

Digital Tasks in English Vg1, Norway

**-Do Digital Tasks Used for Learning English Vg1 Promote
Students' Communicative Competence?**



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SUMMARY IN NORWEGIAN

Denne masteroppgaven tar sikte på å finne ut mer om digitale kommunikative oppgaver i engelsk, Vg1 i Norge. Det har i de senere år blitt mer og mer vanlig med at enten deler av lærematerialet eller alt, er å finne på egne websider. Så langt det har vært mulig å finne ut, har det ikke vært skrevet noe om dette emnet tidligere. Hovedmålet var derfor å finne ut om slike sider promoterer digital kommunikativ kompetanse hos elever på Vg1. Websidene til *Stunt og Targets* ble plukket ut som materiale for analysen. I tillegg ble fylkeskommunenes¹ felles prosjekt *NDLA* også valgt som en kontrasterende effekt siden den har alt av læremateriell på nett. Studien er i stor grad basert på Howatt og Ellis forskning om Communicative Language Teaching (CLT) samt deres teorier angående sterk og svak versjon av en kommunikativ oppgave. I den forbindelse er det gjort rede for fremveksten av CLT fra 60-70 tallet og fram til i dag.

For å finne ut hvilke oppgaver som både var digitale og kommunikative ble det foretatt en kvantitativ studie av alle oppgavene på de nevnte websidene ved hjelp av klart definerte kriterier. Disse gikk ut på om eleven må bruke digitale hjelpemidler for å gjøre oppgaven, og om det i tillegg er interaksjon mellom eleven og andre. For en kontrasterende effekt ble også tekstbokkapitlene i *Stunt og Targets* testet mot de samme kriteriene. Til slutt ble de mest vanlige typene digitale kommunikative oppgaver plukket ut for å gjennomgå en kvalitativ studie basert på Howatt og Ellis teorier.

Funnene viste at det ikke var spesielt store forskjeller mellom antall digitale kommunikative oppgaver på de tre websidene. Det var likevel forventet å finne en større andel slike oppgaver med bakgrunn i læreplanens visjon om kommunikativ kompetanse i engelsk. Det viste seg også at det var flere digitale kommunikative oppgaver på websidene enn i tekstbøkene, noe som var overraskende. Den kvalitative undersøkelsen basert på teorien om sterk og svak representasjon av en kommunikativ oppgave viste at det var en tydelig tendens til at oppgavene oppfylte mange av kriteriene for en svak kommunikativ oppgave. Likevel hadde flere av de undersøkte oppgavene elementer av den sterke versjonen i seg.

Hovedkonklusjonen er derfor at det er et uutnyttet potensiale for digitale kommunikative oppgaver på websidene.

¹ 'NDLA er et felles fylkeskommunalt initiativ; et innkjøpssamarbeid som startet i 2007 mellom 18 fylkeskommuner.' (ndla.no)

'If we teach today as we taught yesterday, we rob our children of tomorrow.'

-John Dewey (1859-1952)-

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1 INTRODUCTION

1.0 Chapter introduction

This chapter will give reasons for choosing the topic concerning digital tasks in the teaching of English in Norwegian upper secondary classes, Vg1. (See section 1.1) As will be outlined, the topic is based on a personal interest in the topic since I am a teacher. The findings of the analysis of this thesis will possibly be of interest for further research. (See section 5.2).

An overview of former research in the field of communicative competence will be given in section 1.2. Following this, a closer look at the Norwegian and European context will be explained in section 1.3.

Although the material for this thesis will be investigated more in depth in ‘Chapter 3 Materials and Methods’, a short description of the material will be given in section 1.4. This is done for introductory reasons so that the reader will, at an early stage, keep in mind which materials have been included for the analysis.

The above mentioned aspects will form the backdrop for the presentation of the research question and hypotheses which will be presented in section 1.5. Finally, to facilitate for further reading of this thesis and its components, an overview of the structure is available in section 1.6.

1.1 Overall topic presentation

During the last decade the use of ICT in upper secondary schools in Norway has increased rapidly. As a result the learning materials have changed in accordance with the new technological possibilities. Historically, textbooks have been the preferred teaching material, though the curriculum does not require the use of these. Teachers can make use of whatever teaching material they find as long as they fulfil the criteria in the curriculum. Warschauer comments on this by stating that ‘the development and diffusion of personal computers, game consoles, and the Internet brought forth entirely new forms of interaction and communication that incorporated images, sounds, and video’ (Warschauer, 2006, p. 105). Eight years after Warschauer published *‘Laptops and Literacy, learning in the Wireless Classroom’* this debate

is defining the future of EFL² teaching in Norwegian upper secondary schools. Still, many schools have continued to provide their students with textbooks. Some of these textbooks have an adjoining website as well. These websites are either free of charge to use for anyone or you need to pay to get access to it. There might be reason to assume that the free versions are more favourable in economic terms for the counties who pays for the learning material in upper secondary schools.

Using Internet resources is not something new concerning teaching English Vg1 in Norway. However, by using designated websites from different publishers the teacher can more easily guide their students through tasks which have already been made. According to Meskill and Anthony (2010) students of today are ‘digital natives’, meaning that they have grown up in a technological environment and they can hardly imagine a life without being online 24/7. Meskill and Anthony goes on to state that ‘these digital native competencies...cry out to be exploited in language education’ (Meskill and Anthony, 2010 , p. 14). There is nothing against the teacher making his/her own tasks using Internet sources, but due to time restraints designated websites for teaching English is a useful resource for most teachers of English. Also, students of today are so immersed in technology, as stated, in their everyday life that it would be strange *not* to bring in media-rich learning in schools (Warschauer, 2006). Therefore, with the introduction of computers and Internet access in upper secondary schools in Norway the importance of such websites has been heightened.

Being a teacher of English myself and teaching the English course Vg1 at an upper secondary school for nine years, I have had first-hand experience in the possibilities and also difficulties this new technology represents in school. What spurred my interest when choosing a topic for this master thesis was that I had experienced a need for website tasks of good quality in my teaching. Formerly, the textbooks provided most of the tasks and some of these were digital tasks meant to be solved using the computer and the Internet. However, the increased offer of designated websites for the teaching of English in Vg1 came after the introduction of student computers and wireless Internet access in many counties in Norway a few years ago.

However, the decision to give out student-computers and giving them wireless access to the Internet was founded in The Knowledge Promotion 06/10/13³, where the focus on ICT in all subjects was specifically stated as a basic skill in the main aims of The National Curriculum

² English as a Foreign Language, hereafter EFL

³ Hereafter KP 06/10/13. This curriculum was first valid in 2006, when the Knowledge Promotion was introduced. The English curriculum was revised both in 2010 and 2013.

for all subjects. This introduction of student computers changed and is still changing the teaching of English. Nonetheless, there is an ongoing debate whether this has proved to be positive or negative for the students' learning of English. The classroom is, after the introduction of these digital tools, no longer just a classroom. This two-sidedness, meaning that one is no longer confined to the possibilities within the walls of a classroom, makes for an array of possibilities concerning the teaching of EFL. According to Warschauer (2006) we are 'swimming in information'. He goes on to state that half a decade ago the texts children came into contact with 'had been twice filtered: once by editors or publishers', and they were the people who decided what was to be available for the children. Today, this is quite the contrary, as Warschauer points out. Children of today can in an instant gain access to a massive amount of information which is unfiltered which challenges how we teach EFL.

Therefore, I was curious to know if the transition, at least the partial transition, to give digital tasks online instead of digital tasks in textbooks would have any effect on their communicative competence. To me, as a teacher, it seemed as the students stopped communicating and were instead absorbed into the virtual world of the Internet when working on tasks. This is what triggered my interest into finding out if digital tasks could promote students' communicative competence or not. Also, I have been concerned that in the near future all textbooks will be superseded by websites designed for learning EFL. In terms of digital tasks and communicative competence, is it really something to be worried about?

