

**USING ELECTRONIC MATERIALS IN THE EFL CLASSROOM:
8TH GRADERS' VIEWS ON THE MOTIVATIONAL ASPECT
OF E-MATERIALS**

Bachelor's thesis

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Tiivistelmä - Abstract <p>Uusien opetussuunnitelmien ja teknologian edistymisen myötä sähköisten oppimateriaalien rooli eri luokka-asteilla alakoulusta lukioon on kasvanut melko keskeiseksi. Kyseisiä materiaaleja hyödyntämällä päästään lähemmäksi paitsi perusopetuksen myös lukion opetussuunnitelmaan kirjattuja tavoitteita, joiden mukaan oppilaiden ja opiskelijoiden tulisi muun muassa harjoittaa tieto- ja viestintäteknisiä taitojaan muun oppimisen ohella oppiaineessa kuin oppiaineessa.</p> <p>Aikaisempaa tutkimusta aiheesta on tehty vielä melko vähänlaisesti, ja toisaalta olemassaolevat tutkimukset ovat pääasiallisesti keskittyneet opettajien mielipiteisiin ja näkemyksiin sähköisten materiaalien käytöstä oppitunneilla. Päätimmekin siis ottaa tutkimuksemme tavoitteeksi kartoittaa, miten oppilaat kokevat uudempien materiaalien käytön englannin opiskelussa. Tutkielman keskiöön valitsimme kahdeksaluokkalaisten, jotka yläkoulun keskimmäisenä ikäluokkana edustavat tällä kertaa myös vuotta ikäistään nuorempiaan ja vanhempiaan.</p> <p>Tutkimus osoitti, että sähköisten materiaalien käyttö kahdeksaluokkalaisten englannin tunneilla voi motivoida kielen opiskeluun esimerkiksi hauskuuden kautta. Arvosana ei ollut merkittävä kysyttäessä, tekevätkö e-materiaalit oppitunneista motivoivampia, vaan oppilaat olivat pitkälti yksimielisiä siitä, että ne tuovat opetukseen vaihtelua ja kiinnostavuutta opintomenestyksestä riippumatta.</p>	
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1 INTRODUCTION

These days, schools as institutions are doing their best to stay up to date with the changes taking place in the world and the Finnish society, as well as aiming to answer its demands. Technology has become commonplace in many areas of life, and the world of education has no intention of falling behind. In fact, information technology and communication skills are an important part of our daily lives now and teaching these skills at school is a pivotal goal in the curriculum (Finnish National Board of Education 2014: 23). Consequently, the use of electronic teaching materials is becoming increasingly conventional in classrooms (Finnish National Board of Education 2014), and there are more options than before to bring, for instance, English classes to life. The question is, however, whether the use of technology motivates students to learn.

Using electronic materials in teaching is a great way to introduce and instruct students on these skills. The new curriculum also encourages educating children beyond subject borders and by working together as a community, promoting lifelong learning (Finnish National Board of Education 2014). In addition, e-books are interactive nowadays: Siegle (2012: 140), for instance, points out that electronic materials make it easier to take different learners into account. These multimodal materials provide content for those who learn by reading, but they are often also quite visual, supporting the learning process of visual learners. Some e-books contain audio, such as short tracks or sound effects, for auditory learners. Physical activities can be integrated into electronic teaching materials as well, for example, by having tasks that require students to move around the interactive whiteboard (IWB).

One of the aims nowadays seems to be to establish and view learning and studying as continuous processes that are part of our daily lives and not merely something that happens in schools. Showing students that learning happens beyond the classroom, and that they are not studying just for the institution or to pass tests, is important. Utilizing electronic materials, which exploit tools and platforms that are most likely already significant in their hobbies and spare time, would be one way to accomplish this.

Studying this particular topic seems worthwhile, given that new curricula are encouraging the use of electronic materials as a more integrated part of teaching a variety of school subjects. These kinds of materials are therefore relatively new, so not many studies have yet been conducted on the topic. At the very least, there are several angles to the world of electronic teaching materials, and quite a few of them are supposedly still to be discovered. To illustrate with the introduced study, little is known about how Finnish students experience the increasing use of electronic devices and virtual learning games in the classroom. There are a couple of studies which have yielded information about teachers' attitudes and habits when it comes to using electronic materials in their teaching. To the extent that students' opinions have already been researched, the present study will bring more depth into the discussion by comparing different materials and taking students' English grades into account. Studies conducted overseas can also be repeated in Finland to see if local students experience the use of e-materials in teaching the same way.

In the present study, we aim to find out whether the use of electronic teaching materials affects 8th graders' motivation in the EFL classroom. In Chapter 2, we will introduce the theoretical background relevant to the present study. In Chapter 3, we will explain in detail our research aim, data collection and methods of analysis. Chapter 4 contains the results of the study as well as analysis. Finally, in Chapter 5, we reach a conclusion and consider possible implications of the study for related future research.

The results of this study could show features of electronic materials that students find most motivating or helpful in foreign language learning, and whether they find them motivating in the first place. We expect the results to show that student find using e-materials enjoyable and motivating, at least when used in a meaningful way. We assume that the use of e-materials enhances the learning experience and improves student motivation toward studying English.

2 BACKGROUND

In this section, we are going to define what is understood by electronic teaching materials and motivation. In addition, we will discuss theory and some previous studies about the use of digital materials in the English language classrooms.

2.1 Exploring the concepts of electronic materials and motivation

By *electronic teaching materials* or *digital materials*, in the context of this study, we refer to materials that make use of computers or other technological devices used by teachers in the English classroom for teaching the language. Examples of these kinds of materials include digital game-based platforms, such as *Kahoot!*, *Socrative*, *Quizizz*, and *Quizlet*, as well as any digital materials designed by textbook makers for different textbook series for studying English. To illustrate, electronic textbook materials include activities in a digital platform in the form of educational games to be played on interactive whiteboards (IWB), such as SMART boards. Other possible e-materials students use include electronic versions of their textbooks (e-textbooks), but other electronic teaching materials used can also be videos or applications for tablets, such as iPads.

Examining people's motivation helps us understand why they choose specific options or perform certain activities over others (Nurmi & Salmela-Aro 2005: 10, Gorman 2004). As Gorman (2004: 1) puts it, motivation guides and drives people, thus, simply being and explaining "the 'why' of behavior". It is also worthwhile mentioning that there is both extrinsic and intrinsic motivation, which both drive us a little differently. As for extrinsic motivation, it depends on external factors, which drive people to do certain things in order to receive a price or a reward, as Gorman (2004: 66) explains. Deci (1971, cited in Nurmi & Salmela-Aro 2005: 16) criticized behaviorism and its focus on extrinsic motivation that relied on external rewards regarding human behavior. Deci developed the concept of intrinsic motivation to counterbalance this, as Nurmi and Salmela-Aro (2005: 16) point out. Intrinsic motivation means that a person does something because the activity is rewarding in itself,

and there is no need for external rewards. All in all, motivation is an important element when planning, organizing or studying learning and teaching.

2.2 Student motivation

The use of digital materials in the classroom offers a number of possibilities for making lessons more varied, interesting and motivating. At times, the materials used can be interesting in their own right, but they can also be fascinating due to their newness, a phenomenon known as the novelty effect (Krendl and Clark 1994, cited in Ciampa 2012: 6). It is important to acknowledge that e-materials in learning and teaching can sometimes only seem effective due to the special and novel nature of the multimodal platform it provides. As Evans (2009: 11) points out, the positive effects of using information and communications technology (ICT) in the classroom often depend on what kind of decisions individual schools, teachers and students make regarding its utilization. Because e-materials could be understood as a kind of sub-category of ICT, mentioning ICT in this context seems worthwhile as a defining concept.

