

Use of media in EFL teaching in Finland

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<p>Tiivistelmä – Abstract</p> <p>Tutkielmassani tutkin kuinka mediaa käytetään hyväksi englannin opetuksessa lukiossa. Tutkin asiaa analysoimalla lukio-opetuksessa käytettyjä kirjoja ja haastattelemalla lukion englannin opettajia.</p> <p>Yleisesti ottaen mediaa käytettiin analysoimissani kirjoissa suhteellisen vähän, vaikkakin sen käyttö on lisääntynyt uuden opetussuunnitelman tultua voimaan. Sen lisäksi että mediaa käytettiin enemmän kuin vanhan opetussuunnitelman aikaan, myös useampaa eri mediatyyppeä on alettu käyttämään. Vaikka variaatio onkin nykyään suurempaa kuin ennen, kirjallinen media on edelleen selvästi suurin mediatyyppi. Haastatteluiden perusteella myös opettajat käyttävät mediaa rohkeasti opetuksen tukea. Erilaisia medioita ei käytetty pelkästään pelkästään johdantona uusien asiakokonaisuuksiin, vaan opettajat laativat niihin pohjautuvia tehtäväkokonaisuuksia ja käyttivät mediaa antamaan lisätietoa käsiteltävästä asiasta. Yleisesti ottaen opettajat mielsivät median käytön hyödylliseksi osaksi kielen opetusta.</p> <p>Vaikkakin perinteisiä medialähteitä käytettiin osana opetusta, sosiaalista mediaa käytettiin erittäin harvoin. Kirjat eivät käyttäneet sosiaalisen median alustoja kertaakaan, ja opettajistakin vain yksi oli käyttänyt sitä toisen vasta suunnitellessa sitä. Näissäkään tapauksissa käyttö, tai suunniteltu käyttö, ei ollut laajamittaista. Suurimpana esteenä opettajat kokivat sen, etteivät he olleet löytäneet tarkoituksiinsa soveltuvaa alustaa tai etteivät he olleet tarpeeksi taitavia sosiaalisen median käyttäjiä. Lisäksi puutteet sosiaalisen median turvallisuudessa herättivät jonkin verran huolta opettajissa.</p>	
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1 Introduction

As technology has become more accessible in recent years, it has also made accessing different kinds of media much easier. Whereas previously students used English-language media through the means of books and television, the Internet has increased students' exposure to English by a large amount. Not only do children use traditional media sources more than previously, but various social media sources also require a good knowledge of English. These developments require schools to adapt their approach to the teaching of English. Should teachers still teach English using slides and presenting examples only from books, their students would become disinterested and demotivated to study English. Therefore, teachers need to activate students more, for example using interactive exercises, where students can practice English in situations that are connected to their everyday life.

Some steps have already been taken in education to respond to the more prominent role of media in people's everyday lives. Currently Finnish schools are going through a phase of modernizing their equipment and teaching methods. Whereas previously teachers and students were reliant on books during lessons, now they more commonly use laptops and other electronic equipment. However, it is not enough if only the materials change from analog to digital, also the tasks in those materials have to be updated as well.

With this study I try to find out if the current English language school books encourage students to use media to improve their language skills. Additionally, I want to examine how this is achieved in school books. The only way to study this properly is to analyze the books that are currently used in schools. Although analyzing the books provides information about the possibilities students have of using media, it gives no information on the actual use of media during lessons. Therefore it is necessary to interview teachers who use the books in their teaching. With the combination of these two study methods I should be able to form an understanding on the use of media in English teaching in a Finnish secondary school.

Some studies have been carried out on using media in teaching, but they have mainly focused on newspapers or news broadcasts (Brinton & Gaskill, 1978; Dunbar, 2006). In recent years studies have also been conducted on the use of visual and audial media in teaching languages, such as Tschirner (2011) and Vettorel (2008). In Finland, the situation has been studied by Luukka et al. (2008) and Palmgren-Neuvonen, Kumpulainen, and Vehkaperä (2011). These studies indicate that media is used in English teaching, but students feel that it could be used even more.

As social media has developed into a major communication network, it has become a viable teaching aid for teachers. Although it has been studied only a little in conjunction with teaching, studies by Highley and Seo (2013) and deNoyelles (2013) have shown that when used in language teaching, social media can benefit students' language skills. Studies have shown that although traditional media is used in teaching, social media is used considerably less (Highley & Seo, 2013; Oksanen & Koskinen, 2012).

In this thesis I examine what kind of exercises in the currently used English language books make use of different media sources, or at least encourage students to use them. The study is conducted by analyzing the books published by the two largest school book publishers in Finland and currently used in a first-year course. I also observe what kind of media the books encourage the teachers and students to use: do they still focus on the more old-fashioned sources, such as newspapers, or have the materials been modernized in accordance with current technology. In addition to the book analysis, I have also interviewed teachers on their view of using media in English language teaching. My aim is to find out if they use different media sources as a means of teaching English, and if so, what kinds of media. Also, I have asked them if they use the materials provided in the books, or if they use their own materials. If the teachers use their own exercises, I have wanted to find out their reasons for doing so: do they find the provided exercises insufficient, or do they just want to direct focus on different things than the book does.

The aim of this thesis is to highlight how schoolbooks and teaching methods can be

updated to include more media. As it has been shown that media can benefit students' language skills in many ways (deNoyelles, 2013; Tschirner, 2011; Vettorel, 2008), media should have a larger role in language teaching. Additionally, I present some suggestions on how media can be used in language teaching.

2 Situation in Finland

2.1 Differences between the 2003 and the 2015 national curricula

The basis for any teaching in Finnish senior secondary schools is laid out in the national curriculum. The latest version of the Finnish national curriculum for senior secondary schools was published in 2015, and schools began to follow it on the 1st of August 2016. The previous version of the curriculum was from the year 2003.

A large part of the reforms in the 2015 curriculum were based on the pilot project concerning the use of information technology in teaching. The findings of the project are presented in the National plan for the use of information and communication technologies in teaching (Valtioneuvosto, 2010). As is stated in the report, the aim of the reforms in the curriculum are intended to direct the teaching away from separate subjects and instead move into the direction of problem solving and incorporating skills from multiple subjects. As the amount of information required to solve various problems increases constantly, also the ways with which the information is sought must develop accordingly. Therefore, Valtioneuvosto (2010) suggests updating the equipment schools currently have to better correspond to modern requirements. Additionally, the report would like to see improved e-learning materials developed, for example through the use of games. These improved materials should be made available to all teachers and students, and they should be behind one search portal where they could easily be accessed. As the report notes, these are the steps that are required to give students the best possible capabilities in the modern world (Valtioneuvosto, 2010).

One consequence of the adaptation of a new curriculum is the change in the type of matriculation examination at the end of senior secondary school. Before the 2015 curriculum update, the matriculation examination consisted of four types of tasks: listening comprehension, reading comprehension, grammar/vocabulary and production, that is an essay. This format was the same up to autumn 2017, but in the future, there will be changes. Beginning in spring 2018, the examination will be digital, which has opened new possibilities for tasks types. The overall categories are still the same, but they may

be handled differently. For example, in the reading comprehension section students may have to answer questions based on pictures or graphs, not only text. In addition, students may be asked to answer questions or write an essay based on videos.

2.2 The use of media in Finnish schools

Currently the status of textbooks is very strong in foreign language teaching in Finland. This is made evident by the study of Luukka et al. (2008), in which 98 % of the teachers who took part in it said that they often used textbooks in their classes. Additionally, 95 % of the teachers said they used the exercise books that came with the textbooks often. Media, on the other hand, is only used rarely, as the study indicates (Luukka et al., 2008). Various media sources, outside the ones included in the textbook materials, are used only rarely or never. According to the teachers, materials such as newspapers and fiction books are used sporadically. Especially the rare use of newspapers is surprising, considering that many Finnish schools have taken part in the event Newspaper week (Sanomalehtiweek in Finnish). During the week, many Finnish newspapers send their daily editions to schools and may also provide students with access to their websites for free. This is done to allow students an easier access to media, if only for one week. Although 67 % of the schools in the study by Hankala (2011) took part in the Newspaper week in 2007, the study by Luukka et al. (2008) indicates that newspapers are still not commonly used in foreign language teaching. Additionally, it is of interest in the same study that 62 % of the teachers said that they used learning applications and games either sometimes or often. Based on the teachers' answers, this was the third most used group of media, only preceded by videos and music. This is contested by the students, whose opinion was also asked in the study. Only 29 % of them thought that learning applications and games were used sometimes or often. The findings by Luukka et al. (2008) are corroborated by the study of Palmgren-Neuvonen et al. (2011). They state that only a few teachers have taken content production, which is integral to videos, as a part of their teaching. According to Palmgren-Neuvonen et al. (2011), they are not only afraid that using this method would take too much time, but they do not

trust the technology, either.

Although Palmgren-Neuvonen et al. (2011) observed that only some teachers had used information technology as part of their teaching methods, more teachers seem willing to try it. Mikkonen, Sairanen, Kankaaranta, and Laattala (2012) discovered that 64 % of the teachers were willing to include more use of information technology in their teaching. Despite this, approximately half of the teachers thought that bringing more technology into the teaching would be a burden. Nevertheless, 61 % of the teachers thought that technology brought increased pedagogical value into the teaching. Based on these numbers, it can be said that even though teachers see incorporating technology into the teaching as a difficult and time consuming task, they feel that the benefits outweigh these problems. Students are more motivated to complete the tasks set to them and their interest in learning may be increased.

Whereas traditional media was used by approximately two thirds of the teachers according to Luukka et al. (2008), social media was used considerably less. A study by Oksanen and Koskinen (2012) revealed that only 25 % of the teachers had used social media in their teaching. The use of social media was most common among those teachers who had from six to ten years of teaching experience behind them. Additionally, subject teachers were found to be more likely to use social media than class teachers. This indicates that although social media is not used that often in teaching yet, future teachers may be more inclined to use it after they have gained some experience. This is probably due to their own experience as users of social media, since they have grown up alongside social media's rise in popularity.

3 Theoretical review

In this section I outline the theoretical background for my research. I begin by providing the definitions I use in this study, for both traditional media and social media. I then move on to the different sources of media, such as print media and broadcast media, describing the merits they have in teaching English as a foreign language (EFL). I also present some disadvantages and problems of using media in the classroom and how they could be avoided or turned into positive effects.

3.1 The definition of media

Before any attempt is made to analyze media, it has to be defined properly in order to make the analysis clear and useful. Although the task may seem simple, it is quite challenging to provide a clear definition for media. It is changing at an increasing pace and new modes of media are developed constantly. It is also difficult to cover the whole concept of media in one interpretation, and therefore I have decided to divide my definition of media into two distinct categories. The first category is traditional media, i.e. institutions such as newspapers, radio and television. The second is social media, which encompasses services such as Facebook and Twitter.

For traditional media I use the definition given by Chan (2011), who defines media as a

channel or system of communication, information or entertainment.

This definition is then divided further to portray the types of media which are found in the books studied and which teachers use during classes. This definition was originally given by Ohm (2010, cited in Chan, 2011):

1. Auditive media, such as music and radio
2. Visual media, such as pictures and books
3. Audiovisual media, such as television programmes and sound films.

For the purposes of this study the books used as text and exercise books during classes are not included as media, although they are part of visual media. Should they be

included, the results would indicate that roughly 90% of the time is spent using one kind of media, which does not portray the reality accurately. Therefore, the textbooks themselves are excluded, and the analysis focuses on the exercises and content that require the use of other kinds of media. If the books have exercises that use short pieces of text from novels or short stories, I have decided to include them in my analysis only if they have been published somewhere else before being used in the book. If the texts are written for the purpose of using them in a school book, and not for the general public to read, they tend to have a style that is quite different from books that are meant for a larger audience. As this study researches media that is found in everyday life, I will use the texts only if they can also be found somewhere else than the school books.

