

“Media are your windows to the world”

Teachers’ perspectives on the use of media and ICT in foreign
language teaching

Master’s thesis

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<p>Tiivistelmä – Abstract</p> <p>Eri medioita on käytetty opetuksessa jo vuosikymmeniä. Internetin ja sosiaalisen median käytön kasvun myötä uudentyypiset mediat ovat ottaneet jalansijaa luokkahuoneissa ja niiden oppiainerajat ylittävään käyttöön kehoitetaan myös uusimmissa opetussuunnitelmissa. Tämän tutkimuksen tarkoituksena on selvittää kuinka usein opettajat käyttävät eri medioita opetuksessaan ja vapaa-ajallaan, kuinka pedagogisesti hyödyllisiksi he kokevat eri mediatyypit ja kuinka hyvin he osaavat niitä itse käyttää opetuksessa. Tutkimuksen tarkoituksena on lisäksi saada tietoa siitä, mitkä ovat opettajien mielestä suurimmat hyödyt ja haasteet median opetuskäytössä ja siitä, minkälaista lisäkoulutusta medioiden käyttöön liittyen tarvitaan.</p> <p>Tutkimus toteutettiin kyselyllä, joka lähetettiin sähköpostitse kielenopettajille ympäri Suomea. Kyselyyn vastasi 60 opettajaa ja vastaukset analysoitiin kvantitatiivisesti lukuun ottamatta avoimia kysymyksiä, jotka analysoitiin kvalitatiivisesti. Tulosten perusteella opettajat käyttivät mediaa opetuksessaan melko usein. Perinteisemmät mediat olivat suosituimpia kuin sosiaaliset mediat, tosin sosiaalisen median joukosta esimerkiksi mediapalveluiden käyttö oli melko yleistä. Opettajien iällä tai opetuskokemuksella ei ollut merkittävää vaikutusta eri medioiden käyttöön. Opettajat käyttivät eri medioita vapaa-ajallaan hieman eri tavalla kuin opetuksessa. Sosiaaliset mediat olivat huomattavasti suosituimpia vapaa-ajalla kuin opetuksessa, samoin kuin jotkin opetuksessa paljon aikaa vievät mediatyypit, kuten kirjat ja elokuvat. Suurin korrelaatio oli sosiaalisen median vapaa-ajan käytön ja opetuskäytön välillä. Opettajat kokivat eri mediat pääsääntöisesti hyödyllisiksi, mutta joitakin vieraampia mediatyyppejä, kuten virtuaalimaailmoja, ei pidetty kovin hyödyllisinä opetukselle.</p> <p>Suurimmat hyödyt median käytössä olivat vastaajien mielestä ajankohtaisuus, autenttisuus, opetuksen monimuotoistaminen ja oppilaiden motivaatio työskennellä medioita käyttäen. Suurimmiksi haasteiksi todettiin muun muassa ajanpuute, tarjolla olevan materiaalin suuri määrä ja laadukkaan materiaalin löytäminen sekä laitteiden saatavuus ja epävarmuus niiden toimivuudessa. Jatkotutkimusta aiheesta voitaisiin tehdä esimerkiksi oppilaiden näkökulmasta.</p>	
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TABLE OF CONTENTS

TABLE OF CONTENTS	3
LIST OF TABLES	5
LIST OF FIGURES	6
1. INTRODUCTION.....	7
2. MEDIA IN EDUCATION.....	10
2.1. DEFINING CENTRAL CONCEPTS OF THE PRESENT STUDY	10
2.2. BRIEF HISTORY OF MEDIA IN EDUCATION	12
2.3. MEDIA IN EDUCATION IN THE 21ST CENTURY	18
2.4. MEDIA AND THE FINNISH NATIONAL CORE CURRICULA.....	22
2.5. MEDIA TYPES OF THE PRESENT STUDY.....	27
2.5.1. <i>Print media, broadcast media and new media</i>	28
2.5.2. <i>Social media</i>	28
3. MEDIA IN FOREIGN LANGUAGE TEACHING	35
3.1. DIGITAL NATIVES AND DIGITAL DIVIDES	35
3.2. MEDIA PEDAGOGY	40
3.3. MEDIA IN THE CLASSROOM	42
3.4. BENEFITS AND CHALLENGES OF USING MEDIA IN TEACHING	47
3.5. PREVIOUS RESEARCH ON USING MEDIA IN FOREIGN LANGUAGE TEACHING.....	50
4. METHODOLOGY	56
4.1. RESEARCH QUESTIONS.....	56
4.2. DATA AND METHODS OF THE PRESENT STUDY.....	57
4.2.1. <i>The questionnaire of the present study</i>	61
5. RESULTS AND ANALYSIS.....	63
5.1. USING MEDIA IN LANGUAGE TEACHING	65
5.2. TEACHERS' USE OF MEDIA ON THEIR FREE TIME	75
5.3. THE USEFULNESS OF DIFFERENT TYPES OF MEDIA FOR LANGUAGE TEACHING	82
5.4. TEACHERS' SELF-EVALUATION OF THEIR SKILLS IN USING MEDIA FOR PEDAGOGICAL PURPOSES	87
5.5. WHAT AFFECTS TEACHERS' CHOICE OF MEDIA IN LANGUAGE TEACHING?	90
5.6. QUALITATIVE ANALYSIS OF THE GREATEST BENEFITS AND CHALLENGES OF MEDIA IN LANGUAGE TEACHING	95
5.6.1. <i>Greatest benefits of using media in language teaching</i>	96
5.6.2. <i>Biggest challenges in using media in language teaching</i>	97
5.6.3. <i>Teachers' need for in-service training in the use of media</i>	100

5.6.4. <i>Types of media teachers had not used but wanted to use</i>	101
6. DISCUSSION AND CONCLUSION	105
6.1. RESULTS IN RELATION TO THE RESEARCH QUESTIONS	105
6.2. RESULTS IN RELATION TO PREVIOUS RESEARCH	110
6.3. IMPLICATIONS	113
6.4. LIMITATIONS OF THE PRESENT STUDY AND SUGGESTIONS FOR FURTHER STUDY	115
6.5. CONCLUDING WORDS	116
BIBLIOGRAPHY	117
APPENDIX: QUESTIONNAIRE	122

LIST OF TABLES

TABLE 1. THE DECADES OF FINNISH MEDIA EDUCATION (KUPIAINEN ET AL. 2007: 23)	14
TABLE 2. FREQUENCY OF USING PRINT MEDIA IN TEACHING.	67
TABLE 3. FREQUENCY OF USING BROADCAST MEDIA IN TEACHING.	68
TABLE 4. FREQUENCY OF USING NEW MEDIA IN TEACHING.....	70
TABLE 5. FREQUENCY OF USING SOCIAL MEDIA IN TEACHING.	73
TABLE 6. FREQUENCY OF USING PRINT MEDIA ON FREE TIME.	75
TABLE 7. FREQUENCY OF USING BROADCAST MEDIA ON FREE TIME.....	76
TABLE 8. FREQUENCY OF USING NEW MEDIA ON FREE TIME.	78
TABLE 9. FREQUENCY OF USING SOCIAL MEDIA ON FREE TIME.	81
TABLE 10. PEDAGOGICAL USEFULNESS OF PRINT MEDIA.	83
TABLE 11. PEDAGOGICAL USEFULNESS OF BROADCAST MEDIA.....	84
TABLE 12. PEDAGOGICAL USEFULNESS OF NEW MEDIA.	85
TABLE 13. PEDAGOGICAL USEFULNESS OF SOCIAL MEDIA.	86
TABLE 14. SELF-EVALUATION OF THE PEDAGOGICAL SKILLS IN USING PRINT MEDIA.	87
TABLE 15. SELF-EVALUATION OF THE PEDAGOGICAL SKILLS IN USING BROADCAST MEDIA.	88
TABLE 16. SELF-EVALUATION OF THE PEDAGOGICAL SKILLS IN USING NEW MEDIA.....	89
TABLE 17. SELF-EVALUATION OF THE PEDAGOGICAL SKILLS IN USING SOCIAL MEDIA.....	90
TABLE 18. CORRELATION BETWEEN AGE AND FREQUENCY OF USING DIFFERENT MEDIA TYPES IN TEACHING.	91
TABLE 19. CORRELATION BETWEEN TEACHING EXPERIENCE AND FREQUENCY OF USING DIFFERENT MEDIA TYPES IN TEACHING.....	92
TABLE 20. CORRELATION BETWEEN THE FREQUENCY OF USING NEW MEDIA IN TEACHING AND ON FREE TIME.	92
TABLE 21. CORRELATION BETWEEN THE FREQUENCY OF USING SOCIAL MEDIA IN TEACHING AND ON FREE TIME.....	92
TABLE 22. CORRELATION BETWEEN THE FREQUENCY OF USING NEW MEDIA IN TEACHING AND THE SELF-EVALUATION OF SKILLS IN THE PEDAGOGICAL USE OF NEW MEDIA.	93
TABLE 23. CORRELATION BETWEEN THE FREQUENCY OF USING SOCIAL MEDIA IN TEACHING AND THE SELF-EVALUATION OF SKILLS IN THE PEDAGOGICAL USE OF SOCIAL MEDIA.....	93
TABLE 24. CORRELATION BETWEEN THE FREQUENCY OF USING PRINT MEDIA IN TEACHING AND THE PEDAGOGICAL USEFULNESS OF PRINT MEDIA.....	94
TABLE 25. CORRELATION BETWEEN THE FREQUENCY OF USING SOCIAL MEDIA IN TEACHING AND THE PEDAGOGICAL USEFULNESS OF SOCIAL MEDIA.	94

LIST OF FIGURES

FIGURE 1. AGE OF THE RESPONDENTS.	63
FIGURE 2. TEACHING EXPERIENCE OF THE RESPONDENTS IN YEARS.	64
FIGURE 3. THE LANGUAGE THAT THE RESPONDENTS TEACH THE MOST.	65
FIGURE 4. REASONS FOR USING SOME TYPES OF MEDIA MORE THAN OTHERS.	66

1. INTRODUCTION

Media surrounds people in their lives constantly. When we wake up, we check our mobile phones or computers for news, new messages and emails. On the way to work we listen to the radio and in the evenings we are entertained by various programs on television. We also use different types of social media to connect and share our lives with each other. Even though digital and social media have become more and more common in the recent decades, we also use more traditional types of media. We still read newspapers and books, although there are electronic versions of both and those are being used more and more by people.

Media outside the school offers a wealth of authentic learning material (Merilampi 2014: 104). However, being surrounded by media has inevitably led us to a situation where media has become a part of teaching as well. It has raised questions, such as how we should educate our children so that they become critical thinkers and skilled users of media. The utilization of media in teaching has been around for decades in one form or another, starting with newspapers and television. However, currently there are various other media that can be made use of in the language classroom. In fact, using media in education is on the brink of a new era because of the digitalisation of teaching that is currently taking place in Finland, for instance in the form of electronic matriculation examinations that will be completely electronic by the year 2019 (Matriculation Examination Board).

There are as many opinions about using media in education as there are teachers. Some see especially the newer types of media as irrelevant for teaching, whereas others have discovered essential tools for teaching. Since media surrounds us and it is a part of our everyday lives, it is important to know what teachers think about the use of media in education and how they evaluate their skills in using media for pedagogical purposes. In addition, it is essential to know what teachers think are the greatest benefits and biggest challenges for using media in education and whether they want to have more in-service training on the topic. This will be important information to the principals of schools, the creators of learning material as well as teacher education programs and even the National Board of Education, since they will have the possibility to make improvements and modify guidelines based on that information.

Producing media literate members of society is one of the main purposes of media education (Kupiainen and Sintonen 2009: 15). It is essential that teachers know how to use media in teaching so that they can participate in educating students to become critical users of media. Using media critically is one of the media skills listed by the National Board of Education (2012), which calls media skills citizen skills of the information age. This in turn means that media skills will most likely be one of the key skills required in working life in the future. According to Kotilainen and Hankala (1999: 43), media literacy is an essential skill that everyone should master because in the future democracy will increasingly take place via media. Critical media literacy is also one basic requirement in implementing lifelong learning.

The present study will examine how often teachers use media in their teaching and on their free time. We will take a closer look at the opinions teachers have on the usefulness of media in language teaching. The participants of the present study also evaluated their own pedagogical skills in using media in language teaching. In addition, the greatest benefits and the greatest challenges of using media in language teaching are discussed as well as the need for in-service training in the use of media. The effects of age and teaching experience on using media in language teaching are also examined.

The results of the present study most likely show that teachers use media to varying extent both in the classroom and on their free time, mostly depending on their own familiarity and experience with them. It is also possible that the teacher's age and teaching experience have an effect on how often the teacher uses media in the classroom. Many schools have invested in the newest technological devices to enhance teaching and enable the utilization of new forms of media, but it is unclear whether the money spent on technological equipment is really worth it. The present study takes a look at whether some types of media are used more than others and aims to find out the reasons behind teachers' decisions to include certain types of media and exclude others.

The theoretical framework for the present study lies in foreign language learning and teaching in Finland and draws on what the current and the upcoming National curricula say about media in relation to (language) learning. In addition, media education and integrating the utilization of media into language teaching are important parts of the theoretical framework.

The most extensive research carried out on the topic of media in the language classroom in Finland was conducted by Luukka et al (2008). The study examined which media teachers used in their work and in their free time. The questionnaire used in this study is a modified version of that used by Luukka et al. and the results of this study will be closely compared to the results of Luukka et al. in order to find out whether the media landscapes of the language classroom have significantly changed during the last decade or not.

The results of this study will provide useful information as to what forms of media are used the most in the language classroom and what forms receive less attention. The results will also reveal what types of media are seen as useful. The results may further affirm the need of in-service training in the use of media in teaching. In addition, the developers of teaching materials as well as teacher education programs might benefit from the results.

This study consists of five main parts. At first, we will take a look at the history and the current situation of media in education and define key terms used in this study. The second part of the present study will take a look at media in foreign language teaching and present previous research carried out on the topic of media in education both in Finland and around the world. The third part will introduce the methods and the data of this study. In the fourth part the main results of this study are presented and compared to reveal meaningful differences and correlations. In the fifth part of this study, the main findings are discussed and ideas for further research are introduced. However, let us first take a look at how media is defined.

2. MEDIA IN EDUCATION

2.1. Defining central concepts of the present study

The word ‘media’ comes from Latin and it is the plural form of the word ‘medium’, which could be literally translated as ‘middle’ (Oxford Dictionary, 2015). In the Oxford Dictionary, ‘medium’ is defined as “a means by which something is communicated or expressed”, in other words media are communication channels through which information is disseminated. The first known use of the word ‘media’ in its current meaning was in 1841 (Merriam-Webster, 2015), although the Oxford Dictionary dates the origin of the word to the late 16th century. Media can convey different types of information, such as text, pictures, sound and their combinations, and there always needs to be some kind of medium between the sender and the recipient.

The word ‘media’ has a variety of definitions which differ in broadness. According to Kotilainen (1999: 31), media in a broad sense means a way of expressing and the social context in which the expression has been produced, made and received. For instance, the theater has been one medium long before any technological communication devices even existed. Merilampi (2014: 43) considers the broad definition of media being that media are forms or tools of expression that enable communication. This definition includes, for instance, computer games, dancing, radio programs as well as written texts as media. The technological devices of mass communication have more recently become the modern meaning of media especially in the Anglo-Saxon culture (Kotilainen 1999: 31). The modern meaning of media is the definition of media that will be central in the present study. The present study focuses on media types presented in Luukka et al. (2008): print media, broadcast (audiovisual) media and new media and adds the category of social media as presented in Oksanen (2012).

Media has a myriad of definitions but there are also various concepts that are used when discussing the use of media in education. The concepts that are discussed in the present study include media education, educational media, media literacy, and information and communication technology. We will now take a closer look at how these concepts differ from each other.

Both teachers and researchers have varied opinions on the definition of media education. Kotilainen (1999: 31) points out that the definitions differ between countries but they also differ between fields of study. Mass media education is a concept that has been used in earlier decades, but it is not a current concept since communication is presently seen from the perspective of constructing media culture and meaning, which makes media education a more suitable concept (Kupiainen and Sintonen 2009: 27). According to Merilampi (2014: 11), media education is guidance to media skills, which are a central part of common knowledge at present and can be seen as necessary skills that every citizen should master. The primary aim of media education is to increase media literacy and produce media literate members of society (Kupiainen and Sintonen 2009: 15). According to Kupiainen and Sintonen, a media literate person understands and takes advantage of cultural media phenomena more vastly, deeply and ethically than someone who is not media literate. Kupiainen and Sintonen (2009: 31) point out that media literacy is much more than reading a traditional text: it is also reading visual and audiovisual texts. They see media literacy as a collection of skills which have to do with receiving media texts, interaction, participation, and producing cultural content (Kupiainen and Sintonen 2009: 15). Kotilainen (1999: 36) defines media literacy as an umbrella concept for literacies of all media and their texts. Media literacy is needed with media texts that have words, pictures, sounds or their intertextual combinations. Media literacy is seen as an individual's personal readiness that can be developed.

According to Chin et al. (2011: 1-2), media and the processes of both formal and informal language learning and teaching have always had an inextricable connection. They point out that as with all broad terms, the definition of educational media is disputable and quite complex. Chin et al. (2011) present an array of possible definitions, concluding that all of them offer some valid points and classifications but all of them seem to be lacking one aspect or another. Chin et al. (2011: 2) address the fact that throughout the history of education, many have associated educational media with mass media, such as television. There has also been a tendency to think of technological devices that support learning when educational media is discussed. However, mass media has provided important authentic language teaching materials and the same also applies to the newer technological devices. Merilampi (2014: 102) defines educational media as media that is used either in content or technically in the teaching of different school subjects. It is one part of media education, but it is not the core of media education. It is often difficult to separate whether media is used as an instrument or an objective and often media is the instrument and the objective of learning at the same time

(Kotilainen 1999: 33). When the subject content is emphasized in teaching, the teacher is using media educationally (educational media). For instance, if the students study history from newspaper articles, the newspaper works as a source of information and as learning material. When the emphasis is on communication and the newspaper as a form of communicating, it is media education. Some researchers and educational planners see the instrumental use of media and the actual media education as two separate entities, while others do not (Kotilainen and Kivikuru 1999: 20). Simply put, media education is learning about media and educational media is learning with media. However, the two concepts are closely intertwined because when teachers teach with media, they are bound to teach about media at the same time. Media pedagogy is defined as education in media and with media (Merilampi 2014: 100). Media pedagogy, therefore, works as an umbrella term for the two concepts of media education and educational media.

Another concept that is important in the framework of the present study is information and communication technology (hereafter referred to as ICT) in education. The concept focuses more on the technological aspects than the previous two concepts, but it is nevertheless central for the present study because ICT and media often go hand-in-hand. Merilampi (2014: 43) actually points out that a common and simple way of looking at the development of media education is to look at it through the changes in media technology, because new media always change the communication environment. In this sense, media education is the reaction that education has to the changes in media technology. This supports the view of the present study, where media education and educational media have a similar history and where ICT is seen as a part of media pedagogy. As Merilampi (2014; 111) argues, educational technology can justifiably be recognized as part of media education, however, media education as a concept is much more than just educational technology.

2.2. Brief history of media in education

Media has an important role in defining how we live our lives (Merilampi 2014: 14). If religion was the prevailing paradigm in the 18th century and science in the 19th century, media has dominated the 20th century. According to Kotilainen (1999: 33), Finnish teachers have used media in education for decades. Kupiainen and Sintonen (2009: 26) remind that the development of media education has been shaped by the new technological features. Every

decade has introduced new media, which have become more popular in the classroom, pushing aside the earlier methods.

According to Kotilainen and Kivikuru (1999: 13), moral questionability has often been linked to new types of media as it was believed that mass communication could strongly influence people. That is also why new forms of communication have always faced resistance (Merilampi 2014: 11). In ancient Greece, Socrates feared that if he writes down his thoughts on parchment, the thoughts will disappear, whereas Plato feared that when the ability to write spreads, the ability to speak will disappear. Nevertheless, they started writing because they realized that the benefits exceeded the possible hindrances. Merilampi points out that this fear towards new types of media has always been unnecessary and it has only resulted in people simply having a new way of communication. Kupiainen and Sintonen (2009: 11) remind that on each decade the introduction of new media has always caused moral panic, which has in turn had an effect on the development of media education. In its early days, the newspaper and later films raised a question of how media affect us. The 1980's was the era of video equipment, whereas in the 1990's computers were introduced for classroom purposes. More recently, television, the internet and digital games have raised suspicion. In the 2000's, however, media educators do not have to depend on one type of media, but instead can create their own media pedagogy with various different media types. Merilampi (2014: 21) points out that especially in Finnish culture, learning has meant hard work and that is why it might be difficult for some people to perceive social media or gaming as effective ways of learning. However, Merilampi reminds that more entertaining methods might give more pleasant experiences of learning and, therefore, enhance motivation.

Merilampi (2014: 111) introduces the history of educational media quite briefly by the decade. According to Merilampi, each decade had a new 'product' that was brought to the classroom to enhance teaching. In the 1920's films were introduced also in an educational setting and in the 1930's the radio was the newest addition to teaching. Television became common in the 1950's and programmed teaching in the 1960's. Learning laboratories were introduced in the 1970's and computers and videos during the 1980's. Multimedia was the most recent addition in the 1990's and the 2000's saw the introduction of internet in teaching. The current decade has, of course, been the decade of social media.

Table 1 shows how media education has developed in the Finnish context from the 1960's to

the present.

Table 1. The decades of Finnish media education (Kupiainen et al. 2007: 23)

Decade	Education	Media
1960 Folk education	Audiovisual education Mass media education	Films, television, newspaper, mass media communication
1970 Criticism	Mass media education Communication education	Television, mass media
1980 Aesthetics, Ethics	Communication education	Video, audiovisual culture, movies, music videos
1990 Networking, interaction	Communication education Media education	Information technology, online technology, digital technology
2000 Multidimensional media culture	Media education	Digital technology, multimodality

In addition to the decade, the decade column in Table 1 shows the prevailing paradigm of the decade in question. The education column shows what media education was called at that time. The media column lists the new types of media that were used in education in Finland during that decade. Next we will take a closer look at the different decades of media in education.

Media education is an old phenomenon even though the concept is relatively new (Kotilainen and Kivikuru 1999: 13). According to Kotilainen and Kivikuru, researchers disagree on when media education was, in fact, first introduced. One could think that media education has been around for as long as there have been different mediums of communication. As early as in the 17th century the newspaper had spread across the globe and already received criticism in literature (Kotilainen and Kivikuru 1999: 13). The press has historically been an important source of material alongside the textbook and newspapers were used as additional texts with textbooks already in the 18th century Germany (Merilampi 2014: 105-106). Another point of view sees the beginning of media education in the early 19th century, when mass communication started to develop (Kotilainen and Kivikuru 1999: 13). A third opinion pinpoints media education to the turn of the 20th century when movies, the radio and records became more common and a mass culture started to develop, which in turn meant that the public needed to be educated about media (Kotilainen and Kivikuru 1999: 13). In any case, different types of media have been a part of people's lives for a very long time.

Kotilainen and Kivikuru (1999) divide the history of media education into three distinct phases: The moralistic phase, the phase of aesthetics and critical interpretation and the phase of media culture. The first phase is the so called moralistic phase, which was dominant in the 1930's. All methods of communication have at one point caused older generations to worry about their detrimental effect on younger generations (Merilampi 2014: 100). Periodicals with comic strips caused concern already in the beginning of the 20th century and in the 1930's the effects of media were widely discussed. Especially worrying were movies when they became more popular and many critics were certain that they would corrupt people. It was also thought that for example commercials and newspapers hinder the development of literacy (Kotilainen and Kivikuru 1999: 16-17). In England, media was seen as having a damaging effect especially on younger people. In Sweden especially the effects of television and comic books stirred debate in the 1950's. During the moralistic phase, mass media was mainly seen as a "disease" and, thus, it was treated negatively in the school system. Media education at that time emphasized high culture and understated popular culture. According to Kotilainen and Kivikuru (1999: 17-18), behaviorist ideas were behind the moralistic way of thinking, because especially high culture, reason and knowledge were emphasized at that time.

The second phase in the history of media education is called the phase of aesthetics and critical interpretation (Kotilainen and Kivikuru 1999: 18-19). The aesthetic phase started around the 1950's and was brought on by film education, which widened the perspective of media education in general. In the 1960's a more societal media education, a critical interpretation, started to develop. The aesthetic phase over-emphasized film education and, as a result, for example television's game shows and newspapers were not used as much in teaching.

An important figure in the history of media education in the 1970's was Sirkka Minkkinen, who was a Finnish representative of the critical interpretation of media education. She was responsible for developing the General Curricular Model for Mass Media Education (Minkkinen 1978) commissioned by UNESCO. The UNESCO model has been a starting point for media education in several countries around the world. The main ideas behind Minkkinen's model were to start close to the everyday life of students and separate different types of media. As Minkkinen emphasized co-operation, project work and first-hand experiences, the practical application of her model was usually editing a class newspaper.

When it comes to mass communication, Minkkinen's (1978) the objective was to educate critical and informed recipients and active users of mass communication who are not afraid to take a stand. Minkkinen separated two different schools of thought: teachers who use mass communication as an instrument in the subject they are teaching and teachers who teach about mass communication. Minkkinen points out that the two schools of thought inevitably overlap because students learn about media even when they are not explicitly taught about media. What could be taken to the current media education is Minkkinen's main idea to start with the student's own everyday media environment. When media education is approached from this point of view it might make it easier for students to see the benefits of media education for their lives and maybe even enhance their motivation to learn about the topic.

Len Masterman created a plan for integrating media education to schools in the end of the 1980's (Kotilainen and Kivikuru 1999: 19). Masterman's idea was to educate students to read media in the right way and to make them see that reality and the reality that media portray are different. What we see in media are carefully constructed portrayals of reality and, according to Masterman, students should always try to find out the sources and origins of media portrayals as well as the techniques that are used to convey messages. The objective of this type of media education was to raise awareness and educate people that can read media critically.