Student motivation in several school subjects, and in English in particular, has been researched reasonably extensively, and the reasons why a student is or is not motivated to study a certain subject have been discussed widely. Taking those observations into account helps to differentiate between different reasons of motivation, or the lack thereof, and separate them from the usage of e-materials in the classroom.

Whatever manages to capture students' interest and attention is bound to be useful in terms of learning, as interest has a clear link to motivation (Wyss et al. 2014, Sansone & Harackiewicz 2000: 263, Botturi & Loh 2008). Similarly, the materials used should not only be engaging, but also somehow relevant for the students. Wyss and colleagues (2014) state that in order for digital materials to be relevant for the group of students at hand, the contents of the materials should be connected with what the learners already know about the language as well as their goals. All in all, well-developed and carefully chosen e-materials, those that take the age group into account and are, thus, more relevant for the audience, are more likely to be

intrinsically motivating for the students in question. The internal drive to learn, as discussed by Gorman (2004) and Nurmi & Salmela-Aro (2005), encourages the student to complete a task without any rewards, as the experience is rewarding as such.

Students can be motivated to study English for several reasons: while extrinsic motivation can be the reason for apparent interest in hopes of getting good grades for whatever purpose, intrinsic motivation has to do with different kind of interest. In the study he conducted in Sweden, Alastair (2014) found a clear link between certain past-time hobbies and good grades in English. According to his findings, students spend a substantial time online or in other environments dealing with the English language in their free time. Hence, one of the reasons why students are intrinsically interested in English can be because it is an integral part of their everyday lives and has therefore personal meaning for them. By using time online, students also improve their language skills through informal learning.

On the other hand, students can seem motivated to study English simply because it is easy for them: as Alastair (2014: 93–116) and Sansone and Harackiewicz (2000: 15–17) point out, students naturally gravitate toward school subjects they are good at. Spending lots of time with English when not at school, according to him and several other studies, clearly demonstrates the benefits of using the language outside the classroom. Informal learning while playing video games, for example, takes place unconsciously, yet, the impact on language skills is quite significant.

Sometimes study success in a certain subject does still not equal motivation. Being good at English can, rather paradoxically, also diminish students' motivation in class. Alastair (2014: 109) found in his study that especially boys who find it easier to learn English in their free time may not put much effort in their learning process while at school. Similarly, students who do not perform well find it meaningless or even painstaking to show up in class. When it comes to discussing students' poor motivation towards learning English, Alastair (2014: 109) theorizes that "people who hold a belief that they lack a gift for foreign languages might feel that it is meaningless to put effort into learning".

2.3 Students' preference and aversion toward electronic materials

Students are individuals also in the way they think about electronic appliances. There are several reasons for either liking or disliking their use in classroom, and reviewing them can significantly help teachers plan ahead, avoid pitfalls, and ensure the best possible learning experience while using e-materials. To point out any possible differences between boys and girls, according to a study conducted by Woody and colleagues (2010: 946-947), it was found that gender does not predict preference in using e-books over textbooks. Therefore, it can be theorized that gender is not an important factor in predicting motivation when using other types of digital learning materials, either.

Students who are familiar with different games and enjoy playing them, are most likely to benefit from having electronic teaching materials in class (Saadé and Al Shahrán, 2015: 293, Woody et al. 2010: 946). Similarly, if students are not comfortable using different appliances, such as tablets, due to inexperience, their confidence using them is low. They may also have little experience of different applications and games, and therefore do not expect to get anything out of using or playing them. Similarly, Hamilton (2009: 164-165) noted that teachers' and students' previous experiences, as well as any worries they might have about using technology, affect how beneficial the utilization of e-materials is seen by them. With the world becoming more and more digitally enhanced, as discussed, it is now teachers' job to teach students IT-skills and familiarize them with the world of electronics (Finnish National Board of Education 2014). Many school children and teens, however, are nowadays rather tech-savvy, as they tend to spend increasingly more time with different applications and playing video games in their free time (Alastair 2014: 111). The prominence of smartphones and tablets plays an integral role here as well, as they have become more accessible to a wider range of users.

In classrooms, teachers now have an opportunity to make students' work seem more like play, and therefore to motivate even the weaker students. As suggested, some teens' habit of using English in their free time results in informal learning of the language with them hardly even noticing it. Play, indeed, does not need to mean something that is the complete

opposite of work and therefore a dull experience (Botturi and Loh, 2008: 2–6, Sansone and Harackiewicz, 2000). In fact, Botturi and Loh (2008: 6) argue that having fun and enjoying oneself is the gateway to learning.

2.4 E-materials and their impact on motivation

As has been discussed, e-materials, as well as the Internet, provide new opportunities for language teaching and learning. These new opportunities are especially relevant in EFL, as English is the lingua franca of the Internet (Hamilton 2009: 149). Most applications and other e-materials are accessible via an Internet connection and are often in English. New opportunities come with new challenges, however, as there often seems to be a gap between the technological knowledge and using habits between teachers and students (Hamilton 2009: 149). Students seem more used to handling digital devices and materials, and teachers can often feel the need to “catch up”.

Most of the previous studies concerning digital technology in teaching foreign languages have focused on teachers’ perspective. For instance, Raiskinmäki (2017) has conducted a study that focuses on English teachers’ attitudes towards electronic devices, the extent to which they are used, reasons to why they are used, and the advantages and challenges that the introduction of technology poses to foreign language teaching.

Fisher (2009) studied trainee teachers’ attitudes, beliefs and motivations regarding the use of digital technology, including e-materials, in teaching foreign languages. Fisher (2009: 60) observed that during training, teacher trainees’ views about ICT often change, as exposure to ICT in practice increases, course requirements become clearer, they develop their own skills and are influenced by peers. The trainees were skeptic at first but as they became more familiar with utilizing technology in their teaching and they became more confident in using it as they discovered how it fit their subject (Fisher 2009: 64-69). They were still cautious and worried about overusing technology in their teaching and found that the novelty of the equipment can distract from the actual goals and language (Fisher 2009: 73-75). As pointed out before by Krendl and Clark (1994, cited in Ciampa 2012: 6), this novelty effect seems

important to consider when investigating the effectivity of ICT in teaching and electronic materials. Teachers and trainee teachers are most likely more aware of this than students but studying how students possibly perceive this is worthwhile.

Hamilton (2009) aims to reflect on and compare the responses of the teachers and learners she interviewed both concerning their experiences of engaging with a virtual learning environment (VLE) when learning English as a foreign language. The responses she studied were about two projects that integrated computer-mediated communication (CMC) in EFL teaching to adult learners within a VLE. However, in her reporting, she seems to focus more on the teachers' perspectives, as the students' responses were considered slightly less in comparison.

As the results of Hamilton's small-scale study show, the priorities that the teachers and students set for their language teaching and learning, as well as their preconceptions about working with technology affect their views about the values and benefits of using technology in the classroom (Hamilton 2009: 172-173). In other words, what they prioritize and focus on in the language learning environment can affect their motivation to use technology and e-materials. The learners seem more comfortable using technology, and they tolerate the ambiguity that it possibly creates better than teachers. This could also naturally motivate them, as they would be confident in using the different platforms and e-materials that technology provides. Generally, teachers seem more nervous about using technology, especially chatrooms, where they might not always be able to immediately focus on accuracy and correct mistakes. This, in turn, might affect the teachers' motivation to utilize technology in their teaching.

