freely I am not so sure about".

Interviewer: "So you posted pictures with the word "with" in them?"

Teacher 2: "Yes, I used for example gingerbread, my kids and different kind of things to spell the word."

Interviewer: "Wow, that's creative! So do you use any form of social media tool within the classroom?"

Teacher 2: "Not so much, but since the written exam in English now has one of the tasks where you are going give the next respondent a comment in a comment field, we find examples of this being done on social media, but we haven't used it as much, no".

Interviewer: "But, you find examples of social media language in a way?"

Teacher 2: "Yeah. Or we use the chat function in teams to make fictional chat".

Interviewer: "Do you believe your own students would view social media as a suitable tool in language learning?"

Teacher 2: "Probably. Because we have just recently had a Norwegian project that was about dialects and sociolects in Norway. And the words that were commonly used in the class were English words that they have picked up from different sites."

Interviewer: "Like loan words, they learned from different sites?"

Teacher 2: "Yes."

Interviewer: "I see. Are there any social media platforms you believe could be suitable to use for language teaching in the classroom?"

Teacher 2: "Probably everyone".

Interviewer: "Can you elaborate on that?"

Teacher 2: "I think any platform is suitable. If you use it in a correct way and let the teacher guide the students while using them."

Interviewer: "Yes. So that is your overall opinion, that guiding the students is important if you want to use social media in language learning?"

Teacher 2: "I think so, yes".

Interviewer: "Yeah, so do you believe that the current subject curriculum accounts for social media as a part of language learning?"

Teacher 2: "Maybe the last point. Because that accounts for interests and communication in media."

Interviewer: "Yes, I have one example. To use different digital resources and other aids..."

Teacher 2: "Yes, that one!"

Interviewer: "You think you could argue that this aim can account for social media?"

Teacher 2: "Yes, of course. And then we can meet the students at their arena, and it might not be that scary because they are used to it and used to see other kids on there as well."

Interviewer: "Do you believe using social media can improve relationship building between students and also students and the teacher?"

Teacher 2: "Yes."

Interviewer: "You mentioned previously about how you used your Instagram account as an example for language learning, which the students could see?"

Teacher 2: "That became a fun thing, yes. But it is important to remember the relationship between teachers and students because there are examples of this being a negative thing such as inappropriate relationships being built. But it might work".

Interviewer: "Perfect. Last question, are you interested in learning more about how you can potentially use social media in language learning?"

Teacher 2: "Of course!"

Interviewer: "So how do you think you can do that at your school? Like courses for the teachers for example?"

Teacher 2: "Maybe ask the younger teachers, I do not know. Compare my experience to their experience about social media maybe."

Interviewer: "So exchange ideas about social media like for example pros and cons with each other?"

Teacher 2: "Yes. And do not be afraid to learn and use new things".

Interviewer: "Great. Thank you so much for participating".

Interview with Teacher 3

Interviewer: "What are your personal experiences with using social media?"

Teacher 3: "My personal experiences? Like how I use social media at home?"

Interviewer: "Yes."

Teacher 3: "I use a lot of social media. It is my main source of communication with others right now. Really both on... I almost never use normal telephone or text messages anymore. I only use Snapchat and Facebook etcetera. So, I use it quite a lot.

Interviewer: "I see. Do you ever use English when you use social media? For example, talking, writing, or reading".

Teacher 3: "Yes, I read quite a lot of English on social media. I don't talk a lot, no. But a lot of reading and if I want to research something I tend to search on English".

Interviewer: "I see. Do you believe social media can be used as a tool for language learning within the classroom?"

Teacher 3: "I have never really thought about it, but I believe it can be used. I will not believe that their English use on social media will make their English worse. So, it can definitely be used as a resource if I knew how to use it".

Interviewer: "Are there any specific English skills you believe could improve with learning through social media?"

Teacher 3: "Definitely their communication skills and communicating with each other could be improved with that. And also their general oral skills as listening to how other people talk and talk with others on social media is something I believe could lead to an improvement".

Interviewer: "Do you use social media as a tool in language learning in the classroom as of today?"

Teacher 3: "I do not believe that I have done that. Not with the lower grade students at least. I do not believe I have used it with the older pupils either, not intentionally at least".

Interviewer: "I see. Do you believe your students would view social media as a suitable tool to be used in language learning?"

Teacher 3: "Yes! I believe so. Both because they realise the learning in using social media if we were to use that, and also because they already are used to using social media at home".

Interviewer: "Are there any social media platforms in particular that you believe could be used in language learning?"

Teacher 3: "My initial thought is the short films the pupils see on Instagram and Tik Tok etcetera, as they are mostly on English. So that is probably a resource. But how could I have

used it? Well, I could for example have asked my pupils to make these kinds of films in English, that would have probably been cool".

Interviewer: "And what kind of social media application would be suitable for such a task?"

Teacher 3: "Tik Tok for example. They could have created a profile and let me watch it. That could have been a way of implementing social media in learning. In English".

Interviewer: "Yes."

Teacher 3: "Or perhaps if they just communicate with each other under my supervision".

Interviewer: "I see. Do you believe the current subject curriculum accounts for social media as a part of language learning?"

Teacher 3: "No, maybe not. Or maybe those aims regarding communication. But considering I have not put any thought in to using social media in my teaching I have not gotten the expression that the subject curriculum accounts for it to be something I should use. However, I definitely believe, considering it plays such a huge part of the pupil's everyday life, it could be mentioned within the subject curriculum."

Interviewer: "One example here is from the curriculum in English after the 10th grade, use different digital resources and other aids in language learning, text creation and interaction. Do you think social media can function within that aim?"

Teacher 3: "Yes! Definitely. Like right now we use digital tools for text creation and doing research on Google, so it can definitely be used for social media as well".

Interviewer: "Do you believe using social media can promote relationship building between students and between students and teachers?"

Teacher 3: "I definitely believe it can promote relationship building between pupils. However, if it is between teachers and pupils, I would be wary of crossing the line of privacy. For example, through following each other on Instagram. Here I would be sceptical. But it would definitely work between pupils, and I believe it is already working like that".

Interviewer: "I see. Okay, last question, are you interested in learning more about how you can potentially use social media in language learning?"

Teacher 3: "Yes. I think that would be interesting".

Interviewer: "How do you imagine that could be done at this school?"

Teacher 3: "Learning from someone that has tried it and has knowledge about how to do it, because as of right now I would like to try it, but I do not know how to do it successfully?"

Interviewer: "Great. Thank you for participating".