Media education in Finland began a few decades later than it did, for instance, in Britain. According to Merilampi (2014: 105-106), newspapers were first used in teaching in the 1940's in Finland. Kupiainen et al. (2007) argue that Finnish media education began developing in the 1950's. Back in the 1950's, mass communication was a relatively new and much discussed topic. Films had become more and more popular and their possible effects on people and on society as a whole were questioned. Media education most often portrayed films as 'bad' entertainment and books as 'good' art. In the 1960's televisions came into Finnish homes (Kupiainen et al. 2007). Media education had become more liberal and popular culture and mass media were sources of teaching material when themes such as war and equality were discussed. Films have also been used in education since the 1960's and they are still an important source of authentic material (Merilampi 2014: 106). In the 1960's ICT was mainly used for calculative purposes and the concept of programmed teaching was introduced (Merilampi 2014: 109). Programmed teaching means that the computer takes the role of the

teacher and teaches with the help of rewards and punishments. This was supposed to ideally individualize teaching.

Merilampi (2014: 39) dates the beginning of media education in Finland to a few decades later than Kupiainen et al. (2007). According to Merilampi, Finnish media education started in the 1970's when mass media education as a concept was introduced. Mass media education in the 1970's was divided into informational, aesthetical and ethical education (Kupiainen and Sintonen 2009: 27). On the one hand, mass media education was seen as propaganda, but on the other hand it was connected to the general art education (Merilampi 2014: 39). Instead of mass media education, film and television education was also used as a term. The aim of mass media education in the 1970's was to teach students criticism of the messages communicated by mass media and encourage students to form their own opinions (Merilampi 2014: 51). During the 1970's, media education was properly implemented in the National Curriculum (Kupiainen et al. 2007). It encouraged critical media literacy skills and a new kind of interpretation of media.

In the beginning of the 1980's, the concept of communication education was taken into use in Finland (Merilampi 2014: 39). Communication education presented the idea that children had to be protected from the dangerous world of media and this was carried out by scare tactics. In the 1980's audiovisual media became very popular when Music Television started airing music videos and people had the opportunity to make home videos (Kupiainen et al. 2007). Media culture research was introduced as a new perspective in media education, which was a result of the needs of a new generation. Periodicals have also been used both as the object of teaching and as learning material ever since the 1980's (Merilampi 2014: 106).

The third phase in the history of media education presented by Kotilainen and Kivikuru (1999: 22-25) is the phase of media culture. During the 1990's all cultural aspects that had something to do with media were branded as media culture. At that time the number of different media and information channels multiplied and mass media had become multimedia. According to Kotilainen and Kivikuru, during this transformation the Finnish mass media education became the communication and media education that it was at the end of the 20th century. In fact, the term media education became popular only after the mid 1990's (Merilampi 2014: 39). The phase of media culture emphasized the self-criticism of the students as well as a cultural criticism (Kotilainen and Kivikuru 1999: 25). At this point, the

concept of media competence, which included the idea of criticism, was introduced. According to Kotilainen and Kivikuru (1999: 21), different educational television programs and educational videos were quite popular teaching methods at the beginning of the 1990's in addition to the more traditional newspapers and periodicals. However, the products of youth culture were not used in education, because the prevailing idea was still that there are more valuable and less valuable forms of media (Kotilainen and Kivikuru 1999: 21). The teaching methods in the 1990's moved away from the antisocial view of the previous decade and used computers to increase social interaction (Merilampi 2014: 109).

Starting in the 1990's, communication and the opportunities for individual expression and production were the main focus of media education in Finland (Kupiainen et al. 2007). Media education and society were heavily affected by the growing number of computers and mobile phones as well as the rise of the internet. Schools began using virtual learning environments and information and communication technologies (ICT). At the end of the 1990's there was a societal need to develop media education (Kotilainen and Kivikuru 1999: 25). However, the lack of cooperation between research and the actual teaching hindered the development of media education both in practice and in theory. According to Tuominen (1999), at the end of the 1990's television, newspapers and videos were the most used forms of media in comprehensive school but especially newspapers were starting to be replaced by the internet.

2.3. Media in education in the 21st century

According to Kupiainen and Sintonen (2009: 28), media in the early 21st century is seen as a journalistic, social, cultural and technological phenomenon. At present, people are constantly surrounded by different types of media. Kotilainen and Kivikuru (1999: 14) remind that media has a considerable effect on people as people often define themselves and society through media. The newer types of media, such as the internet, have allowed people to communicate in different communities and networks, which have made the effects of media spread even broader. Since media has such a remarkable effect on people's lives, it is necessary to educate people in how to use the media, and most importantly, to educate people to be critical of what they see and read. The changing views of learning and communication also have an effect on media education (Kotilainen and Kivikuru 1999: 15).

In the 2000's, media education expanded with a fast pace but it also became more and more fragmented (Kupiainen et al. 2007). When the government in Finland started to recognize the importance of media education, Finland became an avid supporter of media literacy and one of the pioneering countries in its promotion. Research at that time emphasized the relationships that children and young people had with media. The use of social media and internet in media education was discussed but not implemented at a national level. During the current decade, media education has strengthened its position nationally and it is now included in many governmental policies (Kupiainen et al. 2007). In addition, the Ministry of Education and Culture founded a media education authority in 2012. In the future, media education has to react to the growing significance that media has in people's lives. In addition, media education is very much needed among the elderly. Mobile phone applications and digitalization will also create challenges for media education.

Although moralism was the prevailing phase until the 1960's and 1970's, there still are moralists in today's society (Kotilainen and Kivikuru 1999: 17). Some teachers, people in the educational administration and politicians still mention media as a cause for violent behavior. As was mentioned above, especially new forms of media have always been seen as a threat. Currently, there has been a lot of discussion on the effects of violent entertainment on children (Merilampi 2014: 40). According to Kotilainen and Kivikuru (1999: 16-17), violence in the media has, in fact, been the issue that has raised the most concern in people in recent years. Other problems that are said to be caused by the media are the regression of intelligence and literacy. As to the question whether or not violence in the media causes violent behavior, Kotilainen and Kivikuru point out that there has to be something wrong in the psyche or surroundings of a person if a violent act seen for example in the television drives a person to act violently. However, having a lot of violent material shown in the television might make violence seem like a solution to life's problems for some young people.

According to Kotilainen and Kivikuru (1999: 23), the main problems with media education in the 1970's and 1980's were teachers' lack of education and teachers' lack of adequate knowledge of different media. For many, it was unclear what should be taught, how and in which point of education. The same problems were still present in the 1990's. It was common that different schools sometimes had very different practices when it came to media education and it was mostly the responsibility of teachers to educate themselves about media. Teachers also had the freedom to choose whether they wanted to put time and effort into taking media

education as a part of their teaching or continue in the same way as they had done before. Merilampi (2014: 110) reminds that some of the teachers at present still do not see that technology would have a role in their school. It also seems that teachers only use new and old technology as much as they deem reasonable and pedagogically justified. Clear guidelines for media use in education did not exist in the 1990's, whereas currently the new Finnish National Core Curricula (POPS 2014; LOPS 2015) have set aims and goals for media education more specifically than the National Curricula have ever done before.

Kotilainen and Hankala (1999: 45) remind that media education cannot happen if there are not teachers who are interested in it. Teachers have different points of view when it comes to media education and their views are mostly guided by their own cognitive skills, personal choices and subjects they teach. In addition to the teacher, the educational system needs to make the execution of media education possible. Kotilainen and Hankala (1999: 45) argue that the responsibility for media education should be on all teachers instead of only those teachers who are enthusiastic about it. Merilampi (2014: 97) argues that media is often seen as something related to one's free time and for this reason it is problematic when teachers bring media to the classroom. Teachers probably want to bring the reality of students to the classroom in order to motivate them, but instead students might see that as a way to use power and to 'invade' students' free time. If the motive of the teacher to use media is to get closer to students, this might limit the views of students or even amuse them. However, Merilampi (2014: 101) concludes that media teaches children how society works and how they should behave in it, which is why teachers should be willing to include media in their teaching.

According to Merilampi (2014: 23), the current media culture has made it nearly impossible to see the division between media and the outside reality. Our culture is full of media and with digital and networking media, the meaning of media is constantly increasing in people's lives. Merilampi reminds that in media fact and fiction can easily be mixed and that there are rumors and fictional stories available alongside actual news, which can blur the lines between media and reality. This is one of the reasons why media education is so important. It is crucial that young people learn to navigate in the world of media and to recognize which stories are real and which are fake.

Merilampi (2014: 25) points out that girls and boys use media for different purposes. Boys are more often interested in fast computers, whereas for girls computers are tools that can be used

to create and maintain relationships, learn new skills and search for information. When boys concentrate on playing international online games, girls use blogs and networking services. The challenge for media education is to even out these differences. Another challenge for young people seems to be reading skills (Merilampi 2014: 25). Children read fewer books than before and especially boys seem to have lost the ability to read longer texts and understand the nuances or symbolism.

Richardson (2010: 6) points out that the world is changing very rapidly around us but the system is very slow in reacting to the changes, which makes it challenging to be an educator. Bauerlein (2011) reminds that for instance in the case of the telephone, it took decades from its invention to its daily use, whereas the newest inventions have become daily used sometimes in months. The students are accustomed to being always online and their realities are very different from the older generation when it comes to communicating (Richardson 2010: 6). Richardson argues that some might see the collaborative pedagogy of wikis and blogs as something not well suited for the education system, when in reality they are very relevant for curricula and will help students prepare for life after school. Richardson (2010: 8-9) advises teachers to first acquaint themselves with media as learning tools before attempting to bring them to the classroom. He points out that it is important to understand how the technologies can facilitate learning for yourself before you can realize how powerful they can be in creating learning networks and communities. He believes that teachers should make the connections in their own practice first before they can understand the pedagogical implications that media have for the classroom. Kotilainen and Hankala (1999: 44) point out that both media and school are important constructors of identity for children in modern society, because children spend so much time in school and with media. School and media modify the image that children have of a functioning society and how citizens should behave. That is why Kotilainen and Hankala think that schools should be able to take advantage of media and not see it as a competitor. However, Siddell (2011: 65) points out that in order for one system to replace another it has to reach an optimum point of convenience and efficiency. This is not yet the case for many types of media, although Siddell predicts that this might change in the near future.

Developing learning environments has also been an important issue in Finland and the National Board of Education has granted monetary support for different projects and initiatives that have aimed at developing learning environments since 2007 (Mikkonen et al.

2012b: 5). Information technology has had an important role in several of the projects and it has been seen as enabling the development of new learning environments. The technological developments have brought laptops, smartphones and tablets into the everyday lives of people. These developments have made it possible to use the devices anywhere, anytime. New applications and especially social media has become extremely popular and, thus, very influential. It has been only natural that schools have had to follow these developments.

2.4. Media and the Finnish National Core Curricula

The planning of educational work in schools is based on the National Core Curriculum (Kotilainen and Hankala 1999: 47). With the guidance of the National Core Curriculum (hereafter referred to as NCC), schools create their own curriculum, which are divided into general plans for the school and specific plans for each subject. The development of Finnish media education in Finnish NCC has begun in the 1970's when mass media education was added to the NCC (Kupiainen and Sintonen 2009: 27). When the comprehensive school system was taken into use in the 1970's, the new NCC included mass media education as one cross-curricular subject (Merilampi 2014: 120). When the NCC was renewed in the 1980's, mass media education was left out of the curriculum. It took nearly two decades before it returned to the NCC under the name of communication education, which then evolved into media education.

Kupiainen and Sintonen (2009: 28) point out that media education is not systematically carried out in schools even though it has been a part of the NCC. The previous National Core Curricula from 2003 and 2004 attached media education to content entities that were meant to be integrated to teaching. Luukka et al. (2008: 61) argue that even though media education was mentioned as a cross-curricular subject in the NCC for Basic Education (2004), there were no concrete content aims or syllabus to work with. This has given media education a very vague position, which has led to a situation where media education might be present in individual teachers' classes but be mainly the responsibility of Finnish teachers. Kupiainen and Sintonen (2009: 28) also call for media education that is carried out in a cross-curricular way in a multitude of school subjects, which is what has been done in the most recent National Core Curricula (POPS 2014; LOPS 2015). The Finnish National Curricula have been recently updated to meet the needs of the ever-changing media landscape. The previous NCC

for Basic Education (POPS) was published in 2004 and the most recent NCC is from 2014. The NCC for General Upper Secondary Education (LOPS) was published in 2015 with the previous version dating to 2003. A lot has changed in a decade and so have the requirements of using media in teaching.

The 2004 NCC for Basic Education states that learning environments should give opportunities for students to use computers and other media technology and the internet so that they can develop into members of the modern information society (POPS 2004: 18). In 2004, one thematic entity that should transcend individual subjects was communication and media skills. The aim of this cross-curricular competency was to promote the understanding of media and to develop skills in using media as both the recipient and the producer of information. For the students, the main objectives were to learn how to critically compare and use information and to be critical about the information conveyed by media (POPS 2004: 39). There was no separate mention about media in the section for foreign languages and ICT was only mentioned once in the curriculum as something that can be used in student counselling classes.

Similarly to the 2004 NCC for Basic Education, the NCC for Upper Secondary Education from 2003 states communication and media skills as one thematic entity of cross-curricular competency (LOPS 2003: 29). In upper secondary education, the aim of communication and media skills is that the student has adequate skills in media criticism and that the student learns responsibility in relation to using media. In addition, the aims include improving communication and interaction skills, knowing about the societal and economic factors affecting media and being informed about media production and copyrights among other issues. Students should also be used to using media as a learning tool and learning environment and be capable of producing own media texts (LOPS 2003: 29). The school should emphasize the active role of the students with media and possible cooperation with local media. In addition, the students should understand the influence that media have as entertainment, in conveying information, in society and on one's worldview and self-image. The NCC for Upper Secondary Education from 2003 also states that media is both the object of learning and a tool for learning. Communication and media skills as a cross-curricular competency are mentioned in the course descriptions of Swedish and other foreign languages. However, the course descriptions only refer to the thematic entity as an option for discussing the issues of the courses in question. Using media texts is also mentioned twice in one B2 and

one B3 level foreign language course description. ICT is not mentioned anywhere in the curriculum, with the exception of student counselling classes.

The NCC for Basic Education (2014) was renewed recently and the basic values of the curriculum emphasize the importance of education about values in a world where multimedia communication and social media among other factors have an influence on the values that young people have. The curriculum lists central aims of teaching which include teaching students to see how media influences culture. Media are also mentioned in the multiliteracy aim, which states that students should be able to practice their skills in learning environments that use multimedia and technology in different ways. Another aim is to teach students how to evaluate the effects of media and how to use its potential. However, media education is given emphasis to in studies of one's mother tongue and not in foreign languages.

ICT skills are mentioned as a separate learning objective in the NCC for Basic Education. The NCC states that using ICT is an important citizen skill in itself and as a part of multiliteracy (POPS 2014: 23). Similarly to the previous NCC for Upper Secondary Education (LOPS 2003), the new curriculum sees ICT as both the object of learning and a tool for learning. According to the NCC for Basic Education (POPS 2014: 23), all students should have the possibility to develop their skills in ICT. ICT will also be used in all grades, subjects, cross-curricular learning and other school work. The most recent NCC for Basic Education (POPS 2014) has divided the developing of ICT skills into four areas. The first area is to guide students in how to use ICT and how to improve their practical skills in using ICT. The second area is to teach how to use ICT safely, ergonomically and responsibly. The third area is to guide students in using ICT in research and creative work and in managing data. The fourth area is to let students practice using ICT in communication and networking. The Curriculum emphasizes that the students should get acquainted with various applications for different purposes so that they realize their importance in everyday communication and as an influential tool. The NCC (POPS 2014: 27) also mentions that ICT should be used to promote multisensory and multichannel working and interaction. ICT is seen as an essential part of learning environments in school (POPS 2014: 29). The use of ICT supports the different learning styles of students and improves their skills in communal working. The diverse media culture is taken into account when developing learning environments and learning will be supported by new ICT solutions. The NCC also states that students' own devices can be used to support learning, which in turn would result in all students having the possibility to use

ICT.

The NCC for Basic Education (POPS 2014: 31) emphasizes the use of ICT as a working method. According to the curriculum, using ICT will increase the possibilities for students to develop their networking skills. Using ICT will also increase students' skills in acquiring and handling information independently and critically and in creatively producing information. Games and gaming are separately mentioned as something that will be utilized when choosing working methods. The NCC for Basic Education (POPS 2014) lists guidelines for using ICT in grades 1-2, 3-6 and 7-9 separately with specific learning aims mentioned for each group in accordance to the four areas of ICT skills listed above. In addition, ICT is mentioned in language learning aims in Finnish, Swedish and foreign languages and it is presented as a natural possibility for including authentic situations in language teaching.

The newest NCC for Upper Secondary Education (LOPS) was published in 2015. The Curriculum states that one of the thematic entities that are common for all upper secondary schools in Finland is multiliteracy and media (LOPS 2015: 38). The thematic entities will be taken into account in the teaching of all subjects. Media in its different forms is seen as one important way of becoming an active citizen. The aim of the thematic entity of multiliteracy and media is to deepen students' understanding of media and their meaning for people and for culture. Students should also learn media criticism by getting to know the societal, economic and cultural factors affecting media. Media education is mentioned several times in courses of Finnish, but media is also present in the course descriptions of Swedish and foreign languages. There are entire courses concentrating on culture and media in each language level where the focus is on developing multiliteracy and getting to know the cultural phenomena and media of the country where the target language is spoken.

The NCC for Upper Secondary Education (2015) has a separate section for the use of ICT in education unlike the previous Curriculum, which only mentioned ICT once in relation to student counselling classes. According to the NCC, students are guided to use ICT diversely and learning environments are expanded outside the school with the help of ICT. Students are also guided to use digital learning materials and tools in order to find and evaluate information and create and share new information (LOPS 2015: 15). The general objectives of the NCC state that teaching should guide the student to use ICT purposefully, responsibly and safely and to deepen the students' knowledge about ICT. ICT is also mentioned in the

guidelines for Swedish and other foreign languages as being used naturally as a part of learning environments.

In addition to the National Core Curricula, The National Board of Education in Finland has released official recommendations for the use of social media in teaching (National Board of Education 2012). However, some have criticized that the recommendations are already outdated (e.g. Keränen 2015). According to the recommendations, social media has become a significant part of modern society and it is changing learning together with digital culture towards a direction where the student takes a more active role than before. Using ICT has increased in many sectors of society and using social media as a part of working life is becoming more and more common. The National Board of Education also states that using ICT is possible regardless of the learning environment with the help of mobile devices. The increasing use of social media is changing the way we communicate, work and convey information. The aim of the official recommendations is to promote the development of new practices that give equal opportunities to all students to learn how to use social media and to understand its role in society. The recommendations emphasize the responsibility of schools in teaching students safe, ethical and responsible skills in using social media.

The National Board of Education (2012) regards media skills as citizen skills of the information age. Media skills can be divided into creative media skills, critical media skills and social media skills. Suggestions for practical measures include using social media as a natural part of learning, supporting learners in becoming responsible but active users of online discussions and helping the students to evaluate the quality of information that has been found online. Schools should also teach students about the rights and responsibilities when creating content or receiving content and learn about information security. In addition, students should be provided with opportunities to use for instance blogs, microblogs, discussion and chat services, community and group work platforms and wikis. According to the recommendations for the use of social media in teaching (National Board of Education 2012), interactive and participatory practices in schools could be promoted by for instance giving the students chances to write documents together, to modify photos, create videos and share the material as well as comment on materials made by others. Different subjects should also use social media so that students have the possibility to practice gathering and combining information from different sources. The recommendation mainly emphasizes the role of schools in educating students about social media and its responsible and ethical use. It is suggested that

local Core Curriculums should be updated to include the use of social media in their strategies. In addition, a yearly inquiry on the amount of electronic learning materials and proper equipment should be carried out. Based on the inquiry, it is defined whether new equipment or electronic material should be purchased in the future. The in-service training of teachers is also dependent on this inquiry.

2.5. Media types of the present study

As has been noted earlier in the present study, media education and media have various definitions. There are many ways to divide media into subcategories. The most common division of media types is between old media, which includes newspapers, radio, television, movies and books, and new media, which includes the computer with all its programs, the internet, games consoles, music players and so forth (Hankala 2011: 16). Websites, television shows and newspaper articles, for instance, are called media texts. At the end of the 20th century, divisions such as traditional and new media or analogical and digital media were used (Kotilainen 1999: 32). Traditional media include for instance books, newspapers, periodicals, movies, radio and television and in their traditional forms they are also analogical types of media. In this categorization, new media are for example CD's and information networks. According to Kupiainen and Sintonen (2009: 15), media includes the traditional media of the analogical age, the digital forms of those media and the new media of the digital age. Kotilainen (1999: 32) points out that traditional media can also be digital when it is on the internet. The term remediation is used by Kupiainen and Sintonen (2009: 87) and it is often used in media research. Remediation is presenting an older type of media in another media, for instance listening to podcasts is essentially listening to the radio via the internet.

Poikonen and Ruutana (2014) used a relatively extensive view of media in their study, which included for example textbooks, sounds, pictures and printouts as media types. The present study will not be as extensive when it comes to media types. The media types of the present study are similar to two previous studies by Luukka et al. (2008) and Oksanen and Koskinen (2012) in order to enable a more or less direct comparison with how the utilization of media in language teaching has changed in a few years. The categorization that is used in the present study is similar to that of Luukka et al. (2008: 29), where media is seen as consisting of print media, audiovisual (or in this case, broadcast) media and new media (the internet for

instance). In addition, social media is examined as a separate form of media in the present study, although it is technically a part of new media. The social media types of the present study are similar to those used by Oksanen and Koskinen (2012). Next, the media types used in the present study are examined a little closer.

2.5.1. Print media, broadcast media and new media

Print media is the oldest type of media in the present study. As the name of the category suggests, it includes types of media that are printed. In the present study print media includes newspapers, tabloids, periodicals, comics, fictional literature and non-fictional literature.

Broadcast media is, as the name implies, types of media that are broadcasted and in the present study the category includes television, radio and also movies. In the study by Luukka et al. (2008) the term ‘audiovisual media’ was used but since this category includes radio, the term ‘broadcast media’ is more suitable for the present study.

The category of new media includes the rest of the media types listed in Luukka et al. (2008). The types are email, different websites, discussion forums on the internet, gaming sites on the internet, offline computer games and teaching programs. In addition, this category was updated by adding some newer types of devices that might be used in language teaching. The additional devices are iPads/tablets, mobile phones and Smartboards.

2.5.2. Social media

Social media has become a part of education only in recent years and that is why its educational use might be more unclear than the use of print and broadcast media. For this reason this section of the present study will take a closer look at the social media types in the present study. Oksanen and Koskinen (2012: 58) shortly recap the history of social technologies in teaching. The first applications to support interaction were the electronic bulletin board, chatroom and instant messaging in the 1970’s. In the 1980’s the internet enabled a wider array of applications to make interaction and sharing information easier. These applications were emails, discussion groups, messaging software, bulletin board

systems and group work programs among others. The World Wide Web (Web 1.0) gave access to websites that were easy to use and that offered teachers and students an information supply that could be used in teaching and learning. The most remarkable systems in terms of usability in teaching have been online learning environments. Oksanen and Koskinen (2012: 58) point out that social media is part of the next phase of development, the so-called social web (Web 2.0). Since the early 2000's it has enabled the use of a wide selection of new types of interactional programs and applications. Social media functions on sharing, networking, openness, interaction, participation, user-centeredness, co-operation and a sense of community.

According to Richardson (2010: 85), more than a billion people in the world have access to the internet and the ways of connecting and creating content together have increased at an extremely rapid rate. Richardson mentions the web hosting service Wikipedia as a great example of how powerful social interaction has become and how it is being harnessed in new ways, which in turn has significant implications for learning and teaching. Merriam-Webster (2015) defines social media as a form of communication where online communities are created. These communities then share content, such as pictures, videos, and other information, with each other. Social media is a relatively new phenomenon and it has reached the world of education quite recently. In comparison to classic media, publishing content on social media is inexpensive and often more straightforward (Safran 2010: 3). Social media connects users, but also forms and supports communities.

Merilampi (2014: 107) points out that the learning material that media offer are current and greatly exceed what textbooks can offer. According to Vaarala (2014: 151), there are a lot of possibilities in using social media for teaching and learning because social media opens up possibilities for learning especially outside the classroom. Social media offers tools and services that enable communication (Merilampi 2014: 81-82). It is public and private conversations online as well as the constructing of everyday information and sharing messages with texts and pictures efficiently. Shared meanings are constructed by individuals and groups but at the same time it blurs the lines between the public and the private. Merilampi points out that there are nearly one hundred different social media tools from blogs to Wikipedia that can be benefitted from in teaching. Richardson (2010: 2) reminds that weblogs were among the first easy publishing tools that were adopted widely. They have since become an influential medium in various fields. Multimedia publishing in, for instance,

YouTube has also exploded in recent years. According to Richardson, millions of photos and videos and other material are added every day to the internet. The numbers are constantly growing because of easier access to broadband connections and more efficient computers. We have become creators of information instead of just being consumers of information.

There are various categorizations for social media types, but there is no one definitive division, because there are a myriad of services available and new ones are appearing constantly. For instance, Lietsala and Sirkkunen (2008) divide social media into content providing and publication media, such as wikis, blogs and podcasting, content sharing media, such as YouTube and Delicious, networking and community media, such as Facebook and LinkedIn, collaborative production of content, such as Wikipedia, virtual worlds, such as Second Life and associative media, such as Google Maps which is used as a part of other services. The types of social media that are included in the present study are taken from the study by Oksanen and Koskinen (2012), where social media was divided into virtual worlds, social networking services, media services, web hosting services, microblogs, blogs and social bookmarking web services. In addition, podcasts were added as a separate entity to the list. Since social media is a newer addition to the educational sphere and the category names are not self-explanatory, we will next take a closer look at what the social media categories of the present study are.