This, of course, depends on the priorities the teacher sets for his or her teaching. A teacher interviewed in Hamilton's study was more focused on accuracy and grammar and thus found it harder to place value on using computers in her teaching when she could not always focus so much on the corrections of mistakes created in quick chatroom communication. The other teacher, who was interviewed, prioritized communication and fluency more, and he tolerated the mistakes made by learners when communicating better. If

CMC technology fits the priorities a teacher attaches to language learning, it seems that it is more likely that he or she finds it more valuable. (Hamilton 2009: 153-166.)

The students' responses showed that similarly, the things they prioritize in learning affect their views (Hamilton 2009: 168). Hamilton (2009: 173) concludes that to use technology, such as CMC and VLE, in language classrooms as efficiently as possible, we ought to pay more attention towards how the teachers and learners' own priorities and beliefs concerning language learning affect the use of technology in teaching. By doing this, we can investigate what motivating factors are also included in utilizing technology.

Saadé and Al Shahran's (2015) study is student-focused, as they investigate how certain IT-personality traits influence motivation and beliefs of students using an online learning tool. Their findings indicate that enjoyment can affect both intrinsic and extrinsic motivation significantly (Saadé and Al Shahran 2015: 293). In other words, whether or not students enjoy a particular learning tool or material affects their beliefs and attitudes towards its usefulness and relevance. So, while Hamilton's study underlines that teachers and learners' priorities and previous experiences affect their attitudes toward using technology in teaching, Saadé and Al Sharhan's study strengthens the idea that enjoyment is another factor that needs to be considered when investigating student's beliefs toward technology in teaching and e-materials.

The multimodal nature of e-materials has also been considered in studying its effect on teaching and learning, as it can help different learners and motivate students in a novel way. Ciampa (2012) studied beginner readers and whether or not the use of e-books increased their motivation. The findings suggest that e-books have a positive effect on motivation regarding reading. In this study, computer-assisted reading instruction seemed to be particularly beneficial to students who had difficulties regarding reading or focusing on tasks. The results seem to be similar and in agreement to previous research, as Ciampa (2012: 17) also suggests. Furthermore, factors that made e-books effective and motivating were the good opportunities for immediate feedback, individualized and motivating instruction, as well as students being less likely to compare themselves to their peers (Ciampa 2012: 17). Besides increasing motivation, these factors might have further positively affected their perceived self-efficacy.

Other positive qualities of computer-assisted instruction reported were its way of being more learner-centered along with the fact that the children could choose what they wanted to read freely (Ciampa 2012: 17-18). As digital platforms extend and provide new educational opportunities, more studies like these are needed to validate and rationalize the use of e-materials in teaching.

3 DATA AND METHODS

In this section, we will introduce the aims and the participants of our study and motivate the chosen methodology for collecting data. We will also discuss how the obtained data was collected and explain the used methods for analysis.

3.1 Aims of the study

The main aim of the study is to find out whether students think that the utilization of e-materials affects their motivation and enthusiasm to study English. Another goal is to find out how different electronic materials used in teaching affect students' motivation to learn English in secondary school in the 8th grade. The aim is to study and compare 14- to 15-year-old participants' views on electronic teaching materials in the English classroom. The participants were asked about their experiences and opinions on electronic teaching materials used in teaching English and the possible effect they have on the students' motivation. There is also comparison between more successful and less successful students.

The present study aims to answer the following research questions:

1. How does the use of electronic teaching materials affect student motivation in learning English?
2. How do different types of electronic materials affect student motivation?

- a. What electronic materials are the participants most familiar with, and what kind of materials are found most motivating?
- b. Is there a correlation between the students' grades in English and whether the use of electronic materials in class increases motivation?

3.2 Participants

For the present study, we asked 53 Finnish 8th graders about their beliefs and attitudes towards the use of different kinds of e-materials in the English as a Foreign Language (EFL) classroom. The participants were from the same Finnish upper secondary school in Central Finland. All the participants were around 14- to 15-year-olds. Both male and female students participated in the study. They had studied English for approximately 5 years, and in their secondary education, they had had the chance to encounter and use multiple varieties of teaching technology and e-materials in their current school. Permission to participate in the study was asked from the students' parents as they were underage. The questionnaire was answered anonymously.

3.3 Data collection

In order to cover our research aims, we conducted an online survey using *Webropol* (Appendix 1) by going to the chosen school and meeting the participants in their English class, where the study was also conducted. Even though we could have asked the students to participate in the study outside school hours, being present while the students fill in their questionnaires, we speculated, helped them take the matter more seriously. The fact that they were also at school at the time was likely to positively affect their motivation and attitudes toward the survey (Denscombe 2014: 159–160). The same factors probably had an impact on the validity of the responses, as the participants were, in theory, less likely to fill the survey with random, untruthful answers (Denscombe 2014: 159).

Some reasoning as to why we chose a survey as the means of collecting data for the present study, as Kalaja et al. (2011: 19) state, surveys are the most common way to conduct a quantitative study in language research for good reasons. On one hand, by conducting a survey, one can acquire information about opinions, attitudes and beliefs. On the other hand, one can also acquire factual information about participants' behavior (Dörnyei ja Taguchi 2009: 5). Therefore, although surveys provide one with quantitative information, it is also possible to gain information that one is able to analyze qualitatively by including open-ended questions. The multifaceted nature of the obtained data depends on the way the survey is executed and, consequently, the method of analysis can vary from quantitative to qualitative.

Further reasons supporting the choice of this data collecting method were its ideality regarding the aims of the present study, as the goal was to gather information attitudes and opinions, for which surveys are a good choice, as discussed above. However, while the collected data were rather straightforward and uncomplicated, the survey still provided us with versatile information on both the students' backgrounds, experience of different e-learning tools and applications, as well as their opinions regarding the tools' effect on motivation. The survey consisted of both numerical scale and open-ended questions, which benefited the study in such ways that we were able to compare not only numeric factors but also content that can be analyzed by using quantitative methods, as the participants were allowed to elaborate and motivate their answers.

After creating the survey and piloting it, as well as receiving permissions from teachers and parents, we went to the chosen secondary school and asked the participants to answer the survey during the beginning of one of their English classes.

3.4 Methods of analysis

Owing to the nature of surveys, as discussed, the acquired data using said method can actually be positively multifaceted. Similarly, the combination of both numeric and open-ended questions in the survey enabled us to analyze the data using quantitative and qualitative methods, meaning that we were able to examine the gathered information

statistically and numerically, as well as based on content. We decided to combine the two for the study to yield as profound and in-depth results as possible.

Our online survey consisted of 19 questions, and we applied quantitative methods of analysis mainly to closed questions, such as those using a Likert scale. We present the results of these questions as percentages and relative frequencies in tables, where a quick comparison between different e-materials can be done at a glance. We approached the open-ended questions, on the other hand, both with a quantitative and a qualitative approach in the sense that we both counted the frequency of mentioned e-material characteristics to map the trends and point out which qualities were brought up most often and then analyzed the answers further to establish patterns and similarities. Qualitative content analysis was also needed to draw conclusions on the participants' attitudes and opinions toward different e-learning tools and applications, as well as to categorize different qualities and characteristics that make them interesting for students.

4 ANALYSIS

In this chapter, we will present the findings of the present study and analyze it further. First, we will report the general trends of the results and answer the first research question. Second, we will look at which electronic materials the participants are most familiar with, and what kind of materials are found most motivating, thus answering research question 2a. Last, we will compare the answers based on the participants' grades in English, reviewing the answers to research question 2b.