As I started working on this thesis I found numerous studies on ICT in schools had been carried out in the last decade, but I could not seem to find any specific research regarding digital communicative tasks. This therefore made me more determined to look at what effect technology such as computers and the Internet, in other words digital tools, had on promoting students' digital communicative competence. After all, computers and the Internet are tools. As Warschauer points out, 'widely valued twenty-first-century learning skills revolve around working with information to produce knowledge' (Warschauer, 2006, p.103). However, the possibilities these digital tools have for communicative competence were intriguing too. This made me decide to analyse if there was any difference in the amount of digital communicative tasks on the websites compared to the textbooks. In addition I wanted to look into some of these tasks to see if they represented strong or weak versions of CLT, based on Howatt and Ellis' notion of communicative competence.

It must be noted though that this thesis, due to restraints on time and scope, can only provide results which can show tendencies in the matter of digital communicative tasks. The statistical data would have to be more extensive to state something certain. However, it will hopefully generate more knowledge and more interest in the field of digital tools and its implications on the teaching of English in Vg1 classes in Norway.

1.2 Former research

The linguistic term ‘communicative competence’ was first used by Dell Hymes in 1966. The main reason why Hymes defined this was that to him there was more to a language than just words and sentences. Subsequently, Hymes meant that ‘communicative competence’ was the ability to use a language in different situations and settings. In other words, context was a key factor.

Hymes wrote an article called ‘*On Communicative Competence*’ in which he discusses Chomsky’s idea of competence and performance. Hymes was inspired by Chomsky and he later presented his ideas regarding communicative competence. The main difference between the two linguists is that while Chomsky is more concerned with the correctness of the language and thus language situations, Hymes is preoccupied with the natural deviations in language depending on situation and setting, in other words context. According to Hymes there is no such thing as a homogenous language situation. (Brumfit and Johnson, 1979)

Later on, the ideas of Hymes led to the notion of Communicative Language Teaching (CLT)⁴, also referred to as the Communicative Approach⁵, though this thesis will only use CLT. This was based on a system where there was more to a language than rules, and that not everything could be put into a rigid system. The idea that communication was part of learning the language and not only the outcome, made an impact on how curricula were written in the seventies. (Nunan, 2004) The focus shifted from product to process. Thus, the focus on communicative tasks in second language learning shifted too. However, CLT is not new in relation to the teaching of English as a second language and it remains to be seen if website tasks promote digital communicative competence. What is interesting to investigate is whether CLT has ‘survived’ being transferred to websites from textbooks. After all, neither Chomsky nor Hymes had that type of technology in mind when they presented their ideas.

⁴ Hereafter CLT.

⁵ Hereafter CA.

More about the theoretical background for this thesis will be dealt with in ‘Chapter 2 Theoretical background’.

In addition to CLT, there has also been a focus, as mentioned, in recent years on the general use of ICT in Norwegian upper secondary schools. Among these is a study by Thomas Arnesen (2011) *The role of ICT in the teaching of English as a Foreign Language (EFL)*. Also, Andreas Lund has done extensive studies in the field of ICT and the teaching of English. He states that: ‘online environments, for instance, afford new resources and new opportunities for communication’ (Lund, 2006, p. 186).

However, no research seems to have been carried out on what websites used for teaching English in Vg1 offer when it comes to promoting communicative competence through digital tasks. With the introduction of free learning materials for all students in upper secondary schools, the counties are now looking at cheaper ways to provide learning materials. Hence, the focus on websites has increased as this is a more transient type of learning material, meaning that it can be revised and kept up to date faster than for example a textbook. On the other hand it is a massive undertaking for the publisher or those responsible for the website to make sure that all the links work at all times. As a cause of this it is a cheaper solution to use a website rather than relying on textbooks. The focus on digital learning materials has therefore, and for other reasons, increased in Norway. Since there has been little or no research regarding specific websites linked to the learning of English this master thesis will seek to fill a gap in recent research. The study will indicate some results and give suggestions for further research in the field. Since this area of research is rather new there is little theory to use as a framework. As a consequence it has been necessary to use theories from different researchers from before the time of digital tasks as a framework for this thesis. This will be dealt with more extensively in the next chapter.

One of the biggest differences between websites used for teaching and ordinary textbooks is that the websites are ever changing. This transient nature can be, as mentioned, an advantage as changes can be done quickly and be more cost effective. On the other hand, this rapidness can displace the need to control and base the learning material on the ideas behind the subject curriculum, like for example CLT. The websites may look the part, but do they really promote what the Norwegian Directorate for Education and Training has outlined in its curriculum for English?

The reason for choosing English for Vg1 was that this is the last year of compulsory English for Norwegian students. In addition the course is taught in upper secondary schools in which the students have their own laptops, and therefore the selection of available websites is naturally much higher. Another reason for choosing Vg1 is that, as stated, I myself have taught and am teaching this course.

1.3 Norwegian and European context

The general part of the subject curriculum in English (2010) states that: ‘...when using the language in communication, we must also be able to take cultural norms and conventions into consideration’. This is in line with CLT where mastery of English not only demands that one speaks correctly, but that one knows when and how to use the language in different situations. Context is therefore of key value. The subject curriculum (ibid) continues by mentioning a paragraph about communicative skills which proves that CLT is an integral part of the Norwegian curriculum.

Communicative skills and cultural insight can promote greater interaction, understanding and respect between people with different cultural backgrounds. In this way linguistic and cultural competence contributes to the all-round personal development and fosters democratic commitment and a better understanding of responsible citizenship. (ibid)

The subject curriculum also takes into account the new media and its effect on the teaching and learning of English. It states that the students need to know how to deal with social conventions and situations, not only master the linguistic part of a language. In other words, this is typical of CLT. New media and gaining a language which is suitable for different subjects and topics is outlined as an important goal in the subject curriculum. It continues stating that: ‘Knowing how to be polite and taking social conventions into consideration in any number of linguistic situations are also important skills to master’. (ibid) In other words, the same focus on context is present in the subject curriculum since it is based on the theory behind CLT. Adapting the language to the people you speak to is a key factor ‘including distinguishing between formal and informal, written and spoken registers’. (ibid)

The foundation of the Norwegian curricula for languages is heavily influenced by the Common European Framework of Reference for Languages. Traces of the theories which

have made CLT what it is can easily be found in the CEFR too. The following quote portrays this link between CLT and CEFR:

Communication and learning involve the performance of *tasks* which are not solely language tasks even though they involve language activities and make demands upon the individual's communicative competence. Common European Framework of Reference for Languages: learning, teaching, assessment. (CEFR, 2012, p.15)

The quote emphasises the importance of a task not being only about the language itself but also to involve the context of the communicative situation and thus the student's ability to use his or her competence in this.

1.4 The material

Since this is a small scale research project it has been necessary to choose only a few websites. The subsequent websites have been chosen for the following specific reasons:

Targets, www.lokus.no The website of the learning material *Targets* is published by Aschehoug. The reason for including this is because it is one of the most widely used in Norwegian upper secondary schools, Vg1. Textbook and website was published in 1998⁶, though the website was simple. Both have been revised several times. The textbook was last updated in 2009.

Stunt, stunt.samlaget.no The website of the learning material *Stunt* was originally published by Det norske samlaget, but has now been taken over by Fagbokforlaget.⁷ The reason for including this is because it is one of the newer and therefore lesser known learning materials for Norwegian upper secondary schools, Vg1. Both textbook and website was published in 2009.

⁶ Information given in an e-mail reply from Aschehoug

⁷ Information given in an e-mail reply from Fagbokforlaget.

NDLA, ndla.no

The website developed by a collaboration of 18 Norwegian counties. It is supposed to, in time, to replace parts of or maybe all traditional textbooks and adjoining websites. Many subjects have been included already. Nevertheless, the focus for this thesis will be the section on English, Vg1, which was completed in 2009.