Although the definition provided by Ohm covers traditional media quite well, it does not cover social media, which is currently possibly the fastest growing type of media. Platforms such as Facebook, Twitter and Instagram, for example, host millions, or in the case of Facebook billions (The Telegraph, 2017), of users and are used by nearly all the students in schools. Therefore the definition of media has to be extended to cover social media, too. For this purpose I will adapt the definition by Obar and Wildman (2015):

1. Social media services facilitate the development of social networks online by connecting a profile with those of other individuals and/or groups
2. Individuals and groups create user-specific profiles for a site or app designed and maintained by a social media service
3. User-generated content is the lifeblood of social media.

The tasks using media are first separated from the rest of the tasks using the definitions of media by Chan (2011) and Obar and Wildman (2015). Then the media tasks will be organized according to the categories of Ohm (2010, cited in Chan, 2011). For the tasks that use multiple forms of media, such as both visual and audiovisual, there will be a category labeled as multimodal. Additionally, there can be tasks requiring students to search material from the Internet, but not instructing them to use a certain kind of

media. These tasks are separated into a category of their own, titled "Search from the Internet". Lastly, I decided to separate literary media into its own category, although it is part of visual media (Ohm, 2010; cited in Chan, 2011). As it could be expected that literary media would be used more extensively than the other sources of visual media, I feel this separation is justified in order to gain a better view of the types of media used in English teaching.

3.2 Multiliteracy

When thinking about using media in teaching, it quickly becomes obvious that the best results are achieved through the combination of various media sources. Not only do they make lessons more interesting and motivating for the students, but due to the variation of sources, students skills will also improve in all the aspects of English. Students may already have some skills in multiliteracy, but the skills need to be practiced constantly in order for the students to gain the most benefit from them.

One of the first definitions of multiliteracy was given by the New London Group (1996, as cited by Leino 2014), who said that information is presented in multiple communication channels, both printed and electronic. Usually in these situations, the textual information is related to other types of information, such as visual and audial. In Finland, the national core curriculum for basic education defines multiliteracy as "competence to interpret, produce and make a value judgment across a variety of different texts" (for Education, 2014). In this definition, text is understood to mean every mode of communication, such as verbal, visual, audial and kinaesthetic. As such, good skills in multiliteracy are very useful to have in current society. Multiliteracy is needed almost everywhere and all the time in order to understand the world and to perceive diversity between the many cultures in the world (Halinen, Harmanen, & Mattila, 2015). For example, Internet sites are filled with text, videos and pictures, so students need to have good multiliteracy skills in order to be able to form a good understanding of the article they are reading (Leino, 2014).

Multiliteracy as a concept is best used as an umbrella term to describe multiple variations of literacies, such as digital, critical and media literacy. As the boundaries between various literacies under the term are not rigid, they tend to overlap quite a bit. Therefore it should not be thought that they exclude one another, rather they complement each other (Leino, 2014). In order to develop students' skills in multiliteracy, each type of literacy has to be covered, and the best way to do that is to work with materials from the corresponding fields (Halinen et al., 2015). For example, media literacy has to be taught by concentrating on reading media texts and observing news footage. Naturally it is not enough just to present the students with material from the sources, but they also need a textual environment in which to use the materials. Additionally, the teacher has to have a strong pedagogical viewpoint in place, which draws upon the material. What this means in practice is that teachers should provide students with an ever expanding range of texts from different fields. This way students can see English used in various situations and can form their own view of how the language is used. Although this may seem straightforward, it is not enough that the texts cover various fields, but they also need to be connected with students lives. If the students read texts that are not meaningful to them, they may not have enough interest in the text, causing their learning to be less effective (Halinen et al., 2015). Leino (2014) also noted that the students whose reading sources included both traditional media sources, such as books, and digital media scored on the highest level in the PISA reading test. Not only were their reading sources more varied, but they also read both fiction and non-fiction texts. On the other hand, students who were active Internet users but did not read as much fiction or non-fiction texts did not fare as well.

The new national curriculum has increased the role of multiliteracy in schools. Previously schools were encouraged to organize periods where subjects, for example English and biology, were combined and then taught to the students. In the new national curriculum these periods have been made mandatory. The schools have to organize cross-curricular periods, but they subjects and the length of the period are determined locally (Halinen et al., 2015). Through these periods students' transversal competency

should be increased, meaning that they can understand various phenomena better and they can combine skills from different subjects better. The aim of the periods is also to show to the students how multiple subjects are combined in real life. It is not only the subjects that can be combined during these periods, but also the learning tools and methods. As Halinen et al. (2015) note, media literacy can be developed by working with media. Therefore, students should gain access to it in classroom setting and be taught how to use it effectively. According to Halinen et al. (2015) the focus should be on the selection of knowledge and finding proper reference materials. Additionally, it should be made sure that students know how to distinguish relevant information from irrelevant. This should help students in their future studies, as they would already have the research skills needed for studies at university level.

3.3 The effects of media in teaching

As Tschirner (2011) says, it is important to remember that when media is used in teaching, it tends to focus more on the oral skills and less on written skills. It is especially noticeable now that the Internet is filled with videos and podcasts. But as Wood and Nicholson (2005) and Chambers and Gregory (2006) have observed, there is an increasing amount of literature that can be found on the Internet. Many of the sources are even free, which makes it easy to use them in EFL teaching.

3.3.1 Audiovisual media

Videos are an extremely useful tool in language teaching, and the rise of the Internet has allowed them to be used quickly and easily (Tschirner, 2011). The use of videos is not restricted only to school, but students can look them up on their own. That might even be a preferred activity, if the option is to read a chapter in the book. There are also benefits of watching videos just for entertainment. Students who watch videos in English learn the language, even though they may not realize it. They are forming a model for what the language should sound like, which helps them when they try

to speak the language. In addition, if they want to understand the videos, they must develop their vocabulary. They can do this by looking the word up in the dictionary or just asking their friends.

Oral skills are one of the most common aspects of language that students can acquire from videos. These skills can best be acquired if students' exposure to different kinds of source material is large. Even if the exposure is significant, the instances where students hear the language have to be frequent (VanPatten and Williams 2007, cited by Tschirner 2011). Usually this kind of language acquisition happens incidentally, but it can be increased through the use of media in the classroom environment, where the students' attention can be focused on the different aspects of language. Carroll (2001, cited by Tschirner 2011) states that students' exposure to the target language is necessary in order for them to develop their language skills. According to him it does not matter if the material is oral or written, as long as it helps the students to improve their language proficiency. The difference between the two types of input is the skills which are acquired: oral material helps listening and speaking, whereas the main benefit of written material is improvement in writing and reading.

One of the aspects that Tschirner (2011) emphasizes is the frequency with which students hear the aspects of language. Students have to be able to hear the item hundreds of times before the language acquisition has taken place. The items should be heard in different contexts, because then the students can observe different variations of the same feature. Although some of the inputs can be presented in the classroom, a majority of the instances happen outside it.

A major benefit of presenting videos in classroom is that it provides students with real-life examples of the speakers of English, thus giving them examples of different kinds of English that are spoken in different countries. Videos can be used to show different speech patterns, slangs, accents and so forth. Because also many feature films are very realistic in their language use, they can be shown instead of made-for-classroom films. As students enjoy feature films more than movies intentionally made for classroom, their interest is easier to maintain and therefore also their motivation is easier to keep

on a high level. Because film sharing has become easier through such film sharing websites as YouTube, students can more easily make their own films and presentations in video format and share them to other viewers (King, 2002). Although videos in YouTube can only be made available for users who the uploader approves, it may not be the best video sharing platform. Luckily, there are other ways to share videos, such as the Airdrop system in current iPads.

Videos and films do not have to be watched in classrooms, but students can watch them on their time off, thus facilitating implicit language learning. As Bazalgette (2010) notes, children and students spend increasingly more time in front of a TV set watching series or movies. By doing this, they subconsciously learn not only the language but also the culture of the country that the film originates from and also of the country where the film is set.

Using audiovisual media could also be beneficial for students' motivation. As Palmgren-Neuvonen et al. (2011) note, using videos as a teaching method motivate students irrespective of their background. Because students use various visual and audiovisual media sources at home, it is understandable that they are not interested in the materials provided by schools. Although the production of digital material in teaching has been studied relatively little, the projects where students have to produce audiovisual material have been observed to motivate students, especially those with creative personalities (Palmgren-Neuvonen et al., 2011).

3.3.2 Visual media

Perhaps the most common form of visual media that students and teachers can use is literature. Using it in teaching has become easier in recent years, especially through the Internet. As Chambers and Gregory (2006) note, e-books are readily available on the Internet, for example through Project Gutenberg. It has over 54000 free e-books for download, and includes such classics of world literature as "The Adventures of Tom Sawyer" by Mark Twain and Bram Stoker's "Dracula" (Project Gutenberg, 2017). Although it is not clearly known how extensively Project Gutenberg is used in Finnish

schools, it is recommended by some teachers using Peda.net, a portal intended for teachers to share materials with each other and students. Naturally books can still be borrowed out of libraries or bought, but in the modern world filled with different electronic gadgets, it is also good to have an alternative for them.

Whereas videos and films are great in enhancing their oral and listening skills, students also need to be taught how to read and write effectively. Even though they may be able to find inspiration from audiovisual sources, they have to have a form of good writing in their heads. This form can be acquired by reading authentic sources, be it literature such as novels and short stories or media outlets, such as newspapers. Reading different literary sources not only improves students' language skills, but also provides an insight into the culture which the text describes. It does not matter if the material is a novel or a newspaper, the culture around the author affects it nonetheless. But it is not enough to tie a text to the culture surrounding it. As Ahrens (2015) observes, it is important to make a connection between the subject matter of the text and students' personal lives.

Although it is easy to think that one text devoted to one subject is enough, Freese (2015) points out that it is not so. If this was the case, students would only be provided with one point of view into the subject. It does not matter if the viewpoint is a broad one, it still only provides one-sided information. Students should be provided with multiple sides to a subject. This would not only improve their general knowledge of the world, but when they approach a subject from different perspectives, it also improves their narrative competence (Freese, 2015). In addition to multiple perspectives, these narrative texts should be more centralized than they currently are. According to Freese (2015), this helps them develop both productive and receptive skills. The students would, therefore, improve both their writing skills and also their reading comprehension skills.

As stated earlier, teaching in Finnish schools is based on the national curriculum, which in Finland is set by the Finnish National Agency of Education. Concerning literature, the Finnish curriculum follows a traditional EFL curriculum in that it progresses from

simple, pedagogically produced text passages into a higher level of texts. As Hall (2015) has studied, using literature in EFL teaching can improve students' language skills considerably. The first texts build students' vocabulary and present new structures to them. After language skills are at a sufficient level, students can move into more difficult texts which are not pedagogically produced. Slowly students can begin to build a cultural context around the text, and this is where - according to Hall - the problems arise in typical EFL curricula. When students begin to grasp the cultural context around which the text is written, the analysis is usually superficial and selective (Hall, 2015). Although Chambers and Gregory (2006) suggest that students should be able to read and understand primary text genres, such as novels, Hall (2015) has observed that language can cause significant problems to the students. Even though teachers may think that a text is perfectly understandable and the vocabulary should not cause any problems for the students, students may find the text difficult to understand. When these two problems are combined, students are suddenly faced with a text that is not only difficult to understand, but also a text whose cultural context they cannot properly comprehend. This may cause decreased interest towards reading, and even the language itself, among the students.