Kalliala and Toikkanen (2012: 61-62) define virtual worlds as communities that try to represent the real three-dimensional world both visually and as an experience. Young people mostly use virtual worlds that are games, the most popular of which is World of Warcraft. However, other virtual worlds, such as Second Life, have also become very successful. Instead of Second Life, many schools have opted for an OpenSimulator-based virtual world that they can moderate themselves. According to Kalliala and Toikkanen (2012: 62-63), there are possibilities of using virtual worlds in teaching, for example doing project work for a company in Second Life. Linnakylä and Nurmela (2012) concluded that teachers evaluated games and virtual worlds as useful for teaching and as great tools for motivating students. Since not many teachers use virtual worlds in teaching currently, Linnakylä and Nurmela deduced that teachers do not know the games and virtual worlds that are suitable for teaching well enough so that they could use them in teaching.

Social networking services, the most popular being Facebook at present, are online

communities where people can create their own profile, communicate with others and choose their friends (Kalliala and Toikkanen 2012: 60). Usually all the social networking services have some kind of purpose, for example LinkedIn, which is directed to professional networking. Kalliala and Toikkanen remind that even though social networking services can be very fruitful in teaching, using a social networking service in teaching does not increase interaction if the teacher has not planned its use beforehand (2012: 63). In fact, Richardson (2010: 136) advises teachers against friending students on Facebook and thinks that teachers should have clear reasons for using Facebook for networking purposes in teaching. Facebook enables teachers to create private groups for students, where students can exchange information, ask and answer questions and share materials for the course. If Facebook is not an option, Richardson (2010: 140) suggests the use of Ning.com, which is a similar space to Facebook.

Media services, or multimedia services, in social media are services that enable the publishing, storing, distributing and utilizing of sound, picture and video (Kalliala and Toikkanen 2012: 41-43). Flickr is one of the most popular picture galleries and YouTube is without a question the most used video service at present. Slideshare and Prezi as well as PowerPoint are media services that enable the creation and presenting of documents, pictures and videos in the form of a presentation. All of the media services above can be used in teaching in multiple ways. Richardson (2010: 104) points out that, for instance, YouTube offers a variety of videos for almost everything and anything that you can think of. Many educational videos for example on language teaching are available and new videos are uploaded all the time.

Web hosting services offer the possibility to have a modifiable document online, which can be accessed by all those who are given access (Kalliala and Toikkanen 2012: 30-33). When using a web hosting service, the newest updated version of the text is always available to all participants, for example when doing group work. One of the most used web hosting services at present is Google Docs. By sharing your document with others, multiple users can edit different parts of the document at the same time. Another web hosting service type is wikis. Wikis are usually public collaborative web spaces where content can be added or edited by anyone either directly or after creating a username (Kalliala and Toikkanen 2012: 31; Richardson 2010: 10). The most famous wiki provider is the Wikimedia Foundation, which includes for example Wikipedia, the world's largest online dictionary. Wikimedia Commons

contains pictures and videos that can be freely used for example in teaching. One of the most useful ways of using web hosting services in teaching is creating and editing a group project in Google Docs, OneDrive or some other similar service. Richardson (2010: 61) mentions that creating wikis is a democratic way of knowledge creation. Students also learn how content is published and they develop their collaborative skills.

Blogs, or weblogs, are one of the most common ways to publish one's own written texts (Kalliala and Toikkanen 2012: 19-20). The word 'blog' was invented in 1997 and blogs became popular around the year 2002. In the beginning, blogs were mostly personal diaries held by one person. As they have become more and more common, blog types have become more varied: at present you can find, for example, professional blogs, conference and team blogs and political blogs in addition to the more personal diary-type blogs. According to Richardson (2010: 10), blogs are easily created and updateable websites to which authors with internet connection can publish material instantly. Out of the social media types, they are the most widely adopted in education. Blogs allow conversations and adding information, which makes them interactive tools in learning. Richardson (2010: 20) points out that blogging might have a positive impact on students as it promotes analytical and critical thinking and is a very powerful medium that can increase access to quality information. Richardson (2010: 26) reminds that there are various ways how blogs can improve student learning. Blogs are a constructivist tool that can attract an audience much wider than one's classroom. This in turn can motivate students as they are writing texts for the "real world" instead of just for the teacher or classmates. Blogs also encourage collaboration regardless of where students geographically are. Richardson points out that the "collaborative construction of content" is all the more common and students are expected to have skills of that kind when they enter working life. Blogs also work as archives for the learning of students and facilitate metacognitive analysis and reflection in a way that has not been possible before. According to Richardson (2010: 27), blogs are democratic and they can be benefitted from by student with different learning styles.

Microblogs, the most used at present being Twitter, were originally created for mobile phones, hence the limit of 140 characters (Kalliala and Toikkanen 2012: 21; Richardson 2010: 86). It is a blog environment but the messages are significantly shorter than in normal blogs. Vaarala (2014: 135) introduces microblogs as a means to share short messages that can also include a link to a photo, video or article. Microblogs are often used for example when live

blogging is needed (Kalliala and Toikkanen 2012: 21). Richardson (2010: 86) sees Twitter as a great tool for teachers because it creates a network where you can ask questions and get answers, share and find links to blog posts and other useful resources and share ideas. Vaarala (2014: 152) reminds that using microblogs in teaching changes the power structure of the classroom. The teacher teaches the students, the students teach their peers and the students teach the teacher.

It is common practice to create bookmarks to help navigate in the internet (Kalliala and Toikkanen 2012: 72-73). Social bookmarking web services are essentially services that collect all your bookmarks into one place from where they can be shared to other users. This allows you to access your own bookmarks with any device and your contacts can follow what bookmarks you have created. In the same way you can also follow your contacts, or anyone who is using a social bookmarking web service, and their bookmarks. The online bookmarking web services allow the users to save links and annotate them with keywords or tags to organize them, after which they can be shared to others (Richardson 2010: 89). The purpose of these services is to effortlessly find information that might interest you online. The most well-known social bookmarking web service currently is Delicious (previously del.icio.us). According to Richardson (2010: 97), Delicious is mainly for sharing links in an effortless way, whereas another social bookmarking service, Diigo, is more concentrated on saving content. Richardson (2010: 10) points out that social bookmarking web services allow users to create a searchable 'personal internet'. Readers can save and archive pages and applications like Delicious and Diigo allow the creating of resource lists that are subject-specific and that can be easily shared via Really Simple Syndication (RSS), which is a technology that makes it possible for teachers to subscribe to different 'feeds' of content on the internet. Richardson (2010: 90) also points out that RSS give us access to what others write, whereas social bookmarking services allow us to read what others read.

Podcasts are essentially voice blogging (Kalliala and Toikkanen 2012: 42). Different types of podcasts include interviews, talking books, conference recordings or lecture recordings. Usually a podcast is a blog that has an mp3 file as a media enclosure. You can listen to the podcast on the blog's site or by downloading the media file to your own device. Kalliala and Toikkanen (2012: 43) point out that it takes more skills to do a podcast than it does to write a blog, however, there are various podcasts that can be implemented in teaching. According to Richardson (2010: 112), podcasting was born around 2004 and it began with creating and

distributing amateur radio. Currently, however, many podcasts have become more serious as most news programs are available also as podcasts. Podcasts use the previously mentioned RSS as a way for people to subscribe to them. In the next section, media's role in foreign language teaching is discussed in more detail.

3. MEDIA IN FOREIGN LANGUAGE TEACHING

In this chapter, we will take a closer look at how media is used in language teaching. We will first discuss the so-called digital natives and the digital divides between generations and between schools. Then we will move on to examine how the use of media works in the classroom and what using media requires from the teacher. The benefits and challenges of using media in teaching are also discussed. In the last section of this chapter previous research on using media in language teaching are presented.

3.1. Digital natives and digital divides

Human communication has become radically different from what it was before because of the internet and the World Wide Web (Pihkala-Posti 2012: 110). People are now able to actively produce content instead of being passive recipients of information. According to Merilampi (2014: 9), media defines our lives more than we know and she points out that children start following media regularly at the age of three. Even though new communication devices are new for both children and adults, Merilampi (2014: 17) argues that children probably are more open-minded and curious about them and, therefore, learn to use new devices quicker. According to Kupiainen and Sintonen (2009: 10), there are different digital divides in schools. Digital divides can be based on for example gender, age, socio-economic factors, regional factors or a combination of many factors. One digital divide in schools is the different relationship with media that students have compared to teachers.

Prensky (2001: 3) reminds that because the educational system has been designed so long ago, it no longer fits the students as the students have changed so much during the last few decades. The change that Prensky is indicating is so great that it cannot be compared to the changes of previous generations that might have had different slang or clothes. The latest generation, as Prensky points out, has grown up with technology and is the first generation to have done so. In 2001, college graduates on average had spent 20,000 hours watching television and 10,000 playing video games but only less than 5,000 hours reading books (Prensky 2001: 4). At present, these numbers have most likely multiplied since in fifteen years technologies have only become more ubiquitous. Prensky (2001: 4) points out that for

that reason, students are fundamentally different from the students of previous generations in terms of how they think and process information. Prensky (2001: 4) presents the term ‘digital natives’ to describe the latest generation as they are ‘native speakers’ of digital language and know their way around computers and video games. Digital natives are those who are born in the 1990’s or later and have been surrounded by digital technology their whole lives (Pihkala-Posti 2012: 109-110). Mobile phones and their applications as well as the different uses of the internet are part of the digital natives’ everyday life and, thus, also a source of informal learning. This can be seen as a challenge for foreign language teaching in schools. It has been suggested that formal education should take advantage of the informal learning strategies used by digital natives. Pihkala-Posti argues that current learning theories and language pedagogies could easily include the use of social media and it could even help other languages to survive in the Finnish Curricula besides English.

As opposed to the digital natives, Prensky (2001: 4) describes the previous generations as ‘digital immigrants’ since they have not been born into the digital world but have adopted the use of new technology later in life. Prensky argues that the greatest problem of education is that the digital immigrant instructors are trying to teach a digital native generation, which creates a digital divide between the students and the teachers. Prensky presents a valid point, because the way these generations think and how they have been socialized differ greatly from each other. Obviously, as an ‘immigrant’ you are at a disadvantage when trying to speak the language of the natives, and according to Prensky (2001: 5), you will always have your ‘accent’. However, one must take into account that Prensky’s digital native term was coined fifteen years ago and in that time the digital native generation has grown up and moved into working life. This means that currently there are already digital natives working as teachers alongside the older generations. As far as the language metaphor goes, there are also many digital immigrants who have learned to ‘speak’ the digital language fluently and sometimes even better than the natives. This leads to an interesting comparison between the language metaphor and real life. If you are learning a second or foreign language you are likely to study the grammar of the language very closely, which might result in some cases in a situation where you actually know the grammar in more detail than a native. Similarly, teachers who have carefully studied the possibilities of technology for teaching might actually know more about it than the digital native generation. While digital natives might know their way around social media for instance, they might actually be lacking in basic skills such as using word-processing programs or attaching files to emails. In this regard, Prensky’s concept of digital

natives and digital immigrants could be questioned.

The nature and amount of information has essentially changed during the last decade (Vähähyppä 2011: 19). We need significantly less of our memory capacity for detailed information such as phone numbers because everything can be quickly checked from your mobile phone or from the internet. However, there should still be a critical attitude towards the information that has been found and the skill to control the vast amount of information available. Vähähyppä points out that information has also become more visual in recent years. Students should still be able to handle information in its different forms, whether it is written, visual, numeric or a combination of many forms. These abilities have still not been incorporated into student evaluation as the main method of testing is still the behaviorism-based paper exam. Vähähyppä (2011: 19-20) reminds that in the future working life will require a greater variety of skills as it does now and that is why young people should be educated about using ICT and its possibilities. Vähähyppä calls for more cooperation between teachers, peer-support systems, collaborative work and more innovative teaching practices to ensure that students learn these vital skills in school. In addition, teachers should have the possibility to participate in research, training and networks that increase their professional development in this area. The maintaining and developing of professional skills of teachers is the key to changes in the educational sphere.

Pihkala-Posti (2012: 111) points out that Finnish students spend more time on the internet than they do watching television. Young people use the internet for various things, for example sharing and creating content, taking part in various online communities and also informal learning. According to Pihkala-Posti, young people might be able to work multimodally quite effortlessly but often face problems when they need to read a longer linear text. Vaarala (2014: 151) points out, that students understand the concept of a text much more widely than previous generations. They do not only read texts but also interact with them. The texts that students produce are no longer linear as they often have links to other digital texts, pictures or videos. Merilampi (2014: 17) also mentions that younger people seem to have the ability to process large quantities of information and several types of information at the same time, whereas older generations process information linearly and more slowly.

The older generation has been taught to absorb information by reading a text from start to finish, but the younger generation works differently (Vähähyppä 2011: 18; Tapscott 2009).

They start by looking at a photo, then the actual text and continue on to different icons on the screen. Then they use search engines to find key words and exploit social media to get more information. They combine the pieces of information that they have found and received and come to a conclusion most likely faster than they would have with the 'traditional' method of the older generation. As the amount of information available online is immense, it is important to be able to critically assess how accurate the information one finds online is (Richardson 2010: 152). In the era before the internet you could usually assume that the information in books and other printed resources had been edited and evaluated, whereas currently there is a vast amount of content online which has not been reviewed by anyone. Therefore, it is important that students learn to critically evaluate information and understand that not everything you read online is necessarily correct. Vähähyppä (2011) concludes that if the younger generation has been taught criticism and an analytical take on information and its sources, they probably come to the right conclusion. Teaching these skills is the job of the school, but at the same time it is important to hang on to the advantages of traditional education and use the new technology when it clearly supports learning better than the traditional methods.

On the one hand, according to Rosenwald (2015), digital natives would rather read books in print than electronically. Most of the school work of the younger generation is done electronically and they socialize online too, but various surveys have concluded that there is still a preference to reading printed books instead of e-books. Reading electronic books is prone to distractions and skimming and, thus, it might hinder comprehension. On the other hand, according to Pihkala-Posti (2012: 110), digital natives seem to prefer multimedia texts instead of traditional linear texts. The way multimedia texts are read differs significantly from linear texts and that is why Pihkala-Posti deduces that it must also greatly affect the future of language learning. However, in school linear texts are still used the most. The students still need to use a traditional text book and exercise book, which consist mainly of linear texts. The texts are usually either non-authentic or manipulated from authentic texts to better suit foreign language classes. According to Prensky (2001: 5-6), digital natives process information in a parallel manner and they tend to multitask. They are also used to the fast pace of receiving information and they would rather play games than do 'serious' work. Prensky claims that they have developed 'hypertext minds', which work essentially differently from the previous generations. In comparison, the digital immigrant teachers have learned, and therefore they also teach, one thing at a time and take learning seriously. Prensky

argues that the different way of learning has resulted in brains that are different, which might be the reason why the digital native generation has difficulties learning the traditional way and why they seem to have shorter attention spans.

The way young people learn has changed radically after the introduction of ICT (Tapscott 2009). Tapscott calls the children born during the era of ICT the 'net generation', whose way of studying and learning differs greatly from those who have been born earlier. Young people currently are not just receivers of information but also active producers of information who know how to search and handle information. Instead of absorbing a piece of information, it is more important to know how to analyze and combine pieces of information and to be critical about the information that you find. Tapscott (2009) points out that the 'net generation' does many things differently: they do not always start from the beginning and read from left to right and they have a different point of view. They are multitaskers and are accustomed to handle a multitude of information simultaneously.

Tapscott (2009) argues that because the net generation's way of learning is very different from previous generations, their studies should be less teacher-centered and more interactive. Tapscott points out that the traditional way of teaching might actually be boring to the net generation because it does not challenge them enough and often offers information in a black-and-white text form. Research and everyday observations show that using media in teaching is motivating students and with media also teenagers have been inspired by authentic learning (Merilampi 2014: 114). According to Kotilainen and Hankala (1999: 54), learner's inner motivation is important if we want students to be active learners. Inner motivation means that the learner has the will to learn something about a certain topic. Kotilainen and Hankala mention that if the students have learned to ask and problematize issues, they are more likely to be motivated. The role of the teacher is to guide, organize and facilitate collaboration, but also give room to the technical expertise of students, which is often better than the teacher's. According to Kotilainen and Hankala (1999: 54), in media education students' motivation is increased by having a current form of media or current or otherwise interesting content from some media to work on. What is important is that after working with media, the teacher guides the reflection and evaluation of the activities so that the students understand the process. As opposed to the informal learning and extensive knowledge on the internet and its applications that digital natives have, many teachers still seem to be focused more on formal learning and are often unsure of their skills especially in using newer types of media in

teaching (Pihkala-Posti 2012: 115). Pihkala-Posti (2012: 111) argues that the gap between schools and the ‘authentic world’ in which the students live is quite large. Pihkala-Posti calls for changes in the approaches to teaching foreign languages in order to keep the classes meaningful and reasonable for the lives of the digital native generation.

3.2. Media pedagogy

We are surrounded by technology and media every day and they change our way of communicating, working, studying and the way we spend our free time (Luukka et al. 2008: 22). Our language registers become more versatile as the number of communication channels increase. When our language and language use changes, it also creates pressure for language education to change. Vaarala (2014: 134) states that language learning and teaching are indeed at a turning point. The traditional language teaching is all about studying in the classroom, practicing language use situations, grammar and vocabulary and listening to materials that the teacher has pre-selected. During the last 20 years the internet has become very common in most parts of the world, which has also inevitably brought the internet to the educational sphere and foreign language education is no exception (Tschirner 2011: 25-26). It has not been that many years since most authentic materials were pictures and written texts on paper and most communication in the form of writing.

During the last two decades using internet has become more and more affordable, which has led to a dramatic increase in the video and audio content online. The internet enables language learners from all over the world to access these websites and the tremendous amount of information that they have about a variety of topics. Siddell (2011: 43) argues that this could even be compared to a “portable immersion experience” as the websites are often filled with linguistic and cultural references typical for the target language. The constantly increasing number of new links and files provide the teacher with an immense amount of current materials, something that no doubt can also be overwhelming for many. Cortés (2005: 55) reminds that mass media teach whether it has been the intention of media makers or not. Users also learn from the media even if they are unaware of it. Cortés points out that for this reason all of the media are “informal yet omnipresent non-school textbooks”. This poses a challenge for schools that cannot be avoided.

The previously dominating behaviorist view on media education has changed into a constructivist view in Europe, but as media education has always been a few steps behind from the current prevailing learning theories and views, it had not yet reached its rightful position in school curricula in the late 1990's (Kotilainen and Kivikuru 1999: 15). Social constructivism is still one of the most central current pedagogical concepts (Pihkala-Posti 2012: 113-114). Pihkala-Posti sees social constructivism being realized when users autonomously construct their knowledge by using the possibilities on the internet. Another realization of social constructivism would be the collaborative linking of information and web material into a whole. Pihkala-Posti mentions wikis as an application which supports social constructivist collaborative learning. Another pedagogical concept that is used currently is autonomous learning. Once the learner has set the goals, the internet provides a myriad of options to choose from to meet the set goals. The authentic learning approach emphasizes real content and meaningfulness for the student's lives. It works well with the media world that digital natives live in, because the internet offers possibilities for (virtually) real experiences. Pihkala-Posti (2012: 114) gives virtual worlds, blogs, Facebook pages, Twitter and Skype as examples of where the authentic learning approach could be realized.

Another current pedagogical concept in foreign language teaching is intercultural communication. The internet and social media give various new possibilities for intercultural communication because of the extensive amount of material available concerning the target and culture. Pihkala-Posti (2012: 114) argues that meeting people from around the world and speaking and writing the target language for instance on social platforms provide important connections for the students' own lives. A third current approach is the narrative approach, to which Pihkala-Posti gives personal blogs, fan-fiction and digital CV's as examples. Pihkala-Posti (2012: 115) concludes that many older generations have a presupposition about media having a degenerative effect on learning when, in fact, authentic internet media can provide many possibilities for real-life applications and connections to the target language and culture, which would greatly complement traditional classroom teaching.

Kankaanranta et al. (2011b: 7-8) point out that information and communication technology could help in creating learning experiences and environments that inspire and encourage creativity. However, Merilampi (2014: 109) points out that even though ICT is a great help for communication and interaction in teaching, there are pedagogical problems with its use. The quality and quantity of ICT teaching materials might not be suitable pedagogically even

though they would be technologically elegant. This requires a renewal in teaching methods, learning assignments and evaluation (Kankaanranta et al. 2011b: 8). Changing the pedagogical practices and the practices of schools is a slow process, which requires adapting new perspectives and often also giving up some things. According to Kankaanranta et al. (2011b: 8), if Finland wants to keep its current position as a country of educational quality, old perspectives of teaching will not be sufficient. There has been a lot of research carried out on using ICT in teaching, but the results of the separate research projects are still scattered. The knowledge gained from the research has not been sufficiently combined in order to reach a level of know-how that would benefit schools and everyone else in the educational sphere. As an answer to this problem, Kankaanranta et al. (2011b: 8-9) suggest national research projects, the results of which could be beneficial for schools in the whole country.

3.3. Media in the classroom

There are several implications that the new types of media have on teaching and learning (Richardson 2010: 149). In previous decades students had to show some effort if they wanted to know more about a certain subject. Newspapers and magazines as well as books in libraries were sources of additional information, but they required so much time that an average student probably would not bother to use them. Currently, Wikipedia or one Google search has so much content that it might even overwhelm students. The information is up-to-date, whereas textbooks can often be somewhat outdated already at the time of publishing. The access to content has increased, but so has the access to other teachers (Richardson 2010: 150). The new types of media have enabled the sharing of ideas and they have also given tools to find knowledge from primary sources, such as researchers and authors. The internet offers access to a variety of cultures and professional expertise from around the world whenever and from wherever, which gives teachers a learning experience like no other.

Richardson (2010: 150) reminds that students of previous generations were accustomed to working independently and producing content, such as essays, for a limited audience, which usually meant the teacher and maybe some of the other students in class. At present, students can collaboratively produce content for much larger audiences on the internet, which means that the information students create has a broader social context and, therefore, real purpose and meaning as a source of information for others (Richardson 2010: 151). Richardson

encourages teachers to include students in designing their own learning and think of teaching as a conversation instead of a lecture. Richardson (2010: 152) also points out that the internet enables us to create our own digital portfolio, where we can collect different texts and links and return to them later. The concept of writing has also expanded to include music, audio, video and even code. Richardson (2010: 154) reminds that the internet has introduced a new way for students to look at the work they do. Traditional essays on paper are usually handed in, then graded and handed back to the students who most likely throw them away. However, producing material on the internet makes it possible for students to contribute their work to a larger body of knowledge for others to use.

All of the implications above lead to a myriad of challenges for the educational system as well as teachers in the classroom. When students have access to information and can learn 24/7, the basic structure of a school year is probably not the most effective way to teach students (Richardson 2010: 154). According to Richardson (2010: 154-155), all the implications call for a redefinition of what teaching really is and this requires teachers to respond in five ways. Firstly, teachers need to be connectors of content and people. Because of the vast amount of information out there, teachers need to have strategies for finding relevant content and use primary sources in teaching. Secondly, teachers have to become content creators. Teachers must learn to use new technologies effectively in order to be able to teach them effectively to students. This means that teachers need to know how their personal learning networks are built and sustained, and this can be done by trying out how blogs, wikis or other social media tools are used. Thirdly, teachers have to be collaborators with each other but also with their students. Teachers must see themselves as learners like their students and connect with other educators to learn and share ideas and content. Fourthly, Richardson sees teachers as coaches who motivate students to learn online skills and to use them for seeking their own truths and learning. Finally, Richardson encourages teachers to be change agents, which means that they need to use the new available tools and change the traditional paradigms of teaching in their own ways and recruit other teachers to do the same.

Siddell (2011: 65) reminds that the task of the teacher has become easier and more difficult at the same time. Listening materials, for instance, are more appealing and easier to access but it takes careful planning to find sources that meet the requirements of authenticity and sophistication, which in turn takes time that teachers do not often have to spare. Too many new technologies might make teachers overwhelmed and lead to feeling like new types of

media cannot offer any new solutions compared to teaching with a traditional textbook (Merilampi 2014: 105). In any case, the most important thing is the quality of materials, not the tools that are used to present the material.

Jalkanen et al. (2012: 220) discuss the extensive investments that have been made in order to develop the IT skills of teachers and the information technology connections of schools in Finland. The investments have not, however, affected the pedagogical thinking in schools in a sustainable way. Jalkanen et al. point out that this might be due to teachers not seeing pedagogical value in the use of technology or due to teachers not thinking of technology as essential in their pedagogical thinking or as a part of their identities as teachers. According to Luukka et al. (2008: 84), the materials and working methods that are chosen usually reflect the teacher's interests and the teacher's own skills for instance with technology. Kubler (2011) reminds that it must be the pedagogical goals that determine how or whether we use educational technology in teaching. With the pedagogical goals in mind, teachers can consider how technology might help in achieving those goals. Kubler emphasizes that educational technology should always be approached from the pedagogical point of view and not the other way round. Merilampi (2014: 109) argues that using ICT in teaching can easily result to emphasizing the media at the expense of the content.

Norrena et al. (2011: 84) concluded that innovative teaching practices are necessary in order to promote learning that is essential in the 21st century. Even though the term '21st century skills' is quite ambiguous and has not been clearly defined, Norrena et al. (2011: 84) and Mikkonen et al. (2012b: 5) deduce that it means for example co-operative skills, problem-solving and communication skills as well as the skills in constructing knowledge and media literacy. According to Norrena et al. (2011: 94-95), over 90 % of teachers had a computer that they can use for teaching purposes. However, less than half of the respondents had a computer in their own classroom, which seemed to make a relevant difference. According to the results of the study by Norrena et al. (2011), having the technology available in the classroom affects how much teachers use the technology compared to if it is situated somewhere else, for example an ICT classroom. Norrena et al. point out that Finnish teachers had good resources when it comes to using ICT in education, but nevertheless the use of ICT in education was quite rare and the innovative use almost non-existent. Usually ICT was used for a purpose that could have been done without the help of technology. As examples of the basic use of ICT in education, Norrena et al. listed multiple-choice tests or short answers on

the computer, searching for information from the internet, writing or editing essays or other texts with the computer or returning an assignment electronically. According to Norrena et al. (2011: 96), the higher level use of ICT in education was for instance tests or quizzes in an innovative environment, analyzing and combining information, creating presentations or other multimedia products, using simulations or animations or keeping in contact with people outside the school about issues related to studying. Norrena et al. point out that the classrooms that had a higher level use of ICT also had more innovative teaching practices than the classrooms that did not use ICT at all or where there was only basic use. Norrena et al. conclude that innovative teaching practices mean student-centered pedagogy, expanding learning outside the classroom and taking advantage of ICT in learning and teaching. It was usually few individual teachers or groups of teachers that were the innovators in schools as opposed to the majority who still used ICT for very basic purposes. Norrena et al. (2011: 97-98) point out that often teachers might have access to ICT in the school but they do not have concrete models or ideas about how they could use it in teaching.