It should be noted that *Targets*, *Stunt* and *NDLA* have been chosen also due to personal experience in using these websites for teaching.

1.5 The research question, hypotheses and aims

As the title of this thesis suggests the overall topic is ‘Digital tasks in English Vg1, Norway.’ In detail this means the tasks which are found online on the websites of *Targets*, *Stunt* and *NDLA* and the tasks found in the adjoining textbooks of *Targets* and *Stunt*. A comparison of the digital communicative tasks on the websites and those found in the accompanying textbook chapters was applied. The overall aim of this thesis is to focus on the promotion of communicative competence in digital tasks.

The research question for this thesis is as follows:

-do digital tasks on websites used for learning English Vg1 promote students’ communicative competence?

The research question seeks to find out whether or not the websites promote communicative competence for students of English in upper secondary schools in Norway in their first year, namely Vg1. In order to do this, tasks both on the website and in the textbooks will be analysed. Will these tasks comply with what is considered a digital communicative task? In order to find out, criteria have been worked out to see which tasks fulfil the demands of such a task. (See section 3.2.3)

To help in the analysis three hypotheses have been prepared. These will be put to the test in ‘Chapter 4 Data and Discussion’ in order to be either verified or falsified. The hypotheses are as follows:

1 The percentage of digital communicative tasks on each website is higher than 25 %.

2 There are fewer digital communicative tasks on the websites than in the accompanying textbook chapters.

3 There are more tasks representing the weak version than the strong version of CLT among the digital communicative tasks on the websites

Although not a hypothesis an aim of this thesis is also to see if it is possible to find out if there is a typical digital communicative task. (See section 3.2.3)

1.6 Overview of the structure of the thesis

After this introductory chapter, the second chapter will present more about the theoretical background for this thesis. The background for communicative competence will be further explored. The third chapter focuses on the materials and methods used in this thesis. The websites chosen for this study will be presented thoroughly to enable the reader to become familiar with the layout and arrangement of these sites. Also the reasons behind which chapters were chosen and why, will be explained in ‘Chapter 3 Material and methods.’ Both a quantitative and qualitative study will be performed.

The most extensive chapter, which is the analysis of the data, will follow in ‘Chapter 4 Data and Discussion’. This is where the results of the quantitative and qualitative study will be presented. The reason to do both a qualitative study and a quantitative study is that one gives an overview of the tasks on the websites whilst the other gives a more in depth study of some of those tasks which promote digital communicative skills. To round off the thesis the last chapter will provide a conclusion of my research question and the verification or falsification of the connecting hypotheses. To finish off, thoughts and ideas regarding the further research on this topic will be discussed.

1.7 Summary

In recent decades the focus on technology has made its way into the teaching profession. With the introduction of computers and the Internet in upper secondary schools in Norway, there has been an increased attention to how these digital tools contribute in the learning and

teaching of a language. Both the Common European Framework for Languages⁸ and the KP06/10/13 state that digital competence and CLT is important. It is therefore of utmost interest to see if websites directed at learning English entail elements of digital competence as well as communicative competence. It has, due to the scale of this thesis, been necessary to make a selection of learning material.

This thesis aims to find out more about digital communicative tasks in English Vg1 in Norway by making use of former research on communicative tasks. The remaining chapters will investigate this thoroughly.

⁸ Hereafter CEFR

2 THEORETICAL BACKGROUND

2.0 Chapter introduction

This chapter will present a theoretical background for this thesis. There are three main parts that this chapter will present. First, the background for CLT/CA will be explored in section 2.1. In addition a presentation of Computer Assisted Language Learning⁹ and Computer Mediated Communication¹⁰ will be carried out in section 2.2. The part about CLT will be the most important in relation to this thesis. A short examination of ICT, section 2.2.1 and the teaching of English will also be included for background purposes.

The second part, section 2.3, will examine the guidelines and curriculum concerning Vg1 English in Norwegian schools. To round off part two the curriculum for English in upper secondary school in English for Vg1, KP06/10/13 will be examined in particular for traces of CLT and ICT.

The last part of this chapter will present the concept of digital competence, digital skills and digital learning materials in general. (See section 2.4)

2.1 Communicative Language Teaching (or Communicative Approach) CLT

The first researcher to present the idea of Communicative Language Teaching was as mentioned in Chapter 1, Hymes, who in 1966 through to 1972 launched his ideas of how languages could be taught through the use of communicative methods. He was the first to introduce the term communicative competence in 1966. Canale and Swain (1980) brought the ideas of Hymes further and discussed the ideas of Hymes in relation to, at that time, more focus on a grammatical approach.

In the years after, many other researchers was spurred on by Hymes' ideas and investigated his notions further. In particular Howatt (1984) looked at the Communicative Language Teaching and further developed Hymes' notion to also include what he considered to be a strong and a weak representation of a CLT task. A simplified explanation of these two versions is that the former is one in which there is no focus on grammar, form or instructions. In other words in its extreme form this means immersing into the language without any guidance. The strong version is therefore considered pure communication without any aids

⁹ Hereafter CALL

¹⁰ Hereafter CMC

with a focus on the **use of the language**. Relating to the strong version, Krashen's Input hypothesis (1985) suggests that immersion in a language is what he considers the most useful. Much like how children learn their mother tongue. The weak version though, focuses on communication through instructions, form, feedback and **learning to use** the language in question. In other words it means helping the learner to 'scaffold' while learning how to use the language. This is vital to this thesis and will be dealt with later.

Going back to the development of CLT, prior to Hymes, Chomsky (1957) had already started to explore the competence and performance idea. Nevertheless, Chomsky was particularly interested in grammar and insisted on its importance for performance. Hymes built on Chomsky's ideas and developed these ideas into the start of the CLT theory. However, not all researchers were thrilled about Hymes' notion of CLT. Swan, for example, criticised the idea of Communicative Language Teaching stating that this was not something new, but that it was treated as a 'new toy'. He claimed that there was nothing new regarding communication through language. A person learning a new language would, according to Swan lean on his/her mother tongue in order to learn. What he meant was that the learner could, in universal language situations anticipate what was about to be said and what should be said. 'All kinds of utterances, we are reminded, can express intentions which are not made explicit by the grammatical form in which the utterance is couched.' (Swan, 1985a, p. 3). As the quote suggests, context was key for Swan. What was new, in his view, was the fact that: 'the value of any utterance in a given situation can be specified by rules ("rules of communication" or "rules of use"), and that it is our business to teach these rules to our students'. (ibid, p. 4) He pointed out that it is hard to define this exactly. Previous knowledge in a mother tongue for example, can in many cases be transferrable to the target language as Swan suggests. These are the same ideas that are incorporated in CLT.

Much debate followed in the wake of Hymes' article 'Communicative Competence' (Hymes, 1972). As mentioned, Swan wrote some articles which were critical towards CLT in general (Swan, 1985a, 1985b), and around the same time Howatt released his ideas of strong and weak representations of CLT teaching. An interesting point is that Swan indicated that communicative competence was to know *when to use* the language and *how to use it*. In other words focus on both form and communication. In a way this was undeniably in line with what Howatt had done when distinguishing between weak and strong representations of CLT in communicative tasks.