There are also other ways literary media can facilitate language learning. One of the longest used of these are newspapers, which have been used since before World War II (Wood & Nicholson, 2005). But as times have changed, newspaper as a print medium has been in decline for some time on all the continents but Asia (World Press Trends Database, 2016). Digital circulation, on the other hand, is growing steadily and the trend can be predicted to continue in the coming years. Therefore, newspapers as a tool of teaching must still be taken into account when thinking about the teaching methods of the future.

Newspapers as a teaching tool have been researched in several decades already. For example, the American Newspaper Association (ANPA) has organized several studies on the subject over the years. More recently, researchers such as Dunbar (2006) and Wood and Nicholson (2005) have studied how newspapers affect students' language

skills. Dunbar (2006) studied how a feature newspaper article could be used to improve students' skills. The premise for her article was that students in the class were able to read for information and that they could summarize the content of a piece of text they had just read. These are skills that can be expected from an EFL student in senior secondary school. According to Dunbar (2006), a feature newspaper article not only builds on these skills, but it also adds the perspective brought on by the writer of the article. The ability to distinguish between what is a fact and what is an opinion of the writer of an article can be practiced through reading and analyzing feature articles. Practicing the writing of a feature allows students to train their writing: they have to think of the angle they approach the subject from and, in addition, critically examine the information they gather for the article. Writing a feature article can also be seen as a multimodal exercise, as students can gather information from various sources, such as books, podcasts and interviews.

Whereas Dunbar (2006) focuses more on the writing of an article, Wood and Nicholson (2005) concentrated their study on what kind of effect the reading of newspapers had on students' skills. They discovered a positive effect not only on students' language skills, but also on their social skills. Students who were exposed to a multitude of newspapers appreciated their value as a source of social commentary. In addition, if newspapers were used as a part of teaching, it was possible that students formed a daily habit of reading newspapers, thus making them more socially aware. But as Wood and Nicholson (2005) note, it was not enough just to bring newspapers into the classroom. Especially in the beginning students required instruction on how to read them effectively. If the instruction was successful and concentrated on the subjects that needed most attention, students were likely to have less trouble reading the newspapers. Wood and Nicholson (2005) comment that students' language skills also improved when they read newspapers regularly in class. Students could more easily identify the main idea of the article and they could more easily distinguish fact and opinion. Wood and Nicholson also reported a result from a study by ANPA, where it was discovered that students who read newspapers tended to score higher in tests

than those who did not read them.

As Dunbar (2006) and Wood and Nicholson (2005) have observed, there are many benefits in using newspapers as part of teaching. For example, it has been shown that students who read newspapers possessed higher linguistic capabilities than those who did not read them (Edfelt 1990, as reported by Wood and Nicholson 2005). It is not only the linguistic skills that can be improved through reading newspapers. When students search various newspapers for information, they have to examine the text critically (Dunbar, 2006). This presents the students with a chance to view a subject in various ways, exposing them to alternative opinions. Similar findings were reported by Wardell (1973, as cited by Wood and Nicholson 2005), who found that by reading newspapers students were able to better distinguish fact from opinion and identify the main idea of a text. Wood and Nicholson (2005) also report that by reading newspapers students improved their writing skills more quickly when compared with students who did not read them.

Although the popularity of printed newspapers has declined, newspapers in digital form are still a popular source of information. As Wood and Nicholson (2005) think, more and more newspapers are probably going to move into the Internet, but they can still be used as a part of language teaching. In a way, it will become easier for teachers to use them in teaching. The teacher does not have to collect newspapers that are brought to his or her home, rather he or she can show an Internet version of the same paper on a projector. In addition, students can download articles from the Internet directly onto their own devices, which allows them to read them at their own pace. For these reasons, newspapers will be of use in the language teaching of the future.

3.3.3 Auditive media

When one thinks of auditive media, the first thing that comes to mind is probably different kinds of music and various songs and perhaps also radio programmes. Whereas music is still listened to regularly all over the world, the popularity of the radio is on

the decline especially among young people. According to an article in Forbes (McIntyre, 2016), these days young people prefer to use various streaming services such as Spotify. But even if the use of traditional radio services has declined in the student population, there are other sources of auditive media besides music.

One of the new types of auditive media that has notably increased in popularity in recent years are podcasts. They are audio files available on the Internet which can be downloaded for personal use (Oxford Dictionaries, 2017). Different podcasts are usually made available as series, which customers can subscribe to and receive automatically. There are many ways in which podcasts can be used in language teaching. Some examples are provided in a study by McBride (2009). She suggests that at the beginning the teacher should be the one to provide materials used in the classroom. This way the teacher can ensure that the level of difficulty in the podcast is suitable for the students. The tasks themselves should be quite broad at first, so that the students can grow accustomed to podcasts. Should the students be asked about detailed information right after they have been introduced to podcasts, they may not be able to do it and as a consequence may lose interest in podcasts altogether. McBride (2009) therefore suggests that in the first few times questions should be relatively simple, such as what is the general topic of the podcast. When the students are comfortable with listening to podcasts, the questions can be more specific. In senior secondary schools, students should be able to discuss the content of a podcast and form opinions on the topic the podcast covered. Podcasts could therefore be used as a basis for classroom discussion. Additionally, in senior secondary schools it should be possible for the students to search for and listen to podcasts by themselves. They would not need to rely on the teacher to provide the material. An undeniable benefit of this, which McBride (2009) mentions, is that students can find material on topics that interest them the most. Naturally the teacher should still keep tabs on students to ensure they follow the instructions, but there also exists a possibility for students to listen to podcasts on their own. If a teacher wanted to include podcasts students found on their own into the lessons, he or she could ask the students to tell about the topic of the podcasts, either to the whole class or in

small groups (McBride, 2009).

Not only can podcasts be used as a training tool for listening comprehension, but students can also create some of their own. Langer de Ramirez (2010) notes that the equipment for making podcasts does not have to be expensive and usually it is also easily available. This is especially true if there is no intention of publishing the podcasts made by students on the Internet. Moreover, as nearly every student in senior secondary school nowadays owns some kind of smartphone, the recording of podcasts can be made using them. If students do not want to keep the recordings on their phones, they can be uploaded to school computers, where the students still have access to them. As is the case with almost any task that is done in the classroom, also creating podcasts needs guidelines in order for students to receive the biggest possible gain from them. According to Langer de Ramirez (2010), podcasts should be kept short and relatively simple. Naturally students should feel challenged, but as the creating process can be cumbersome for some, they can quickly lose their interest in completing the task. In addition, for the podcasts to remain clear, students should be advised to keep background music and sounds to a minimum. As the podcasts themselves consist mainly of talking, different voices can easily muddle the sounds to an incomprehensible mess. Also, for students to be able to concentrate on the aspects of language at hand, the topic of the podcasts should be limited to just one. As to what kinds of podcasts students could create, there are numerous possibilities. For example, Langer de Ramirez (2010) suggests posing a problem to the students, who then interview people and discuss the problem with them. Thompson (2013) argues that the problem could be anything from current events to something pertaining to the lessons themselves, or students could even create study guides based on their experiences.

While there are many benefits in using podcasts as a part of language teaching, there are also some disadvantages. Any time technology is brought into the classroom, no matter how commonplace it may be, it may cause stress for teachers and students alike (Harrison, 2011). Teachers should be completely comfortable in using the chosen medium before they bring it into the classroom. If they are not, even small problems

may cause the whole class to unravel, after which it is very difficult to make the students focus on language learning. As for the students, although they are nowadays very capable in using various technological gadgets, they may still feel stressed about using technology in a classroom situation. As it is possible that students have not listened to podcasts previously, a teacher would have to make sure that everyone was comfortable using them. Another problem is how to find material that everyone is at least somewhat interested in. Although a teacher could just pick a topic at random and force the students to listen to it, it might cause the students to become demotivated towards podcast enhanced language learning. Therefore a teacher should allow students to choose the podcasts they want to listen to as soon as possible. The teacher could assign an overall topic which the podcast should cover in one way or another. The topic could for example be music or sports, both of which have different points of view and bases from which they can be looked at, and everyone should be able to pick one that interests them. The teacher could also gather a few topics together, from which the students could then vote for the one they would like to learn more about.

Although the benefits that podcasts have for language learning are perhaps easier to observe than the benefits of music and songs, the latter ones should not be discarded. Both are an integral part of the culture which surrounds the language. As Vettorel (2008) states, songs can bring language learning and culture nearer to the students. When students can understand the language of a song, they correspondingly understand the meaning behind the words. Mangan (2008) observed using popsongs as part of course material and found the response from the students to be very positive. Additionally, she researched using iPods as a tool to help language teaching. iPods were used not only to listen to music, but students could also listen to podcasts and watch videos along with them. As students' exposure to language increased, so did their language skills. Vettorel (2008) also observed an increase in the various aspects of students' language skills when songs were used as part of the teaching. For example, he attributes students' increased vocabulary to the repetitive vocabulary found in songs.

As can be seen in the examples by Vettorel (2008), Langer de Ramirez (2010) and

Thompson (2013), there are many ways how to incorporate auditive media in language teaching. They have also shown that when used correctly, there are great benefits in doing that. For these reasons auditive material should be included in the Finnish curriculum.

3.3.4 Social media in teaching

As is apparent from the definition of social media by Obar and Wildman (2015), it focuses on making communication between people easy and fluent. Over the last 15 years, social media has risen from small communities to a platform which is widely used globally, and has completely changed the way we communicate with each other. And as can be expected, young learners are the ones who have adopted these services most fluently into their daily lives. As Highley and Seo (2013, p. 20) note, these young learners, who can also be labeled as Millennials, have grown up with services such as Facebook and Twitter. As these people enter the school system, they may be surprised to learn that social media is actually used in rare cases in classes. One might think that the most important factor for this is the age of the teachers. The majority of the teachers are a part of an older generation, and have grown up during a time when computers were rarer and the Internet was either just in the first phases of testing or had not yet broken through to the public use. But this is not the only factor. Highley and Seo (2013) cite a study by Lei (2009) and a survey of 30 teachers at the University of Cincinnati, which both showed that the teachers did not see a benefit of using online social media in classrooms. This is somewhat surprising, considering that Hyland (2003, pp. 151-152, 154) provided numerous advantages to using different online communication methods for EFL teachers. It has to be noted that most of the advantages that Hyland provides highlight the increased possibilities for communication and that the communication opportunities are equal for all participants. He leaves it up for further research to discuss the effect these exercises have on students' actual writing skills.

In Finland social media is rather seldom used in schools. Only approximately one

fourth of the teachers had used social media in some capacity (Oksanen & Koskinen, 2012). In that study, it was found that slightly over 25 % of the foreign language teachers had used social media in teaching, which was second least among subject teachers. When arranged according to the years of teaching experience, the use of social media was most prevalent among those with 6-10 years of experience. Oksanen and Koskinen (2012) also studied what social media platforms teachers used most often in teaching. The most common platforms were various collaborative sites, such as wikis. Teachers use them as a source for information when planning lessons and also instruct students to use them when doing group work. The second most used social media platforms were various media services, which were used to enliven the lessons. Networking platforms, such as Facebook, were the third most used types of social media. Instead of using them directly in teaching, teachers mostly used them as a communication tool between the teacher and students. Oksanen and Koskinen (2012) quote a teacher saying that he or she had created a closed group into Facebook for students in senior secondary school, where she could link news about current events and also applets that the students could try. Additionally, students could use the group to ask each other for advice concerning homework or unclear matters. These three platforms were clearly the most used ones in Finnish schools. Each of them had been used by at least 70 % of the teachers who took part in the study (Oksanen & Koskinen, 2012). Some teachers had also used other kinds of social media services, such as blog platforms, link and news sharing sites and microblog services. Only a minority of the teachers had tried to use virtual reality services in their teaching. These were mostly used to train social skills, not subject skills.