Recent research has shown that there are great differences between schools when it comes to the possibilities of using ICT in education as well as the ways that ICT is pedagogically utilized (Kankaanranta et al. 2011a; Mikkonen et al. 2012a). The results of the SITES research program conducted a decade ago showed that ICT was used very little in education in schools around the world and the same applied to Finnish schools as well since ICT had not been taken into regular use at that point (Kankaanranta & Puhakka 2008). Most of the teachers did not use ICT in education at all so the possibilities that ICT brings to teaching were not being exploited. The SITES research also concluded that the effect that ICT has on learning is highly connected to the pedagogical attitudes that the teacher has about ICT. The factors that create differences between the skills of students are the differences between schools in the possibilities to use ICT as well as the pedagogical adopting of ICT. According to the SITES results, back in 2006 the greatest issues defining the use of ICT in education were that resources and applications developed quickly, principals did not think that ICT had a significant effect on teaching and that the pedagogical use of ICT was very minimal in many subjects (Kankaanranta & Puhakka 2008: 89-91). In general, teachers felt more confident in using ICT in general than they did using it pedagogically.

According to Kankaanranta et al. (2011a), using ICT in education was an aim for 98 % of the schools but it had been integrated in 62 % of the schools. In 2010 when the study was

conducted, all schools had access to the most common office software and email connections for teachers (Kankaanranta et al. 2011a: 58-59). Nearly all schools had data projectors and more than 70 % of schools had educational software and games. More than half of the schools had digital sources available as well as online learning environments, multimedia production tools and email connections for students. Only 30 % of the schools had a Smartboard. Upper secondary schools had the greatest variety of applications that they had access to, whereas lower classes in comprehensive schools had the least. In 2010, there was significant variation between schools in the number of computers available for learning and teaching purposes. There were significantly more computers available in the Helsinki area than elsewhere in Finland. Similarly to the number of computers, schools in the Helsinki area had better access to all software and devices compared to schools in other parts of Finland. The greatest need that schools had in ICT that they did not have access to were Smartboards. As a conclusion, Kankaanranta et al. (2011a: 60-61) point out that from 2006 to 2010 the availability of hardware and software in schools had increased. The greatest change in four years was in the access to use learning games, Smartboards, management tools and teaching software. Kankaanranta et al. emphasize the change in the access to Smartboards, because in 2006 only ten percent of schools had access to a Smartboard and 46 % thought it was necessary, whereas in 2010 nearly 40 % of upper comprehensive schools had a Smartboard and 81 % of all schools thought it was necessary.

In addition, Kankaanranta et al. (2011a: 71-72) examined the affordance of ICT in education and the meaning of ICT in Finnish schools. According to the results, all Finnish schools had computers with internet connection. The most common office software and teachers' email connections were available in all schools. Especially the affordance of Smartboards and learning games had increased clearly from 2006 to 2010. The attitudes towards using ICT in education were mostly positive and the principals evaluated that the role of ICT was important for administration, teachers and learning and teaching. In most schools using ICT in education was part of the schools' objectives, but there still were principals who did not have enough information about the applicability of ICT for education. There were also still remarkable differences between schools when it came to the availability of ICT and the limitations of its use.

According to Mikkonen et al. (2012a: 10), most teachers were willing to use ICT more in their teaching. However, teachers seemed to be divided on the issue whether it is a burden to

constantly bring new types of ICT into teaching or not. Most of the teachers felt that using ICT in teaching had pedagogical value and that it diversified the learning experience for students. Only few teachers did not want to use ICT in teaching (Mikkonen et al. 2012a: 18). Teachers evaluated their ICT skills as good, but they felt that they know the technical features better than the pedagogical applications. According to Mikkonen et al., this means that teachers need more in-service training where they could get pedagogical models and new ideas for using ICT in teaching. According to the study by Jalkanen et al. (2012: 226), almost all teachers saw the internet as an asset in teaching and felt that technological knowledge is important for teachers. However, only 36 % of teachers thought that in-service training is sufficiently responding to the changes in society, which means that there either is not enough in-service training available or that the content does not meet the needs of teachers (Jalkanen et al. 2012: 227). In addition, the respondents of the study by Jalkanen et al. (2012: 232) considered technology as something extra and disconnected from teaching. Technology mainly functioned as a diversion. Jalkanen et al. (2012: 236) conclude that even though teacher educators think that knowledge of technology is essential for teachers' professional competence, they reported that there were no visible technological changes in language education yet. As a possible reason for this Jalkanen et al. point out that there are not enough structures in teacher education to support the pedagogical use of ICT. Pollari (2012: 252) reminds that the pedagogical thinking of teachers is a dynamic and multidimensional phenomenon, which is changeable in order to meet the needs of different situations. Pollari (2012: 253) also points out that in-service training seems to motivate teachers to develop their ICT skills and pedagogical thinking if they have proper support and encouragement even after the in-service training period.

3.4. Benefits and challenges of using media in teaching

There are both benefits and challenges in using media in teaching. Chin et al. (2011: 12) discuss the possibilities of the internet as an extensive source of authentic language materials as well as a provider of learning contents that are more interactive and adaptive than ever before. The internet also allows students to communicate with native speakers or other learners of the same language and improve their language skills by using the language in authentic situations. The constantly developing technologies also provide language learners with access to various different types of media, such as Facebook or blogs, which also give

the learners an opportunity to create their own material and publish it for a small group of people or for a broader audience. Tschirner (2011: 25-26) points out that video blogging, and podcasts have entered the world of foreign language learning and teaching, which in his view provides great opportunities because of the amount of input that they offer for students. Tschirner reminds that for many students it is, in fact, oral proficiency that they hope to achieve. In addition, he argues that in the acquisition process of oral proficiency, audio and video materials are invaluable. Youtube videos also provide us with cultural content of the places where the languages are spoken and, thus, promote cultural learning too. Tschirner (2011: 34-37) concludes that exposing students to input is one of the most important factors in foreign language teaching. Videos work well for that purpose and they actually provide an opportunity to focus on form if they are divided into relatively brief segments.

Listening comprehension is often considered an area in language teaching that is difficult to resource, but during recent years teachers have suddenly been able to access a nearly endless amount of material (Siddell 2011: 43). The reason for this has been the development especially in the compatibility and portability of files as well as the proliferation of video and audio materials on the internet. According to Siddell (2011: 50-51), sourcing materials from the internet and from websites is not much different from incorporating newspapers, television programs or radio to language teaching. Siddell (2011: 65) also mentions that there is value in incorporating online listening materials to the curriculum and that the students find listening comprehension with included images more engaging. Siddell (2011: 43) points out, that broadcasting networks are especially useful because they have websites that provide regularly updated information about a wide array of issues. What is more, the purpose of these websites is journalism and not language learning and teaching, which makes them ideal sources of authentic material for language teaching as they are updated by native speakers living in the target language community. Siddell (2011: 51) also discusses the fact that digital media on broadcasting websites is accompanied by headlines, summaries, reviews, comment pages and illustrations to name a few. This in turn makes broadcast sites very valuable for teaching as they provide support for the different texts and media clips that are embedded on the website.

Siddell (2011: 54) also points out that it is much more convenient to use for example students' own laptops or portable media players to access audio and video files, whereas before to watch a DVD the teachers needed access to a player, had to book a facility and sometimes

also seek assistance from a technician if the devices were not working properly. This has been a constraint and an inconvenience, but it has also made the course content manageable and finite. With personal laptops and other devices, materials can be accessed without difficulty in the classroom, provided that the internet connection is working, which also poses problems as the material available becomes very extensive and detailed.

Back when the internet was still relatively new, the greatest obstacle in using ICT in education was allegedly the lack of skills or willingness of teachers (Siddell 2011: 65). However, currently teachers along with everyone else are using various ICT applications at work and at home for many purposes. Siddell (2011: 60-62) draws attention to the fact that there are also limitations that should be taken into account. As limitations, he mentions hardware and software constraints, time constraints and mixed messages. Hardware and software constraints mean not having enough bandwidth or devices to work with. For instance video clips are not that reliable in language teaching because they might lose synchronization between sound and picture or even stop completely. Video files might also work in some settings perfectly and in others not at all. The computers at home and at school might be set up very differently, thus making it difficult to rely on the files working properly. When it comes to time restraints, Siddell reminds that even though both student and teachers might be very excited about the possibilities that digital media applications and the internet provide, it is still very labor intensive to incorporate these in language classes. The abundance of material in the internet requires time from the teachers in order to evaluate which materials are the most suitable for a classroom setting. The third limitation mentioned by Siddell, mixed messages, has to do with the prevailing mindset about computers as a source of distraction. The use of ICT is heavily promoted in the curriculum and by schools, but at the same time schools have set restrictions in order to prevent students getting side-tracked by mobile phones and other portable devices during classes. It is all the more difficult for teachers to ensure that students are not accessing inappropriate sites when for example mobile phones are used in teaching, but then again mobile phones have various useful application for language teaching. It is really a question of whether the advantages outweigh the possible disadvantages.

Kankaanranta et al. (2011a: 70) listed similar challenges for using ICT in education. In 2010, the greatest challenge was the lack of time. Other major limitations were the uncertainty of teachers about using ICT in education as well as the lack of their ICT skills. In addition, there

were not enough personnel qualified to support the use of ICT in schools. The respondents also mentioned that there was not enough ICT equipment or computers, the curricula were too strict, there was not enough digital teaching and learning materials or the computers were outdated. Some also mentioned that the internet connection was too slow or not available for all computers.

Another considerable problem especially with using social media in teaching has been the question of what can be published online (Keränen 2015). In addition, the rights of the students and the teacher have been vague. Even though tablets and smartphones are used quite often at schools, the guidelines and rules to their use vary greatly between schools and municipalities. Using social media in teaching requires a lot from the teachers. They need to be aware of copyright laws and personal data laws to be able to navigate in different social media but clear instructions are nowhere to be found. According to Keränen (2015), the safest social media applications are from Finland or from inside the European Union when it comes to personal data laws. Especially the abundance of American social media applications used in teaching is problematic. The Safe Harbour system is a contract between the United States and the European Union that is supposed to keep people's personal data safe, but its reliability has been questioned by many, even by the Data Protection Ombudsman in Finland. Keränen (2015) also argues that there is an urgent need for in-service training for teachers since many teachers feel that they do not have the abilities to teach ICT the way the new National Core Curriculum of Finland requires. All in all, Finland uses ICT in education less than the average country in Europe. However, the upcoming transition to electronic matriculation examinations will probably boost the use of ICT in classrooms.

3.5. Previous research on using media in foreign language teaching

There has been an increasing amount of research being conducted on using media in teaching in the last decade. In this section we will take a closer look at some of the most relevant research related to the present study. Since the context for the present study is teachers' use of media in the Finnish school system, the research presented below are from a Finnish context.

Luukka et al. (2008) conducted a survey in the spring of 2006 on the media practices of teachers and students of both Finnish and foreign languages. The aim was to find out what

study materials, texts, working methods, evaluation and feedback practices and media usages are present in schools. Another aim was to find out what kind of reading and writing practices students and teachers have on their free time and how they use media in different languages. This is the first time research has been carried out on teachers' text and media practices on their free time. The media in the study were divided into print media, audiovisual media and new media.

1720 students from 102 schools responded to the questionnaire. The questionnaire was filled in by 740 teachers of whom 324 were teachers of foreign languages. Luukka et al. (2008) concluded that very little of student-chosen texts and online materials are being used in language teaching even though they are an important part of students' free time. 39% of the teachers never use student-chosen texts or online materials in their lessons. Mainly texts from the course textbook and narrative texts are read in language classes, whereas media texts are typically read only sometimes or very rarely. According to Luukka et al. (2008: 95), foreign language teachers used traditional materials, such as textbooks and handouts the most. Print and broadcast media were also used by many, but not very frequently. Teachers' use of media is very versatile especially when it comes to print media, whereas the use of new media is very simple compared to how students use new media. According to the study, teachers mostly use email and internet pages out of the vast variety of new media available. Luukka et al. (2008) point out that the way teachers use new media is very closely related to the attitudes teachers have towards ICT skills and use.

According to Luukka et al. (2008: 197), teachers used print media a lot on their free time. Nearly everyone read newspapers, fictional literature and periodicals. Comics, however, were significantly less popular on teachers' free time compared to students. Teachers' use of new media was very limited and mostly consisted of using email and browsing websites. Luukka et al. (2008: 204) pointed out that the internet did not have a similar social function in teachers' lives as it did in students' lives. Teachers mainly used the internet to search for material and information and to take care of everyday errands. The most familiar type of new media for foreign language teachers in Luukka et al. (2008: 85) was email. Nearly all respondents knew its use very well or quite well and most felt that they do not need to learn more about it. Search engines were also familiar to nearly everyone. The foreign language teachers in Luukka et al. (2008: 85) were not that familiar with most of the other media types, for example presentation graphics, such as Powerpoint.

It has been nearly a decade since the survey by Luukka et al. was conducted and in that time the media landscape has significantly changed. There are some types of media that have nearly disappeared from classrooms, whereas others, such as tablets and new types of social media, such as Twitter and Instagram, have just begun being used in teaching. The present study will draw from the study by Luukka et al. and the results of the present study will be compared to the results of the study by Luukka et al. Even though the two are looking at similar issues, it will be interesting to see how the changing media landscape has influenced teachers' choices of media.

A more recent nationwide survey of the use of social media in teaching was conducted by the Oksanen and Koskinen (2012). The survey was a part of a large-scale inquiry to find out how ICT and media are used by teachers and how the prevailing situation could be developed. Six different sectors were surveyed and those included social media, learning games, distance education/teaching, virtual worlds and devices and software. This particular survey (Oksanen and Koskinen, 2012) examined the use of social media in education. Teachers from all over Finland answered to an electronic questionnaire, which consisted of different sections where all the above-mentioned sectors were covered. For the part of social media, the aim was to find out how often teachers used social media in education, which forms of social media they used and for what purposes. In addition, the survey examined the benefits and problems that teachers had faced when using social media in education. Possible limitations to the use of social media in education were also uncovered. There were 2493 respondents, of whom 2147 filled in the section on social media. 71 % of the respondents were female and 24 % male with ages spanning from 25 to over 55 years. More than a half of the respondents were subject teachers, but also special education teachers, class teachers, guidance counselors and principals answered to the questionnaire. Most of the respondents had worked as teachers for more than five years. The respondents were asked to evaluate their pedagogical and technological skills when it comes to social media. The skills were evaluated quite similarly, with averages of 7.8 to the technical and 7.4 to the pedagogical skills on a scale of 4-10.

The results of the survey show that it is very common to use ICT in teaching, with over 80 % of the respondents using ICT weekly or more often. Only one percent never used ICT in teaching. Social media was used in teaching by 25 % of the respondents with no significant differences between age, gender or teaching experience. However, teachers who had six to ten

years of teaching experience seemed to use social media more than others, whereas among recently graduated teachers using social media in teaching was quite rare. Those who self-evaluated to have good pedagogical and technical skills in using social media also used it more often than those who gave lower grades in the self-evaluation.

The results of the study by Oksanen and Koskinen (2012: 59) show that teachers most often used wiki and other web hosting services, such as Wikipedia and Google applications as well as media services such as Youtube and Slideshare. Nearly half of the respondents used these services weekly or more often in teaching. Wikipedia and other cooperative services were used as a source of information both for students and teachers. In addition, they were used in making presentations or group work. Media services were mostly used in order to diversify teaching and to illustrate or exemplify. In other words, media services were used to make lessons more interesting. Social networking services, such as Facebook, were used weekly or more often by a little less than a third of the respondents. Half of the respondents had used blog services sometimes in teaching, whereas microblogs, such as Twitter, had been used sometimes by only a quarter of the respondents. Social bookmarking web services, such as Delicious, had been used by a little over a quarter of the respondents. Virtual worlds, such as Second Life, were used the least with only less than a fifth of the respondents.

Oksanen and Koskinen (2012: 65) have listed the most common challenges and possibilities of using social media in teaching. Teachers had encountered a myriad of problems and challenges in using social media in teaching. The most common problem was that the hardware and internet connections did not always work. There were also shortages in hardware, such as the lack of computers for all students. Another common problem was the attitude and knowledge of students, because even though social media is often used for entertainment, its use for learning is strange for students and, therefore, sometimes unwanted. Oksanen and Koskinen argue that students might actually be more conservative than teachers when it comes to teaching methods and using social media for learning. What is more, there are significant differences in how well students know social media. Using social media in teaching also requires more work from the teachers, who also feel that their own technical and pedagogical skills are not good enough. According to Oksanen and Koskinen (2012: 65-66), teachers who did not use social media in teaching justified their choice in several ways. The issue that limits the use of social media the most is that the teachers did not have enough time to find out the possibilities that social media might offer. Data security was also a concern for

the respondents. Another limiting factor was that the teachers did not feel that using social media would bring additional value to teaching. Some teachers also pointed out that they were not interested in using social media in teaching.

Various benefits in using social media in teaching were also mentioned (Oksanen and Koskinen 2012: 66-67). The greatest benefit according to the teachers was the diversifying of teaching and learning materials as well as the access to current materials. The respondents also felt that social media had developed and improved interaction between teachers and students. Social media had also made it faster and easier to find and convey information. Even though many teachers thought that students are critical of using social media in teaching, several teachers thought that social media had activated and motivated students.

Oksanen and Koskinen (2012: 67-69) conclude that at the time when the study was conducted, using social media in teaching was not very common. Only a quarter of teachers that had at least a year of teaching experience had used social media in teaching. Oksanen and Koskinen further deduce that teacher education does not encourage teachers enough to use social media for teaching purposes. They also call out for more in-service training in the technical and pedagogical use of social media.

In their Pro Gradu thesis Poikonen and Ruutana (2014) examined the use of media in English classes in primary school. One of the aims of the study was to find out what types of media teachers use when they teach English in primary school. Other aims included how often and for what purposes the types of media were used and which factors affected the teachers' choices of media. Poikonen and Ruutana (ibid.) used both qualitative and quantitative methods in gathering the data. 58 primary school English teachers filled in the online questionnaire and six teachers were interviewed. The main findings of the study conclude that teachers in primary school use a wide variety of different types of media. Even though the textbook and exercise book still play a dominant role in the classroom, Poikonen and Ruutana (ibid.) think that it is justified. Media is mainly used as a motivator for pupils as well as to practice different aspects of the language and it is only used when it promotes the goals of teaching. The use of new media is still relatively rare, even though the teachers expressed an interest in using new media in their teaching. The interviewees mentioned needing pedagogical justifications for the use of new media in teaching (Poikonen and Ruutana 2014: 66). According to Poikonen and Ruutana (ibid.), teachers choose to use different types of

media based on their own pedagogical thinking, the goals of learning, the school's resources and the group that is being taught.

The present study is in some parts very similar to the study of Luukka et al. (2008). In this study, however, the viewpoint of students will be left out as well as the viewpoint of teachers of Finnish. The list of the media types in Luukka et al. and the social media types in Oksanen and Koskinen (2012) will be used as a basis for the media types of the present study. The use of media in elementary school has been recently researched by Poikonen and Ruutana (2014) and, thus, the present study will concentrate on foreign language teachers in general. Oksanen and Koskinen (2012) also examined the opinions of teachers to some extent, which is one of the aims of the present study. The results of the present study will be compared to the studies above to see whether the use of media in language teaching has increased and whether the opinions of teachers have changed during this time. Compared to previous research, the results of the present study will probably show a growth in the use of new media, and especially social media, in language teaching. However, it is likely that teachers still have a lack of knowledge when it comes to certain types of media and they will, therefore, not use those types of media in their lessons.

4. METHODOLOGY

In this chapter of the present study, the research questions are presented, after which the data and methods of the present study will be examined closer. The questionnaire that was used to gather the data for the present study is also presented.

4.1. Research questions

As has been mentioned above, using media in teaching has an essential role in educating media literate members of society. For this reason, teachers' perspectives on the use of media and ICT in teaching are important. The aim of the present study is to find out how often teachers use media in language teaching and on their free time. Another aim is to find out how well teachers think they can pedagogically use media. In addition, teachers' opinions on the use of media in language teaching are examined. With these central aims in mind, the research questions of the present study are the following:

1. How often are different types of media used by teachers in language teaching and on their free time?
 - 1.1. Does using media on free time affect teachers' use of media in language teaching?
 - 1.2. Does age or teaching experience affect teachers' use of media in language teaching?
2. How well do teachers think they can pedagogically use different types of media? Does it affect teachers' use of media in language teaching?
3. What are the opinions of teachers on the use of different types of media in the language classroom?
 - 3.1. Are some types of media perceived as more useful than others?
 - 3.2. What are the greatest benefits and biggest challenges when using media in language teaching?
 - 3.3. What kind of in-service training on the pedagogical use of media is needed currently?

4.2. Data and methods of the present study

The present study will be an empirical study that examines teachers' perspectives on the use of media in language teaching at present. Empirical means that the starting point of the study is concrete, gathered research data that is at the center of the study (Kalaja et al. 2011: 15). The empirical data can be gathered for example by doing interviews or by creating a questionnaire.

The research method of a study can be quantitative, qualitative or a combination of both (Kalaja et al. 2011: 19). According to Hirsjärvi et al. (2000: 131), there are a few central issues that are important for quantitative research. Earlier theories on the topic need to be presented as well as the deductions from the results of earlier research. Central concepts need to be defined and in some cases hypotheses are also presented. Hirsjärvi et al. (ibid.) point out that the data needs to be applicable for numeric measurement. In addition, there needs to be a basic population to which the results can be applied to and the sample will be taken from this population. The results can be put into table format and, thus, they are in a statistically manageable form. Characteristic for a quantitative method is to analyze the data as numerical information (Kalaja et al. 2011: 19). One typical way of gathering quantitative data is a questionnaire. In a quantitative study, it is important to take into account that the participants represent the population in a sufficient manner. In addition, there should be a fairly large number of participants. A qualitative study looks at the phenomenon in a different way and has somewhat different principles than the quantitative method. Typical ways of gathering qualitative data are interviews, observation or ethnographic means. Methods of analysis include content analysis and discourse analysis. It is typical to use examples from the speech of the interviewee, for instance.

The method used in this study will be mainly quantitative. The quantitative method was chosen for this study because it provides numerical data which can be turned into percentages and cross-referenced in order to find significant differences for instance between age groups. Quantitative research is in its nature very objective and its results are relatively easy to compare with the results of previous studies. Most previous studies (e.g. Luukka et al. 2008, Oksanen and Koskinen 2012, Poikonen and Ruutana 2014) carried out on a similar topic have used a quantitative method. The open-ended questions of the questionnaire will be analyzed

using a qualitative approach, more specifically content analysis. Content analysis concentrates on presenting and analyzing themes that arise from the data. This method was chosen for the open-ended questions because it was deemed important to present examples from the answers of the participants and to discuss the themes that arise from the data.

Questionnaires are one of the most often used gathering methods of empirical information and very popular in second language (L2) research (Dörnyei 2009; Alanen 2011). Questionnaires are familiar to most of us and, therefore, many might think that it is easy to create a questionnaire. However, Alanen (2011: 147-148) points out that it is important to consider why and for what purpose the questionnaire is made. Depending on the aims and character of the study, questionnaires can be very different from each other and they can consist of various sections. One of the most important things to remember when creating a questionnaire is to use language that is simple and clear in order to avoid misinterpretations from respondents (Alanen 2011: 151).

Factual, behavioral or attitudinal information about the respondents can be collected with the help of a questionnaire (Hirsjärvi et al. 2004; Dörnyei 2009). Factual questions are usually asked in the beginning or in the end of a questionnaire and they aim for collecting general information about the respondents, such as age, gender and occupation depending on what is relevant for the survey. The questionnaire in the present study is sent to language teachers in Finland so information such as marital status or religion is irrelevant for the purposes of the present study. However, information such as age or teaching experience might help in interpreting the results and reveal significant differences for example between age groups. The factual questions are placed in the beginning of the questionnaire because they usually do not require a lot of thought and, thus, can be filled out quite fast. Behavioral questions concentrate on respondents' habits, actions and personal history (Dörnyei 2009: 5). Attitudinal questions deal with the attitudes, values, beliefs, opinions and interests of the respondents (Dörnyei 2009: 5-6). Several questions in the questionnaire of the present study are attitudinal. The respondents are asked to evaluate the usefulness of different types of media in language learning and teaching as well as give reasons to why they use certain types of media more than others.

There are three common forms of questions that can be used in a questionnaire: open-ended questions, multiple-choice questions and questions that use some kind of a scale, for

example the Likert scale (Hirsjärvi et al. 2000: 189; Alanen 2011: 150). In a Likert scale question the respondent has to answer to a statement by circling a number usually on a scale of 1-5 (Alanen 2011: 150). The number represents how strongly the respondent agrees with the statement. There are many variations of the Likert scale used in research. In open-ended questions the respondent can form the answer as he or she likes (Alanen 2011: 151). The answers can be examined with the means of qualitative content analysis with classifying, grouping or coding. Alanen suggests that open-ended questions are left to the end of the questionnaire, because they take longer to answer. All of the question types above will be used in the questionnaire of the present study. Multiple-choice questions and questions with a rating scale are the most obvious choices for the present study because they provide factual data that can easily be compared to results of earlier research. However, open-ended questions are also needed. In the present study, the open-ended questions will ask some specific opinions on using media in language teaching, but they also give the respondent an opportunity to add or elaborate on the earlier questions. This way, more in-depth information can be gathered, which in turn might be useful when analyzing the results.