Another important promoter of CLT, Nunan, released a publication regarding CLT '*Making it Work*' a few years after Swan and Howatt's publications. He emphasised that there had been a lot said and written about this theory during the last three decades. In his publication he put forward his view that CLT was not a 'unitary approach' as many considered it to be. Instead Nunan promoted the view that there was, as he puts it, 'a family of approaches' (Nunan, 1987, p. 7). Nunan went on to describe this array of approaches like a family in which there are quarrels and even wars at times, but 'no one is willing to assert that they do not belong to the family' (ibid, p. 7)

Moving on to Nunan's perception of CLT he supported the process rather than the end product as essential in CLT. As he suggested, CLT is indeed a 'family of approaches' and that there have been numerous publications within this field of research. However, Nunan was not the only linguist who was inspired by Hymes. In the beginning of the eighties, Littlewood campaigned that 'items mastered as part of a *linguistic* system must also be understood as part of a *communicative* system' (Littlewood, 1981, p.6). Other researchers also claimed that it was not only the communicative aspect, but learning when to use this appropriately which was important. Going back to Nunan he quotes that it is important to achieve 'the ability to use language effectively to communicate in particular contexts and for particular purposes' (Nunan, 1993, p. 117). He continues discussing that there are four supplementary parts of 'Communicative Competence', namely 'grammatical competence, sociolinguistic competence, discourse competence, and strategic competence' (ibid). Nunan here recognizes that teaching CLT requires the use of instructions and scaffolding which is in line with Howatt's idea of a weak representation of CLT. Other linguists such as Wilkins, pointed out already in 1974 that communication and grammar were equally important. 'In order to use and understand a language we need a *communicative* as well as a *grammatical* competence' (Wilkins, 1974, p. 19). This was at the very beginning of the Communicative Approach and Wilkins pointed out the importance of communication and giving instructions on how to use the language. This is in contrast to the strong representation of CLT as that rejects the idea of scaffolding and giving advice to the language learner. Wilkins perception of CLT was, in his own words, that the: 'knowledge of a language demands mastery of its vocabulary as much as of its grammar' (Wilkins, 1974, p. 19). Only a few years later Wilkins (1976) pointed to notional syllabuses in which this is 'in contrast with the other two because it takes the desired communicative capacity as the starting-point' (Wilkins, 1976 p. 18). Furthermore he went on to explain how a notional syllabus focuses on what is communicated through language, rather

than how. 'The advantage of the notional syllabus is that it takes the communicative facts of language into account from the beginning without losing sight of grammatical and situational factors' (Wilkins, 1976, p. 19). Again, it is evident that there is a focus on both *how to use* and *when to use* the target language, much like Howatt's distinction between strong and weak CLT. Widdowson continues in the same path as the other researchers as he suggests that: 'when we acquire a language we do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; we also learn how to use sentences appropriately to achieve a communicative purpose' (Widdowson, 1979, p. 2). Other researchers of the same view are Canale and Swain who at a much later stage (2002) emphasised the importance of 'Communicative Competence' as 'to refer to the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of the rules of language use' (Canale and Swain, 2002, p. 6).

In this discussion of strong and weak versions of CLT, although not all researchers used these terms, but still promoted more or less the same view regarding the theory, there are some who stand out. Since Howatt was the first to pin the terms strong and weak in relation to CLT this thesis will base the criteria for the qualitative study on his ideas. In addition, since Howatt published his work in 1984 it was of interest for the thesis to also include a researcher who had written about the same topic, but in more recent times. Ellis points back to Howatt and his weak and strong version. 'The former is based on the assumptions that the components of communicative competence can be identified and systematically taught' (Ellis, 2003, p. 28). Regarding the strong version, Ellis refers to Howatt again, stating that learners 'actually discover the system itself in the process of learning how to communicate' (Ellis, 2003, p. 28). Based on Howatt's ideas, Ellis suggests a distinction between task-supported language teaching and task-based language teaching. 'The weak version views tasks as a way of providing communicative practice for language items that have been introduced in a more traditional way' (Ellis, 2003, p. 28). He continues stating that: 'the strong version sees tasks as a means of enabling learners to learn a language by experiencing how it is used in communication' (Ellis, 2003, p. 28).

Looking at the historical impact of CLT there has been a lot of focus on this theory in the last decades both in Europe and as a consequence also in Norway. From the 1980s and up until now the focus has shifted more and more to communicative competence in Norwegian schools, much due to the CEFR which influences the Norwegian curricula. Simensen points

to this when stating what was the situation in Norwegian schools before: 'a selection of language functions was specified, real communication in the classroom was aimed at, and the use of communicative activities and tasks was encouraged' (Simensen, 2007, p. 122). This continued into the 1990s and according to Simensen this seeped into the upper secondary schools as well and they became more 'communicatively oriented' (Simensen, 2007, p. 123).

There was no mention in the first edition of the subject curriculum in English, The Knowledge Promotion in 2006, of any 'particular approach to language teaching'. (Simensen, 2007, p. 123). Neither are there traces of this in the revised editions of 2010 and 2013.

However, if one reads between the lines there is a solid focus on communication and context, much in line with the theories behind CLT. Simensen describes the onset of CLT as an idea which came from an analysis of the term 'linguistic competence' which in Simensen's words: 'did not cover the "native speaker's competence of language in context or language in use"' (Simensen, 2007, p. 72). The curriculum of KP06/10/13 does cover to a great extent and quite explicitly the need to focus on context in language teaching. This was not the case in earlier years as there was not as much emphasis on 'the speaker's social, situational and cultural competence' (Simensen, 2007, p. 72). Hence, the 'communicative competence concept' has slowly trickled into the subject curriculum for English in Norwegian schools.

With globalisation further spurred on by technology there is reason to believe that CLT will be even more important in the years to come. Kramsch and Thorne comment upon this notion of how networks which enable global communication are somewhat of a contradiction. They continue stating that these networks reduce actual real-life contact, but at the same time, it opens up to endless possibilities of 'connectivity, social interaction and community building' (Kramsch and Thorne, in Block and Cameron 2002, p. 85). The students are now learning English in a 'global village' where they can literally interact with the world from their classrooms. Technology and the Internet have in many ways revolutionised both the teaching and the learning of a language and continues to change this by the minute.

As will be pointed out in the analysis of the websites later in this thesis, there is no automatic link between digital tasks and CLT. Just because a computer can be used for communication does not mean it provides for CLT in digital tasks. Many would say that the computer and the Internet are only to be considered tools and that learning theories should be applied when creating digital tasks in order to gain the most from the new tools for teaching and learning. Therefore, this thesis will focus on weak and strong representations of CLT when it comes to

digital tasks based on the researchers Howatt and Ellis. The thesis will not intend to look into the learning outcome of the tasks, but rather focus on if digital tasks promote communicative competence in students.

2.2 Computer Assisted Language Learning CALL/CMC

Computer Assisted Language Learning¹¹ can, as Beatty states, be defined as ‘Any process in which a learner uses a computer and, as a result, improves his or her language’ (Beatty, 2010, p. 7). This wide definition sums up what forms the basis of the CALL theory, namely that when learners use a computer, subsequently their language will improve. The definition, however, does not state how or why this happens, which is why this thesis will use CLT theories to look at digital communicative tasks. Computer Mediated Communication¹² involves the ways in which the computer can be used for communication purposes such as for example e-mails, chat, social media etc. According to Warschauer (2006) this approach has to do with our abilities to understand and to be able to have the necessary writing skills to understand and to interconnect with others through online media.

Moving over to Hampel (2006), she emphasises that the possibilities keep expanding with the use of computers for learning and also the use of the Internet. No longer is it only about using a computer as a tool for writing for example a text. Now that we can use the computer to interconnect with people from all across the world through the Internet this puts a new demand on the students. Hampel refers to the possibilities of ‘information in various modes’ such as ‘visual, audio, and verbal/textual’ (Hampel, 2006, p. 106). New demands on the learners of a language in today’s society might call upon a new view on how languages are taught. Hence, the importance of research as this thesis intends to carry out.