A good example of how social media can be used to help facilitate students' learning is also provided by Highley and Seo (2013, pp. 23-24). They interviewed Alicia, a teacher with 13 years of experience, who teaches her class about a subject while using an online communication platform Ning as a means for her students to communicate with each other. She also uses the platform to test their knowledge on the subjects covered. Because the students were required to post questions to the site about the text

they were supposed to read, Alicia was able to observe if they actually did the task. The students' understanding of the texts was also tested, as they were required to respond to the questions asked by other students. Alicia was then also able to provide additional information to the students, as she herself could hand out links to videos or articles found online for the students to read. This example shows how online platforms can be extremely helpful in learning not only a language that is being taught, but also other subjects. This kind of exercises also provide students with examples of how the language is used outside the classroom and how the language variants in the class and out of it differ from each other. In addition to providing a more varied way of teaching different subjects, online platforms such as Ning provide a way for teachers to observe the students use of language in a slightly less formal setting. Alicia notes that even though Ning is less formal than a classroom setting, it still is a platform used for an educational purpose, and the language used there does not completely reflect the students' use of language in their lives outside of school. Nevertheless, Alicia states she has even been able to use online messaging between students as a means of assessment. (Highley & Seo, 2013, pp. 22-24)

As social media is intended to be used by everyone everywhere, it should not only be easy to include in teaching, but also cost-effective. Most social media services are free to use, although there are exceptions. Hintikka (2014) states that not only does the free-to-use principle of these services make them extremely popular, but it also means that they are easily accessible for everyone. Even services such as Ning, which has a monthly subscription fee, only require that an organization pays for this fee. When that has been done, every member of the said organization can then use it for free. A downside of the free social media services is that they can be updated without warning and some properties that were previously working may not function anymore and information and files can be lost (Hintikka, 2014).

Oksanen and Koskinen (2012) have studied how social media is used in teaching. They found that the most used social media platforms were various collaborative services, such as wikis. Usually these were used to search for information concerning subjects

for group assignments and presentations, although sometimes teachers had used them as demonstration tools. The second most used services were media services such as YouTube, which were usually used to diversify the materials which were used during lessons. Various communal services were the next most used type of social media. Services such as Facebook were mostly used to facilitate the communication between a teacher and students. Although students could contact the teacher through them, usually the communication was initiated by the teacher. But this is not the only way these services can be used, as was demonstrated by a teacher who took part in the study by Oksanen and Koskinen (2012). The teacher had created a Facebook group for the class where he or she could link useful applications and links which they were not able to cover in class. Not only that, but students could also use the group to ask each other for advice, for example concerning home work.

Although it is easily seen as just a tool of communication between students, social media can be much more if it is used efficiently. For example, the teacher can utilize social media platforms by giving instructions and allowing students to hand in assignments through a social media service. Naturally social media services can be used for communication, but it does not have to be limited to exchanging tales of how the latest weekend went. A group can be set up where students can ask for help concerning assignments, or students and the teacher can post links to videos they find interesting and relevant to the topic. As social media services are often free to use, teachers should not be afraid to utilize them.

3.4 Problems in introducing media to classroom

Although using different media in classroom can be extremely beneficial for students' learning, there are problems that speak against it. In the study by Harrison (2011) the skill level of students in relation to the type of media they used was found to be a significant problem for learning. In his study the students were introduced to a Japanese television comedy by showing them DVDs of Japanese comedy programs and then discussing them. Afterwards, the students themselves had to create their own video

clip, which was then discussed. Harrison observed that although the students were proficient in Japanese, they did not have the skills needed to complete the filming task set for them. This should be noted in Finnish education as well if the media is used in EFL teaching making sure that the students are given tasks that are suited for their skill level. The tasks should not be too easy, because then the students will not learn anything new, but if they are too difficult, the students' motivation towards learning English may decrease. As Tschirner (2011) points out, different video clips should be motivating and oriented for success. If they are intellectually challenging for the students, they also motivate them. The tasks should also be easy to understand, because then they prime the student for success. This engages their language acquisition and they get a sense of accomplishment, therefore enabling them to see themselves as good learners and successful students. King (2002, p. 512) observes that films viewed by the class should not be chosen because of their entertainment value alone, but they should also provide points that could be used in classroom discussion. This is especially true for more experienced learners, whose language skills are good enough to have a meaningful discussion on the topic of the film. King (2002) also points out that longer films are more effective with those students who already have established language skills. Younger learners with less experience with foreign languages may be burdened by the language that a feature film contains, because they cannot follow the film easily. Therefore films should be divided into smaller parts, or only short video clips should be shown to the learners.

The teacher also has to make sure that the media the students are using is relevant to them (Tschirner, 2011). If students are provided with material that has no connection to their lives, they quickly lose interest in the subject and the learning grinds to a halt. For this reason, the Internet is a great source of materials, as different sources are updated constantly and there is almost certainly something for everyone. A problem with using the Internet is that the information found there may not be true or it is not presented objectively. Therefore students need to have some skills in critical reading so that they can differentiate the truth from lies, or at least inaccuracies. In addition, there

is a chance that students learn non-standard English, as many sources in the Internet are not proofread, be it from a lack of time or because it is not thought necessary, and may contain errors.

Harrison (2011) also notes that introducing new media to the classroom may cause anxiety in both students and teachers. He observed that teachers felt uncomfortable with the media the students were creating, as they did not have enough technical knowledge, which then led to breakdowns in communication. Therefore students did not receive the best education possible, as the teachers did not know how to teach it. But as Harrison points out, teachers can also use this as a learning opportunity, because they can learn to use media from their students. The optimal situation would be that the teachers could use the media of their choosing without problems, but that they would not not have to possess a complete knowledge of it. An important point is that media should not steer attention away from the actual learning process (Harrison, 2011). It is a means to an end, not the end itself.

One source of anxiety also stems from the kind of English students listen to in videos and films. According to King (2002), if the film the students are shown is too difficult for them to understand, they may get confused and become convinced that they will not learn English that is used in real life. Because of this, some students might even give up on English learning through videos and films. King suggests countering this anxiety by using subtitles or closed captions that come with the films nowadays. The difference between the two is that closed captions provide visible text for all sounds, not only the spoken words. A positive side with captions and subtitles is also that they can be turned off when the skill level of the viewers has risen to a sufficient level.

Although different kinds of videos make classes more dynamic, care has to be taken to make the videos interesting for the students. As King (2002) notes, students quickly grow bored with videos tailored directly for the classroom, because they show similar things with the same actors repeating the roles. These videos try to engage the students by making them analyse different details in videos and, based on the analysis, answer specific questions.

In the case of social media, most problems relate to the privacy of students and to the rights concerning the tasks they have done. Many social media sites are public to the whole world, so if privacy settings are not properly adjusted, students and their work may be easily shared over the Internet. Naturally this exposure can be somewhat limited by sharing different tasks only between classes (Merchant, 2010), but it limits the use of the media as a whole. Also, teachers have to take into account that some social media sites, such as YouTube, own the rights for materials uploaded in them, which may cause problems.

As for social media, it is not unproblematic to incorporate into the teaching. For example, students may not be familiar with using it, so it may present severe problems and obstacles for learning. From the technical standpoint, social media services are usually either text-based, where users write messages under either their own name or a nickname, or based on a fully three-dimensional world, where people can move around using avatars, personifications of themselves in the virtual world. When using either of these interfaces, students may encounter a multitude of problems that hinder their capability of using them. deNoyelles (2013) studied students using Second Life, a social media that uses avatars in a three-dimensional world that can move around and communicate with other avatars, or users. She concludes that if the users are not sufficiently comfortable with the technology they use, they may not participate in the activities, or at least they do not concentrate on them properly. As a consequence, their learning is impeded, which might not have happened if the teacher had used a more traditional teaching method. The teacher has to make sure that students are comfortable with the technology used in the teaching. It is also very advisable to provide technical assistance during the exercises, and it must not only be restricted to in-class situations, but as deNoyelles (2013, p. 10) notes, assistance should also be provided in the world itself. This is not restricted only to social media platforms which use the whole world as its medium. Text-based services also have their own set of rules and guidelines which must be adhered to, and there should always be someone available to explain them to those who are not so adept at using different kinds of social media.

A major obstacle in introducing social media into the teaching might be the cost and the terms of services of social media companies, which may restrict the use of the platform to a specific age group. For example, even though Facebook is free to use and is the most widely used social media platform in the world and different groups can be created there, it has an age limit which bans the users under the age of 13 (Facebook, 2015). Additionally, the European Union plans to institute a regulation that would require a parental permission for children under 16 to join social media (Titcomb, 2015). This prevents the use of Facebook as a tool in schools for primary and a part of secondary school. On the other hand, Ning is widely used in schools in the United States due to teachers being able to create their own specific groups for each of their classes. The drawback of Ning is that it has a monthly cost, the size of which depends on the wanted storage space for files and the number of members and administrators for the group. Due to this, some teachers may decide not to use it, as they cannot find a funding for it.

Another problem that is likely to arise when using social media is bullying (Hintikka, 2014). Although bullying has occurred in schools for a very long time, social media has provided new channels for bullying to occur. Previously, it was much easier for teachers to intervene in the bullying when it happened in school. Now that bullying has moved into the Internet, it has become much more difficult to prevent it. Students usually use the latest services and are very adept at using them, so they can remain hidden behind anonymous accounts.

Other problems which hinder teachers from using social media in teaching are for example the amount of equipment they have at their disposal and their lack of experience using social media (Oksanen & Koskinen, 2012). Although the number of computers has risen and the quality of Internet connections has improved, the first problem is still valid, especially in smaller cities. One way to further improve the situation would be to invest more funds into school equipment, but currently it is not very likely to happen. Concerning the lack of experience, the teachers are the only ones who can resolve that. They need to familiarize themselves with social media platforms and discover for

what they can be used for. This would probably require sacrificing some spare time, but the consequences for students' learning could be worth it.

As can be expected, there are some problems which have to be resolved when using media as a part of language teaching. But teachers should not be afraid of it, because when used appropriately, students can benefit greatly from the use of media. In addition, even now the benefits are greater than the possible drawbacks. If the materials used are chosen well, they not only facilitate students' language learning, but also make lessons more enjoyable for them. But teachers cannot choose the materials based solely on the students' expectations, rather they have to take into account their own skills and experience. When all of these conditions are met, everyone should be able to gain the most out of the lessons.

4 Methodology

In this study I analyzed three different books used in senior secondary school English teaching. The books were from the two most popular school book publishers. On top of that, I interviewed teachers to find out how they used media in their teaching. The study was composed of a qualitative analysis of the school books and the interviews.

The qualitative analysis process formed a large part of the book analysis. The purpose was to find out the ways in which the books encouraged students and teachers to use media. The qualitative study of the books allowed the focal points of them to be seen: what were the media types that were used most often and in what kinds of tasks the media was utilized. Due to the formulation of research questions, the qualitative analysis of the books was the reasonable way to answer them. This does not mean that quantitative analysis was completely discarded, but it had only a small role in this study. The main purpose of the quantitative analysis was to show the differences between the use of various media types.

The research questions for this study were the following:

1. How do the current text and work books used in school encourage students and teachers to use media in EFL?
 - i. What are the types of media that the books encourage teachers to use?
2. What are the teachers' views on using media in teaching?
 - i. In what ways do the teachers use media exercises from the books or do they come up with their own exercises?
 - ii. What kinds of media do the teachers use in EFL teaching?

The first research question along with its subquestion was answered through the book analysis, while the answers to the second question and its subquestions were found in the teacher interviews.