Dörnyei (2009) credits the popularity of using questionnaires in L2 research to the multiple benefits that questionnaires have to offer: versatility, the ability to collect large amounts of data in a short period of time, the relative easiness in the construction of a questionnaire and the fact that the data is in a form that can be easily processed. A questionnaire also requires significantly less personal investment from the researcher compared to, for instance, interviewing, which Dörnyei (2009) sees as an asset especially to those who do research while having a full-time job. Dörnyei (2009: 36-37) admits that open-ended questions also have their benefits even in questionnaires. It goes without saying that no in-depth essays can, or should, be written when filling in a questionnaire, but open-ended questions give the respondents a freedom of expression, which in turn might lead to richer data. Responses to open-ended questions might include enlightening examples or quotes and even bring up issues, or response categories, that have not been anticipated.

Dörnyei (2009: 6) reminds that questionnaires are not perfect research instruments and that they have limitations. According to Hirsjärvi et al. (2004: 184), the data that is collected via a questionnaire is often thought of as theoretically simple and shallow. Dörnyei (2009: 6-7) attributes this to the need to create very simple and easily understood questions, so that all the respondents understand the questions the same way. Dörnyei also reminds that the

respondents do not usually want to spend a lot of time filling in a questionnaire so getting in-depth answers is unlikely. The respondents are often unmotivated to fill in a questionnaire because it takes time and they usually do not benefit from it in any way. Some respondents might even leave some questions unanswered if they do not like the questions, but sometimes also by mistake. This hinders the possibility to use questionnaires to collect more profound data. Another significant challenge with using a questionnaire is that one cannot be sure how seriously the respondents have been about taking part in that particular study or whether they have understood all the questions the way the researcher has meant (Hirsjärvi et al. 2004: 184). It also takes a lot of time and effort to create a good, solid questionnaire. It is important to plan the questions meticulously in order to ensure that as many respondents as possible will fill in the questionnaire from beginning to end.

There is usually no opportunity to correct or even know about the mistakes that respondents have made in the questionnaire (Dörnyei 2009: 8). A majority of questionnaires are filled in anonymously and afterwards it is very difficult for the researcher to ask any clarifications for responses. According to Dörnyei, it is also quite common that respondents answer a question regardless of not knowing the exact response. In addition, there is a possibility for misunderstanding or forgetting something. Another problematic matter with questionnaires is that people tend to give answers that are more socially desirable. That is to say that due to the relative transparency of questionnaires, people usually can guess what the most desirable or socially acceptable answer is and, thus, choose that alternative even when it is not true. This leads to results that, instead of representing what they actually believe, represent what they report to believe.

Dörnyei (2009: 37) reminds that there are also some disadvantages to using open-ended questions in questionnaires. Firstly, they take up a lot of time and therefore limit the range of questions and topics in the questionnaires. Secondly, they are very difficult to code and analyze. Based on personal experience, it might also be problematic if there are too many open-ended questions, especially if the respondents do not want to spend too much time filling in the questionnaire. Next, we will take a closer look at the questionnaire of the present study. The data and data gathering procedure are also presented.

4.2.1. The questionnaire of the present study

The respondents in the present study are teachers and they often have quite a lot on their plate. That is why the questionnaire mostly consisted of multiple-choice questions and only a few open-ended questions (see Appendix). This way for example fatigue effects (Dörnyei 2009: 9) can be avoided.

The questionnaire in the present study was based on the one used in Luukka et al. (2008). There were a total of 26 media types in the questionnaire of the present study. The list of different types of media was taken straight from Luukka et al.'s questionnaire with slight modifications. For instance, media concerning professional literature was taken out because the present study focuses mainly on the uses of media that can be used in the classroom. In addition, some types of media were added to the list as they were not really used in 2006 but might be used in the classroom at present, such as tablets and smartboards.

The questionnaire by Luukka et al. did not include social media except from the likes of MSN Messenger, IRC and Skype, the first of which does not even exist anymore. That is why it was decided that the types of social media were taken out of Oksanen and Koskinen's (2012) survey that was part of a large-scale study by the National Board of Education. Oksanen and Koskinen divided social media into seven different types, all of which were used as types of media in this questionnaire.

The questionnaire consisted of a background section and one other section. The background section consisted of questions concerning the age, gender and teaching experience of the respondents. In addition, there was a question about the languages that the respondents currently taught and where they worked at that moment (comprehensive school, upper secondary school and so forth).

The second section concentrated on questions on the use of media in language teaching and the respondents' opinions of its usefulness. These questions were in the form of rating scales (Dörnyei 2009: 26-27) and multiple-choice items (Dörnyei 2009: 33-34). At the end of the section there was a chance for the respondents to comment on the answers freely. The answers to the multiple-choice questions were analyzed quantitatively and the answers to the

open-ended questions were analyzed qualitatively. Certain themes emerged from the open-ended questions and a thematic approach was used to analyze them.

The questionnaire was piloted in early April of 2015 and some modifications were made based on the feedback from the respondents. The final version of the questionnaire was sent to language teachers in Finland on the 17th of April. Email lists of the Federation of Foreign Language Teachers in Finland (SUKOL) were used in order to reach as many language teachers as possible. SUKOL has approximately 5000 members (Suomen Kieltenopettajien liitto ry 2015), which means that the email lists probably reach most of the language teachers in Finland.

The aim was to have at least 50 respondents to the questionnaire and since this number was not reached the questionnaire was also sent to the Normal schools (teaching practice schools) of Finland as well as to the principals of nearly 80 schools around Finland. At this point it became apparent that there was something wrong with the questionnaire: over 60 % of the respondents did not fill in the questionnaire completely and, thus, could not be counted as actual respondents to this study.

Statistics revealed that over half of the respondents had stopped answering the questionnaire at question four, which was a multiple-response grid. In this question, teachers were supposed to choose which part(s) of language learning they used different media for. Since there are 26 media types and the grid included eight alternatives it was quite a heavy question to answer. After careful consideration of the aims of the present study as well as the research questions, it was decided that question four would be taken out of the questionnaire in order to get more respondents. The answers that the question had gotten were not used in the analysis. A reminder to reply to the questionnaire was sent to the members of SUKOL on the 27th of April and to the principals of schools around Finland later that week. A total of 60 people completed the questionnaire. In the next section we will take a closer look at the results of the present study.

5. RESULTS AND ANALYSIS

In this section the results of the present study will be presented and analysed. The questionnaire form was in Finnish so all the responses to the questionnaire have been translated from Finnish to English. All the percentages in this section have been rounded to the nearest full percentage. At first we will take a look at the answers to the questions in the background section of the questionnaire.

The online questionnaire was opened by 146 teachers of whom 60 completed it. As can be seen from Figure 1, the age of the respondents varied from 20 years to over 60 years. The largest age groups were 50-59 year-olds (32 %), 40-49 year-olds (28 %) and 30-39 year-olds (28 %). Only seven percent of the respondents were over 60 years old and five percent of the respondents were 20-29 years old. A majority of 95 % of the respondents was female and the five remaining percent was male.

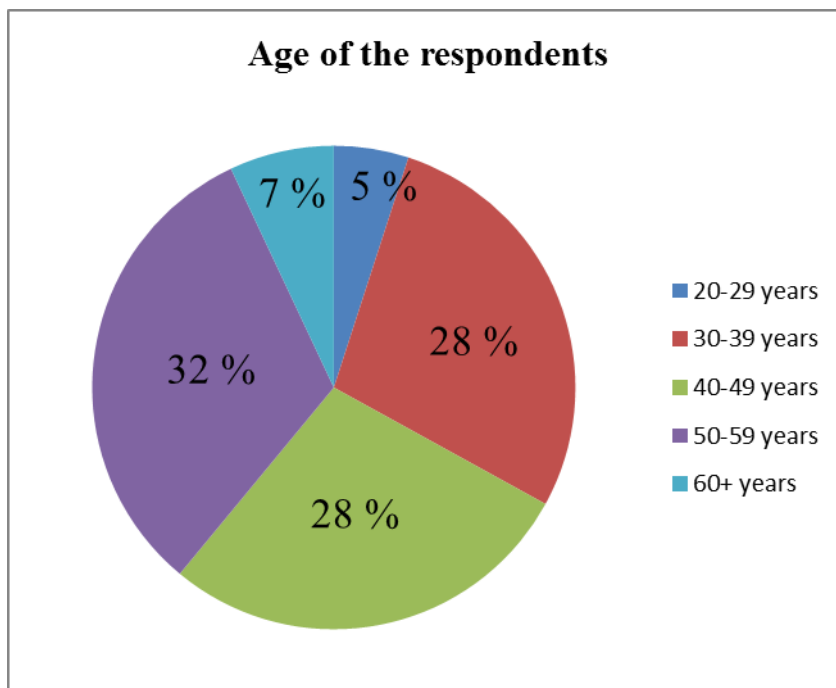


Figure 1. Age of the respondents.

Figure 2 shows that the teaching experience of the respondents varied. The respondents had been teaching from less than a year to over 20 years. The largest group were those who had been teaching for over 20 years (38 %). The second and third largest groups were respondents

who had been teaching for 10-20 (30 %) and for 5-10 years (20 %). Ten percent of the respondents were relatively new teachers, that is to say, they had been teaching for 1-5 years and only two percent had been teaching for less than a year.

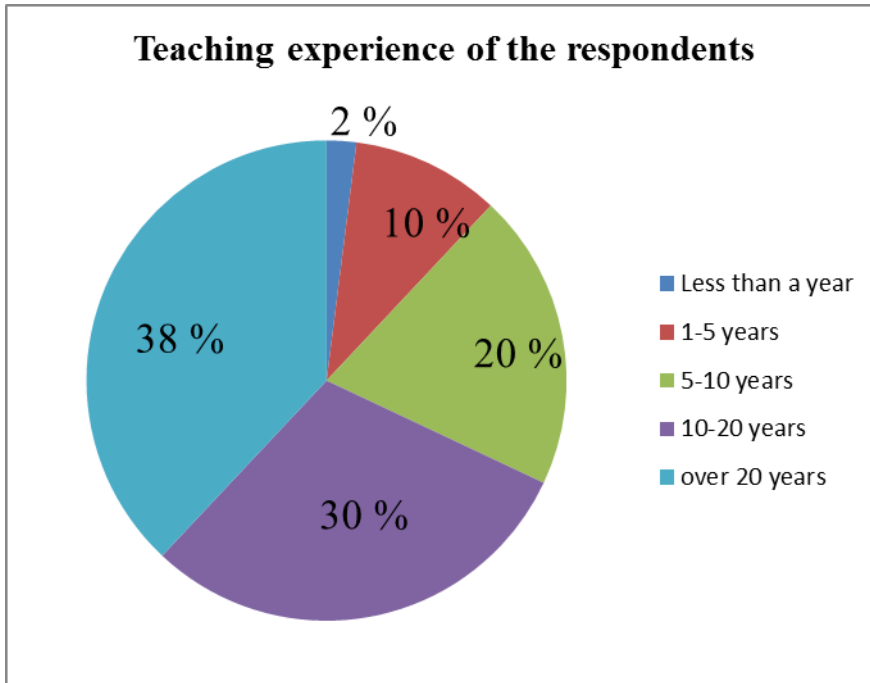


Figure 2. Teaching experience of the respondents in years.

Nearly half of the respondents (48 %) were currently teaching in comprehensive school grades 7-9 and 45 % in upper secondary school. The questionnaire was filled in by 13 teachers (22 %) of comprehensive school grades 1-6. Five respondents (8 %) worked in an adult education center. One respondent worked in a vocational school and one in a university of applied sciences. The questionnaire was originally aimed at teachers in comprehensive schools or upper secondary schools, but this was not mentioned or emphasized in the original message that was sent via email. The questions were mostly in the context of comprehensive or upper secondary schools and that is why some of the respondents felt that the questions were difficult to answer.

The respondents were asked to select languages that they are teaching at the moment. There was a possibility to choose more than one language since teachers often have more than one subject that they teach. A majority of 68 % taught English and 37% taught Swedish. Out of the 60 respondents, 27 % taught German and 20 % taught French. Ten percent of the

respondents were teachers of Russian and 12 % taught a language other than those mentioned above.

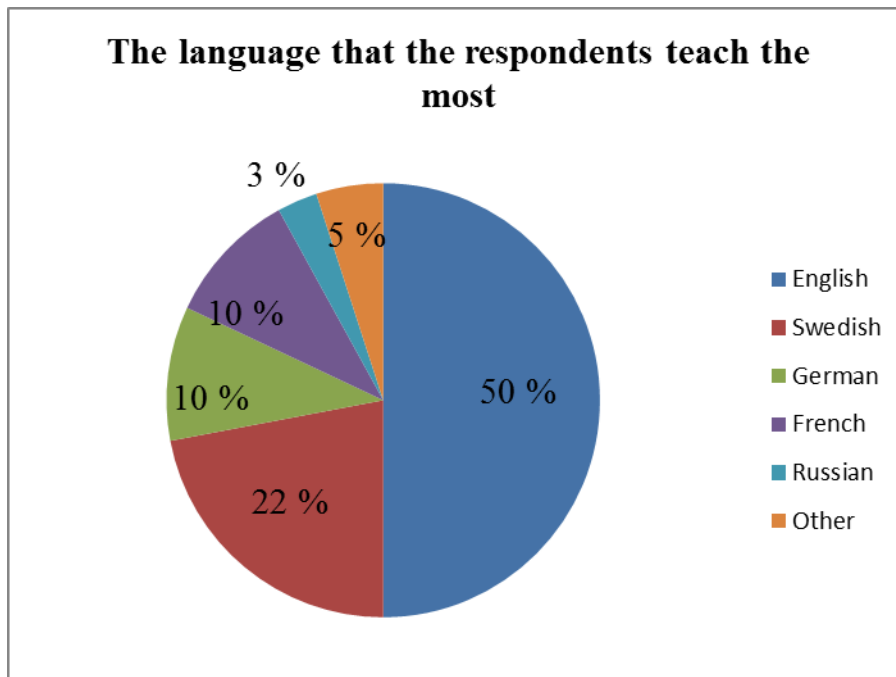


Figure 3. The language that the respondents teach the most.

The respondents were then asked to choose the language that they teach the most. They were also asked to answer the rest of the questions from the point of view of that language. Figure 3 shows that half of the respondents mentioned English as the language they teach the most. Swedish was the second most taught language, with 22 % teaching mostly Swedish. Ten percent taught mainly German, and ten percent mainly French. Three percent of the respondents taught Russian the most and five percent taught a language other than those mentioned above the most.

5.1. Using media in language teaching

This section of the present study will examine how often teachers use certain types of media in teaching. There were two types of questions used in this section. Question number one in the second section of the questionnaire was a single response grid where teachers had to evaluate how often they use certain types of media in teaching on a scale from daily or several times a week to never. In order to clarify the analysis, the results of the question have been

divided into tables by media type. The other type of question concerning teachers' use of media in language teaching was question two in the second section of the questionnaire. The question asked why teachers used some types of media more than others. There were options to choose from, but also a possibility to explain in one's own words. The respondents had the possibility to choose more than one option in this question.

First we will take a look at some of the reasons that teachers have for using some types of media more than others, after which we will discuss the frequency of using print media, broadcast media, new media and social media in teaching. The results concerning question two are presented in Figure 4.

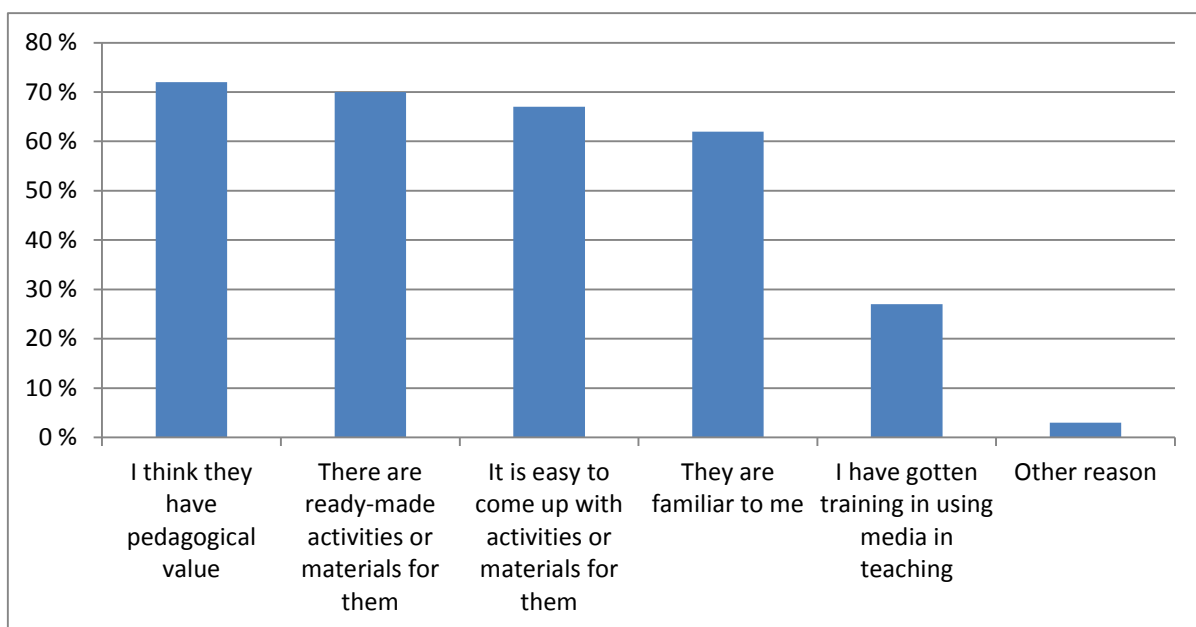


Figure 4. Reasons for using some types of media more than others.

It seems that the most important reasons to use certain types of media in teaching more than others are the pedagogical value that the teacher attributes to certain media as well as the easy access to teaching materials that can be used. Teachers also valued the easiness of creating own activities or materials when using certain types of media. The most popular answer was “I think they have pedagogical value”, with 72 % of the respondents. The second most important factor was “There are ready-made activities or materials for them” with 70 % of the respondents. “It is easy to come up with activities or materials for them” had almost as much support with 67 % of the respondents. Out of the 60 respondents, 62 % chose “They are

familiar to me” and 27 % chose “I have gotten training in using media in teaching”. Two respondents had given their own explanations. They concluded that certain types of media work best on their courses and in a classroom where a Smartboard is available.

Next, we will take a look at how often teachers use print media in language teaching. The teachers were asked to think about a regular week in teaching. The types of print media that were a part of this study were newspapers, tabloids, periodicals, comics, fictional literature and non-fictional literature. The results in Table 2 are presented in percentages.

Table 2. Frequency of using print media in teaching.

N=60		Daily or several times a week	Once a week	Once a month	Rarely	Never	Total
Newspapers	%	3	7	30	48	12	100
Tabloids	%	-	2	13	48	37	100
Periodicals	%	-	-	27	57	17	100
Comics	%	-	3	28	63	5	100
Fictional literature	%	-	3	25	53	18	100
Non-fictional literature	%	2	5	15	53	25	100

Most of the respondents used all the print media types only rarely. Even though they have been used in teaching for a much longer time than many other media and are, therefore, often seen as a more traditional type of media, print media is not used in language teaching as much as one would think. Out of the print media types, newspapers were used the most in language teaching. Even though 48 % of the respondents used them only rarely and 12 % never used them, there were also some active users. Seven percent of the respondents used newspapers once a week and three percent daily or several times a week in their teaching. The second most used print media type was non-fictional literature. Similarly to newspapers, non-fictional literature also had relatively few active users. A majority of 53 % used non-fictional literature rarely in their teaching and 25 % never used non-fictional literature. Five percent of the respondents used non-fictional literature once a week and only two percent used it daily or several times a week.

Comics were not used a lot in general. They were used rarely by 63 % of the respondents and once month by 38 % of the respondents. Nobody used them daily or several times a week in their classes. Fictional literature was a little less popular than comics as it had a majority of 53 % using it rarely and 25 % monthly. No respondent reported using fictional literature daily or several times a week. Tabloids were not that popular in language teaching either. Nearly half of the respondents used tabloids in teaching only rarely and 37 % never used them. Only two percent used tabloids once a week in teaching but nobody used them daily or several times a week. Periodicals were the least used type of print media in language teaching. A majority of 57 % of the respondents used them rarely in teaching and 27 % used them monthly. Nobody used periodicals in teaching daily or even weekly.

Print media was not used in teaching much, which might be due to the fact that it can be quite time-consuming to gather for example suitable newspapers for teaching purposes, especially when it is likely that fewer people have a newspaper subscription at present. In addition, newspapers and periodicals in another language might be even harder to come by especially in smaller towns. It is also possible that newspapers are used in teaching but not the printed version, therefore their use has probably fallen under the category of ‘different websites’ in new media. Moreover, reading fictional literature for example during an English course in upper secondary school might be nearly impossible because of the time limitations that the courses have. They also require a lot of independent work from the students and might, thus, be seen as an excessively heavy task for a course.

Table 3 presents the results on how often teachers use broadcast media in language teaching. The broadcast media types used in the present study were television programs, radio and movies.

Table 3. Frequency of using broadcast media in teaching.

N=60		Once a week*	Once a month	Rarely	Never	Total
Television programs	%	12	52	32	5	100
Radio	%	5	10	38	47	100
Movies	%	3	32	63	2	100

*None of the media types were used daily or several times a week, which is why it was left out of this table.

Broadcast media was clearly used more than print media in language teaching with the exception of the radio. However, none of the broadcast media types were used in teaching daily or several times a week by the respondents. When it comes to television programs and movies, the most probable reason for this is the lack of time. Radio was used by very few, even though there are a lot of online radios available at present. Perhaps these have not been found by the teachers or there have not been suitable radio programs for teaching purposes. Moreover, the respondents might have put the utilisation of online radios to some other category, for example to “different websites” or “podcasts”. Radio was never used in language teaching by 47 % of the respondents and only rarely by 38 % of the respondents. Only five percent used radio in teaching once a week.

There are a lot of online streaming possibilities for television programs at present, which might explain the fact that television programs were used in teaching once a month by 52 % of the respondents. Television programs also require less time during the class than movies, which is probably one of the main reasons why television is used more in teaching than movies. Movies were used rarely by a majority of 63 % of the respondents and once a month by 32 % of the respondents. Since movies often take up at least two 45-minute classes, they are probably reserved for more special occasions, such as the last weeks of the semester after the last exams are over and there is nothing particular left to study.

Both movies and television series bring an audiovisual experience to the students and often subtitles are also used. This type of media caters for a broader variety of learning styles compared to, for instance literature, which could be one of the reasons why they are more used in language teaching than most print media. Another reason might be the availability and relative easiness of showing an episode or a snippet of an episode for the students from your computer compared to finding and bringing a pile of periodicals to the class.

Next, we will take a look at how often teachers use new media in language teaching. The results are presented in Table 4. The types of new media used in the present study were email, different websites, discussion forums on the internet, gaming sites, offline computer games, teaching programs, tablets/iPads, mobile phones and Smartboards.

Table 4. Frequency of using new media in teaching.

N=60		Daily or several times a week	Once a week	Once a month	Rarely	Never	Total
Email	%	18	17	17	28	20	100
Different websites	%	47	28	18	7	-	100
Discussion forums on the internet	%	3	-	7	28	62	100
Gaming sites on the internet	%	5	7	17	27	45	100
Computer games (offline)	%	2	2	7	28	62	100
Teaching programs	%	28	13	17	37	5	100
Tablets/iPads	%	10	32	23	13	22	100
Mobile phones	%	18	32	25	17	8	100
Smartboards	%	33	3	7	7	50	100

Different websites were the most popular media used in language teaching. This might have to do with the fact that “different websites” include various types of sites and media. It could actually be seen as an umbrella term for example for many of the social media types in this questionnaire. However, the media types from Luukka et al. (2008) included this option so it was decided not to leave it out of this questionnaire. Nearly half (47 %) of the respondents used different websites in their teaching daily or several times a week and 28 % used different websites once a week. This category is quite broad and that is probably why so many teachers used at least some website daily or several times a week. This was also the only category where none of the respondents replied that they never use it in language teaching.

Tablets/iPads and mobile phones were a new category compared to the previous research by Luukka et al. (2008). Both of them turned out to be popular in foreign language teaching according to the respondents, but the frequency of their use was quite evenly distributed. Tablets/iPads were used once a week by 32 % of the respondents and daily or several times a week by 10 % of the respondents. Tablets/iPads are not available in all the schools, which probably partially accounts for the fact that 22 % of the respondents never used them in teaching. Since mobile phones are more readily available, they were used in teaching a little

more compared to tablets/iPads. Same as with tablets/iPads, 32 % of the respondents used mobile phones in teaching once a week. However, 18 % of the respondents used mobile phones daily or several times a week. Only eight percent reported never using mobile phones in language teaching. It seems that these devices are being used more and more in teaching even though they are relatively new. The popularity of tablets and mobile phones might be due to the fact that at present there is a variety of mobile and tablet applications that can be made use of in teaching. Many are even created directly for teaching purposes. The devices also make it possible to create videos and presentations in a different way than before. Compared to the more traditional type of media or for instance movies, using tablets or mobile phones does not require that much time because they can be used for small projects or even for just a few minutes for a game or quiz.

Teaching programs were also quite popular among teachers. According to the answers on the open-ended questions, some teachers included for example the material that book publishers have available online to this question. Teaching programs were used daily or several times a week by 28 % of the respondents and once a week by 13 % of the respondents. However, 37 % of the respondents replied that they rarely use teaching programs. One reason for the popularity of teaching programs might be that electronic teaching materials were most likely to fall under this category, as it was mentioned above. New book series especially in English are published quite often and the newest versions usually include the option for the school to buy the electronic teaching materials associated with a specific book series. Of course other teaching programs are available as well and are used too. The frequency of using email in language teaching varied quite a lot. It was used rarely by 28 % of the respondents and never used by 20 % of the respondents. However, emails were also used daily or several times a week by 18 % and once a week by 17 %.