Within the theory of CALL there are numerous researchers and one of them, Sokolik, looks at how the Internet has impacted this field of study. She states that the Internet has had an impact on how ‘we look at Computer Assisted Language Teaching (CALL)’ (Sokolik, in Celce-Murcia, 2001, p. 486). Unlike before, computers and other digital tools are, according to Sokolik ‘tools used for communication rather than simply as ways of delivering automated drills or exercises’ (Sokolik in Celce-Murcia, 2001, p. 486). She continues declaring that with the onset of ‘global cultures’ it is no longer possible to avoid the idea of ‘global cultures’ and

¹¹ Hereafter CALL

¹² Hereafter CMC

that this can no longer be ignored in language education. The researcher continues emphasising that what has been used to assess former learning materials can be transferred to assess the online material too, by those in charge, something this thesis aims to do by applying theory used for textbooks to website material. (ibid) ‘The important question here is how we can use this tool to ‘augment the language learning process’ (Sokolik in Celce-Murcia, 2001, p. 487). The point Sokolik makes regarding computers and the Internet as tools for learning a language is vital for this thesis. There is, based on the discussion on communicative competence and strong and weak representations of a CLT task, a need to not only look at technology as intuitively improving the students’ communicative competence. In addition there has to be a learning theory supporting the making of digital communicative tasks as well.

2.2.1 ICT and the teaching of English

Historically, the teacher and peers have been the ones who students have interacted with in order to learn. In recent years computers have also become a way of interacting with others in order to learn. However, computers, as mentioned previously, are means to achieve learning just like the blackboard, the pen and the notepad. Technology is not something new in Norwegian schools and it has changed the teaching of English. The learning of a language will therefore face substantial changes when paired up with the technology of the future, though this is inevitable. ‘Recently available communication technologies, particularly those associated with the Internet but also cell phones, pagers, and increasingly personal assistants, are displacing conventional modalities such as the memo, note and letter writing’ (Kramsch and Thorne, in Block and Cameron, 2002, p. 85). As Kramsch and Thorne point out in the quote, all of the mentioned are means of teaching or tools of teaching. In schools teaching tools such as the tape recorder was once replaced by the CD player, then by CD’s to be played on the computer and then, as it is today, Mp3 files. Change is inevitable but there has not been a greater change regarding tools than the introduction of computers for all students in upper secondary schools in Norway. This is a multi-faceted tool unlike any former means of learning.

Prolonging the notion of the computer as a tool to also include the Internet makes it an even more multi-faceted learning tool. The Internet can be looked upon as a type of learning material in much the same way as a textbook. As discussed earlier, the Internet itself does not

automatically imply that students learn English. In comparison to textbooks, the Internet in general has not been specifically designed for a certain age group or subject by pedagogues. Neither is it based on learning theories. It is more or less like having an entire library instead of a textbook in front of you. Never before has the introduction of a tool entailed such a vast change in teaching methods and new ways of learning. Digital learning materials should therefore be put to the test against learning theories such as CLT, something this thesis aims to do.

2.3 Guidelines and curriculum

Theories of learning have influenced the guidelines and curriculum in all subjects. This thesis focuses on the guidelines and curriculum in the KP 06/10/13 and in particular the subject curriculum in English. The general part of the curriculum, The Core Curriculum, however, dates back to 1997 and forms the backdrop to the KP06/10/13. Since the Norwegian Ministry of Education is influenced by the Council of Europe's guidelines, the KP06/10/13 was based on the CEFR. It is worth noting that there was a revised edition of the curriculum in English Vg1 in both 2010 and 2013.

Looking more closely at the CEFR it is evident that it has a focus on digital skills and communicative competence. The CEFR highlights that: 'Communication and learning involve the performance of tasks which are not solely language tasks even though they involve language activities and make demands upon the individual's communicative competence' (CEFR, 2011, p. 15). This quotation suggests that communicative competence is a key element in language learning and that tasks should incorporate not only language, but also tutor the students' communicative competence.

Regarding the curriculum for English Vg1, the basis of this master thesis is the one published in 2006 which was revised in both 2010 and 2013. It will be referred to as the KP06/10/13. It consists of the objectives of the subject along with the main subject areas and the basic skills.

As mentioned the Core Curriculum from 1997 is still valid and serves as a backdrop to all the different subjects' curriculum. With the Core Curriculum being 17 years old it is fair to state that it must be somewhat outdated in terms of ICT in particular. The only vague reference in the Core Curriculum to technology is the following: 'It is therefore imperative that common frames of reference and familiarity with modern technology are shared by all groups to avoid

discrepancies in the conditions for democratic participation' (Core Curriculum, 1997) Based on the knowledge that in 1997 it was not common to have a mobile phone, or to have a personal computer at school and the Internet was a novelty, the Core Curriculum is not up to date.

Looking at the subject curriculum for English there is much more relevance to communicative and digital competence. The section about the purpose of the subject English shows that the object of learning this language is to communicate. It continues on to emphasise the importance of context. It is a vital part of CLT to know in which context to use the language in a communicative way. This view is reflected in the following quote from the curriculum: 'To succeed in a world where English is used for international communication, it is necessary to be able to use the English language and to have knowledge of how it is used in different contexts' (Purpose English Curriculum, 2013, p. 2). There is no doubt that the subject curriculum is influenced by the theories of CLT and the focus on context and the global use of English is also evident in the following extract: 'Moreover, when using the language for communication we must also be able to take cultural norms and conventions into consideration' (Purpose English curriculum, 2013, p. 2).

The focus on digital competence has also been added as an important point in the curriculum as it states that the students are to be exposed to 'a range of oral and written texts from digital media' (Purpose English curriculum, 2013, p. 2). The notion of communication is mentioned several times and it is highlighted that the students need knowledge about how 'English is used as an international means of communication' (Purpose, English Curriculum, 2013, p. 2) It is safe to say that traces of CLT can be found everywhere in the curriculum for English KP06/10/13. The revised edition of the subject curriculum which was taken into effect in June 2013 is much more 'globalised' than both former curricula. It is particularly different in terms of a global view in contrast to large parts of the Core Curriculum from 1997. It seems also to focus even more on communication than before, realising how globalisation and digital media have changed the world in the recent decade. Above all, the Internet has affected the way in which we view not only the teaching of English, but also how we communicate. It is therefore of special interest to this thesis to see if the guidelines and curriculum for the teaching of English in Norway reflect this. The overall impression is that the curriculum in the English subject focuses on both communication and the use of the language in a context which complies with the ideas behind CLT. This attention is well described in the following quote from the curriculum:

Development of communicative language skills and cultural insight can promote greater interaction, understanding and respect between persons with different cultural backgrounds.’ (Purpose Curriculum in English, 2013, p. 3)

Moving over to the ‘Main Subject Areas’ of the curriculum, there is an overview which shows the focus points in the English subject for all the years of obligatory English:

Overview of main subject areas:

Year	Main subject areas			
1–10				
Vg1				
Vg2	Language learning	Oral communication	Written communication	Culture, society and literature
(vocational education programme)				

Fig. 2.1: Main Subject Area (Curriculum for English, 2013)

It is interesting to note that instead of ‘oral skill’ or ‘written skill’ these subject areas are called ‘oral communication’¹³ and ‘written communication.’¹⁴ The former curriculum from 2010 had only ‘Communication’ as one of three main areas. In the revised edition, however, this has been specified.

Moving on to the part of the curriculum titled ‘Basic skills’ it becomes obvious that the Ministry of Education has decided to integrate the use of digital tools specifically into the curriculum in English. The Ministry of Education stated here in the 2010 edition of the curriculum that they want a solid focus on digital tools in English and refers to the fact that in

¹³ **Oral communication** The use of different media and resources and the development of a linguistic repertoire across subjects and topics are also key elements of the main subject area

¹⁴ **Written communication** The use of different media and resources and the development of a linguistic repertoire across subjects and topics are also key elements of the main subject area.

order to use digital tools one often needs English to extract information found online. In other words this means to master digital competence in order to learn English.

Beneath the section on ‘Basic Skills’ in the curriculum, there is a separate paragraph regarding digital skills in English.