Based on the findings of the present study, the use of electronic materials increases student motivation by making the lessons more interesting and engaging. Overall, 8th graders seem mostly positive toward electronic materials in EFL teaching.

4.1 E-materials and their effect on student motivation

In our survey, questions 11–17 on the Likert-scale were statements about the use of electronic materials in EFL teaching and the students picked an answer on a scale of 1 to 5 based on their opinion. According to these answers, the 8th graders in question feel like the use of electronic materials motivates them. Utilizing e-materials during English lessons increases their interest in the topics of the lesson, as can be seen from Table 1. Majority of the participants agreed or did not agree nor disagree with the statement, “Using e-materials during English lessons increases my interest in the topics of the lesson”. Altogether, participants who agreed or completely agreed form the majority with 29 answers. Consequently, English lessons that do not utilize these materials are not viewed as equally interesting by the participants, like Table 2 indicates. Slightly more than half of the participants disagreed or completely disagreed with the statement “English lessons that do not utilize e-materials are as interesting as lessons that do use e-materials”.

Table 1. Results on question 14: utilizing e-materials and interest. “Using e-materials during English lessons increases my interest in the topics of the lesson.”

	1	2	3	4	5		Total	Mean	Median
Completely disagree	1	4	19	17	12	Completely	53	3.66	4
	1.89%	7.55%	35.85%	32.07%	22.64%	agree			
Total	1	4	19	17	12		53	3.66	4

Table 2. Results on question 15: English lessons where e-materials are not utilized. “English lessons that do not utilize e-materials are as interesting as lessons that do utilize e-materials.”

	1	2	3	4	5		Total	Mean	Median
Completely disagree	6	23	13	7	4	Completely	53	2.62	2
	11.32%	43.39%	24.53%	13.21%	7.55%	agree			
Total	6	23	13	7	4		53	2.62	2

Students also felt that e-materials bring some variety to the lessons (see Table 3) and that using them is fun (see Table 4). This could possibly be an indication of the novelty effect (Krendl and Clark 1994, cited in Ciampa 2012: 6), as using e-materials can be seen as breaking the routine and being fun due to it being something slightly out of the ordinary. Ciampa (2012: 17) has also pointed out that e-materials are also more stimulating due to their multimodality, and, hence, they have something to offer to most if not all students. As Saadé and Al Shahrán’s (2015) study concluded, enjoyment is an important factor in motivation and what materials motivate students. The fact that students find using e-materials fun indicates that it motivates them, as enjoyment affects motivation.

Table 3. Results on question 13: e-materials and variety. “E-materials bring variety to the course of the English class.”

	1	2	3	4	5		Total	Mean	Median
Completely disagree	0	3	8	21	21	Completely	53	4.13	4
	0%	5.66%	15.1%	39.62%	39.62%	agree			
Total	0	3	8	21	21		53	4.13	4

Table 4. Results on question 17: e-materials and enjoyment (fun). “Using e-materials during English lessons is fun.”

	1	2	3	4	5		Total	Mean	Median
Completely disagree	0	0	16	23	14	Completely	53	3.96	4
	0%	0%	30.19%	43.4%	26.41%	agree			
Total	0	0	16	23	14		53	3.96	4

According to the majority of the respondents, and contrary to some concerns, electronic materials are presently not being used too much in EFL classes (see Table 5 below). The finding does not come as a surprise, for the participants of this study were rather unanimous when it came to their reported enjoyment with regard to the use of e-materials: quizzes, videos and applications are modern additions to the classroom, and they often play a pivotal role in students’ lives, therefore being a point of interest for many. While Woody et al. (2010) were able to claim based on the findings of their study that students would rather choose a traditional paper copy as their textbook than an e-book version of it, one of the reasons why our group of participants appear so ready to use electronic materials comfortably could be due to generational differences. The students who participated in Woody et al.’s study were, as stated, “technologically savvy” (2010: 945), and thus used to using a variety of electronic devices, tools, and applications. However, the respondents were also older than the participants of our study, and presumably represent those people who have one foot in the world of binary digits, but who also prefer to have a tangible book in front of them. It can be claimed that the younger the people one is to ask about technology-related questions, the more likely it is that they are more estranged from actual books and find course literature such as textbooks less and less appealing and motivating than their older peers.

Table 5. Results on question 11: Are e-materials being used too much? “E-materials are being used too much in teaching English.”

	1	2	3	4	5		Total	Mean	Median
Completely disagree	13	21	18	1	0	Completely agree	53	2.13	2
	24.53%	39.62%	33.96%	1.89%	0%				
Total	13	21	18	1	0		53	2.13	2

4.2 What makes e-materials interesting and motivating

We had one open-ended question in our survey. We asked the participants to tell us what, in their opinion, makes e-materials interesting and, hence, motivating. In this subsection, some examples of the answers to this question are highlighted as examples of what the participants thought and what were the most frequent themes of the answers.

Based on the responses, one aspect that was brought up was that several students seem to enjoy the competitive atmosphere some e-materials – most likely game-based platforms – create (for instance, examples 1, 2 and 3):

Example 1

“Kilpailu muita luokkakavereita vastaan ja että materiaali on sulavaa ja kiinnostavaa.”

[Competing against classmates and that the material is smooth and interesting.]

Example 2

“Niissä voi kilpailla omia ryhmäläisiä vastaan. Esim: Kahoot.”

[One can compete against one’s group mates in them. For example: Kahoot.]

Example 3

“Kilpailullisuus olla parempi”

[The competitiveness to be better]

Competitions create an exciting atmosphere of action, and for many students they can be the highlight of a lesson. Being able to show off one's knowledge and to see if one does better than his or her friends can be appealing for students. As Ciampa has found in her study involving e-books (2012: 17), e-materials offer the opportunity to get immediate, individualized feedback on one's choices, which is also likely to be gratifying. To illustrate, this is true for Kahoot! quizzes and other quiz-type games, where students are given feedback and correct answers almost immediately after answering. Quizzes can be not only satisfying to play during the lesson due to the fact that they can potentially boost a student's confidence and thus offer enjoyment (Saadé and Al Sharhan 2015: 286), but they are also stimulating, as they are fast-paced and therefore keep moving and offering continuous, new external stimuli, which makes them interesting as well.

Other quality that was frequently highlighted was the fact that e-materials are versatile and bring variety to the classroom (see examples 4 and 5). Whatever breaks the routine is likely to capture a student's interest and peak his or her curiosity as well, and many e-materials often do just that. It is also reasonably effortless nowadays to keep lessons and tasks versatile and engaging, but also suitable for different learners thanks to new technology, games and contents. As one of the students states in example 5, he or she likes the idea of taking a break from textbooks and their chapters, and it is possible that for him or her, learning does not happen best by processing text. While some students require seeing written forms of texts, using varying teaching and learning methods in classroom promotes individual learning styles (Ciampa 2012). Still, many e-materials include also text.

Example 4

"Erilaiset tehtävät ja monipuolisuus"

[Different kinds of exercises and versatility.]

Example 5

"Ne tuo vähän vaihtelua tunneille, ettei koko ajan vaan tehdä tehtäviä kirjasta ja lueta kappaleita. Se on myös hauskaa."

[They bring a bit of variety to the lessons, one does not have to just do exercises from the book and read chapters all the time. It is also fun.]