4.1 Book analysis

The books analysed for this study were *On Track 3* (Daffue-Karsten et al., 2016), *Insights Course 3* (Karapalo, Keltto, Kilmer, Kuusivaara, & Suonio, 2016) and *Open Road Course 3* (Karapalo et al., 2014). The analysis was done by going through all the exercises in the books and documenting the ones that contained the use of some kind of media source. These exercises were divided into categories that were based on the definition of media given by Ohm (2010, cited in Chan, 2011). Although this definition includes literary media in the category of visual media, I decided to make literary media a separate category in order to clarify the distinction between sources such as images and those such as newspapers or books. In my opinion these two kinds of media are very different from each other and train different aspects of language use, so the decision to separate visual and literary media is justifiable.

I also included two additional groups, as not all the tasks could be clearly categorized using the original definition. One category is used for those tasks that make use of multiple media sources. This category includes tasks that instruct the students, for example, to watch a movie and read a review that covers it, therefore using both literary and audiovisual media. The other added category was the "Go Online" category. This category includes tasks that tell the students to go to the Internet and to search for information on a given topic, but do not necessarily specify a media source. These could have been listed under multimodal media usage, but as the use of media is more fluid in this category, with different students using different source materials, I felt these two categories should be kept separate. Although students may choose not to use a source that is intended for the kind of use included in the definition by Chan (2011), the chance for that is great enough to justify the inclusion to this study. The number of tasks that use media is also compared to the total number of tasks per book, because this allows a better comparison between the books. This way the study takes into account cases where one book might have significantly fewer tasks than the other books and therefore has fewer possibilities for tasks requiring the use of media.

4.2 Teacher interviews

Four teachers were interviewed for this study. They are all teachers in the same senior secondary school in Central Finland, and all have classes both in secondary and senior secondary schools, but with differing amounts of experience. As this study only concerns senior secondary schools, the teachers were asked to answer the questions based on the experiences using materials at that level. In addition to differences in experience, there were also some differences in the books they used. Most of the books they used are also part of the book analysis of this study, but one book, which is mostly used in revision courses, is not part of this study. The background information of the teachers is found in Table 1.

Interviewee	Experience (years)	Book series used
Teacher 1	approx. 20	On Track, English United, Open Road
Teacher 2	13	Open Road, On Track, English United
Teacher 3	20	Open Road
Teacher 4	4	Open Road, English United

Table 1: Background information of the interviewed teachers.

The interviews were conducted during the first week of May 2017. The interviews were recorded both on tape and video. The video was mainly used as a backup, in case the voice recording did not work for some reason, but it also allowed the teachers to describe their feelings using body language.

In the interviews, the main questions to which answers were sought were:

1. Do you use media when teaching EFL in senior secondary school and if so, how much and what kind of media?
2. Based on your experience, what are the advantages and disadvantages of using media in English teaching?
3. Do you use media based on the exercises and suggestions in the book or do you come up with your own exercises?

The detailed questions used in the interviews can be found in the Appendix. The teachers were also welcome to add further ideas if they thought them relevant to the study.

As the interviews were only semi-structured, discussions sometimes deviated to parallel topics. These discussions gave more insight into the teachers' thinking of how and why they use media the way they do. As there were no questions to which quantitative answers were sought, the analysis of the interviews was restricted only to the qualitative analysis. The analysis focused on the content of the interviews, and it was used to support the findings in the book analysis. Additionally, points raised by the teacher were used to consider finding of the book analysis from another perspective and provide additional information.

5 Findings

In this section I will present the results gained from the book analysis process and from the teacher interviews. First I will present the results from the book analysis, but I will also include answers from the interviewed teachers, as they can provide additional information.

5.1 Book analysis

The number of the tasks that used media as a component of learning differed quite a lot in the three books. As can be seen in figure 1, the number of the media using exercises is significantly lower in Open Road than it is in the other two books, On Track and Insights.

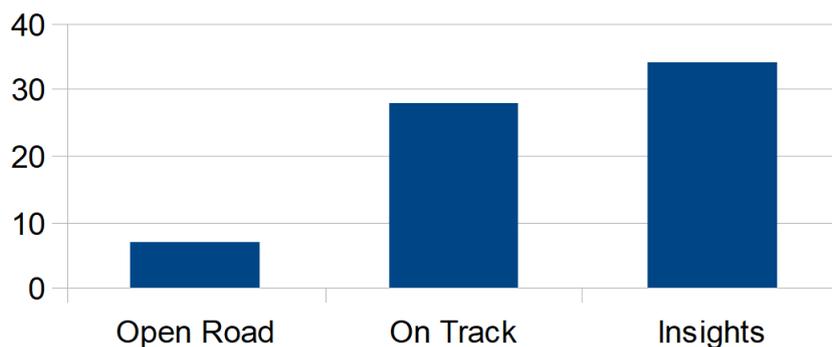


Figure 1: The total number of the tasks that make use of media sources per book.

The total number of the exercises that use any kind of media in Open Road is 12, whereas in On Track the corresponding number is 28 and in Insights 35. The difference between different book series is even larger when we take into account the total number of exercises in the books. As can be seen in table 2, the number of tasks in Open Road amounts only just over 6% of the total number of tasks found in the book. This is in stark contrast to On Track and Insights, in which the proportion of the tasks using media are approximately 15% and 19%, respectively.

Open Road not only has the fewest exercises that use media, but it also has the least variation in the tasks that do use it. As is shown in figure 2, the book only uses three

Book	Number of media tasks	Number of tasks	Percentage of media tasks
Open Road	12	193	6,22%
On Track	28	185	15,14%
Insights	35	178	19,66%

Table 2: Number of media tasks per book and their percentage from the total number of tasks.

types of media in it: literary, audiovisual and multimodal. It has to be noted that the multimodal tasks made use of all the other types of media found in the categorization. Nevertheless, the number of tasks is quite low, and partly due to this, the variation in the different types of media is also almost non-existent.

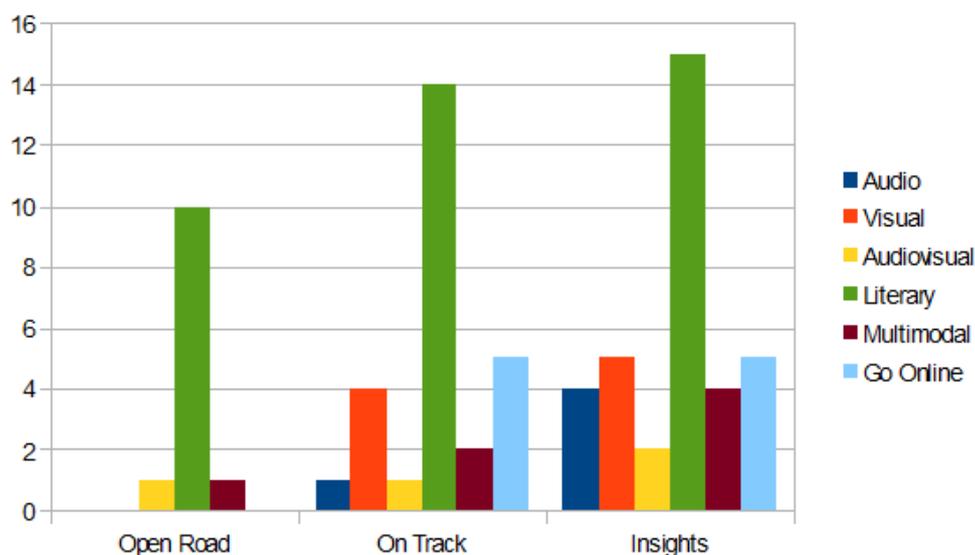


Figure 2: Different types of media used in tasks in the books.

In On Track the situation is vastly different, as is seen in table 2 and figure 2. It has over double as many tasks which use media as Open Road, and the variation between media sources is notable. Although most of the media used comes from literary sources, which are used in 14 exercises, there are still multiple tasks which use some other kind of medium, the chief among them being visual media. On Track also allows the students to decide what kind of media to use, as there are five tasks in which they have to search for information on a given topic on the Internet. Mostly these are tasks that require students to make a poster and give a presentation on the topic to the rest of the

class. Although there is variation in the tasks, the majority of the media sources still rely on visual clues. Only two of the tasks fall into the categories of audio or audiovisual media.

Of all the books in this study, Insights had both the largest number of tasks using media and the proportion of the media using tasks from the total number of tasks was also the highest. There seems to be the greatest amount of variation in the types of tasks as well. All the other media categories are on par with the ones in On Track, but Insights has more tasks using audio sources such as music and podcasts, which are used in four tasks. Audiovisual sources, on the other hand, are only used in two tasks, which is still quite a low number, although it is still more than in On Track.

5.1.1 Literary media

As can be seen from figure 2, the tasks using literary media are clearly the most prevalent ones. In total, they constitute over half of the media tasks in the books. The reason for this is that every chapter in the books is written; there are no chapters where the students only have an audio version of the chapter available. Because chapters, which have an authentic source for their text, be it an interview or a part of a novel, were counted in the analysis, the tasks that make use of the text counted towards the use of literary media. This number is increased even more by the organization of the tasks. In nearly all the chapters in all the books, the first few tasks in a chapter are used to introduce new vocabulary and expressions to the students. These tasks included instructions such as "Spot the phrase in the text", "Answer the questions according to the text" and so on. These are the most common types of tasks which are found in all the books.

Although most of the chapters are written in a traditional narrative, there are some exceptions. As course three in the senior secondary school national curriculum of 2016 is titled Cultural phenomena, the books naturally covered different areas culture, one of them being poetry. Both Insights and On Track have one chapter each in which the

main body of the chapter consists of multiple poems. Insights also has an extract from William Shakespeare's *Romeo and Juliet* and On Track has an extract from Shakespeare's *Macbeth*. Both books begin by analyzing the poems presented to the students. There are some differences in how the books handle the analysis. In Insights the focus is more on the content of the poems. Students are given questions concerning the topic and overall atmosphere of the poems. Although On Track also has questions concerning the content, it focuses on the structure of the poems as well. After the poems have been analyzed, both books instruct the students to write their own poems. This kind of task structure provides students with a deeper understanding of the way the language works, and it can also be connected to the teaching of cultural aspects surrounding the language. For example, when writing their own poems, students can think about where they find the inspiration to their poems. This can then be compared with the poems in the book: what inspired the poets to write them and if there is a larger cultural or historical context to it.

When looking more closely into how the media is used, a noticeable development can be seen when comparing Open Road to the other two books. Not only has it fewer tasks using media, but also the chapters themselves are not nearly as often extracts from books or articles. Considering the chapters in Insights and On Track, approximately half of them use an extract from a book or some other published source as material. In such cases, exercises relating directly to the content of the chapter were included in the literary media category. In Open Road instances where extracts formed the text of the chapter are rarer, but it does use abridged versions of some materials as chapters. Even though these versions are not straight from the published materials, they were included in the analysis, as they are only shortened but otherwise unedited versions of the texts.

Other than that, literary media in the books is mostly either interviews or short extracts from novels. These are also the types which the teachers use most often. All the teachers used literary news sources, either printed or digital, but fiction literature was used considerably less. The teachers encouraged students to search for information from

news sources, especially during project work. By doing so, students could gain actual information about their subject while also subconsciously observing other important topics from the papers. The teachers felt that is one of the main advantages in using media: news change daily and by using online media, students are able to see things happening right before their eyes.

In the case of fiction literature, the interviewed teachers felt that there was not enough time to incorporate things such as novels into their lessons. Their analysis would take too long, and therefore they preferred shorter texts. The teachers felt that the books provided good material for that, as they included extracts from novels. Teacher 1 stated that she required students to get acquainted with different novels in order to get familiar with their style and structure, but it was not possible to require the students to read them in full. Instead, she had found that short stories could be used instead of novels, as they were similarly structured. When asked what the students thought of reading short stories, she answered that they seemed very interested in the subject and were happy to read them. One thing that especially benefited the students was that the story was included in a book used in senior secondary schools, which meant that a recording of it was included on the book's CD. Therefore the students did not only read the novel, but could also hear someone else reading it, meaning they could learn skills in multiple categories.