Digital skills in English means being able to use a varied selection of digital tools, media and resources to assist in language learning, to communicate in English and to acquire relevant knowledge in the subject of English. The use of digital resources provides opportunities to experience English texts in authentic situations, meaning natural and unadapted situations. The development of digital skills involves gathering and processing information to create different kinds of text. Formal requirements in digital texts means that effects, images, tables, headlines and bullet points are compiled to emphasise and communicate a message. This further involves using digital sources in written texts and oral communication and having a critical and independent attitude to the use of sources. Digital skills involve developing knowledge about copyright and protection of personal privacy through verifiable references to sources.’ (Curriculum in English, Basic Skills, 2013)

This paragraph highlights the need for students to use a variety of ‘digital tools, media and resources’ (2013) in order to learn English and to gain more knowledge in the subject. It is emphasised that the use of digital resources can provide the learner with authentic language situations. It also focuses on the students’ ability to assess and use sources. The curriculum, however, does not deal with the *term* communicative competence explicitly. Nevertheless, there are clear traces of this as there is a focus on the students’ ability to communicate in different contexts in the best possible ways which is entirely in line with CLT.

Looking at the competence aims for Vg1 in English for traces of CLT and CALL there is, as pointed out, nothing explicitly said about communicative competence. Nevertheless, there are traces of this in the competence aims.

- evaluate different digital resources and other aids critically and independently, and use them in own language learning
- evaluate and use suitable listening and speaking strategies adapted for the purpose and the situation
- express oneself fluently and coherently in a detailed and precise manner suited to the purpose and situation
- produce different kinds of texts suited to formal digital requirements for different digital media

(Competence aims for Vg1 English, 2013)

Very little refers directly to the use of digital tools in order to achieve communicative competence. It could be that this is inherent in the curriculum and not stated overtly. Neither is there any mention of the teaching of communicative competence in English, at least not explicitly. Therefore it is necessary to look into the general aims of the curriculum in English to look for aims related to CLT.

When it comes to the use of websites, there is no mention of this in the curriculum. One of the sentences here can be related to the use of websites. However, it is not explicitly expressed. Simensen points out that the curriculum from 2006 is 'in accordance with an important principle in the work of the Council of Europe, especially in the Framework, i.e. to specify the objectives of teaching at definite stages in the two school systems, while not recommending any particular approach to language teaching' (Simensen, 2007, p. 123). She continues by stating that the CEFR focuses on the basic skills in L2 and that 'digital tools, the terminology for coping with computing, and understanding tables, statistics, etc. should also be taught' (Ibid, p. 123).

The subject of English shall provide insight into how English is used as an international means of communication. Hence, the focus on communication is vital. The curriculum continues by stating that this 'allows for authentic use of the language and opens for additional learning arenas for the subject of English' (Curriculum in English, 2013). The KP also states that 'Development of communicative language skills and cultural insight can promote greater interaction, understanding and respect between persons with different cultural backgrounds' (ibid).

There is not much specific mentioned regarding communicative competence in the curriculum for English Vg1. However, implicitly there are many traces to the idea behind CLT. In other words, how context is very important for teaching a language. Also how a key element is being able to communicate with people from other countries and knowing what to say when.

2.4 Digital competence, digital skills and digital learning material

2.4.1 Digital competence and digital skills

‘There is still relatively little published about TBLT¹⁵ in technology-mediated contexts’ (Thomas and Reinders, 2010, p.xvi). Many, including teachers, mistakenly think that since the students are online at all times, this equals digital competence. Students might spend huge parts of their lives in surroundings in which they can access the Internet at all times. However, this does not suggest that they automatically possess digital competence. There is no link between a high level of digital competence and the time spent online.

Many researchers have investigated the concept of digital competence and most of these revolve around the idea that one should be able to use this tool so as to enhance one’s own knowledge in different fields. It is not only a writing tool, but also a source of information, a presenting tool, a communication tool and more. Calvani, Cartelle, Fini and Ranieri (2008) have summed up their meaning of digital competence in the following quote:

Digital competence consists in being able to explore and face new technological situations in a flexible way, to analyze, select and critically evaluate data and information, to exploit technological potentials in order to represent and solve problems and build shared and collaborative knowledge, while fostering awareness of one’s own personal responsibilities and the respect of reciprocal rights/obligations.

(Calvani, Cartelle, Fini and Ranieri, 2008, p. 186)

The quote coincides with what this thesis considers to be the definition of digital competence. That the computer is not only a tool, but also a medium from which we find information, interact with others and expand our learning. No other tool in school is as complex as the computer and now with the onset of website learning resources it may in the future replace all other tools in the teaching of English. Therefore the need for several theses like this where the digital tasks are examined is crucial for educational purposes in the near future.

In general many researchers consider digital competence and/or digital literacy as a pivotal point in education worldwide. ‘Digital competence stands as an important challenge for the educational systems of the new century’ (Calvani, Cartelle, Fini, Ranieri, 2008, pp. 191-192). It is a complex and intricate notion, which at the same time as it is researched and studied, develops continually at a higher and higher speed.

¹⁵ Task-Based Language Teaching.

Some researchers do not use the term digital competence, but rather ‘digital literacy’. This is true of Warschauer who highlights that ‘...we have to help them to develop “electronic literacy”’ (Warschauer, 1999, p. 11) and goes on to explain this as being able to cope with ‘the decentered, multimedia character of new electronic media [which] facilitates reading and writing processes that are more democratic, learner-centered, holistic, and natural than the processes involved in working with pre-computer, linear texts’ (ibid, p. 11).

Defining digital competence is as complex as the technology in question. What is considered digital competence in 2014 might change in a few years time due to technological development. However, this thesis will define digital competence as being able to use digital tools for an educational purpose and by doing so achieve more knowledge.

2.4.2 Digital tasks

A lot has been written about digital competence, however, digital tasks have not been researched much until very recently. The foreword to the book *‘Task-Based Language Learning and Teaching with Technology’* Thomas and Reinders (2010) points to the fact that, although there have been numerous publications regarding TBLT, there have been few concerning TBLT in technology-mediated contexts. ‘We cannot assume that tasks work the same way in FTF (Face-to-Face) classrooms and in technology-mediated environments. Nor can we assume that they work in the same way in the highly varied environments that technology now affords’ (Rod Ellis in Thomas and Reinders, 2010, p. xviii). Ellis moves on to state the importance of more knowledge in how digital tasks work stating that the developments in technology used for teaching languages makes it vital to gain more information about how to ‘...design tasks for use with different technologies and how best to implement them in ways that will foster language learning’ (ibid).

Tasks thus have to foster an electronic literacy that not only includes the technical use of the tools but also certain approaches to learning. Hampel investigates this further and supports the need for more democratic and learner-centred features which are more ‘... inherent in many online environments’ (Hampel, 2006, p. 112). This resonates with the teacher today being more of a guide and counsellor in teaching than what used to be the case. There are also other linguists like Bygate, Skehan and Swain (2001) who in more recent research claim that working on a task involves the student in the language with a focus on meaning in order to accomplish the task’.

Moving over to a definition of a digital communicative task and not just a task or a digital task is very difficult. As Ellis points out in his publication, *'Task-based Language Learning and Teaching'* there is a considerable amount of definitions to choose from regarding a communicative task, some broader, some narrower.