Smartboards divided the respondents quite clearly. Half of the respondents never used Smartboards in language teaching. The reason for this is probably the fact that Smartboards are quite expensive and have therefore not been bought to many schools yet. It seems that those who do have Smartboards available also use them. Smartboards were used daily or several times a week by 33 % of the respondents. Only a few respondents reported using Smartboards weekly, monthly or only rarely. Since Smartboards can also be used with the overhead projector or the computer to show something, it is possible that some teachers have used it only for this purpose. Smartboards have quite varied possibilities for different learning

games that are ready-made or can be created by the teacher. They can also be used in place of regular blackboards. The present study did not specify the purposes for which the Smartboard is used so it is possible that both kinds of users are among the 33 % who use it daily or several times a week.

Discussion forums, gaming sites and offline computer games were all quite unpopular in foreign language teaching. They were mostly never or only rarely used by the respondents. Only few respondents used them daily or even weekly in their teaching. The unpopularity of discussion forums might result from the often uncontrolled discussions that take place in the public forums. The language might be unsuitable for teaching purposes and the messages might be full of curse words. It is also difficult to take part in a discussion forum with a class because you cannot really follow who comments what on the threads. In other words, some teachers probably cannot find the pedagogical value of using them in language teaching. Gaming sites on the internet were not that popular either. Offline computer games and gaming sites on the internet have probably lost their popularity in language teaching because of the plethora of games that come with electronic teaching materials and Smartboards or games that are available as applications.

Table 5 shows the frequency of use of social media in language teaching. The social media types that were used in the present study were virtual worlds, social networking services, media services, wiki- and other web hosting services, microblogs, blogs, social bookmarking web services and podcasts.

Table 5. Frequency of using social media in teaching.

N=60		Daily or several times a week	Once a week	Once a month	Rarely	Never	Total
Virtual worlds	%	2	-	2	12	85	100
Social networking services	%	2	5	5	25	63	100
Media services	%	28	40	18	5	8	100
Wiki- and other web hosting services	%	18	18	20	23	20	100
Microblogs	%	2	-	2	15	82	100
Blogs	%	3	2	22	23	50	100
Social bookmarking web services	%	2	-	7	7	85	100
Podcasts	%	2	-	3	25	70	100

Social media was clearly not that popular among the respondents because the majority of them had never used most of the social media types in foreign language teaching. Media services, such as Youtube, Flickr and Prezi, were used most frequently by the respondents. Forty percent of the respondents used media services in teaching once a week and 28 % daily or several times a week. Only eight percent never used media services in teaching. The reason why media services are so popular is probably because they include Youtube, which is an infinite source of videos, also for teaching purposes. Media services also include presentation programs such as Prezi or PowerPoint, which are probably used by many to present for instance a more theoretical part of a class, such as grammar.

The second most used social media were wiki- and other web hosting services, such as Wikispaces and One Drive. The frequency of use was distributed quite evenly. Even though 23 % of the respondents used them rarely in teaching and 20 % never used them, there were also teachers who used them quite often. Eighteen percent used web hosting services daily or several times a week and 18 % used them once a week. Web hosting services are most likely used especially with group work assignments because they allow simultaneous editing of the text or presentation. Some teachers probably use them also for writing assignments which enables the teacher to easily comment on the work that has been done.

Half of the respondents never used blogs for language teaching purposes. This might be a result of many issues. Firstly, creating a blog can be arduous work if one has never created a blog before and for instance the privacy settings have to be taken into account if the teacher wants the blog to remain only for the class to see. Secondly, as it was mentioned in some of the answers to the open-ended questions, teachers might have a difficult time finding a suitable platform for publishing a blog. Thirdly, the teacher has to consider if there is a pedagogical purpose for using the blog and whether it takes too much time to use a blog during a course. These might be some of the reasons why so many teachers have never used blogs in language teaching. The other half of the respondents had tried using blogs in language teaching. Most of them (23 %) used them rarely and 22 % used them once a month. Only few respondents used blogs more often in language teaching.

Social networking services were not used that much in language teaching either. A majority of 63 % never used social networking services in teaching and 25 % used them rarely. Again, only few teachers used social networking services more often than that in teaching. It might be that social networking services, such as Facebook, are still thought of as a place for private profiles and discussions and not so much as a tool for teaching. There are also privacy and safety issues to address especially when working with younger students. It might also be that teachers have not realized the pedagogical use of social networking services.

Podcasts were used to a similar extent as social networking services. Podcasts were never used in teaching by 70 % of the respondents and rarely used by 25 % of the respondents. Only 5% of teachers used podcasts in teaching more often than that. Podcasts are also relatively new when it comes to using them in teaching. There might even be teachers out there who do not know what they are. It is also possible that it is unclear to many where to find podcasts that are suitable for teaching purposes or whether they are good pedagogical tools.

Microblogs, such as Twitter, Social bookmarking web services, such as Delicious and Diigo and virtual worlds were not familiar to teachers. Over 80 % of the respondents had never used any of these in language teaching. They were rarely or monthly used by some but there was only one respondent in each type of social media that used them daily or several times a week.

5.2. Teachers' use of media on their free time

Teachers' use of media on their free time was surveyed with question eight in the second section of the questionnaire form. The respondents were asked how often they use media on their free time on a scale of daily or several times a week to never. The question was a single response grid with similar options as the previous question about the frequency of use in teaching. Again, the responses were divided into four tables by media type in the analysis.

Teachers used media quite differently on their free time compared to their use of media in foreign language teaching. Especially print and broadcast media were used often by most of the respondents. In addition, generally popular newer media types, such as mobile phones, tablets and Facebook were used quite often by most of the respondents.

Table 6 shows how often teachers use print media on their free time. The print media that were included in the present study were newspapers, tabloids, periodicals, comics, fictional literature and non-fictional literature.

Table 6. Frequency of using print media on free time.

N=60		Daily or several times a week	Once a week	Once a month	Rarely	Never	Total
Newspapers	%	85	10	3	2	-	100
Tabloids	%	38	15	18	20	8	100
Periodicals	%	42	28	12	15	3	100
Comics	%	25	22	23	22	8	100
Fictional literature	%	42	23	22	13	-	100
Non-fictional literature	%	13	25	23	38	-	100

Most teachers rarely used print media in language teaching but it seems that most of them use print media very frequently on their free time, with the exception of non-fictional literature. Newspapers were clearly the most frequently used type of print media among the respondents with 85 % reading them daily or several times a week. There were no respondents who never

read newspapers on their free time. This result shows that even though electronic versions of newspapers are very popular, many still read the printed version.

Fictional literature was also very popular among the respondents. A majority of 42 % read fictional literature daily or several times a week and 23 % at least once a week. Similarly to newspapers, there were no teachers who read fictional literature on their free time. Based on the results it could be said that teachers like to read a lot on their free time.

Periodicals were read daily or several times a week by 42 % of the respondents and weekly by 28 % of the respondents. With such high percentages it could be presumed that many teachers are still subscribers of some periodicals. If a teacher is part of OAJ, the Trade Union of Education, they receive the Opettaja periodical every week, which might also affect the percentages of this particular media type.

Tabloids were read very frequently by 38 % of the respondents but then again 20 % of the respondents read them only rarely. Even more evenly divided was the use of comics. They were read daily or several times a week by 25 % of the respondents and once a week by 22 % of the respondents. However, 23 % of the respondents read them only once a month and 22 % read them rarely. Non-fictional literature was clearly the least used type of print media according to the respondents. A majority of 38 % of the respondents read non-fictional literature only rarely, but on the other hand there were no respondents who never read non-fictional literature

In Table 7, the percentages of respondents using different types of broadcast media are presented. The broadcast media types in this study were television programs, radio and movies.

Table 7. Frequency of using broadcast media on free time.

	Daily or several times a week	Once a week	Once a month	Rarely	Never	Total
N=60						
Television programs %	85	10	3	2	-	100
Radio %	65	18	3	8	5	100
Movies %	32	40	25	3	-	100

Broadcast media was also clearly more used on teachers' free time than it was in teaching. Especially radio, which the majority of 47 % never used in teaching, is very frequently used outside of work. Television programs were, as could be expected, the most frequently used type of broadcast media with 85 % of the respondents watching television programs daily or several times a week. Altogether 95 % of the respondents watch television programs on their free time at least once a week. There were no respondents who never watched television programs. The results reflect the prevailing situation in our society, where television is a relatively big part of people's lives. There is a wide variety of programs to choose from, which means that there is something for everyone. At present it is almost a rarity to encounter a person who does not have a television at home. However, as was mentioned in the section above, using television programs in teaching is time consuming, which probably explains why television programs are so much more popular on teachers' free time than in their teaching.

Listening to the radio was also very popular with 65 % of the respondents listening to it daily or several times a week. Probably many teachers who drive to work have the radio on in the background every morning, which might explain the high percentages in this section compared to using radio in language teaching.

Movies were watched once a week by 40 % of the respondents and daily or several times a week by 32 % of the respondents. Similarly to television programs, there were no respondents who never watched movies on their free time. The popularity of movies has probably similar reasons as the popularity of television. There are so many different types of movies available that there is basically something for everyone. In addition, one does not have to go to the movie theatre to watch a movie since movies are shown on television daily. Compared to the use of movies in teaching the same reason applies here as with television programs: they take up too much time and can, thus, be difficult to use often.

In Table 8, teachers' use of new media on their free time is presented. The types of new media included in the present study were email, different websites, discussion forums, gaming sites, offline computer games, teaching programs, tablets/iPads, mobile phones and Smartboards.

Table 8. Frequency of using new media on free time.

N=60		Daily or several times a week	Once a week	Once a month	Rarely	Never	Total
Email	%	98	-	-	-	2	100
Different websites	%	83	13	2	-	2	100
Discussion forums on the internet	%	17	10	15	30	28	100
Gaming sites on the internet	%	5	8	8	18	60	100
Computer games (offline)	%	5	5	8	15	67	100
Teaching programs	%	13	8	20	22	37	100
Tablets/iPads	%	68	8	2	5	17	100
Mobile phones	%	92	-	-	7	2	100
Smartboards	%	18	3	2	7	70	100

As can be seen from Table 8, the use of new media on teachers' free time varied quite a lot depending on the type of media. Some media, such as email, mobile phones and websites, were used very often, whereas others, such as Smartboards, gaming sites and offline computer games, were mostly never used on free time. Email was clearly the most used type of new media according to the respondents. It was used daily or several times a week by 98 % of the respondents and only 2 % never used it on their free time. The frequent use of emails is probably due to the fact that teachers most often use email as a communication tool at work, which would imply that they also use it on their free time for work-related purposes. People might also have more than one email account that they are using, so even if the work email is not used on free time, the other emails might be used.

Not surprisingly, mobile phones were very frequently used as well. A clear majority of 92 % of the respondents used mobile phones daily or several times a week. Only seven per cent of the respondents used mobile phones rarely and two per cent never used them. Mobile phones are very common at present and nearly everyone in Finland owns one. Mobile phones were also used quite often in teaching, most likely because of the variety of applications available for teaching purposes. This combined with the fact that nearly everyone has a mobile phone

and the teachers are also familiar with its use, it is easy for the teachers to use them in teaching too.

Different websites were the third most popular type of new media used by teachers on their free time. A majority of 83 % used different websites daily or several times a week. Only two per cent of the respondents never used different websites on their free time. As was mentioned in the section above, different websites is quite a vast category and that is probably why they are so frequently used both in teaching and during teachers' free time.

Tablets/iPads were also very popular among teachers with 68 % of the respondents using them daily or several times a week on their free time. However, 17 % of the respondents never used tablets/iPads on their free time. It seems that most of the teachers who have tablets use them very often. The teachers that never use tablets on their free time most likely do not own tablets. Compared to teaching, tablets are used more by teachers during their free time than in the classroom. Only 10 % of the respondents used tablets daily or several times a week for teaching purposes. This could result from teachers' lack of knowledge about tablet applications for teaching.

The utilization of Smartboards was similar to that of tablets/iPads in that those who have access to one, most likely uses one often. Smartboards are clearly devices used more in teaching than during teachers' free time. A significant majority of 70 % never used Smartboards on their free time. Out of the 60 respondents, 18 % used Smartboards on their free time daily or several times a week. As it is unlikely that teachers have a Smartboard at home, the respondents in the present study might have considered using a Smartboard on their free time as using it outside of regular classes but in the school before or after teaching. Others might have included the utilization of the Smartboard program at home on a computer, since there is one available for the purpose of creating materials for the Smartboard from your own computer.

Discussion forums on the internet had quite a varied frequency of use. A majority of 30 % reported using discussion forums on their free time rarely and 28 % never used them. However, there were some active users of discussion forums since 17 % of the respondents used them daily or several times a week. Even though discussion forums were not that

popular as a media type that teachers use on their free time, it was still more popular than it was in teaching.

It was not surprising that different teaching programs were not as popular on teachers' free time as they were in teaching. They were never used by 37 % of the respondents and rarely used by 22 %. However, 13 % of the respondents reported using them daily or several times a week. It is possible that some of the respondents have included the utilisation of teaching programs to their free time if they use them for instance from home to check on students' tasks and also for lesson planning.

Gaming sites and offline computer games were both quite unpopular among teachers. Offline computer games were never used by 67 % of the respondents and gaming sites were never used by 60 % of the respondents. They were not particularly popular in teaching either, although gaming sites had slightly more users in teaching than offline computer games.

Table 9 shows how frequently teachers used social media on their free time. The social media types in the present study were virtual worlds, social networking services, media services, wiki- and other web hosting services, microblogs, blogs, social bookmarking web services and podcasts.

Table 9. Frequency of using social media on free time.

N=60		Daily or several times a week	Once a week	Once a month	Rarely	Never	Total
Virtual worlds	%	2	-	-	7	92	100
Social networking services	%	62	10	2	3	23	100
Media services	%	48	30	12	5	5	100
Wiki- and other web hosting services	%	28	20	8	10	33	100
Microblogs	%	3	7	7	12	72	100
Blogs	%	20	15	13	18	33	100
Social bookmarking web services	%	2	2	7	7	83	100
Podcasts	%	7	5	12	13	63	100

Based on the results shown in Table 9, it seems that teachers do not use most types of social media on their free time. Social networking services and media services were used very often by many respondents. Blogs and wiki- and other web hosting services had quite an even distribution between the frequency categories. The rest of the social media types were never used on free time by a clear majority of the respondents. Social networking services, such as Facebook, were the most popular type of media that teachers use on their free time. A majority of 62 % used social networking services daily or several times a week. However, 23 % of the respondents never used social media services on their free time. These numbers are very different when compared to the frequency of use in teaching, since 63 % of the respondents reported never using social networking services in their teaching. Social networking services have become quite common in people's everyday lives but they clearly have not yet found their place in education. Another type of social media that teachers used frequently on their free time was media services, such as Youtube, Instagram and Prezi. They were used daily or several times a week by 48 % of the respondents and at least weekly by 30 % of the respondents. Media services were also very popular in teaching, which might be explained by the vast variety of services that are categorized under media services.

Wiki- and other web hosting services, such as Wikipedia and Google Drive, were used daily or several times a week by 28 % of the respondents and once a week by 20 % of the respondents. One third (33 %) of the respondents never used web hosting services on their free time. The frequency of use of web hosting services in teaching was divided quite evenly between alternatives, whereas on teachers' free time it was more clearly about using them often or not at all. While using blogs in teaching might be quite arduous and be the reason for why 50 % of the respondents never use them in teaching, they were somewhat more popular on teachers' free time. One third (33%) of the respondents never used blogs on their free time, but 20 % used them daily or more often. It was not defined in the questionnaire what using a blog means in this context so the respondents might have thought about writing a blog or about reading a blog. In the context of teaching it is usually more clearly about writing content for a blog with students.

All the rest of the social media types were not really used much. Podcasts were never used by 63 % of the respondents and microblogs, such as Twitter, were not used at all by a majority of 72 % of the respondents. Social bookmarking web services, such as Delicious and Diigo, were not that familiar to the respondents either with 83 % of the respondents reporting never using them on their free time. The least used type of social media on teachers' free time was virtual worlds with 92 % never using them. All the social media types that were less familiar to teachers were not used in teaching either.

5.3. The usefulness of different types of media for language teaching

In question four in the second section of the questionnaire form the teacher were asked to evaluate how useful different media types are in language teaching in their opinion. The question was in the form of a single response grid with possible responses ranging from useless to very useful. The teachers also had the possibility to choose the option 'I do not use this media'. In the analysis, the answers have been divided into tables by media type.

Most of the respondents in the study regarded all types of media more or less useful in language teaching. However, many of the respondents did not use certain types of media and, thus, could not evaluate whether the types of media are useful in language teaching or not.

Table 10 shows how useful the different types of print media are according to the respondents.

Table 10. Pedagogical usefulness of print media.

N=60		Useless	Quite useless	Quite useful	Very useful	I do not use this media	Total
Newspapers	%	-	12	60	18	10	100
Tabloids	%	7	25	40	2	27	100
Periodicals	%	-	10	68	3	18	100
Comics	%	-	18	55	15	12	100
Fictional literature	%	-	15	55	8	22	100
Non-fictional literature	%	2	13	48	10	27	100

Even though print media was considered useful in language teaching, it was used only rarely in teaching according to a majority of the respondents. As can be seen from the table above, all print media was thought of as useful in general. All of the print media types were evaluated as quite useful by a majority of the respondents and almost none of them, only tabloids and non-fictional literature, were considered as useless in language teaching. The type of print media that was perceived as most useful by teachers was newspapers. A majority of 60 % considered them quite useful and 18 % very useful for language teaching. Nobody thought of newspapers as completely useless for language teaching. The second most useful type of print media was comics. Comics were considered quite useful by 55 % and very useful by 15 % of the respondents. These media types were also used quite a lot in teaching, probably mostly because a newspaper article or a comic strip is a small piece of authentic language that is easy to incorporate in to a language class. This might also contribute to their usefulness.

The results of the evaluation of the usefulness of broadcast media in language teaching can be seen in Table 11.

Table 11. Pedagogical usefulness of broadcast media.

N=60	Useless	Quite useless	Quite useful	Very useful	I do not use this media	Total
Television programs %	-	12	57	23	8	100
Radio %	3	15	32	3	47	100
Movies %	-	17	57	18	8	100

Both television programs and movies were perceived as quite useful by more than half of the respondents. When combined with the responses that evaluated them as very useful, television programs were thought to be as useful by 80 % of the respondents and movies by 75 % of the respondents. None of the respondents thought them to be useless in language teaching. The reason for the usefulness of television programs and movies might be that they provide authentic language use and have a variety of options to choose from for language classes. They can also be cut into smaller sequences if there is not enough time to watch the whole movie or episode.

Radio, on the other hand, was not perceived as useful as movies and television programs. Nearly half of the respondents reported that they do not use radio in language teaching and, thus, did not want to evaluate its usefulness. Radio was still thought of more as a useful tool for language teaching than useless.

Table 12 shows the results on how useful teachers thought different new media types are in language teaching.

Table 12. Pedagogical usefulness of new media.

N=60		Useless	Quite useless	Quite useful	Very useful	I do not use this media	Total
Email	%	3	17	30	17	33	100
Discussion forums on the internet	%	5	10	23	2	60	100
Different websites	%	-	5	42	43	10	100
Gaming sites on the internet	%	2	15	22	10	52	100
Computer games (offline)	%	-	12	23	3	62	100
Teaching programs	%	-	12	40	37	12	100
Tablets/iPads	%	-	3	47	32	18	100
Mobile phones	%	3	8	47	32	10	100
Smartboards	%	-	2	23	30	45	100

Many of the new media types were not used in language teaching by more than half of the respondents. Such media types were offline computer games, discussion forums and gaming sites on the internet. Only a few respondents evaluated some new media types as useless in language teaching, but mostly they were perceived as quite useful or very useful.

The most useful type of new media according to the respondents was different websites. A clear majority of 85 % thought that they were either quite useful or very useful in language teaching. Other clearly useful types of new media were teaching programs, tablets and mobile phones. Smartboards were also perceived as useful in language teaching, even though a majority reported never using them in language teaching. This is probably due to several schools still not having the possibility to use a Smartboard in the classroom.

Table 13. Pedagogical usefulness of social media.

N=60		Useless	Quite useless	Quite useful	Very useful	I do not use this media	Total
Virtual worlds	%	3	8	7	-	82	100
Social networking services	%	5	10	20	3	62	100
Media services	%	-	2	43	37	18	100
Wiki- and other web hosting services	%	3	3	38	20	35	100
Microblogs	%	-	8	7	2	83	100
Blogs	%	2	8	35	7	48	100
Social bookmarking web services	%	-	5	7	2	87	100
Podcasts	%	-	7	15	5	73	100

The usefulness of social media in language teaching is presented in Table 13. Social media was in general the least used and also the least useful form of media in foreign language teaching according to the respondents. Most of the media types were not used by the respondents in teaching. Social bookmarking web services were not used by 87 % of the respondents and microblogs were not used by 83 % of the respondents. Virtual worlds and podcasts were not used in teaching by 82 % and 73 % respectively.

The most useful types of social media were media services and wiki- and other web hosting services. Media services were considered quite useful or very useful by 80 % of the respondents. Web hosting services were perceived as quite useful or very useful by 58 % of the respondents. Blogs and social media were also regarded as quite useful by many respondents, even though the majority never used them in teaching. The reason for the relatively low use of social media might depend on teachers not being familiar enough with different types of social media. The next section takes a look at how teachers have evaluated their own pedagogical skills in using the different types of media.

5.4. Teachers' self-evaluation of their skills in using media for pedagogical purposes

In addition to evaluating the usefulness of media, the respondents also had to evaluate their pedagogical skills in using media. The self-evaluations reveal what media teachers are most comfortable with pedagogically and which types of media they do not know how to use in teaching. Teachers were asked how well they master using different types of media for pedagogical purposes. The options were: very well, quite well, quite poorly and very poorly. The fifth option was "cannot say", because it was likely that some teachers had never used or maybe even heard of certain types of media and, therefore, would be unable to assess their skills. It seems that especially the more traditional types of media received high self-evaluations, whereas social media received low self-evaluations or no evaluations at all. Table 14 shows how teachers evaluated their own skills in using print media for pedagogical purposes.

Table 14. Self-evaluation of the pedagogical skills in using print media.

N=60		Very well	Quite well	Quite poorly	Very poorly	Cannot say	Total
Newspapers	%	22	52	18	-	8	100
Tabloids	%	17	38	17	5	23	100
Periodicals	%	17	50	17	3	13	100
Comics	%	18	52	17	3	10	100
Fictional literature	%	13	43	22	7	15	100
Non-fictional literature	%	12	45	15	8	20	100

In general, teachers felt that they master the pedagogical use of print media quite well. The use of newspapers was mastered quite well or very well by 74 % of the respondents and the use of comics by 70 % of the respondents. Teachers were most uncertain about their pedagogical skills when using fictional and non-fictional literature in teaching. This might have to do with the length of literary texts, which can make it more difficult to apply them to language teaching compared to, for instance, newspapers. Even though teachers were mostly familiar with the pedagogical use of print media, they did not use print media that much in teaching. It is likely that since these types of media have been around longer than for instance

social media, their pedagogical use is more familiar to the teachers. They might have used many of these media themselves when they were in school and, therefore, know the possibilities for pedagogical use. Many of the teachers have most likely tried using print media in their teaching at some point of their career, but for one reason or another do not use them that much at present. This could be because of the time that it takes to incorporate these media into teaching or simply because technology has started to make many of these media types nearly obsolete, as there are currently digital versions of many of these media types available that can often be quite easily accessed.

Table 15 shows how teachers evaluated their pedagogical skills in using broadcast media in teaching.

Table 15. Self-evaluation of the pedagogical skills in using broadcast media.

N=60	Very well	Quite well	Quite poorly	Very poorly	Cannot say	Total
Television programs %	20	52	20	-	8	100
Radio %	13	18	20	8	40	100
Movies %	17	65	13	-	5	100

When it comes to the pedagogical use of broadcast media, teachers feel like they master the use of television programs and movies quite well or very well. Movies were mastered very well or quite well by 82 % of the respondents and television programs by 72 % of the respondents. None of the teachers felt that their pedagogical skills in using these two types of media were very poor. The pedagogical skills in using radio in language teaching were not as strong as the skills with movies and television programs. A majority of 40 % could not evaluate their pedagogical skills and those who did had very varied evaluations of their skills with no clear majority.

Table 16 presents the results of how teachers evaluated their pedagogical skills in using the types of new media in language teaching.

Table 16. Self-evaluation of the pedagogical skills in using new media.

N=60		Very well	Quite well	Quite poorly	Very poorly	Cannot say	Total
Email	%	23	20	20	3	33	100
Different websites	%	22	43	20	2	13	100
Discussion forums on the internet	%	2	10	25	10	53	100
Gaming sites on the internet	%	3	17	17	20	43	100
Computer games (offline)	%	3	10	18	23	45	100
Teaching programs	%	22	42	20	2	15	100
Tablets/iPads	%	15	45	18	10	12	100
Mobile phones	%	15	50	18	8	8	100
Smartboards	%	18	22	18	13	28	100

According to self-evaluations, the pedagogical use of new media was mostly mastered quite well, but some of the media types could not be evaluated by a majority of the respondents. The teachers felt that their pedagogical skills were the strongest when using different websites, mobile phones and teaching programs. The pedagogical skills in using different websites were quite good or very good according to 65 % of the respondents. The pedagogical skills in using mobile phones were also quite good or very good according to 65 % of the respondents. Teaching programs had similar percentages, with 64 % of the respondents evaluating their skills as quite good or very good. Tablets/iPads were also familiar to teachers as 60 % of the respondents evaluated their pedagogical skills as quite good or very good. The pedagogical skills in using discussion forums, gaming sites and offline computer games were evaluated mostly as poor or very poor, but nearly half of the respondents could not evaluate their pedagogical skills.

Table 17 shows how teachers evaluated their pedagogical skills in using different types of social media.

Table 17. Self-evaluation of the pedagogical skills in using social media.