Some students also mentioned the fact that they do not have to use traditional materials, such as pen and paper, all the time (see example 6). E-materials are considered modern and a natural part of school work these days (consider example 7). These arguments, while they are quite short and simple, reflect our society today. Schools are asked to keep up with the technological advancements and improvements to the point where they are now also supposed to teach students ITC skills and give them tools to be able to find, edit and critically assess information online (Finnish National Board of Education 2014). While it can be argued that iPads and e-materials made their appearance in schools almost all at once, as opposed to a slower-paced introduction, it seems that they have become integrated quite quickly and well to the school culture. Students' receptiveness and openness may have helped in this process, as well as their technological savviness and dexterity (Woody et al. 2010: 945, Alastair 2014: 111).

Example 6

"ei tarvitse kirjoittaa paperille"

[one does not need to write on a paper]

Example 7

"Nykypäivä"

[The present day]

Having fun and simply enjoying the use of materials was another feature that the participants mentioned, as examples 8 and 9 highlight. Again, Saadé and Al Shahrán's (2015) conclusion about enjoyment affecting motivation is relevant here. These statements also relate to the discussion about having varying task types and teaching methods in the classroom, as example 8 suggests. On the other hand, the fun aspect of working with e-materials apparently

has also to do with teamwork. As the student in example 9 writes, lessons where electronic materials are used, seem to contain or be more related to working with a friend, which can be due to the task types used in such lessons. It can be stated that while e-materials open possibilities for competition, they do not have to put students in a position where they compare each other. Instead, there are also several ways of promoting cooperation in the classroom.

Example 8

“Erilaista muuhun opetukseen verrattuna. Ne on hauskoja.”

[It is different compared to other kind of teaching. They are fun.]

Example 9

“saa tehdä kaverin kanssa ja se on hauskaa”

[one can work with a friend and it is fun]

4.3 The most motivating materials

The top 5 answers to question 9 (“What are the most motivating electronic materials?”) are assembled in Table 1. Students were asked to rank 3 to 5 most motivating materials, with 1 being the most motivating. The full Table can be accessed in the Appendix 2. In Table 1, we have compiled all the game-based quiz-type platforms into one group, as they were the most motivating materials altogether and wanted to have other materials represented and compared as well. Educational videos were ranked as the second most motivating e-materials, whereas music, other games and applications and other types of videos were ranked as the third, fourth and fifth most engaging respectively. However, based on the mean and median values that the different materials have received, it seems that it does not matter so much what type of electronic material is used, as most of them are almost equally

motivating according to participants' answers. In other words, our participants could not name just a few favorites.

Table 1. The top 5 most motivating electronic materials ranked. Numerical ranking: 1 = least motivating of the top 5 choices, 5 = most motivating of the top 5 choices.

	1	2	3	4	5	Total	Mean	Median
Game-based quiz-type platforms	40	39	62	28	23	192	2.77	3
	20.86%	20.31%	32.30%	14.58%	11.98%			
Educational videos	4	6	10	6	6	32	3.13	3
	12.50%	18.75%	31.25%	18.75%	18.75%			
Music	5	6	9	6	8	34	3.18	3
	14.70%	17.65%	26.47%	17.65%	23.53%			
Other games or applications	3	2	13	4	5	27	3.22	3
	11.11%	7.41%	48.15%	14.81%	18.52%			
Other types of videos (e.g. YouTube)	4	9	8	11	8	40	3.25	3
	10.00%	25.00%	20.00%	27.50%	20.00%			

As stated, in comparison with different electronic materials used in classrooms, game-based quiz-type platforms (Kahoot!, Quizizz, Quizlet, Socrative) are ranked the most motivating. Out of the four, Kahoot! is the most motivating, as can be seen from Table 2, where the platforms are presented separately from other kinds of electronic materials. In the school in question, Kahoot! is an often used, well-established game in a variety of subjects. Consequently, every participant knew the game and had used it in an EFL class as well. One of the reasons explaining its popularity could be the fact that each student evaluated it. The school has used the game for a few years now, and it still succeeds in entertaining the majority of students and at least eight graders, which supports the participants' statement that the used materials do not necessarily have to be new to be motivating (Tables 6, 7).

What, on the other hand, is required from them in order to be deemed as motivational according to Saadé and Al Sharhan (2015) is enjoyability. For classroom materials to be intriguing, working with them should offer students a sense of fulfillment and joy, which are closely related to the intrinsic side of student motivation (Saadé and Al Sharhan 2015: 286). The competitive atmosphere created by Kahoot! and other game-like quizzes seems to set them apart from other listed e-materials. Competitiveness is likely to be so rousing for students that the experience from using them is second to none. Playing against friends and the clock, as quizzes are often timed, is exciting and deeply immersive, and, therefore, also intrinsically motivating. Furthermore, games allow more student involvement than videos or music, which are simply sources of input and do not require action or reaction from the student. Quizzes offer, hence, more of a 4D experience than any other electronic material often seen in classrooms.

Applications and other games were also mentioned in our list, and they represent other examples of materials that usually require the student to actively do something. Yet, the reason why they did not do as well as quizzes in the comparison can be explained by the vague classification of the category in the survey. Having “Other games or applications” as one of the possible choices in a list full of different kinds of e-materials can appear somehow unrecognizable in a way that the participants may have known interesting games or applications, but since none specific examples were given, and, thus, since the students were not reminded of them, they passed or ignored the option.

It is still also possible that other games and applications known to the participants of this study were simply seen as less entertaining and engaging in their opinion compared to quizzes such as Kahoot! and Quizlet.

Table 2. Digital game-based platforms according to how motivating they are. Here, these platforms are presented separately from other electronic materials covered in our survey. Numerical ranking: 1 = least motivating of the top 5 choices, 5 = most motivating of the top 5 choices.

	1	2	3	4	5	Total	Mean	Median
Kahoot!	22	8	4	8	11	53	2.58	2
	41.51%	15.09%	7.55%	15.09%	20.76%			
Quizizz	5	7	16	1	3	32	2.69	3
	15.62%	21.88%	50.00%	3.13%	9.37%			
Quizlet	4	13	17	6	2	42	2.74	3
	9.52%	30.95%	40.48%	14.29%	4.76%			
Socrative	6	7	13	5	3	34	2.76	3
	17.65%	20.59%	38.23%	14.71%	8.82%			
Other quiz-type platforms	3	4	12	8	4	31	3.19	3
	9.68%	12.90%	38.71%	25.81%	12.90%			

Table 6. Results on question 12: frequently used e-material and motivation. “Frequently used e-materials do not motivate me as much as new, rarely used materials.”

	1	2	3	4	5		Total	Mean	Median
Completely disagree	6	17	20	9	1	Completely agree	53	2.66	3
	11.32%	32.07%	37.74%	16.98%	1.89%				
Total	6	17	20	9	1		53	2.66	3

Table 7. Results on question 16: new e-materials and motivation. “I think that new e-materials which I’m not that familiar with are the most interesting.”