Nunan (1988) on one side has his definition on what a communicative task is:

A communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (Nunan in Ellis, 2003, p. 4)

Nunan here refers, though not explicitly to weak and strong representations of CLT tasks. Form is normally connected to the weak representation as this involves instructions in perhaps grammar. At the same time he highlights the importance of meaning. Hampel comments upon this transition from 'face-to-face' task into a 'virtual environment' and highlights that '...we have to ensure that tasks are appropriate to the medium used and that we develop tasks that take into account the affordances (i.e. the constraints and possibilities for making meaning) of the modes available' (Hampel, 2006, p. 111). Others, such as Canale and Swain accentuate that: 'Tasks should, according to CLT, be created so that the students use the language instead of only rehearsing fragments of it' (Canale and Swain, 1980, p. 124). An example of rehearsing fragments would typically be 'drag and drop', 'fill in exercises', 'grammar drills', 'vocabulary' and so forth. There is reason to believe that rehearsing fragments of a language is useful at the start of learning a second language, but at the level of upper secondary school most of these fragments should be in place. Hence, a communicative approach focuses on getting meaning across, despite lapses in the language used. The focus is then rightfully so on meaning, rather than only grammatical features and complies with the intention behind CLT.

How do teachers use websites for teaching purposes? 'There is some evidence that confident teachers treat textbooks as a resource rather than a script regardless of their design' (Tomlinson, 2012, p. 350) What Tomlinson here refers to can be transferred to websites too. Many teachers use different websites for different topics and for different tasks. Hence, a confident teacher, according to Tomlinson, is more likely to use the Internet as a resource regardless if it is a website specifically designed for teaching or websites for non-educational

purposes. Teachers also make their own digital tasks by instructing students to visit certain websites and giving them instructions on what to look for in order to for example give a presentation, or discuss in pairs/groups. This is typically a weak representation of CLT in which there is a focus on giving instructions or to ‘scaffold’ a task to suit the students’ level and need.

Many will claim that CLT through the use of computers is not achievable since the students are facing a screen and not their peers. How to increase communicative competence in digital tasks? It is not impossible. Digital tasks can incorporate this with web cameras, recording functions and the use of programs like Skype. Many of these examples would be strong representations of CLT tasks. It is easier than ever to establish contact with students in other countries through the Internet. Possibilities are endless for digital communicative tasks and it is interesting to see the amount of these tasks in the learning material of this thesis.

2.4.3 Digital learning material

Different approaches to learning have influenced digital learning materials. However, now there might seem to be a change in that digital learning materials influence both learning theory and text books. There is no doubt that the future of learning languages will entail technology and at the moment this includes the computer, tablets or even mobile phones. This view that technology spurs on a change in learning material is pointed to by McGrath who states that ‘It is probably no longer appropriate in our field to talk about textbooks or coursebooks. What we now have are teaching-learning packages’ (McGrath, in Alexander, 2007, p. 355). What improvements will be made in technology remains to be seen. However, the technological progress will indefinitely fast-forward digital learning material. Tomlinson refers to this when he states that:

...the demand to learn languages and the use of new technologies in developing language learning materials will continue to increase. It will be interesting to see if the content of materials will become more authentic and if their activities will become more engaging. (Tomlinson, 2010, p. 352)

The KP06/10/13 in English mentions in particular the need for authentic texts. Tomlinson points to the fact that ‘many ministries of education and large institutions are publishing their own materials’ (Tomlinson, 2010, p. 351). This is true for upper secondary schools in Norway

too as they 18 out of 19 counties cooperate to provide the website *NDLA* which contains all the learning material for chosen subjects. Norway scores very highly along with the other Nordic countries in the Eurostat statistics on people who have ever used a computer. Norway scores on or above average in all categories in the computer skills statistics from 27 European countries in 2012. (Eurostat Newsrelease, 2012). However, technology is a tool for learning and does not automatically guarantee that the use will end in learning, something which Furstenberg emphasises in the following quote: ‘Furstenberg stresses that technology should not be seen as a panacea for language learning and teaching but as a tool that needs to be used appropriately’ (Furstenberg, in Hampel, 2006, p. 105).

As discussed in the section above this is an on-going debate which will continue in the fields of teaching and learning research. This thesis aims to provide a reflection of this debate, thus adding to the discussion of technology as learning material and/or tool.

2.5 Summary

The major learning theory since the 1980s has been CLT. Thus, it has influenced the curricula in many countries, including Norway. The Norwegian curriculum has been and is heavily influenced by the CEFR.

The introduction of digital learning materials in schools in the last decade has in many ways changed the way students learn languages. In recent years, the computer has been introduced as a digital tool in upper secondary schools in Norway. This is by far one of the major changes in Norwegian schools for decades. This rather radical change and the development of CLT have been presented in this chapter in order to shed light on the background of this thesis. How digital learning materials and computers have influenced communicative tasks and hence the students’ communicative competence is what this thesis will look further into. This synergy effect between CLT tasks and CALL forms the basis for this thesis.

There is a massive amount of publications regarding CLT, and researchers have defined and redefined what is to be understood by CLT. After outlining the main defenders and critics of CLT in this chapter the thesis will base its discussion, as mentioned, on Howatt’s and Ellis’ notions of strong and weak representations of CLT tasks.

3 MATERIAL AND METHODS

3.0 Chapter introduction

This chapter presents the material and methods for this thesis which is the three websites *Targets*, *Stunt* and *NDLA* for English Vg1 in Norwegian upper secondary schools. What will be explained is how this study has collected the data and from where. The methods which have been chosen for this analysis will be explained in detail. Ultimately limitations and obstacles this study has met with will be made clear.

The intention of this research is to find out if digital communicative tasks are found on the websites and textbooks of *Targets*, *Stunt* and *NDLA*. If there are digital communicative tasks on these websites there will be a subsequent qualitative analysis of some of these tasks to determine whether these are strong or weak versions of a CLT task. The study aims to find out if there are differences between websites and textbooks and if so, suggest explanations.

In the fifth chapter the discussion of the findings will be dealt with website by website and textbook by textbook, but also compared to one another.

3.1 Regarding the websites in general

In order to make a useful comparison between the websites of *Targets*, *Stunt* and *NDLA*, it was vital to narrow the study down further by choosing a chapter topic found in all three websites/textbooks. A topic which fulfilled this requirement was 'Around the World'. This was chosen because it was present in all three websites and the two adjoining textbooks, but also because it was a topic specifically pointed out in the subject curriculum. (KP 06/10/13) Furthermore, due to the time constraint of this paper, it would prove impossible to go through the entire websites/textbooks. By extracting a specific chapter topic the findings of this paper may be skewed, but it may suggest whether or not there are any differences between the three sets of learning materials, regarding communicative competence.

Targets is the oldest of the three websites. However, the website has been revised many times. *Stunt* was launched around the same time as *NDLA*, in 2009 (for the English subject that is) but seems to have undergone less revision than both *Targets* and *NDLA* in recent years based on personal experience. Layout wise *Stunt* is in between *Targets* and *NDLA*. (See Figures 4.1, 4.2 and 4.3) This is because *Targets* has a layout in which the entire website is the page the student can see. In other words, there is no need to scroll to get an overview. *Stunt* and *NDLA*

on the other hand requires you to scroll much more and by doing so it is easier to lose control of where you are at any one time. The reason to comment upon layout is to give the reader of this thesis an insight into the websites in question.

In order to be able to compare the findings in this thesis the quantitative data will be presented by using statistics. The challenge lies in how the data can be presented as numbers. A difference between *Stunt*, *Targets* and *NDLA* will be very difficult to measure without some sort of statistical material. However, for this thesis it is necessary not only to use a qualitative method, but also to make use of a quantitative method to support the statistical data.

In particular it will be interesting to see how *NDLA* will perform in comparison to the other two websites. E-learning is not an area which has existed for a long time, and there has been little or no research on the use of websites in English. Websites like that of *Targets* and *Stunt* have existed for some years now, but *NDLA* presents something entirely new since all the learning material is found online. *NDLA* is meant to be a complete learning material to use for Vg1 English and therefore no accompanying textbook is provided.