5.1.2 Search from the Internet

The second most frequent category of media tasks was the one where students were instructed to go online and search for information. In these tasks it was not indicated which kind of sources the students were expected to use. Although it is very likely that students used various types of media when searching for information, there is no way to accurately confirm this, and therefore they are not included in the multimodal category. Usually these tasks were longer ones, where students would make a poster or a presentation based on their findings. Even though they are the second largest task group in numbers, it is questionable whether they are the second most used group.

Based on the interviews of the teachers, these kinds of larger tasks are usually done once or twice per course, depending on how fast the class has progressed during the course. Because these tasks require multiple lessons in order to be completed, they are often skipped in favor of quicker tasks. The placement of these tasks to the end of the chapter makes skipping over them easier. Because teachers usually want to progress through the tasks in order of appearance, the last few tasks are usually kept in reserve as extra activities. This is a shame, because usually tasks where students are allowed to choose the subject they focus on are the ones they like the most. They are not forced to use the books, but they are rather allowed to search and progress at their own pace.

5.1.3 Visual media

Visual media tasks are only used in On Track and Insights. Overall there are nine tasks which use some form of visual media. Most of the tasks include analyzing a picture or a painting and either writing a small text about it or talking about it with other students in the class. There are noticeable differences between the types of visual media presented in the books. Whereas Insights focuses more on classical paintings, On Track utilizes a more modern take on the subject. On Track includes discussion about the works of modern graffiti artist Banksy, art as a means of protest. On Track also encourages students to compare works of art intended as protests from different eras. On Track also includes some statues in the tasks. The inclusion of art as a medium for protest allows the students to realize new ways of influencing the public opinion. It is easy to think that the public can be influenced with speeches and letters, but much can be achieved through the use of images.

5.1.4 Audial media

As is seen from figure 2, there is a great difference in the use of audial media between Insights and the other two books. Open Road has no tasks using audial media and On Track only has one, whereas Insights uses it in four different tasks. Insights has

included the use of music well into the chapter handling it. For example, students are asked to write a plot summary to a film inspired by a drawn picture. After they have done that, they have to choose songs to showcase the kind of soundtrack the film would have. This requires students to think about what kind of feelings they would like to awaken in the viewer, and they also have to choose music that would be appropriate for the theme of the film. Students can also point out when the chosen music should be played and give reasons for their choices. Another rather atypical way of utilizing music is using it as a tool to help focusing on homework. As is mentioned in the national curriculum, schools are supposed to help students discover learning methods that suit them. The task in Insights is one of the few found in the books that encourages students to try out new methods. Should the tasks be given, students would be asked to do their homework while having some classical music playing in the background if they did not already do that, and then the students could discuss its effectiveness during the next class.

It has to be remembered that many tasks were left out due to the restrictions of the analysis. Only tasks which included audio from sources previously published elsewhere were included, and tasks such as listening comprehension exercises were usually excluded.

5.1.5 Audiovisual media

Although films and other audiovisual media are one of the most commonly used types of media in students' lives outside of school, they are used surprisingly little in the books. Open Road and On Track have one task each using audiovisual media, and Insights has two. Considering the popularity of websites such as YouTube and Netflix, and that conversations between people are also audiovisual, it is strange that audiovisual skills are not practiced more. The films used in the tasks are usually a basis for a written task, such as writing a review. This is used for example in Insights, where students are required to write their own review of a movie after reading a professional review of the same movie. Other than that, the use of audiovisual media relies more

on the students' pre-existing knowledge of movies. For instance, in *On Track* students have to explain why a blockbuster movie is a popular one, but there is no guided or semi-guided analysis of the movie itself, just students giving their thoughts on the matter. It has to be noted, though, that *Insights* has more video clips in it, but they are directly made for the book itself and students are not required to search for materials from authentic media services. Thus, these tasks fall outside categorizations of this study.

Although none of the books used authentic films or video clips as an introduction to a topic, the teachers used them as such. This is interesting, as it has been suggested in several sources that films could be used to either introduce a topic or to give additional information about it (Tschirner, 2011). As was the case with audial tasks, a few audiovisual tasks fell outside the categorization of this study because they were made for the book and not published elsewhere.

Although the books use videos quite rarely, teachers seem to be more inclined to use them. All the teachers reported using audiovisual media in some capacity, be it video clips from YouTube or complete movies. All the teachers used both news videos and videos from entertainment sources. There was a distinction in how and when these types of videos were used. Entertainment videos were used when introducing a new topic to the class. This was done because teachers felt that the students' motivation could be improved by first using some "lighter" material. When the topic had been covered for a lesson or two, the teachers also used news sites to provide additional information on the topic or to provide a challenge for the students. Teacher 2 sometimes used videos from TEDTalks. If there was time, which did not happen too often, the teachers could also wrap up the topic by showing a video relating to it. By utilizing videos, the teachers could provide a break for the students, as most of the work during the courses is done according to the book. All teachers thought that this way it was easier to hold students' concentration at the best possible level.

5.1.6 Multimodal tasks

There are also some tasks which include media types from multiple media classifications used in this study. In figure 2 they are categorized under multimodal tasks. Most of these tasks combine visual media with other media types. For example, Insights has a task where students first have to read a review of a film to get a grasp of how to write a review, then see another film and write a review of that film. One of the main benefits of these types of tasks is that students are allowed to use all aspects of language: listening, writing and talking, especially if they are done in groups. The tasks are also relatively easy to include in lesson plans. In the aforementioned task, students can read the review in school, and the class can have a teacher-led discussion about it to ensure that the students have understood its structure. The watching of a new movie and writing a review about it can be assigned as homework for the weekend, when the students have more time on their hands. Additionally, they are more likely to watch movies on weekends, so the homework can be seen as an extension of their regular weekend activity. If the teacher wants, he or she can assign a list of movies from which the students must choose the movie they are going to watch. If the teacher compiles a list of movies he or she has seen, it allows him or her to better comment also on the content of the review, not only on the structure. Naturally there is the risk in using a compiled list that not all students may find a movie that they want to watch. Ultimately, it may be better to allow the students to choose the film on their own.

Altogether, multimodal tasks are a great tool in language teaching because they allow students to train all the skills needed in communication. Additionally, tasks can be designed to focus on the weak points of the students' skills. If the students need training in their listening skills, tasks should make use of audial and audiovisual media. Conversely, if the teacher feels that the students need to talk more, he or she could assign them pictures which the students would have to describe to each other. As can be seen from the discussion of various media types above, there are multiple possibilities of using them in teaching. Although they are discussed separately, it should be remembered that they can, and should, be used to support each other.

5.2 Teacher interviews

Although all the teachers interviewed stated that they used at least some kind of media source in their teaching, there were differences in how often they used them. Although all used such materials at least on a weekly basis, some used them on almost all the lessons. Teacher 4 even dedicated one dual period per course to media based learning. The teachers also said that the amount media was used depended on the content of the lesson: if the class was supposed to go over a chapter from the text book, it was not likely that media was used. It was still possible to use media during these lessons, as different videos could be used as effective introductory materials to the theme of the text, as this way students could start thinking about the topic of the chapter before they actually began to analyze the text itself.

The majority of the materials was quite similar among all the interviewed teachers. Two of the most often mentioned media sources were different newspapers, both printed versions and the respective internet sites of the papers in question, and video clips from sources such as YouTube and different media outlets. Printed newspapers were usually used in assignments such as group projects, where students had to give other students a presentation on a given topic, and they had to include some articles from newspapers in the presentation. These presentations, including the articles or summaries of them, were then collected on a poster, which was hanged on to a classroom wall. Video clips were mostly used as an introduction to a topic that was to be covered in the chapter of the book, but they could also be used to provide additional information pertaining to the chapter, which might be interesting to the students. These video clips were kept short, as the time was usually very limited during the courses, so teachers could not use long videos too often. Teacher 1 pointed out that if a course took less time than she expected, it was possible that they watched a movie, but this happened extremely rarely. Even then the movie was not usually watched completely during one course, but it was possible that they finished the movie during a later course. Although most of the videos students were shown were quite light and usually served in almost a relaxing role, Teacher 2 also showed them Ted Talks, which can be quite heavy in con-

tent. Nevertheless, she found that the students were usually quite interested in them, although that depended on the group she was teaching.

One source of texts that was used quite rarely was different fiction texts, such as novels and short stories. Only Teacher 1 mentioned using them during the classes, and even she did not use them much. Students were not required to read the novels completely, as usually the courses were not long enough to cover them completely. Naturally the students could read them through if they so wished, but it was left to each student's own deliberation. Short stories were used slightly more commonly, but still, they were not used very often. Although the students found the tasks interesting, the lack of time prevented them to be used more frequently.

Concerning the tasks themselves, all the teachers answered in a similar way. Although they used their own exercises instead of using the ones in the books, they were, nevertheless, inspired by them. Only rarely did they come up with completely new kinds of exercises, mainly due to lack of time. The teachers found the exercises offered in the books quite useful, and therefore they were quite satisfied with them. Mainly they just slightly adjusted the instructions or, as Teacher 4 said, "added a small twist" in them. Teacher 2 also noted that if there was an especially well crafted exercise or article in the book, they could use that multiple times, with only slight modifications, if it was deemed necessary. But there were a couple of disadvantages that affected the use of exercises provided in the books. Teacher 4 felt that the exercises were quite artificial, and did not like using them for that reason, although she could still use them as inspiration if she saw some merit in them. Teacher 1 pointed out that sometimes the rights for a media content could be very expensive, making it impossible for them to be implemented into the textbooks, and she therefore preferred her own materials.

In contrast to the use of traditional media, social media was currently used by only one of the teachers. Teacher 4 had used it to teach *there is/there are* structures. Students had to take a picture from somewhere in the school and then send it to the teacher using Whatsapp. They also had to attach a short sentence to the picture, describing there what was in it. Although each of the teachers recognized at least some potential

in using different social media services, there were still concerns that prevented them to be used. Teacher 3 felt that there was no forum that she was comfortable in using. Teacher 4, on the other hand, was concerned about the privacy, or the possible lack of it, of the social media services. Teacher 2 also felt that because she did not use social media services herself, she was not competent to use them in her teaching. Although Teacher 1 stated that she had "social media allergy", she was considering using Snapchat in her teaching.

All in all, the teachers found the use of media a very positive aspect of teaching. Three words that all the teachers used to describe it were actuality, authenticity and variation. They mentioned authenticity, because the teachers wanted to show their students how English is used in real-life situations. This is easily achieved, when teachers can show for example video clips of different interviews, where the language is not as official or tendentious as it can be in textbooks. The clips can also concern current events, which, according to the teachers, help students keep track of them and in addition make the lessons more interesting for them. Furthermore, because textbooks are not updated annually, it is impossible for them to be up to date on the current events and their content becomes outdated almost instantly. Media can then be used to bridge the gap between the content of the book and what is happening currently in the world. The interviewed teachers also mentioned variation as a positive effect of using media in the classroom. It is possible for the lessons to become quite strenuous and even tedious for the students if the focus is solely on the materials from the books. To counteract this, the teachers use media to give their students a brief break from textual materials, and afterwards students may feel slightly invigorated and it is possible for them to keep on studying until the end of the lesson. But as all the teachers also noted, the use of media has to serve a purpose for the teaching. There is no point using media just so that it is there. Also, students themselves have to have at least some kind of motivation towards this kind of learning method, otherwise the use of media will be wasted.