	1	2	3	4	5		Total	Mean	Median
Completely disagree	2	9	28	13	1	Completely agree	53	3.04	3
	3.77%	16.98%	52.83%	24.53%	1.89%				
Total	2	9	28	13	1		53	3.04	3

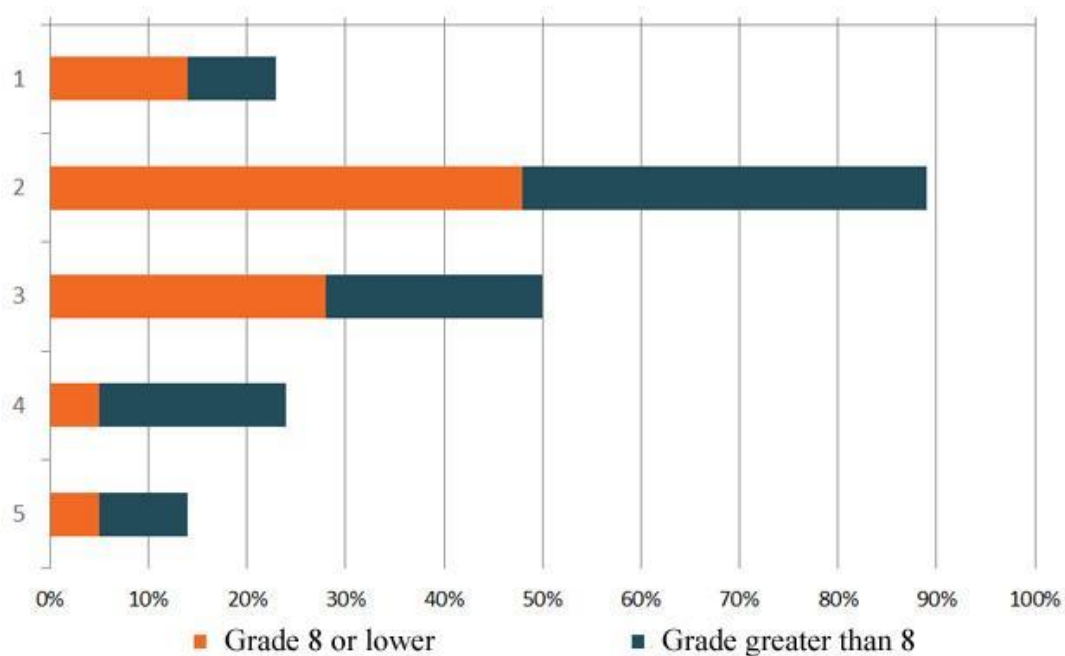
4.4 Comparing results by grades in English

For the purpose of comparing the participants based on their latest grades in English, we divided the students into two groups. The first group is referred to as the more successful students, which constitutes of respondents whose grade is 9 or higher. Of the total of 53 respondents, slightly more than a half of the students, 32 participants, belong to this group. The second group, then, consists of respondents who stated their grade to be 8 or lower. This group was smaller, as 21 of the students belong to this category.

As for the explanation for this division, it is worth acknowledging that grade 8 is the benchmark that is strived for in education, as it indicates the level where a student has good knowledge of a subject (Finnish National Board of Education 2014: 53). Initially, we planned to include grade 8 students in the group of the more successful students. However, a division where only those who had received grades 9 and 10 were classified as more successful had to be done because of the significant distortion in the division of group representatives with the ratio being 47:6. The students that participated in our study simply happened to be quite good in English.

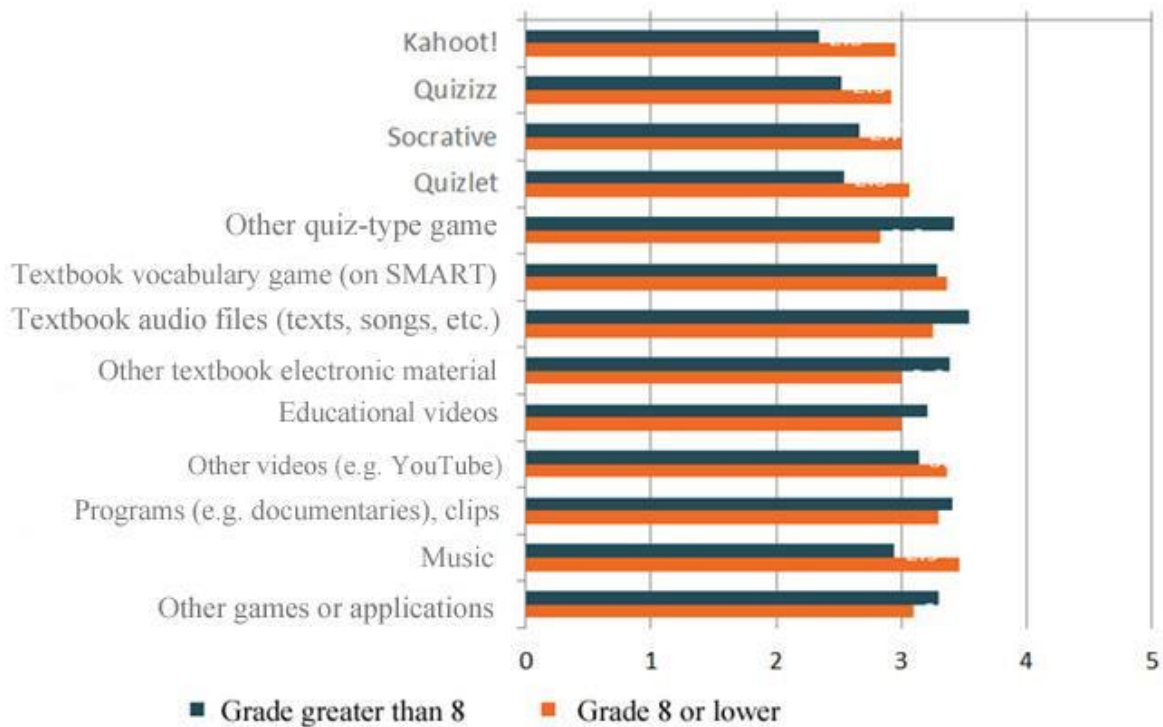
As for research question 2b and discovering whether a participant's success in English correlates with electronic materials increasing his or her motivation, the data suggests that both groups are equally more motivated by the use of said materials in English class. Most respondents think that the use of electronic materials increases their motivation toward the topics at hand, and, similarly, they stated that more traditional lessons where no electronic sources and devices are used, are less interesting (see Figure 1).

Figure 1. Results on question 15: comparison between grades. “English lessons where electronic materials are not used are as interesting as [English] lessons where the materials are used.” 1 = I completely disagree || 2 = I disagree || 3 = I do not agree nor disagree || 4 = I agree || 5 = I completely agree.



Some of the most noticeable differences between more successful and less successful students, however, comes down to the type of electronic material used that is found most motivating. It appears that less successful students think that quizzes such as Kahoot! are motivating electronic teaching materials used in class, whereas more successful students favored materials made by textbook designers and authors. Conversely, they were not as popular among less successful students (see Figure 2).

Figure 2. The results on question 9; the most motivating e-materials and grade comparison.



The reason why electronic teaching materials belonging to textbook series are some of the most motivating materials among the more successful students but not the less successful ones could simply be explained by the differences in their ways of learning. While Wyss and colleagues (2014) state that content relevance is another factor that impacts student engagement when it comes to motivation toward tasks, some students are still more motivated by something else than text or textbook tasks, meaning that they probably do not learn that well by reading and that memorizing lists and words is difficult for them. The same students can also be, for instance, dyslexic or have an attention deficit disorder. Whatever the case, as discussed earlier, e-materials are recognized as multimodal learning tools and they can help students with learning difficulties (Ciampa 2012: 17), which is why utilizing them alongside traditional textbooks in the classroom makes it easier for the teacher to take different learners into account and give everyone equal opportunities to learn and also show what they already know. Similarly, some participants of the present study pointed out in the open-ended question that the reasons contributing to the enjoyability of e-materials was due

to them being visually appealing and, for instance, being full of colors. Colorful applications and games are attention-captivating, which contributes positively to student motivation by peaking interest (Wyss et al. 2014, Sansone & Harackiewicz 2000: 263, Botturi & Loh 2008). Finally, students also stated that e-materials bring variety to the normal routines of a foreign language class.