N=60		Very well	Quite well	Quite poorly	Very poorly	Cannot say	Total
Virtual worlds	%	2	2	10	30	57	100
Social networking services	%	10	15	18	17	40	100
Media services	%	20	50	13	7	10	100
Wiki- and other web hosting services	%	13	30	25	10	22	100
Microblogs	%	2	2	18	22	57	100
Blogs	%	7	30	17	12	35	100
Social bookmarking web services	%	2	3	10	28	57	100
Podcasts	%	3	12	12	27	47	100

The pedagogical skills in using most of the social media types could not be evaluated by many of the respondents as is shown in Table 17. It is most likely that the respondents have not used these media types in teaching and therefore cannot really say how good their skills in using them are. Despite this, there were also media types that the respondents felt they can use pedagogically quite well or very well. The pedagogical skills in using media services were evaluated as quite good or very good by 70 % of the respondents. The pedagogical skills in using wiki- and other web hosting services was evaluated as quite good or very good by 43 % of the respondents. The teachers were also quite confident in using blogs pedagogically, with 37 % evaluating their skills as quite good or very good. When it comes to the self-evaluation of pedagogical skills, the emphasis on other social media types was more on the ‘quite poorly’ or ‘very poorly’ options.

5.5. What affects teachers’ choice of media in language teaching?

This section will take a closer look at whether age, teaching experience or other factors affect teachers’ choice of media in language teaching. The data has been analysed with the SPSS Statistics program using a bivariate correlation. The Pearson Correlation will show whether there is a meaningful correlation between two variates. A high correlation is between -0.5 and

-1 or between 0.5 and 1. A medium correlation is between -0.5 and -0.3 or between 0.3 and 0.5. Meaningful correlations have been marked with stars in the tables.

According to the results, age and teaching experience do not significantly affect which types of media teachers use in language teaching. Table 18 shows the correlations between the age of the respondents and the frequency of using different media categories in teaching. The categories in the present study were print media, broadcast media, new media and social media.

Table 18. Correlation between age and frequency of using different media types in teaching.

		Age
Frequency of using print media	Pearson Correlation	-,061
	Sig. (2-tailed)	,645
	N	60
Frequency of using broadcast media	Pearson Correlation	,212
	Sig. (2-tailed)	,104
	N	60
Frequency of using new media	Pearson Correlation	,260
	Sig. (2-tailed)	,045
	N	60
Frequency of using social media	Pearson Correlation	,109
	Sig. (2-tailed)	,409
	N	60

As Table 18 shows, the Pearson correlation is very small in all cases and thus it can be concluded that the age of the teacher does not affect the type of media that the teacher uses in his or her teaching. Table 19 presents the correlation between the teaching experience of the respondents and the frequency of use of different media types.

Table 19. Correlation between teaching experience and frequency of using different media types in teaching.

		Teaching experience in years
Frequency of using print media	Pearson Correlation	-,093
	Sig. (2-tailed)	,479
	N	60
Frequency of using broadcast media	Pearson Correlation	,167
	Sig. (2-tailed)	,203
	N	60
Frequency of using new media	Pearson Correlation	,159
	Sig. (2-tailed)	,224
	N	60
Frequency of using social media	Pearson Correlation	,023
	Sig. (2-tailed)	,861
	N	60

Similarly to the correlation between age and frequency of use, teaching experience does not have any significant correlation with the frequency of use, as can be seen from Table 19.

When the frequency of using different types of media in teaching is compared to the frequency of use on free time, there is no correlation between the two in the cases of print media and broadcast media. However, the frequency of use of new media and social media on free time seems to have some correlation with the frequency of use in teaching as is demonstrated in Table 20 and Table 21.

Table 20. Correlation between the frequency of using new media in teaching and on free time.

		Frequency of using new media in teaching
Frequency of using new media on free time	Pearson Correlation	,493**
	Sig. (2-tailed)	,000
	N	60

Table 21. Correlation between the frequency of using social media in teaching and on free time.

		Frequency of using social media in teaching
Frequency of using social media on free time	Pearson Correlation	,611**
	Sig. (2-tailed)	,000
	N	60

According to the correlations in Table 20 and Table 21, the more teachers used types of new media and social media on their free time, the more they used them in teaching. This would imply that when it comes to new and social media, teachers' free time use affects their utilisation of media in the language classroom. Especially in the case of social media, there is a high correlation between the two variates.

Table 22 and Table 23 show how the frequency of using new media and social media is affected by the respondents' self-evaluation of their pedagogical skills.

Table 22. Correlation between the frequency of using new media in teaching and the self-evaluation of skills in the pedagogical use of new media.

		Frequency of using new media in teaching
Self-evaluated skills in the pedagogical use of new media	Pearson Correlation	-,545**
	Sig. (2-tailed)	,000
	N	60

Table 23. Correlation between the frequency of using social media in teaching and the self-evaluation of skills in the pedagogical use of social media.

		Frequency of using social media in teaching
Self-evaluated skills in the pedagogical use of social media	Pearson Correlation	-,453**
	Sig. (2-tailed)	,000
	N	60

All the media types had a medium or high correlation with the self-evaluations, but new media and social media had the greatest correlation out of the four categories as is shown in Table 22 and 23. According to the correlations, the higher the respondent evaluated his or her skills in the pedagogical use of a certain media type, the more frequently he or she used that media in teaching. The correlation was the strongest with types of new media, with which there was a high correlation of -,545, and weakest with broadcast media, even though broadcast media also had a meaningful medium correlation at -,317 according to the Pearson Correlation.

Table 24 and Table 25 show the correlation between the frequency of using print or social media in teaching and the pedagogical usefulness of these media according to the respondents.

Table 24. Correlation between the frequency of using print media in teaching and the pedagogical usefulness of print media.

		Frequency of using print media in teaching
Pedagogical usefulness of print media	Pearson Correlation	,338**
	Sig. (2-tailed)	,008
	N	60

Table 25. Correlation between the frequency of using social media in teaching and the pedagogical usefulness of social media.

		Frequency of using social media in teaching
Pedagogical usefulness of social media	Pearson Correlation	,373**
	Sig. (2-tailed)	,003
	N	60

There was not a strong correlation between the frequency of using media in teaching and the pedagogical usefulness that respondents evaluated the types of media to have. Meaningful correlations were found between the frequency of use of print media and social media as presented in Table 24 and Table 25. The correlation in both cases is a medium correlation between the variates.

To conclude, there was no meaningful correlation between the age or teaching experience of the teachers and how often they used different types of media in language teaching. This can be seen as a somewhat positive result, since one might often make the assumption that the older generation is not as likely to use new or social media in teaching as the younger generation of teachers. However, according to the results of the present study, this is not the case since the older and more experienced teachers were as likely to use all types of media in language teaching as the younger and less experienced teachers.

Free time use of new media and social media seems to have a high correlation with the frequency of using the said media types in teaching. This result can be taken as encouraging

especially for those teachers who feel insecure about using types of new or social media in teaching. A solution for this could be that teachers would try out and get to know different types of media on their free time and once they feel that they have at least some basic knowledge about the media they can try it out in the classroom. This of course takes time, which was a concern for many teachers in the qualitative questions discussed in more detail in the following section. However, many media types can also be beneficial for the teachers on their free time, thus creating a situation where getting to know a media type is not done only for teaching purposes.

The self-evaluated pedagogical skills in using new media and social media also correlated with the frequency of use in language teaching. The result is understandable because if you feel confident about your skills and know that you can pedagogically take advantage of certain types of media, you will also use them in your teaching more often. However, the more traditional types of media, that is to say print and broadcast media, did not have a meaningful correlation with the frequency of use in teaching.

5.6. Qualitative analysis of the greatest benefits and challenges of media in language teaching

There was a series of open-ended questions in the questionnaire in order to enrichen the data collected by the quantitative questions. Question five asked the respondents to name the greatest benefits of using media in teaching and question six asked to name the greatest challenges or limitations. In the analysis of the answers to questions five and six the data was analysed with content analysis by categorizing themes that arose from the data.

The quotations below will first be in Finnish, which was the language of the questionnaire. Immediately after that a translation to English will follow. The quotations will be marked with an R for ‘respondent’ and the number of the respondent as it appears in the data collected via the Mr Interview program. We will first take a look at the greatest benefits that using media in language teaching has according to the respondents. After that, the biggest challenges of using media in language teaching are discussed. In the third section the teachers’ need for updating education is examined based on the answers of the respondents.

Lastly, we will present the types of media the respondents would like to use in teaching and discuss reasons why they have not used the said types of media.

5.6.1. Greatest benefits of using media in language teaching

Teachers in the present study thought that using media in language teaching has a myriad of benefits. Benefits that were mentioned in the data the most included variation for teaching, authenticity of the materials and the interest and motivation of students. In addition, many teachers appreciated that there is a lot of material to choose from and that the material is easy to access. Respondent 12 summed up many of these themes:

R12. ”Tarjoavat vaihtelua sekä konkreettista ja kännykkäsuorituspolvelle mieluista näpertämistä. Eriyttämissämahdollisuus, eri tasoiset (sic) oppilaat voivat valita tasolleen sopivia tehtäviä ja edetä omaa tahtia. Materiaaliin (sic) paljous ja saatavuus, myös omaehtoiseen opiskeluun. Tv-ohjelmia ja elokuvia on helpompi ymmärtää kuin pelkkää kuunneltua tekstiä ja se on kiinnostavampaa.”

R12. ”They offer variation and something concrete and agreeable to do for the mobile generation. A possibility for differentiating, students at different levels can choose activities that are suitable for their level and progress in their own pace. There is a lot of material available, also for independent studying. Television programs and movies are easier to understand than just listening to a text being read and it is more interesting.”

Nearly half of the 60 respondents mentioned versatility or variety as a benefit that media has. Being able to tackle current topics, news and vocabulary was mentioned by several respondents. Authenticity of materials, especially real examples of the use of language and, thus, a connection to the “real world” was also appreciated by many. Again, nearly half of the respondents mentioned authenticity of materials as a great benefit of using media in the language classroom.

Many respondents pointed out that using different types of media in language classes interests the students and, therefore, motivates them. Some regarded media usage as a “snack” for longer lessons and some mentioned the “entertainment value” of media. In addition, some pointed out that media is familiar to students and by using it the teacher can bring students’

own interests into the language lessons. The possibility for independent studying was also valued by some of the respondents, for instance respondent 39:

R39. "Monipuolista, antaa virikkeitä ja vaihtelua oppilaille ja mahdollistaa omatoimisen työskentelyn, esim. kielten kuuntelutehtävien tekemisen itsenäisesti sekä ääntämisharjoittelun. Tehtävien palauttaminen sähköisesti on vaivatonta (Classroom, Google Drive). Tuntuu, että eri medioiden kautta on ikkunat auki maailmaan."

R39. "Versatile, gives stimulation and variation to students and makes independent studying possible, for example doing listening exercises or pronunciation exercises independently. Returning tasks electronically is easy (Classroom, Google Drive). It feels like different media are your windows on the world."

In conclusion, it seems that there are a lot of benefits that come with the utilization of media in language teaching. Nearly all of the respondents of the present study mentioned at least one benefit and most of the respondents had found more than one benefit. The benefits in using (social) media in teaching have remained similar to what they have been according to previous studies (e.g. Oksanen and Koskinen 2012). According to Oksanen and Koskinen, the teachers valued most the diversifying effect that media has on teaching and learning materials as well as the easy access to them. Using media in teaching also seemed to motivate students, even though students were sometimes critical of using social media in teaching. Next, we will take a look at the biggest challenges that the respondents had in using media in language teaching.

5.6.2. Biggest challenges in using media in language teaching

When it comes to the greatest challenges of using media in language lessons, the respondents mentioned various issues. One of the biggest challenges was the lack of time or the amount of time that it takes to prepare and plan when using media:

R18. "Vaatii paljon etukäteistä valmistelua ja suunnittelua sekä median käyttöön perehtymistä."

R18. "It requires a lot of preparation and planning and getting to know how to use media."

R39. "Ei ole aikaa eikä resursseja tutustua kaikkiin uusiin medioihin ja on turhauttavaa, kun tietää, että pitäisi osata, mutta oomat (sic) taidot ei riitäkään jonkun uuden asian soveltamiseen. [- -]"

R39. "There is no time or resources to get to know all new media and it is frustrating when you know that you should know how to use them but your own skills are not enough to apply something new into teaching. [- -]"

Another type of challenge had to do with the equipment and hardware. A lack of resources was a challenge in many schools and those who had acquired devices and other hardware found their functioning uncertain:

R20. "En näe median käytössä muita haasteita kuin, jos on opettamassa heikommin varustellussa koulussa. Eli jos tekniikkaan ei ole ollut kaupungilla/kunnalla varaa panostaa."

R20. "I see no other challenges in using media except if you are teaching at a more poorly equipped school. In other words if the city/municipality has not had money to invest in technology."

Respondent 39 brings up several issues that pose challenges for the utilization of media in language teaching:

R39. "[-] Koulutusta ja ohjausta pitäisi olla paljon enemmän. Kaikki oppilaat eivät koe teitokoneella (sic) työskentelyä mielekkääksi jopäänsärky (sic) sekä niska-hartiavaivat yleistyvät koko ajan. Voi myös tuntea hukkuvansa tiedon tulvaan, jos ei osaa hakea juuri sitä oleellista asiaa. Välillä tuntuu, että kaikki uudet mediat ovat kuin loputon suo..."

R39. "[-] Training and guidance should be offered a lot more. All the students do not think that working with computers is agreeable and headaches as well as neck and shoulder problems are becoming more common. You can also feel like your drowning in a flood of information if you are unable to search for that one relevant thing. Sometimes it feels that all new media are like an endless swamp..."

In addition to the lack of time mentioned above, the respondent brings up the need for in-service training in the use of media, which was also a concern for many others. There were problems with the quality of training but also with the fact that for some teachers there was no training available. The respondents were equally worried about the lack of knowledge that

they had when it comes to using new types of media. Respondent 39 also points out that many students do not necessarily like to work with computers at school. Other respondents had also noticed a similar issue. It seems that the students have difficulties in thinking of media as a tool for learning and still view it more as a source of entertainment. As a result, many students end up doing something completely different on the computer or tablet for example if they are utilized during a class, which of course is problematic since the students are diverted from the actual learning tasks.

There is a wealth of media types to choose from and new are invented all the time. Even though it is a good thing to have options to choose from, several respondents felt that it was too much. Many mentioned that they had difficulties in choosing from all the available options and since the quality of available media might vary a lot, it is a difficult task for the teachers to find material that is suitable for their purposes and that is of good quality. The constant change in the field of media was also seen as problematic as was the fact that even though the media presents us with authentic material, it is not structured for teaching purposes which makes it sometimes difficult to apply to language lessons. Respondent 19 along with some other respondents was also worried that too much emphasis is put on using media and technology in teaching, which makes pedagogy not a priority even though it should be:

R19. “[--] Teknologian ei pitäisi olla itse tarkoitus, myös “perinteistä” opetusta ja “perinteisiä” medioita tarvitaan. Suuri osa oppilaista ei lue mitään kirjallisuutta, katsotaan elokuva tai kopioidaan tiedot Wikipediasta, jos on esim. jotain lukutehtäviä.”

R19. “[--] Technology should not be the main focus, also “traditional” teaching and “traditional” media are needed. Most of the students do not read literature but instead they watch a movie or copy the information from Wikipedia if they have for example reading assignments.”

Traditional teaching and media here most likely mean using a text book and an exercise book. Respondent 19 also brings up a phenomenon that should cause some concern: students are reading less and often exploit the available media in order to avoid reading so that they can use less time in doing the assignment.

Almost every respondent found benefits in using media in teaching, but nearly everyone also found challenges. The answers were longer than those of the benefits and some listed more than five limitations that they personally thought were challenging in using media in teaching.

Previous research has also found a myriad of possible limitations (e.g. Kankaanranta and Puhakka 2008; Kankaanranta et al. 2011a; Oksanen and Koskinen 2012). Similar and nearly identical issues to the results of the present study have been introduced in previous studies. The lack of time, lack of devices and lack of technical skills were mentioned in the results of Kankaanranta and Puhakka (2008: 89-91). In addition to these issues, Kankaanranta et al. (2011a: 70) mentioned lack of technical support, the strictness of curricula and outdated computers. Some respondents also mentioned slow internet connections and problems with hardware, which were the most common challenges in a study by Oksanen and Koskinen (2012: 65). Other challenges were, for instance, the conservative attitude of students towards using media in teaching. All in all, it seems that even though there are various benefits in using media in teaching, there are also quite many challenges and concerns that it raises, some of which need to be addressed promptly. One of these topics is the teachers' need for in-service training in the use of media.

5.6.3. Teachers' need for in-service training in the use of media

Most of the respondents of the present study felt that they need more training in using media in language teaching. There were some respondents who said that they do not need any training in that area and only few who could not say whether they would need it or not. Many respondents wished for concrete ideas for the pedagogical side of using media. Hands-on, practical examples were also wished for as well as training that would target a specific age group and/or subject. That is to say, language teachers wished for training that would enlighten them on how to use media for the purposes of language teaching instead of a general lecture or class for all the teachers in the school. Some people also wanted the educator to be someone who is currently teaching at school and using media in their own teaching. This could imply that the in-service training that has been given has been too theoretical and far from the actual classroom setting:

R56. "Täsmäopetusta eri medioiden käytöstä. Yleinen koulutus jää usein niin pinnalliseksi, ettei uusia tietoja tule ottaneeksi opetuskäyttöön."

R56. "Precision teaching on the use of different media. A general training is often so shallow that I end up not incorporating them to teaching purposes."

Respondent 18 mentions the constant need for updating, which was also mentioned by a few others. The teachers clearly see how fast the field of media is evolving and hope that there would be continual training offered. Sharing experiences with colleagues could also be beneficial to many:

R18. "Mielestäni medioiden käytöstä tarvitaan jatkuvaa tietojen päivittämistä ja nimenomaan pedagogisesta soveltamisesta. Olisi myös hyödyllistä jakaa vinkkejä ja kokemuksia kollegoiden kanssa."

R18. "In my opinion we need constant updating on the utilization of media and specifically on the pedagogical applications of media. It would also be useful to share tips and experiences with colleagues."

The wealth of information on the internet seems to be overwhelming for the teachers and some respondents wanted easier access to websites and other material that are applicable to language classes and that are of good quality. One respondent even brought up an idea of a list of internet links categorized by topics and age groups so that it would be easy to find material to use. As it is in many cases a question of time, these types of lists would greatly reduce the time that it takes to find suitable material for language classes. There was also a suggestion of being paid for the time one uses in order to get to know new applications.

In conclusion, most teachers wanted to get more in-service training in the use of media, especially because new applications and devices seem to enter schools at a quicker pace than ever before. Many complained that there is simply not enough time for teachers to learn to use the applications themselves and they were reluctant about using their own free time for that purpose. However, there were some teachers who had trained themselves in the use of different media and were motivated to use their time for self-training.

5.6.4. Types of media teachers had not used but wanted to use

The respondents had a variety of media that they had never used in teaching. Nearly half of the teachers mentioned one or more types of media that they had never used in language teaching but would like to try them. Blogs were mentioned by many. The main reason for not using them was the limited amount of time that teachers had. One teacher had not found a

suitable platform for creating a blog for teaching purposes. Smartboards were also mentioned in more than one reply and the main reason for not using them was that they were not available in the classroom. Twitter was mentioned in some responses and in these cases it was the lack of enthusiasm from students that had affected the fact that it had not been used in teaching even though the teachers wanted to try it. One respondent wanted to use movies but because the school had a strict policy against showing movies, the teacher had not used them.

R7. "Twitter. Opiskelijat eivät innostuneet."

R7. "Twitter. Students were not excited."

R56. "Oppilaiden kirjoittamat blogit. Sopivaa alustaa ei ole löytynyt."

R56. "Blogs written by students. I have not found a suitable platform."

Broader media categories, such as using the internet, gaming sites, different media services, social bookmarking web services and electronic materials and programs, were mentioned by individual respondents as types of media that they would like to use in teaching but had not. Again, the lack of time was mentioned as a reason for not using them. One respondent would want to use various services online, but since many of them require some kind of registering, the teacher thought that it would be too much to ask from the students. The same teacher also pointed out that the school does not have many devices, which means that the teacher cannot always rely on getting the devices when they are needed. In addition, Facebook, e-twinning, One Drive, live chats, Instagram, podcasts, SMART Response, Prezi, tablets and specific applications, such as Socrative and Kahoot!, were mentioned.

There were also teachers who would want to use more traditional media in language teaching. One teacher mentioned newspapers in particular and the other had a broader view of traditional media in general:

R8. "Haluaisin käyttää enemmän perinteisiä materiaaleja, koska ne olisivat pedagogisesti monipuolisempia ja tuntuisivat opiskelijoiden mielestä "uskottavammilta" kuin sähköiset materiaalit, mutta vähenevät määrärahat ja lähiopetustuntimäärä sekä koulunkäyntiavustajien puute nostavat kynnystä käyttää aikaa esimerkiksi perinteisten aikakauslehtien käyttämiseen opetuksessa."

R8. "I would like to use more traditional materials, because they would be pedagogically more diverse and would feel more "credible" in the eyes of the students than electronic materials, but the decreasing funding and the number of contact teaching lessons and the lack of classroom assistants increase the threshold to use time for example on using traditional periodicals in teaching."

The comment above quite clearly shows that there are still teachers who appreciate the so-called traditional types of media and would like to use them more in teaching. It seems, however, that regardless of the type of media, the lack of time is the greatest obstacle for trying and regularly using media in the language classroom:

R42. "On monia medioita, joita haluaisin käyttää ja jotka olisivat varmasti hyödyllisiä, mutta koska kaikkeen täytyy itse tutustua [- -], ei tämä käytännössä ole mahdollista."

R42. "There are many media that I would like to use and that would surely be useful, but because you have to get to know everything by yourself, that is not possible in practice."

To conclude, respondent 35 mentions many valid points that should be taken into consideration in the future:

R35. "Näkisin, että oppimateriaalien laatijat ovat isossa roolissa siinä, miten (sic) medioita opetuksessa jatkossa hyödynnetään. Normaalisessa arjessa opettajan omat mahdollisuudet tuottaa/etsiä laadukasta pedagogisesti (sic) toimivaa materiaalia ovat rajallisesti (sic), aika ei vain riitä. Myös opetussuunnitelman ja ylioppilaskirjoitusten tuomat tavoitteet rajaavat luovuuden vapaata käyttöä."

R35. "I think that the creators of learning material have a big role in how media will be used in teaching in the future. On normal weekdays the possibilities for teachers to produce/find quality material for pedagogical purposes is limitless, often there just is not enough time. In addition, the aims of the National Core Curriculum and the matriculation examinations limit the free use of creativity".

The role of the creators of teaching material, whether it is a traditional textbook, online material or something else, is essential. Teachers simply do not have time to learn how to use media and, in addition to that, create teaching materials in order to be able to efficiently use media in teaching. If the creators of teaching material provide concrete examples and ideas for teachers in their materials, more teachers might be encouraged to use media in teaching. It

also seems like teachers have very little room for creativity as the aims of teaching are so strictly guided by the National Core Curricula and the matriculation examinations.

In the next chapter, the results of the present study are discussed further. The results will be compared to the research questions as well as the results of previous research. In addition, the implications of the results and the limitations of the study are examined.

6. DISCUSSION AND CONCLUSION

Different media have been used in teaching for decades, and some media types even longer. With the increased use of the internet and social media, new types of media have begun to take a foothold in classrooms and the cross-curricular use of media is also encouraged in the newest Finnish National Core Curricula (POPS 2014; LOPS 2015). However, not all teachers take advantage of the possibilities offered by media in teaching and not all teachers necessarily think that using media has any special pedagogical value. The aim of the present study was to examine how often teachers use different media in their teaching and on their free time and whether they think different media types are pedagogically useful. The teachers were also asked to evaluate their own skills in using media for pedagogical purposes. Another aim of the present study was to find out what the greatest benefits and biggest challenges in using media in language teaching were according to the teachers. The teachers were also asked to evaluate their need for in-service training in the pedagogical use of media. The data for the present study was gathered with an online questionnaire that was sent to language teachers around Finland in the spring of 2015. Sixty teachers completed the questionnaire, which included both multiple-choice questions and open-ended questions. The data from the multiple-choice questions was analyzed quantitatively, whereas the data from the open-ended questions was analyzed qualitatively, which enriched the quantitative data as it provided opinions and reasoning from the respondents. This section of the present study will discuss the results of the present study and present ideas for further study in this field. The results will also be examined in relation to the research questions and in relation to previous research (Luukka et al. 2008; Oksanen and Koskinen 2012; Poikonen and Ruutana 2014). In addition, the implications and limitations of the present study are discussed.

6.1. Results in relation to the research questions

One of the aims of the present study was to find out how often teachers use different types of media in language teaching and on their free time. The first research question handled this topic as well as the possible correlation between the two. In addition, the possible effect of age and teaching experience was questioned.

According to the results of the present study, teachers used print media in teaching mostly rarely, one reason for which might be because using print media in teaching can be quite time-consuming, especially if the time used to read a book, for instance, is included. Movies and television were used more in teaching than any print media, however, radio programs in teaching were used often by very few, which could be explained with teachers not finding suitable material or with other media categories, such as podcasts, that are similar to radio and might be used instead.

The most popular new media type was different websites, most likely because the category includes various types of websites and media and is somewhat of an umbrella term for some of the other media types. Using websites in teaching was a daily activity to approximately half of the respondents. Tablets/iPads and mobile phones were surprisingly popular in foreign language teaching. Half of the respondents used mobile phones in teaching weekly and tablets were used weekly by almost the same number of respondents. However, there were also many who never used tablets in teaching, which is probably partially because they are not available in all schools. Teaching programs were quite popular among teachers, which was most likely due to the fact that many book series have online material currently. What was interesting was the use of Smartboards. Half of the teachers never used Smartboards in language teaching but at the same time one third used it daily or several times a week. It could be deduced that those who have access to Smartboards use them quite often, which would make them an investment worth making. Discussion forums, gaming sites and offline computer games were not that popular in foreign language teaching. They were mostly rarely or never used by the respondents. A majority of the respondents had never used most of the social media types in language teaching. However, media services, such as Youtube, were used weekly by more than two thirds of the respondents. Wiki- and other web hosting services were used with great variety in frequency and half of the respondents never used blogs in teaching. Only few respondents used blogs more often than once a month in language teaching. There were also nearly no active users of social networking services, podcasts and microblogs. Those who used them mentioned using them monthly or rarely.