5.3 Summary

The results of this study indicate that the use of media has increased in recent years, especially in school books. In both *On Track* and *Insights*, published in 2016, media is used more widely and the number of the types of media used is also greater than in *Open Road*, which was first published in 2003. Although the variation in task types has increased, the books still use literary sources more than any other. Of course, this is natural when we take into account that the books themselves are literary sources, but by using interactive sources more often the students could not only learn different aspects of language, but they could also be more motivated towards language learning. It seems that teachers are more inclined to use materials such as videos and pictures as a teaching tool, as was indicated by their answers in the interviews. They did not use videos only to introduce a new topic, but also to provide their students with additional information concerning the topic. As to the use of the media-based tasks in the books, in addition to using them as intended, the teachers used them as an inspiration for tasks of their own design. Overall the teachers found the tasks to be relatively good, although they usually adapted them to suit their needs better. The main point of criticism towards the tasks in the books was their artificial nature. The teachers would have liked to see authentic media utilized more extensively, for example through articles from newspapers or video clips from various sources. Now the books relied on manufactured interview segments and videos.

Although traditional media sources were used as teaching tools both by the teachers and the books, social media was not. One teacher had already used it, and another one was planning to use it, but even they did not use it extensively. Two of the teachers felt that there was no appropriate platform that they could use. Additionally, concerns were raised about the lack of privacy and possible security leaks in the social media applications. Also, some teachers felt they were not adept enough in using social media to include it in their teaching.

The answers indicate that the teachers have positive feelings concerning the use of media in English teaching. According to them, media can be used to make lessons more

diverse, so students can acquire skills in multiple aspects of language. In addition, students have seemed more motivated when they have not been restricted to the use of books alone.

6 Discussion

As can be seen from the results and figures 1 and 2, there is a considerable difference in the number of media tasks between the older book and the newer ones. Open Road, which was the oldest book studied, has only just over ten tasks using media, whereas On Track and Insights have over double as many. Perhaps more importantly, the variation in the type of tasks has increased considerably. Both Insights and On Track have tasks in six categories, whereas Open Road has tasks of only three types. Admittedly, one of these categories is multimodal, which includes multiple categories of media. All the tasks in the books only include traditional media. Social media has not been included in any of the tasks.

The interviews indicate that teachers use media as a part of their teaching. Most of the time media was used when students were preparing a presentation or a poster, but some variation did exist. As was the case with the books, the teachers also preferred to use traditional media instead of social media. According to the teachers, the main concern preventing the use of social media platforms was the question of students' privacy, which could not be totally guaranteed.

6.1 Updates influenced by the change in curriculum

As can be observed in table 2, a large difference in the use of media can be seen between Open Road and the other two books. In Open Road, media is altogether used only in 12 tasks, which is half as many as in Insights and On Track. The reason for this is the change in the national curriculum. Different media have been given a more prominent role in the updated version, and therefore it is only natural that the school books have also been updated to match this development. In addition to the books, also teachers have had to develop their methods to include more media content. Although some teachers already used media sources under the guidelines set by the curriculum of 2003, it was not required. Naturally teachers could use them, if they found it useful. In the 2015 curriculum, it is almost required for the teacher to use it.

The changes in the matriculation examination have naturally also affected books used in senior secondary school. In *Open Road*, which is a book designed for the 2003 curriculum, media is only seldom used, and it is heavily focused on literary media. 83% of the tasks that use media focus on literature, whereas in the rest of the tasks the focus is either multimodal or audiovisual. This differs greatly from the task types found in *Insights* and *On Track*, which are designed for use under the guidelines of the 2015 curriculum. Although literary media is still the dominant media type in both books, the amount of variation has increased considerably. In *On Track*, approximately 52% of the media tasks use literary media, but the number of tasks which use visual media or different Internet sources has increased considerably. The situation is even more pronounced in *Insights*, wherein approximately 57% of the media tasks use a media source other than literature. This can be seen as a direct consequence of the updates in the curriculum, which has an increased emphasis on the students' knowledge of media types and increased cultural knowledge.

Even though a digital matriculation examination of English has not yet taken place, it can be expected to be very similar to the one in advanced German. The examination still consists of the same types of tasks as before the curriculum update, but the content of them is different. Listening comprehension can now include videos and reading comprehension may include pictures. Although some of these tasks can be quite simple to understand, it is likely that in future there will be more difficult ones that require students to analyze them more intensely. If they have not had any training for this during the courses, they can encounter severe problems. The most challenging case would perhaps be the analysis of poems and novels. Depending on the author, they can be very difficult to analyze and students may struggle with them. Although both *Insights* and *On Track* include tasks where students have to analyze both novels and poems, they are still quite short. Therefore students would benefit if teachers covered them more extensively during classes.

Although the content of the books has changed, it makes no difference if the teachers do not include the tasks in their lessons. Although most of the media tasks were closely

related to the chapters themselves, and therefore almost unavoidable, there is still a possibility to avoid using some of the tasks. Most of the tasks that used various sources from the Internet are near the end of a chapter, and they are quite often marked as additional tasks. In addition, they are usually larger tasks, such as researching a given topic, for which a lot of time is needed. All these things make the tasks easy to ignore, as there is no time to do them, because mostly the focus is on the chapter. These tasks could be utilized better if they were used as a more integral part when covering a topic. Currently, students cover the chapter either in pairs or led by the teacher, although they could first be quickly introduced to the vocabulary of the topic using the book, and then they could be given a larger research task. If the teacher wanted, the vocabulary could also be learned using the Internet. There are numerous websites intended for learning English as a foreign or second language. These sites usually have various topics and should cover at least the most common topics encountered in the books.

6.2 The use of media in the books

Although the use of media, and the variation in the media types used, has increased in the books designed for the new national curriculum, literary media is still clearly the most used type of media. The books direct the students to read parts of novels and sometimes newspapers, which is understandable considering that the books are also a type of literary media. Nevertheless, as students should be trained in all the areas of language, the dominant use of literary media causes more weight to be given to reading and writing skills. For the students to be able to improve other skills than reading and writing, media should be used with increased variation. Through the use of videos students' audiovisual skills could be improved, which would help them when communicating face to face with other people. In the case of listening comprehension tasks, students' auidial skills would be practiced, helping in situations such as talking on the phone. Although some teachers have already used media sources other than books in their teaching, the new national curriculum requires the rest to follow suit. The new curriculum for example requires that information and communication tech-

nologies are used as a part of classroom learning environment. Additionally, students are expected to be able to search for and analyze information from various sources in the languages they know.

It could be argued that books already have tasks that focus on listening and audiovisual skills, and that is true. However, the tasks are usually specifically manufactured for the book with the purpose of being as didactic as possible. They are clearly structured and there is no spontaneity in them, which is not usually the case in real life situations. Conversations in everyday situations are filled with instances where the person speaking, for example, forgets a word and the person listening has to infer the meaning from the context of the conversation. Skills required for these situations cannot be trained with manufactured situations. Instead, students have to be provided with authentic materials, such as interviews in the news or talk shows. Although the new national curriculum has improved the use of media in the books, more could still be done. The number of tasks can still be increased, and attention should also be paid on their content. New tasks should be created around an authentic piece of media, be it a newspaper article, video or a podcast. Should they be designed like this, new tasks would introduce students to the kinds of English that are encountered in the real life. The new national curriculum aims to meet this requirement, as it encourages students to search for information from various sources, and not only rely on the materials found in the course books. This should increase the students' skills not only in the language itself, but also in their capabilities of recognizing reputable sources and identifying information relevant for them.

In addition to developing students' language skills, exposing them to media from the countries where the target language is spoken also introduces them to the cultures of the countries. As English is spoken in 22 countries as a primary language, and 70 in which it is an official language, there are many cultures which the students can be exposed to. Because one of the aims of the education in senior secondary schools is to provide students with skills needed to cope in a multicultural world, English classes are a good environment to bring these cultures to the fore. Students could be encour-

aged to read literature or news from various countries, and if there is time, movies or episodes of television series could be watched and analyzed. Students could also search for information about the countries from the Internet, but the teacher should encourage students to use other sources than only Wikipedia. Naturally it could be a source, but it should not be the only source. Students could add video clips of some traditional events of the country. These should be fairly easy to find through services such as YouTube, and they could be either shown in the class when the presentation is given, or a link to them could be posted somewhere where all the students have access to it.

Various media sources could also be used when moving from one topic to another. When one topic ends, it may be difficult for some students to begin studying a whole new topic. Therefore, there should be a small pause in teaching when students can "re-boot" their thought processes, so to speak. Although they may need a break, students should still slowly start thinking about the next topic, and this is when video clips can come handy. They do not require as much concentration as reading an article or a short piece of text, but they contain at least as much information. When watching a video, students can relax slightly and just watch and listen to it, and all the while they are beginning to think about the topic of the video on some level. Not only does this move the lessons forward, but it also brings more variety to them.

6.3 Teaching methods

There were tasks in all the books that may require teachers to adapt their teaching methods to properly convey their ideas to the students. For example, *Insights* and *On Track* included a chapter concerning poems, and some of the tasks required analyzing them. These tasks may be difficult for the students, as poems are only rarely covered in school. Therefore it may at first be difficult for the students to understand where the answers can be found to questions such as "what is the tone of the poem?" These problems can be alleviated through methods such as guided reading, in which the reading process is talked through with the lead of the teacher (Chambers & Gregory, 2006).

The teacher can point out the difficult points in text and make their meaning clear. Afterwards, when the students read the text independently, it is easier for them to understand the deeper meanings in the text. The teacher can make the reading process even simpler by dividing the text into smaller pieces, so that the students may stop to think about the meaning of the text they have just read. In the end, they just need to combine the individual parts into a single coherent analysis. Afterward, if the class is so inclined, students can also discuss their reading and analysis process, but the teacher should make sure that students are interested in doing that. If the teacher decides to use guided reading to help in the analysis process, he or she should refrain from suggesting that there is a correct or incorrect way of interpreting a text. As the meaning is based partly on the previous experiences of a person, it is only natural that there are multiple opinions about the meaning of the text. The teacher should not automatically discard the differing opinions, but they should be discussed instead. Through these discussions, students not only train their language skills, but they also develop their view of the world.

It might also be of use to combine poems with songs as both are described as compositions of words with similar nature, with the notable difference being that songs are enhanced with a melody. Typically students, especially boys, may not be very interested in studying poems, but pointing out that they listen to poetry daily could increase their motivation towards studying it.

Although it would seem that songs could be most easily used as tools to improve the students' listening comprehension skills, there are also various other ways of using them. Vettorel (2008) introduces several types of tasks in which songs could be used as a teaching tool. For example, students could try to predict the story of a song with the use of keywords. Some words of the song could be written out on the blackboard, and students would then have to try to build the story of the song based on them. Afterwards students would listen to the song and check how close they got to the actual song. This would not only be helpful in improving the listening skills of the students, but also their vocabulary. The students would have to decide what kinds of

words would fit the style of the song, so even if they knew right away one word to fill the gap, they would also have to think if the word fitted the style of the song. Another type of task that Vettorel (2008) presents is finding mistakes in the lyrics of a song. Students would be provided with the lyrics to a song, but there would be incorrect words in some places and some words could be missing. Students would then listen to the song and try to correct the lyrics to match the ones in the song. These types of tasks train students' vocabulary and listening skills, but also grammar. Vettorel (2008) suggests a task similar to the one where students had to find a mistake in the lyrics. This time all the words that are removed from the lyrics would be closely connected with the grammatical aspect that is taught. Students would fill the missing part of the lyrics with what they think is correct, and then they listen to the song and check if they have filled the part correctly. Students would already have to be familiar with the grammatical aspect being taught.