5 CONCLUSION

In this study, our aim was to answer the three research questions presented in Chapter 3 and consequently discover whether electronic teaching materials increase 8th grade students' motivation in the EFL classroom. The goal was also to find out whether the type of e-materials affects the motivational aspect. Lastly, since students' motivation toward the studied subject varies, we deemed it both important and interesting to see if their grades and motivation regarding the use of electronic materials correlated in any way and affected their responses.

The central finding of the study relates to our first and main research question, stating that using electronic materials increases student motivation in EFL learning. Our study deals with motivation on a rather general level; it was not in our focus to find out whether this affects students' intrinsic or extrinsic motivation, and consequently, this aspect of featuring e-materials in a foreign language classroom remains unresolved. As Saadé and Al Shahrani (2015: 293) acknowledge, enjoyment has an impact on both intrinsic and extrinsic motivation, and it is therefore unclear whether e-materials function merely as an external motivator when it comes to learning the language. However, at this stage and as regards to our study this does not really matter. The most important finding here, as stated, is that electronic teaching materials positively influence student motivation toward the studied subject, and in this case, English.

Overall, in response to our second research question regarding the correlation between the type of e-materials and how motivating they are, electronic materials had similar average scores, and no clear favorites stood out. Out of all the materials compared, however, quiz-type games and platforms were the most popular and perceived as the most motivating as well. Kahoot!, on the other hand, still managed to get better scores than any other e-material. One important reason for this, as speculated earlier, is probably that every participant had used it, was familiar with it, and therefore also ranked it. At any rate, the use of all electronic materials was experienced as more motivating than their absence in English classes.

As for our final research question, it can be stated that there was no clear correlation between students' English grades and increased motivation toward English when using e-materials in class, for everybody enjoys e-materials regardless of their grade and apparent motivation toward the subject.

As some of the previous studies pointed out, learning and motivation can be enhanced by creating enjoyment and having fun. Our research data seems to support this, as students felt that friendly competition and games made electronic materials interesting and motivating. Enjoyment was a significant theme of the results of the study conducted by Saadé and Al Shahrán (2015) and our study had similar results; students found e-materials fun and enjoyable (especially through playfulness and competition), thus interesting and motivating. Of course, it is important to consider whether or not the novelty effect affects this (Krendl and Clark 1994, cited in Ciampa 2012: 6), as using e-materials is still generally a rather new phenomenon in the classroom and our students stated that they brought a nice break from the routine. This could mean that the students view e-materials as something special and novel and that this, rather than the e-materials themselves necessarily, is what makes them motivational. If used too often, the effectiveness of e-materials enhancing motivation could decrease, as they would become routine-like in the classroom just like anything else. However, further studies on this need to be conducted before a more definitive conclusion can be reached regarding the matter.

The implications of this study can be beneficial for educators in particular, as they are often trying to find new ways to make lessons more enjoyable and engaging, thus enhancing

the learning process. To illustrate, giving students opportunities for competition through different game-based e-platforms can increase their motivation as it seems to excite and interest them. The implications can also benefit material designers in that they have more insight into students' minds and interests, and they can plan new materials accordingly. Thus, some things to consider for e-book creators include making e-materials that offer communicative and competitive tasks for students, making the material versatile and different from the more traditional approach to EFL teaching (although, once again, one needs to be aware of the novelty effect).

We were able to conduct research on the topic in a school where electronic materials are in active use in a variety of subjects and in foreign languages in particular. This laid a good foundation for the study, as each participant had personal experiences with different e-materials and was thus also able to voice his or her opinions regarding the user experience and impact on motivation. We included a variety of e-materials in our survey and asked the students to report which e-materials they had used in the first place as well as add any that we did not mention but they had used. We were able to find out some reasons for students' interest toward e-materials with our open-ended question which specified certain aspects that students find motivating in e-materials. Permission was given to conduct the study with these students. We piloted the questionnaire before conducting it, so we were able to better some aspect of the survey before the actual data gathering.

Since the present study was a small-scale study, it was bound to encounter certain limitations. Even though the findings reflect the mindset of a 14 or 15 years old secondary school student, the results cannot be generalized to represent a wider student population, as it was conducted in one school and within the same age group. Furthermore, the platform used for gathering data, Webropol, proved to be somewhat unstable for conducting research. We wanted to create an electronic survey both due to its convenience and because it seemed fitting to gather data about e-materials using electronics. Its limitations, however, forced us to change the layout of question 9, and the presentation also proved to be rather confusing. Most participants slightly misunderstood the instructions and the question itself in the survey, and as a consequence, the interpretation of that particular question of the study became more

difficult than anticipated. Finally, the study merely focused on discovering the motivational impact of e-materials in an EFL classroom, and, hence, the results could not necessarily be generalized to apply to all school subjects.

In future research, one could conduct a wider study with regards to the motivational aspect of electronic teaching materials and include students of different age groups in the study. One could also include more schools from all over the country to get more variety and to find out whether or not there are some geographical differences regarding the popularity of specific electronic teaching materials or all of them in general. Additionally, one could conduct further research specifying intrinsic and extrinsic aspects of motivation relating to e-materials, so that further insight could be gained as to how and why e-materials motivate students to learn English.

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APPENDICES

Appendix 1: Survey.

Sähköisten materiaalien käyttö englannin opetuksessa

Tämän kyselyn tarkoituksena on kartoittaa sähköisten oppimateriaalien käyttöä englannin opetuksessa suhteessa motivaatioon. Olemme 4. vuoden englanninopiskelijoita Jyväskylän yliopistossa, ja tavoitteenamme on selvittää, minkälaisia sähköisiä materiaaleja käyttämällä englannintunneista voidaan mahdollisesti saada mielenkiintoisempia ja innostavampia. Sinä voit siis olla mukana vaikuttamassa omaan ja muiden viihtyvyyteen kieliluokassa!

Sähköisillä materiaaleilla tarkoitetaan tässä yhteydessä esimerkiksi pelillisiä verkkosivuja tai ohjelma-alustoja kuten Kahoot!, oppikirjojen sähköisiä materiaaleja kuten sanastopelejä ja äänitteitä, erilaisia tableteilla ja älypuhelimilla käytettäviä sovelluksia, videoita ja musiikkia.

Aluksi kysymme muutamia taustatietoja kyselyn ensimmäisessä osassa. Toisessa osassa pyydämme sinua kertomaan, mitkä sähköiset materiaalit ovat tuttuja sinulle englannintunneilta. Kolmannessa osuudessa pyydämme sinua laittamaan materiaalit järjestykseen motivoivammasta vähiten motivoivaan. Siihen kuuluu myös väittämiä, joissa valitset sen vaihtoehdon, joka on lähimpänä omaa mielipidettäsi tai kokemustasi asteikolla 1-5. Viimeisessä osassa on vielä kysymys, jossa sana on vapaa.

Kyselyyn vastaaminen vie korkeintaan noin 20 minuuttia. Kyselyyn vastaaminen on vapaaehtoista, ja tietoa kerätään anonymisti ja luottamuksellisesti. Vastaajaa ei voida

yhdistää antamiinsa vastauksiin. Kerättyä tietoa käytetään vain kyseessä olevaan kandidaatintutkimukseen.

Vastaathan kysymyksiin huolellisesti ja totuudenmukaisesti.