The free time media landscape of teachers was quite different. Print and broadcast media were used often by most of the respondents as were mobile phones, tablets and Facebook. As has been mentioned previously, print media was rarely used by most teachers in language teaching. However, teachers seem to use print media very frequently on their free time,

excluding non-fictional literature. Newspapers and fictional literature were especially popular among teachers. Broadcast media was also used significantly more on free time than in teaching. The most used type of new media was email, which was used daily or several times a week by nearly everyone. It was not surprising that mobile phones were very frequently used as well. The third most popular type of new media was used by teachers on their free time were different websites, with over 80 % using them daily or several times a week. Compared to teaching, tablets were used much more during free time as were social networking services. Over 60 % never used social networking services in teaching but nearly the same percentage used them daily or several times a week on their free time. Media services were relatively popular on both free time and in teaching, although they were used a little more on free time. As a general rule, social media was clearly used more on teachers' free time than in teaching.

According to the results of the present study, there is a high correlation between the free time use of new media and social media and the frequency of using them in teaching. However, it seems that there is no significant correlation between using print or broadcast media on free time and how frequently they are used in teaching. There was also no meaningful correlation between the teaching experience and age of the teachers and how often different media were used in teaching.

The second research question examined how well teachers think they can use media for pedagogical purposes and whether it affects teachers' use of media in language teaching. Teachers evaluated that they can use print media quite well for pedagogical purposes, with the exception of literature, the using of which caused some uncertainty. Out of the three broadcast media, teachers felt most comfortable using television programs and movies in teaching, whereas they did not evaluate their pedagogical skills in using radio in language teaching very high. Using new media for pedagogical purposes was generally mastered quite well by the teachers, but there were some media types that the majority of respondents could not evaluate. The strongest pedagogical skills teachers felt they had in using different websites, mobile phones and teaching programs. More than half of the teachers also evaluated their pedagogical skills in using tablets as quite good or very good. Pedagogical skills in using discussion forums, gaming sites or offline computer games were evaluated mostly poor or very poor according to the results, but it has to be taken into account that nearly half of the respondents could not evaluate their skills. Most of the social media types could also not be

evaluated by many of the respondents. This means that they had not used these media in teaching yet and, therefore, were unable to evaluate their skills. There were some social media types that the teachers felt they could use for pedagogical purposes quite well or very well. Media services had the best self-evaluations followed by wiki- and other web hosting services. More than a third of the respondents were also quite confident in using blogs pedagogically. Other types of social media seemed to be more challenging for teachers to use pedagogically, as most of them rated their skills as quite poor or very poor. The self-evaluations of pedagogical skills in using both new media and social media correlated with how frequently they were used in language teaching. However, there was no meaningful correlation between the self-evaluations in using print and broadcast media and the frequency of use in language teaching.

The third research question concentrated on the opinions of teachers on the use of different types of media in language teaching. Sub-questions for research question three included how teachers perceived the usefulness of different types of media in teaching and what the greatest benefits and biggest challenges when using media in language teaching are. In addition, the third sub-question for research question three was what kind of in-service training on the pedagogical use of media is needed currently.

All of the media types in the present study were regarded as more or less useful for language teaching by most of the teachers. There were, however, many respondents who had not used some types of media in teaching and could not, therefore, evaluate if they were useful in language teaching or not. All print media was mostly evaluated as useful in teaching with a majority of the respondents evaluating each type as quite useful. The print media that was evaluated most useful was newspapers. Even though print media was considered useful in language teaching in general, it was used in teaching only rarely. Television programs and movies were evaluated as quite useful or very useful by nearly all teachers, whereas radio was not seen as very useful. This was also affected by the fact that nearly half of the respondents did not use it in teaching and, therefore, did not evaluate its usefulness. Many of the new media types were not used by more than half of the teachers, including offline computer games, discussion forums and gaming sites. Those who did use the new media types mostly perceived them as quite useful or very useful for language teaching, the most useful type being different websites. Other new media that was considered useful were teaching programs, tablets, mobile phones and Smartboards, although the majority of teachers never

used Smartboards in language teaching, the reason for which is probably the lack of one. Social media was used the least in teaching and it was also evaluated as the least useful form of media for language teaching by the teachers. Most of the social media types were not used in teaching by almost any of the respondents. Those types included social bookmarking web services, microblogs, virtual worlds and podcasts. They were, therefore, not evaluated for their usefulness by most. Media services and wiki- and other web hosting services were seen as most useful types of social media for teaching purposes. In addition, social media and blogs were considered quite useful by many respondents but nevertheless, the majority of teachers never used them in language teaching.

There is a multitude of benefits in using media in language teaching according to the teachers. Media offers the possibility to include more variation to teaching and to find material that is authentic. Teachers also pointed out that using media is often a source of interest and motivation for students. Many teachers also appreciated the myriad of material that there is to choose from and that the material is relatively easy to access.

The amount of material available was also listed as a challenge for teaching. There are so many types of media and they offer so many options that for some teachers it was too overwhelming. Several teachers mentioned having difficulties in choosing from all the options and in finding material that is of good quality and suitable for teaching purposes. Another problematic issue was with authentic materials. Even though they present actual language use, it has to be remembered that they have not been created for teaching purposes and for that reason might need for instance some modifications made by the teachers, which takes time. The lack of time was probably the greatest challenge that teachers had when it comes to using media in language teaching. It takes time to learn to use devices and applications, to find material, to modify it, to create assignments based on a video clip or newspaper article and so forth. With everything else that teachers need to do on a daily basis, it seems that many of them simply do not have time left to pursue an integration of media into their teaching. Many wanted to use media more than they do currently, but could not do so because of the lack of time. Some respondents had also noticed that students might not want to use computers at school and that they still see media more as entertainment than as a source of learning. A few teachers were also worried that the emphasis is currently too much on using media and technology in teaching on the expense of pedagogy, even though it should be the other way around.

Some teachers were also worried about their lack of knowledge when it comes to using media, especially the newer types, in teaching. Most teachers felt that they need more in-service training in using media in teaching. Especially concrete ideas and practical examples were wished for as well as in-service training in the use of media that would target a specific subject or age group. Instead of general lectures on the use of media, teachers wanted to be trained by other educators currently teaching at some school and using media in their own teaching. They wanted to move away from the theoretical use of media and be trained in a more practical way. The quality of in-service training seems to have been a problem for some, but for others there had not even been training available.

6.2. Results in relation to previous research

The most extensive study made in recent years on the use of media in language teaching was carried out by Luukka et al. (2008). The questionnaire that was used to gather data for Luukka et al. was sent to respondents in 2006, which means that the data from that study is approximately ten years old. The questionnaire of the present study was sent to respondents in 2015, so the results show the development of approximately nine years. However, it has to be taken into account that the present study was not as large-scale as the study by Luukka et al.

According to Luukka et al. (*ibid.*), print and broadcast media were used by many in teaching. However, less than 10 % used them often in teaching. It seems that the use of print media has remained the same as it was a decade ago. The results of the present study indicate that most teachers still use print media in teaching rarely, most likely because their use is often very time-consuming. Television programs and movies were more popular in teaching than any print media. Television programs were used by most teachers at least once a month, but movies were used only rarely. Again, the reason for this is probably the fact that movies take up a lot of time from lessons.

Compared to the results of Luukka et al. (2008) and Poikonen and Ruutana (2014), it seems that the use of new media has become more popular in teaching. The respondents of Luukka et al. mainly used new media in teaching sometimes. The respondents of Poikonen and Ruutana also mentioned using new media relatively rarely, even though the study was

conducted quite recently. Half of the respondents of the present study used different websites daily or several times a week, which means that they are probably used on nearly every lesson. Tablets and mobile phones were used at least once a week by half of the respondents, both of which were new categories compared to Luukka et al. In a decade they seem to have become an important part of teaching. Smartboards were used daily or several times a week by a third of the teachers, but half of the teachers had never used them. Smartboards was also a new category compared to previous research, and those who have access to them seem to use them often. The present study also revealed that discussion forums, gaming sites and offline computer games are used only rarely or never in teaching by most of the respondents.

Oksanen and Koskinen (2012) concluded that using social media in teaching was not that common. The results of the present study indicate that most of the teachers still had never used most of the social media types in teaching. Media services remained the most often used social media type. Wiki- and other web hosting services were also used by many but it was not as popular as media services as it was used at least once month by 60 % of the respondents. The use of blogs seemed to be less popular than it was a few years ago. Only few respondents used them more than once a month in teaching and half of the respondents had never used them in teaching. Social networking services, podcasts and microblogs also seemed to not have many active users in teaching. The teachers who used them did so only monthly or rarely. Virtual worlds remained the most unfamiliar type of social media as it was never used by 85 % of the respondents. According to Oksanen and Koskinen (2012), there were no remarkable differences between age or teaching experience and the frequency of using social media in teaching. The results of the present study show that age or teaching experience still do not have an effect on the frequency of using any media in language teaching.

In comparison to the results of Luukka et al (2008), the teachers of the present study still used print media in quite a similar way. Even though print media was not used that much in teaching, it was used very frequently on free time, with the exception of non-fictional literature. Newspapers and fictional literature were especially popular, similarly as they had been a decade ago. Broadcast media was used significantly more on free time than in teaching, which was in accordance to the results gotten by Luukka et al. in 2008. The use of email had also remained very popular as had the use of different websites. However, mobile phones, a category that Luukka et al. did not have, had become the second most used type of

new media on teachers' free time. Tablets were also a very common media on teachers' free time. A completely new category that was missing from Luukka et al. was social media. Over half of the respondents used social networking services, such as Facebook, daily or several times a week. Media services, such as Youtube, were also used quite a lot by teachers on their free time.

Compared to the results by Luukka et al. (2008), teachers seem to have increased their pedagogical skills especially with many types of new media. Print media was still very familiar to teachers and using broadcast media in teaching did not cause problems for most teachers. New media was mastered quite well by teachers, although some new media types could not be evaluated by a majority of respondents because they had not ever used them in teaching. Teachers evaluated that they had strongest pedagogical skills in using different websites, teaching programs and mobile phones. Tablets were also quite familiar to more than half of the teachers. Those who had used discussion forums, gaming sites or offline computer games evaluated their pedagogical skills in using them as poor or very poor. Luukka et al. did not include social media in their study since it was not a prevailing concept a decade ago. However, the respondents of the present study were asked to evaluate their skills in using social media for pedagogical purposes. Most of the respondents could not evaluate their skills because they had not tried them in teaching yet. The most often used social media types, media services and wiki- and other web hosting services, were seen as media types that teachers felt they could use quite well or very well for pedagogical purposes. Many were also confident in using blogs. Teachers who gave higher self-evaluation grades in the pedagogical and technical skills in using social media in teaching correlated with a more frequent use of them in teaching, according to Oksanen and Koskinen (2012). The results of the present study indicate that the same still applies. Self-evaluations of pedagogical skills in using new media and social media had a strong correlation with how often teachers used them in teaching.

Various challenges in using media and ICT in teaching have been listed in previous studies (Kankaanranta and Puhakka 2008, Siddell 2011, Kankaanranta et al. 2011a, Oksanen and Koskinen 2012). Very similar issues were mentioned by the respondents of the present study. The greatest challenge that teachers faced was the same that was mentioned in all previous studies present above: the lack of time. Some teachers were overwhelmed by the amount of material available and found it time-consuming and difficult to find quality material for teaching purposes. Even though authentic material was valued, it was sometimes difficult to

incorporate into teaching as it has not been originally made for teaching purposes. It was also pointed out that students still see media as entertainment and not as a source of learning, which makes them not want to necessarily use media as a learning tool. Some teachers were also worried that using media and technology is emphasized so much that it sometimes overshadows the pedagogy behind them. Oksanen and Koskinen (2012) listed many benefits for using social media. The results of the present study were mostly the same regarding the use of all media, not just social media. Media offered the possibility to diversify teaching as well as access to current material. One important factor that was emphasized by many respondents was the access to authentic materials, which in turn was seen as a source of motivation for students.

Jalkanen et al. (2012) and Pollari (2012) among others discussed the concerns that teachers have regarding in-service training. The results of the present study show that the concerns of teachers regarding in-service training have remained the same. Teachers worried about their lack of knowledge when it comes to using especially the newer types of media in teaching. Most teachers wanted more in-service training and hoped for better quality trainings that would be targeted to teachers of specific age groups or subjects. Some teachers also felt that there was not enough training available. The teachers most of all wished for training with practical examples and concrete ideas presented by other educators that use media in their own teaching.

6.3. Implications

According to the results of the present study, the use of print and broadcast media has become quite stable in teaching, because their use had not changed much in a decade. However, the use of new media had become more common. This gives hope for the use of social media in teaching. Currently it is still not that much used in teaching, but if its use develops similarly to the use of new media, we could expect its use to become quite common at least in some part during the next decade or two. This will no doubt be sped up by the introduction of the new Finnish National Core Curricula (POPS 2014, LOPS 2015) and the digitalization of the Finnish matriculation examinations that is happening within the next few years.

The results of the present study suggest that teachers should be offered more in-service training and that the training is practical enough so that the information is easy to adapt into one's teaching. An option suggested by one of the respondents of the present study was that if teachers were paid for the time they use getting to know new applications and devices, many more might do so. One solution could be to have for instance at least an hour per week dedicated to improving one's skills in using media and ICT. As was advised by Richardson (2010), teachers should first get to know media as learning tools before bringing them into the classroom. In other words, teachers should first make the connections in their own practice before they can fully understand what pedagogical implications media might have for language learning and teaching. Teachers could, for instance, be provided with a personal tablet by the school which they could then learn to use during their own free time. Once they have grown accustomed to its basic use, they can start looking for pedagogical applications and try them out. After that they could start using them in the classroom and feel more comfortable using them since they have had the chance to get to know the device at home. This is also supported by the results of the present study because teachers who used new media or social media on their free time were more likely to use them in teaching.

Based on the results of the present study, it could be suggested that teacher education programs increase training in the use of new and social media in teaching, because most teachers in working life feel they have inadequate skills in using them. During teacher education, future teachers would already get acquainted with different types of media and learn the basics of their use, which would result in teachers entering working life with sufficient skills in using media in language teaching. The developers of teaching materials could also take note of the results of the present study. Teachers seem to lack the time and sometimes also the tools to figure out how to best use media for pedagogical purposes. If the developers of teaching materials would do some of this work and include suggestions and examples of quality teaching materials in media, teachers might be more inclined to using them in the classroom. The most important factor seems to be that teachers need much more support for using media in language teaching than what they are receiving now. This might require a more large-scale change in people's way of thinking about for instance social media as a learning tool. The motivation to use media in teaching seems to be there, but time and support are still lacking for many. Nevertheless, media provide so many possibilities for teaching that their use should be supported and encouraged by the curricula, developers of teaching materials, teacher education programs and principals of schools.

6.4. Limitations of the present study and suggestions for further study

The present study had some limitations and challenges. As the study was mainly quantitative the aim was to get as many respondents to the questionnaire as possible. However, even though the questionnaire was piloted and modified based on the feedback, it was still considered too long by many, which can be deduced from the number of respondents discontinuing answering the questionnaire. According to the data from the questionnaire responses, the question where the teachers had to specify for what purposes they use certain media types was the question where most respondents discontinued answering the questionnaire. This question was then removed from the questionnaire in order to ensure getting at least 50 responses. If the original questionnaire had not included this question it could have been possible to receive more than one hundred responses, because a total of 146 people opened the questionnaire. A higher number of respondents would have resulted in even more reliable results than with the current 60 respondents.

As this is a Master's thesis, the topic of the present study might have been somewhat extensive considering the recommended length for research on this level. The topic could have been narrowed down to enable further elaboration and more detailed analysis. It might have been a good idea to focus just on one or two of the topics presented by the research questions: using media in teaching, using media on free time, the usefulness of media for teaching, self-evaluation of pedagogical skills regarding media, the greatest benefits and biggest challenges of using media in teaching and the need for in-service training. In retrospect, the present study covers a multitude of topics and, therefore, is not as concise and detailed as one could have hoped. However, it does provide quite a broad view on the opinions of teachers as it covers many topics.

Even though there has been quite a lot of research carried out on the use of media in recent years, it is a field that is constantly evolving at a very fast pace. The results of the present study are also somewhat outdated already at the time of the publication of this thesis because new applications, guidelines and definitions are being created all the time. For this reason, there is a myriad of possibilities for further study on this topic. However, instead of similar

research to the present study, it would be interesting to examine how students feel about the use of media and ICT in language teaching. The study by Luukka et al. (2008) discussed the viewpoint of students in addition to the viewpoint of teachers. As the study was conducted nearly a decade ago, a new study examining the media usage of students would be current. The present study was mainly quantitative, but the topic could be examined qualitatively, too. This way one could get more information about the reasoning behind teachers' choice of media or maybe even deduct media user types among teachers. Another suggestion for further research is to examine the use of one media category, for instance new media, from when it was first used in teaching until the present. After the Finnish Matriculation Examination becomes completely electronic, it would also be interesting to study its effects on the use of media and ICT in teaching compared to what it has been earlier.

6.5. Concluding words

As has been evident throughout this thesis, our media landscape is changing at an extreme speed and it creates new challenges for teachers and curricula all around the world. It is very difficult to keep up with the developments since for instance the National Core Curriculum is published every ten years or so. Ten years from now teaching and learning languages might be very different from what it is today. Teachers are dependent on in-service training and their own motivation to keep up with the newest developments, which is both time-consuming and stressful. However, this is an age where teachers cannot hide behind textbooks and be the only source of information for students. Instead, teachers have to be able to adapt and answer to the challenges presented by the ever-changing media landscape and make a transition from the all-knowing teacher talking in front of the class to a person who guides students in their learning process, sometimes with the help of media. When it comes to learning to use new technological devices or applications, teachers should be able to admit that sometimes students might know more about them than teachers and that a mutual learning situation might be beneficial for all parties. In conclusion, the most important thing to remember when using media in language teaching is that one should always have a clear pedagogical purpose for the use of media and not just use media because it should be used. This way we can ensure that media becomes a natural part of teaching instead of being a form of entertainment or a 'snack' between grammar and vocabulary. Media definitely has a lot to offer for teaching if it is used for the right purposes.

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APPENDIX: QUESTIONNAIRE

Arvoisa vastaaja!

Olen Jyväskylän yliopiston opiskelija ja teen maisterin tutkielmaani aiheesta median käyttö kielten opetuksessa. Tällä kyselyllä pyritään selvittämään kuinka usein opettajat käyttävät eri medioita opetuksessaan ja mihin tarkoituksiin. Lisäksi kyselyllä halutaan valottaa opettajien käsityksiä eri medioiden käytön hyödyllisyydestä. Kysely koostuu pääasiassa monivalintakysymyksistä ja vastaaminen vie alkaasi n. 10 minuuttia riippuen siitä kuinka syvällisesti haluat pohtia vastauksiasi.

Kyselyyn vastaaminen tapahtuu nimettömänä ja vastauksia käytetään vain tutkimustarkoituksiin. Jokainen vastaus on tarpeellinen tutkimuksen onnistumisen kannalta, joten toivon että mietitte kysymyksiä ja niiden vastauksia tarkkaan! Vastatessanne miettikää normaalia opetusviikkoanne keskimäärin.

I Taustakysymykset

Ikä

20-29
 30-39
 40-49
 50-59
 60-

Sukupuoli

Nainen
 Mies

Opetuskokemus vuosina

Alle vuosi
 1-5 vuotta
 5-10 vuotta
 10-20 vuotta
 yli 20 vuotta

Opetettavat aineet

Englanti
 Ruotsi
 Saksa
 Ranska
 Suomi toisena kielenä
 Venäjä

Muut kielet

Mitä kieltä opetat eniten (vastaa kyselyn toiseen osioon tämän kielen näkökulmasta)

Englanti
 Ruotsi
 Saksa
 Ranska
 Suomi toisena kielenä
 Venäjä
 Muut kielet

Työskentelen tällä hetkellä

Alakoulussa
 Yläkoulussa
 Lukiossa
 Ammattikoulussa
 Jossain muualla, missä

Seuraava

II Median käyttö opetuksessa

Vastaa eniten opettamasi kielen näkökulmasta.

1. Kuinka usein käytät seuraavia medioita opetuksessasi?

	Päivittäin tai useita kertoja viikossa	Noin kerran viikossa	Noin kerran kuukaudessa	Harvoin	En koskaan
Sanomalehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iltapäivälehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aikakauslehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sarjakuvat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kaunokirjallisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tietokirjallisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Televisio-ohjelmat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elokuvat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sähköposti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erilaiset nettisivustot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internetin keskustelupalstat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internetin pelisivustot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tietokonepelit (offline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opetusohjelmat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtuaalimaailmat (esim. Second Life)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yhteisöpalvelut (esim. Facebook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mediapalvelut (esim. Youtube, Instagram, Flickr, Slideshare, Prezi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiki- ja muut yhteistyöpalvelut (esim. Wikispaces, One Drive, Google Drive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mikroblogit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(esim. Twitter, Qaiku)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linkkien ja uutisten jakopalvelut (esim. Delicious, Diigo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podcastit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tabletti/iPad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kännykkä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Älytaulu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Edellinen

Seuraava

**Dimensions
mrInterview**

2. Miksi käytät opetuksessasi joitain medioita enemmän kuin toisia?

- Ne ovat minulle ennestään tuttuja
- Olen saanut koulutusta kyseisten medioiden käyttöön
- Niihin liittyen löytyy valmiita tehtäviä tai materiaaleja
- Niihin liittyen on helppo keksiä omia tehtäviä tai materiaaleja
- Niistä on mielestäni pedagogista hyötyä
- Jokin muu syy, mikä?

3. Mitä medioita haluaisit käyttää opetuksessa mutta et ole käyttänyt? Miksi et? Jos tällaisia medioita ei ole, voit siirtyä seuraavaan kysymykseen.

4. Kuinka hyödylliseksi koet eri mediatyypit kielten opetuksessa? Valitse vaihtoehto "en käytä tätä mediaa" jos et tunne kyseistä mediaa tai et ole käyttänyt kyseistä mediaa oppitunneillasi.

	Erittäin hyödyllinen	Melko hyödyllinen	Melko hyödytön	Hyödytön	En käytä tätä mediaa
Sanomalehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iltapäivälehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aikakauslehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sarjakuvat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kaunokirjallisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tietokirjallisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Televisio-ohjelmat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elokuvat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sähköposti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internetin keskustelupalstat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erilaiset nettisivustot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internetin pelisivustot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tietokonepelit (offline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opetusohjelmat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtuaalimaailmat (esim. Second Life)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yhteisöpalvelut (esim. Facebook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mediapalvelut (esim. Youtube, Instagram, Flickr, Slideshare, Prezi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiki- ja muut yhteistyöpalvelut (esim. Wikispaces, OneDrive, Google Drive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mikroblogit (esim. Twitter, Qaiku)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linkkien ja uutisten jakopalvelut (esim. Delicious, Diigo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podcastit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tabletti/iPad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kännykkä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Älytaulu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Dimensions
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5. Mitkä ovat mielestäsi median käytön suurimmat hyödyt opetukselle?

6. Mitkä ovat mielestäsi median käytön suurimmat haasteet/rajoitteet?

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		7. Kuinka hyvin mielestäsi hallitset eri medioiden pedagogisen käytön?				
		Erittäin hyvin	Melko hyvin	Melko huonosti	Erittäin huonosti	En osaa sanoa
Dimensions mrInterview	Sanomalehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Iltapäivälehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Aikakauslehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Sarjakuvat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Kaunokirjallisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Tietokirjallisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Televisio-ohjelmat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Elokuvat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Sähköposti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Erlaiset nettisivustot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Internetin keskustelupalstat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Internetin pelisivustot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Tietokonepelit (offline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Opetusohjelmat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Virtuaalimaailmat (esim. Second Life)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Yhteisöpalvelut (esim. Facebook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Mediapalvelut (esim. Youtube, Instagram, Flickr, Slideshare, Prezi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Wiki- ja muut yhteistyöpalvelut (esim. Wikispaces, OneDrive, Google Drive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Mikroblogit (esim. Twitter, Qaiku)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Blogit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Linkkien ja uutisten jakopalvelut (esim. Delicious,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Diigo)					
Podcastit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Tabletti/iPad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Kännykkä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Älytaulu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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8. Kuinka usein käytät eri medioita vapaa-ajallasi?						
	Päivittäin tai useita kertoja viikossa	Noin kerran viikossa	Noin kerran kuukaudessa	Harvoin	En koskaan	
Dimensions mrInterview	Sanomalehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Iltapäivälehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Aikakauslehdet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Sarjakuvat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Kaunokirjallisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Tietokirjallisuus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Televisio-ohjelmat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Elokuvat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Sähköposti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Erilaiset nettisivustot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Internetin keskustelupalstat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Internetin pelisivustot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Tietokonepelit (offline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Opetusohjelmat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Virtuaalimaailmat (esim. Second Life)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Yhteisöpalvelut (esim. Facebook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Mediapalvelut (esim. Youtube, Instagram, Flickr, Slideshare, Prezi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Wiki- ja muut yhteistyöpalvelut (esim. Wikispaces, OneDrive, Google Drive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Mikroblogit (esim. Twitter, Qaiku)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Blogit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Linkkien ja uutisten jakopalvelut	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(esim. Delicious, Diigo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Podcastit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tabletti/iPad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Kännykkä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Älytaulu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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9. Koetko tarvitsevasi täydennyskoulutusta liittyen medioiden käyttöön opetuksessa? Jos, niin millaista?

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10. Jos haluat vielä kommentoida mitä tahansa kyselyyn liittyvää, voit tehdä sen tässä. Paina lopuksi "seuraava", jotta vastauksesi tallentuvat.

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Kysely päättyi. Kiitos osallistumisesta