Although their popularity has risen over recent years, podcasts were not utilized in the books and neither did the teachers use them. It's a shame that none of the books or teachers used podcasts in any way, as they have been shown to be useful in language teaching. Both Langer de Ramirez (2010) and Thompson (2013) note that podcasts can be used to cover various subjects. They can be easily tied to the subject of the chapter, as all kinds of podcasts are published daily over the Internet. If they were included in language classes, not only would it benefit the students' language skills, but also their cultural knowledge. In addition, as there are so many podcasts to choose from, every student is guaranteed to find one that interests them. Naturally, as a class has to handle the topics the teacher chooses to be studied, some topics may still be of less interest to some students. Even so, students can at least study the topic from a point of view that interests them. This can even improve classroom discussions, as differing opinions can be brought forward more easily. Should a teacher decide to use a podcast as a language learning tool, Langer de Ramirez (2010) suggests providing students with a script of the text. Should students encounter difficulties when listening to the audio, they could later go back to the part that caused them problems without losing track of the ongoing

audio. Nevertheless, students should at first try to work without using the script, as the aim would be to improve their listening comprehension skills.

The closest teachers came to utilizing podcasts was when Teacher 2 stated that she had sometimes used TedTalks during her lessons. Although they are similar to podcasts in that they are also mainly comprised of a person talking, they are still a form of audio-visual media. This allows the person who is holding the TedTalk to use visual cues, such as pictures and videos to enhance his or her message. These are not available for podcasts, which have to rely on other ways to provide the same information, making speech structures and language different than the ones in TedTalks.

The tasks where students search for information themselves could be elevated to a higher status, but it would require a major update to the books and also to teaching methods. Currently chapters are covered in a way that highlights the text which is in the book. A positive aspect of this is that the teacher has a strong control over the subjects which will be covered and the kind of vocabulary that will be learned. Students will be well prepared for the matriculation examination as a result of this teaching strategy. On the other hand, this method sets limits to what can be covered in class. The tasks are based on the texts and are almost the same in every chapter. This gets repetitive quite quickly, and the students become easily bored. But they could be motivated better, if they could choose the subject more freely. Teacher could hand out a larger topic in which the subjects chosen by the students must belong to. To guide the students and help them get started, the teacher could also indicate sources that could be of use to the students.

Expansive research tasks also allow the students to work either in groups or alone, depending on their preferences. Currently, most of the tasks in the books are done alone. Even if the teachers encourage students to work in pairs or small groups, only a few of the students actually do so. With larger tasks where there is more material to cover, it would be more natural to work in groups. This would also prepare students for their future lives outside schools, as in many jobs working in groups is an integral part of the job description. Not only could the working processes be varied, but also the forms of

the final products could differ from group to group. For example, students could film a short video clip, such as a news segment, covering their subject. This would provide those students who are not so literally inclined with another way of completing the task. Nevertheless, as students need to be provided teaching encompassing all aspects of language, students could not make a film every time. The teacher would have to keep track of the types of presentations they handed in, and if necessary, the teacher would have to force the students to make a certain kind of presentation.

6.4 Social media

One of the main concerns that the teachers had on the use of social media was the privacy of the students. The teachers thought that if students uploaded files to social media services, some personal information which students did not want to publish could accidentally become available. Although this is a valid concern, as there have been cases where services such as Facebook and Twitter have been attacked and information has been stolen from them, it is also illogical. The majority of students already have a some sort of social media account where they publish information about their lives almost daily. The information is most likely also more personal than what would be required in tasks given in class, so the chances of them being in the risk of exploitation would be very low. In addition, if a group was established for communication between students and the teacher, it could be set up as private. For example, Facebook has three different settings for the privacy of the group: public, closed and secret. If the teacher wanted to use a Facebook group for communication, the group could be designated as a secret group. The teacher could then designate himself or herself as an administrator of the group, and therefore be the only one who could, for example, add people to the group.

Another concern that arose concerning the use of social media services in teaching was who actually owned the files uploaded to them. It was not clear if the author of the files kept the rights to them or if they were transferred to the social media service in question. According to the Facebook Terms of Service (Facebook, 2015), Facebook does

not transfer the ownership of posted content onto itself, but it does have a license to use it. However, that license would be revoked if the original author of the file decided to delete it. If the files were only shared within a private group set up by the teacher, only the people in the group could see and download them. Therefore, the teacher would be able to observe if the files were used as intended and could stop situations where someone tried to abuse the rights of someone else.

One aspect that could be covered in class using social media would be its role in society. The role of social media has become more prominent in recent years, be it keeping in contact with friends or as a way to promote a certain agenda. As was seen for example in the 2016 United States presidential elections, and has also been studied by Richardson (2017), social media can be a powerful tool of promoting a cause. Opinions can be shared quickly to a large number of people, and it is easy to provide links to relevant sources. Unfortunately, the information is not necessarily given out neutrally, but is rather written out to maximize the benefit for the writer. Therefore it is important that students know how to "read" social media posts and discern between neutral and biased texts. This is also one of the aspects of language the national curriculum refers to. It is stated in the curriculum that after senior secondary school students should "be ready to actively take part in a global world and have skills required from a cosmopolitan person" (Ministry of Education, 2015). As for the books in my study, none of them had any tasks that encouraged to use social media services. This is not surprising in the case of *Open Road*, as the book was first printed in 2003, when social media was not yet in everyday use. At the time, Facebook had under 100 million users worldwide, approximately 5% of the current number (Statista, 2017), and Twitter was also just beginning to rise in popularity. Even though *Open Road* has been updated over the years, it is understandable that tasks using social media have not been included. The research on effects which social media has on teaching and learning a language had not yet been conducted in large numbers, so there was not enough information concerning the best possible task types and their use. On the other hand, *Insights* and *On Track* were both first published in 2016, when social media was already in com-

mon use all over the world and its effects on learning had been well documented. The small number of media tasks in these books is surprising given that current Minister of Education and Culture Sanni Grahn-Laasonen has been promoting the modernizing of teaching methods. Although some parts of the books indicate that they have been modernized, such as the increased use of videos and digital material, the source most widely used by the students has been ignored by the publishers. In the future, publishers should aim to include social media into the books. As was shown by Highley and Seo (2013), it has potential to improve students' language skills considerably and it also helps teachers to keep in contact with their students.

7 Conclusions

As our society keeps developing at an increasing pace, schools have to follow this development intently in order to be able to answer to students' expectations. Currently Finnish schools are in the midst of modernizing the teaching methods utilized in them, and therefore also the materials used have to be developed accordingly. As is seen in the results, there has already been an increase in the tasks using media between the book designed for the previous curriculum and the books designed for the current one. Not only has the number of tasks increased, but the variation among them has also risen. Although the tasks using literary media are still the clearly most used ones, the Internet becoming more accessible has allowed various other sources to be used.

The results of this study indicate that although the use of media in the school books has increased from the older book series to the two new series of books, media could still be utilized more. Currently just under a fifth of the tasks used any kind of media, although media has been observed to benefit students' language skills in multiple ways. In addition to the scarcity of media tasks, they are quite one-sided as over half of them use literary media. However, one of the main improvements that can be seen in the latest books is the increased variation in the media types: the two newer books in this study used six different types of media, whereas the oldest book only included three media types. One key aspect that was still missing in both of the new book series was the use of social media. Although different social media platforms are extremely popular among teenagers and they have been shown to be a helpful teaching tool, the books have not yet adopted them into language teaching.

The teachers interviewed for this study also used media to enhance their teaching, but shied away from social media. All the teachers used some sort of videos and newspapers, and a couple of them also used novels and short stories, but the use of audiovisual media could be increased. Although students use various audiovisual sources in their everyday lives, and therefore may improve their language skills implicitly, these sources should also be used in class. Firstly, the sources which students follow at home or with friends may either revolve around a single topic or they may be structurally

similar to each other. If videos were also used in the classroom setting, students could be introduced to different forms of audiovisual media, such as theater. Secondly, it may be even easier to teach students about the culture of a society through videos than it is through books and other literary media. Students could also be more motivated in learning it if they were not forced to just read about it. Finally, because one of the key tasks of school is to provide a chance for students to become active members of their community, they should subtly be instructed on how they can observe current events. This can be done by either showing the news about current events or by giving them newspapers to read. Although both should be utilized, it was indicated by the interviewed teachers that the students were more motivated in watching news clips.

One way to increase media use in the classroom would be to utilize more effectively those tasks where students have to search for information from Internet and other sources. When students go online to search for information, they could use literary, audial and audiovisual media all together. Students may not even realize that they are improving their skills in nearly all aspects of language. Students are also usually more motivated to do these kinds of tasks, as they do not have to do tasks sitting silently reading their books. Rather, they can walk around a little and talk with their friends while doing the task that was given to them. Naturally the teacher would have to make sure that everybody did the tasks they were given, but the class could progress on its own.

When considering changes for the future learning materials, one could be the increased use of social media. Currently the decision to use social media is left solely to the teacher. Although this can be seen as a good thing, because it does not force anyone to use it if they do not want to, it still leaves the great potential of social media unused. As has been seen in previous studies, not only did the students' language skills improve, but teachers were able to monitor if their students completed the tasks set out for them. It would be easier for both students and teachers if regular social media services were used, as there would be fewer sites that would have to be followed and updated. An additional benefit of social media services such as Facebook is their dedicated mobile

applications. Because these applications notify the users when something is posted to a group they belong to, they should receive information about tasks and other messages straight onto their phone. Although the teachers who were interviewed for this study were concerned about the privacy of the students when using social media, the concern is largely unnecessary. The tasks written in schools rarely contain sensitive information about the students and students are also able to decide for themselves what kind of information they want to share.

To make the adoption of social media more effective, future research should focus on the use of social media in teaching. Although some research has already been conducted on the subject, more information is needed on its effects on the language skills of the students. In addition, research on the security of social media sites could alleviate the teachers' concerns about using them.

When thinking about increasing the amount of media used in language teaching, also the possible negative effects have to be considered. First of all, both the teacher and the students have to be comfortable in using the media source intended for the lesson. If the teacher struggles with the media source, it greatly diminishes the effect the lesson has on students' skills, as they may concentrate on the problems rather than the subject. Secondly, media should not be used just because it is fashionable to do so. Rather its use should be carefully planned in order for the students to gain the greatest possible benefit out of it. Finally, teachers have to decide what would be the best possible teaching method for the students. If a class is a quiet one, it may not be wise to try to get them interested in making videos or discussing about the possible meanings of a poem.

Even though teachers have to think of the hindrances described above, there is much to be gained in using media, especially if it is used in multiple ways. Not only do different media sources improve students' language skills, but they also allow students to follow the world around them and learn more about it. Through the use of media it is easy to follow the culture of another country, to see how it works. If students want to be active members of their community, however global it may be, it is important for them

to understand how media affects it. Therefore the use of media in language teaching should not only be recommended, it should be required.

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Appendix

Appendix 1: The interview questions

Haastattelukysymyksiä

1. Kauanko olet toiminut lukion englannin opettajana?
2. Mitä kirjasarjaa-sarjoja käytät tällä hetkellä?
3. Käytätkö tavallista mediaa (sanomalehtiä, televisiota, elokuvia, radiota yms., EI koulukirjat) lukion englannin opetuksessa?
 - i. Arviolta kuinka paljon/usein käytät mediaa yhden kurssin aikana?
 - ii. Minkälaisia medialähteitä käytät opetuksessa?
 - iii. Jos et käytä mediaa opetuksessa, miksi et?
4. Käytätkö sosiaalista mediaa opetuksessa?
 - i. Minkälaisia (Facebook, Whatsapp, Twitter yms.) ja kuinka paljon?
 - ii. Miksi ei?
5. Mitä etuja tai haittoja näet median käytössä opetuksen tukena?
6. Käytätkö kirjan tarjoamia tehtäviä tai ehdotuksia, jos niitä on, vai kehitteletkö omat tehtävät?
7. Minkälaisten tehtävien kanssa käytät mediaa opetuksessa?