Kiitos osallistumisestasi! :)

1. Ikä

2. Sukupuoli

- Nainen
- Mies
- Muu

3. Milloin aloitit englannin opiskelun?

- 3. luokalla
- Muu, milloin?

4. Englannin arvosana viimeisimmässä todistuksessa

Muistele englannin oppitunteja. Mitä seuraavista sähköisistä materiaaleista on käytetty englannintunneillasi ala- tai yläkoulussa? Merkitse rastilla kaikki materiaalit, joita muistat käytettäneen englannin tunneilla. Voit rastittaa useamman vaihtoehdon kunkin otsikon alta.

5. Tietovisapelit

Kahoot!

Quizizz

Socrative

Quizlet

Muu, mikä?

6. Oppikirjojen sähköiset materiaalit

Sanastopelit (Smart-työpöydällä)

Äänitteet (mm. teksti, laulut)

Muu, mikä?

7. Videomateriaalit

Opetusvideot

Muut videot (esim. YouTube)

Musiikki

Ohjelmat (esim. dokumentit), niiden pätkät

8. Muu sähköinen materiaali

Sovellus, peli tms. Mikä?

9. Mitkä materiaalit innostavat sinua oppimaan? Valitse vähintään 3 ja korkeintaan 5 sinua eniten motivoivinta vaihtoehtoa alla olevasta listasta. Merkitse kaikkein motivoivin vaihtoehto numerolla 1, seuraavaksi motivoivin numerolla 2 ja niin edelleen. Muut vaihtoehdot jätetään numeroimatta.

1 2 3 4 5

Kahoot!

Quizizz

Socrative

Quizlet

Muu tietovisapeli

Oppikirjan sanastopeli (Smart-taululla)

Oppikirjan äänitteet (tekstit, laulut tms.)

Muu oppikirjan sähköinen materiaali

Opetusvideot

Muut videot (esim. YouTube)

Ohjelmat (mm. dokumentit), niiden
pätkät

Musiikki

Muu peli tai sovellus

10. Jos valitsit ylläolevasta listasta kohdan "muu", esimerkiksi jonkin muu sovellus, voit tarkentaa ohessa, mitä sovellusta tarkoittit.

Vastaa näihin väittämiin valitsemalla numero, joka vastaa parhaiten sinun näkemystäsi asiasta.

1 = täysin eri mieltä

2 = eri mieltä

3 = ei samaa eikä eri mieltä

4 = samaa mieltä

5 = täysin samaa mieltä

11. Sähköisiä materiaaleja käytetään englannin opetuksessa liian paljon.

1 = täysin eri mieltä | | 2 = eri mieltä | | 3 = ei samaa eikä eri mieltä | | 4 = samaa mieltä | | 5 =täysin samaa mieltä

1 2 3 4 5

Täysin eri mieltä

Täysin samaa mieltä

12. Usein käytetyt sähköiset materiaalit eivät motivoi minua yhtä paljon kuin uudet, harvemmin käytetyt materiaalit.

1 = täysin eri mieltä | | 2 = eri mieltä | | 3 = ei samaa eikä eri mieltä | | 4 = samaa mieltä | | 5 = täysin samaa mieltä

1 2 3 4 5

Täysin eri mieltä

Täysin samaa mieltä

13. Sähköiset materiaalit tuovat vaihtelua englannintuntien kulkuun.

1 = täysin eri mieltä | | 2 = eri mieltä | | 3 = ei samaa eikä eri mieltä | | 4 = samaa mieltä | | 5 = täysin samaa mieltä

1 2 3 4 5

Täysin eri mieltä

Täysin samaa mieltä

14. Sähköisten materiaalien käyttö englannin tunneilla lisää kiinnostustani tunnin aiheisiin.

1 = täysin eri mieltä | | 2 = eri mieltä | | 3 = ei samaa eikä eri mieltä | | 4 = samaa mieltä | | 5 = täysin samaa mieltä

1 2 3 4 5

Täysin eri mieltä

Täysin samaa mieltä

15. Englannintunnit, joilla ei käytetä sähköisiä materiaaleja, ovat yhtä kiinnostavia kuin tunnit,joilla materiaaleja käytetään.

1 = täysin eri mieltä | | 2 = eri mieltä | | 3 = ei samaa eikä eri mieltä | | 4 = samaa mieltä | | 5 = täysin samaa mieltä

1 2 3 4 5

Täysin eri mieltä

Täysin samaa mieltä

16. Mielestäni uudemmat, minulle tuntemattomat/vähemmän tutut, sähköiset materiaalit ovat kaikkein kiinnostavampia.

1 = täysin eri mieltä | | 2 = eri mieltä | | 3 = ei samaa eikä eri mieltä | | 4 = samaa mieltä | | 5 = täysin samaa mieltä

1 2 3 4 5

Täysin eri mieltä

Täysin samaa mieltä

17. Sähköisten materiaalien käyttö englannintunnilla on hauskaa.

1 = täysin eri mieltä | | 2 = eri mieltä | | 3 = ei samaa eikä eri mieltä | | 4 = samaa mieltä | | 5 = täysin samaa mieltä

1 2 3 4 5

Täysin eri mieltä

Täysin samaa mieltä

18. Minkä sähköisten materiaalien käyttöä ajattelit edelliseen kysymykseen vastatessasi (kysymys nro. 17)?

19. Mitkä ominaisuudet tekevät mielestäsi sähköisistä materiaaleista kiinnostavia? Voit mainita yksittäisiä ominaisuuksia.

Appendix 2: Results on question 9.

	1	2	3	4	5	Yhteensä	Keskiarvo	Mediaani
Kahoot!	22	8	4	8	11	53	2,58	2
	41,51%	15,09%	7,55%	15,09%	20,76%			
Quizizz	5	7	16	1	3	32	2,69	3
	15,62%	21,88%	50%	3,13%	9,37%			
Socrative	6	7	13	5	3	34	2,76	3
	17,65%	20,59%	38,23%	14,71%	8,82%			
Quizlet	4	13	17	6	2	42	2,74	3
	9,52%	30,95%	40,48%	14,29%	4,76%			
Muu tietovisapeli	3	4	12	8	4	31	3,19	3
	9,68%	12,9%	38,71%	25,81%	12,9%			
Oppikirjan sanastopeli (Smart- taululla)	5	2	9	10	6	32	3,31	3,5
	15,62%	6,25%	28,13%	31,25%	18,75%			
Oppikirjan äänitteet (tekstit, laulut tms.)	4	3	8	15	6	36	3,44	4
	11,11%	8,33%	22,22%	41,67%	16,67%			
Muu oppikirjan sähköinen materiaali	4	2	9	7	5	27	3,26	3
	14,81%	7,41%	33,33%	25,93%	18,52%			

Opetusvideot	4	6	10	6	6	32	3,13	3
	12,5%	18,75%	31,25%	18,75%	18,75%			
Muut videot (esim. YouTube)	4	9	8	11	8	40	3,25	3
	10%	22,5%	20%	27,5%	20%			
Ohjelmat (mm. dokumentit), niiden pätkät	4	8	8	8	11	39	3,36	3
	10,26%	20,51%	20,51%	20,51%	28,21%			
Musiikki	5	6	9	6	8	34	3,18	3
	14,7%	17,65%	26,47%	17,65%	23,53%			
Muu peli tai sovellus	3	2	13	4	5	27	3,22	3
	11,11%	7,41%	48,15%	14,81%	18,52%			
Yhteensä	73	77	136	95	78	459	3,06	3