3.1.1 Criteria for the selection of websites

As mentioned in the introduction it was a deliberate choice to select *Targets*, *Stunt* and *NDLA*. These are among the most used and known teaching materials for Vg1 English in Norwegian upper secondary schools. They were all either revised or published after the KP 06/10/13. *Targets* is a website which has been used for many years, while *Stunt* is fairly new, but rather similar to the traditional websites and *NDLA* is one which is completely digital. It is worth noting that other websites, like those by Gyldendal, Fagbokforlaget and Cappelen have been considered too.

As this thesis is a small-scale study a decision had to be made, as mentioned, on which chapters from the websites and textbooks to pick out for the analysis. The choice was made, as mentioned, to look at chapters in all three websites which would be as similar as possible thus making them more comparable. In addition the equivalent textbook chapters from *Stunt* and *Targets* were chosen. The subject curriculum, as stated, demands that the students are to learn about different English speaking countries so on all three websites there are chapters regarding this:

Stunt: East is East, and West is West

Targets: Around the World

NDLA: Culture and Society

Also, these chapters are, on all the websites/textbooks, varied and rather long, making them ideal for comparison. The aim is, as cited, to find out if the tasks in these chapters promote digital communicative competence, not the outcome of the tasks. Since the topic of ‘English around the world’ entailed so much diversity it seemed a perfect choice to work with. In the following presentations of the websites the chosen chapters are marked in bold letters.

3.1.2 Presentation of *Targets*

Targets textbook, written by Haugen, Haugum, Kagge, Ljones, Myskja and Rugset was first published in 1998 by Aschehoug and has subsequently been revised many times. The last time it was revised was in 2009. *Targets* has the same chapter structure in the textbook as on the website. A very simple website was also published in 1998, but this has, along with the textbook, been revised several times. Altogether there are 6 main chapters named ‘Transition’ (7 texts), ‘**Around the World**’ (21 texts), ‘British Culture and Society’ (16 texts), ‘American Culture and Society’ (13 texts), ‘First Nations’ (13 texts) and ‘The English Language’ (8 texts). (See appendix 1) This division is exactly the same as in the textbook. In addition there is the textbook and the CDs and a separate password based website for the teacher, which has to be paid for in order to obtain a license. There used to be a separate Workbook, but this has now been replaced by the website, which is password and licence-based in order for the students to access it. The reason for choosing *Targets* from the publishing company Aschehoug is due to the fact that this learning material has been one of most commonly used for English Vg1 in the country for several years.

3.1.3 Presentation of *Stunt*

Stunt textbook, written by Areklett, Hals, Lindaas and Tørnby was published for the first time in 2009 by Det norske samlaget. This was three years after the introduction of the Knowledge Promotion, which makes this learning material a new addition compared to many other learning materials which have been published prior to the Knowledge Promotion and only been revised later to meet the requirements of the new subject curriculum. In this context it is therefore interesting to see if the authors and the publishing company have chosen a different approach to the design of the website accompanying the book. The website of this learning material was made available at the same time as the textbook was published and is free of charge for the students. Anyone can use this website. In May 2012 the rights of this learning material was taken over by Fagbokforlaget.¹⁶

Stunt has divided their website into five chapters, and has, like *Targets*, the same chapters in the textbook as on the website. The chapters are named: ‘No Man is an Island’ (17 texts), ‘The Queen’s English’ (30 texts), ‘The Dream of a Brave New World’ (29 texts), **‘East is East, and West is West’ (27 texts)** and ‘Words, Words, Words’ (grammar chapter). (See appendix 2)

3.1.4 Presentation of *NDLA*

NDLA has a different approach to the layout of their website. Here there are no chapters, but rather topics. These are named: ‘Language and Grammar’ (7 subcategories)¹⁷, ‘Communication and News’ (4 subcategories), **‘Culture and Society’ (7 subcategories)¹⁸**, ‘Literature, Film and Music’ (7 subcategories), ‘Vocational’ (9 subcategories)¹⁹, ‘Animation Library’, ‘Tasks and Revision’ and ‘Assessment and Exams’. For this study the subcategory called **‘Other Countries’** in ‘Culture and Society’ was chosen. It consists of 20 texts. (See appendix 3)

¹⁶ Information given in an e-mail reply by Fagbokforlaget.

¹⁷ The subcategories with the one chosen in bold letters: The English Language, Pronunciation, My Learning, Grammar, Working with Words, Working with Texts, Animations.

¹⁸ The subcategories with the one chosen in bold letters: The USA, The UK and Ireland, Canada, Australia and New Zealand, **Other Countries**, Topics, Easy Texts.

NDLA was created by 18 Norwegian counties that work together in order to develop the site. The money for this comes from the budget used to provide learning materials for the students in the counties. This learning material is in its entirety digital and free of charge for anyone to use.

3.2 A quantitative or a qualitative study, or both?

In order to choose an appropriate method for this analysis it was important to consider both doing a qualitative study and a quantitative study. These have both their strengths and weaknesses.

After considering both types of studies for this thesis the decision was to do both. In order to be able to compare the communicative tasks from the three websites and two textbooks it would be useful to do a quantitative study which would result in comparable numbers and hence percentages. Another good reason to choose a quantitative study was that it would provide the reader with an overview in the form of appendices to follow the study step by step. A third reason was that by doing a quantitative study of the chosen chapters it would be possible for others to extend this study by testing other chapters to the same criteria. In many ways a qualitative study is more clinical and more comparable than a quantitative one. Hence, in order to compare between *Targets*, *Stunt* and *NDLA* it was critical to be able to compare these websites and textbook chapters in the most neutral way possible so as not to skew the results. In addition it was decided to perform a shorter quantitative study of the two most typical digital communicative tasks found on the websites. The quantitative study will only deal with the websites and not the textbooks. An overview of the different types of digital communicative tasks will be presented in tables in the data analysis chapter. This has been done to find out whether there is a pattern of typical digital communicative tasks on all three websites and textbooks or not.

As reasoned above, a quantitative study would provide the analysis with numbers, making it easier to compare between the three websites and as a result find out which of the websites and textbook chapters have the most digital communicative tasks. As Punch puts it: 'We have defined quantitative data as empirical information in the form of numbers' (Punch, 2008, p. 87). Numbers are useful for comparison, however, using this method would not enable the analysis to go further into the material and look at the details.

Conversely, the decision was made to add a smaller qualitative study to the second half of the study, namely finding out if the digital communicative tasks on the websites were either strong or weak versions of a CLT task. The qualitative study then, which is on a much smaller scale than the quantitative study will, as mentioned, pick out two of the most common digital communicative tasks from each website and test these against criteria 3 and 4 (strong or weak versions of a CLT task).

Punch has defined qualitative data to be: ‘empirical information about the world, not in the form of numbers. Most of the time in education research, as noted earlier, this means words’ (Punch, 2008, p. 87). So, choosing a qualitative study to find out whether a sample of the digital communicative tasks are either strong or weak versions of a CLT task proved to be the most useful. In addition, most digital communicative tasks could not simply be classified as only weak or only strong, adding to the decision that a qualitative study would be best for that part of the analysis. A qualitative study would allow for details in the tasks to be investigated, supporting the thesis with specific examples. On the downside, using this method would make the thesis very oriented towards details and hence the possibility of analysing fewer tasks than with a quantitative study and therefore the bigger picture might be lost. Using a quantitative study for the whole thesis was not considered useful as the framework for such a study ‘reflect researcher-imposed constructs’ (ibid, p. 88).

Therefore the decision was made to combine these two methods in an attempt to get the most out of the material that would be analysed. Furthermore, it was important to choose the correct study method for what it was supposed to give answers to. In recent educational research there has been, as pointed out by Punch: ‘A further, more recent development, had been the combination of the two methods in what is now called ‘mixed methods research’ (ibid, p. 17). There have been, as far as it has been possible to check, no similar studies done on digital communicative competence on websites and textbooks used for the teaching of English. It has therefore been impossible to see what researchers have used as methods earlier, and a new framework has had to be made. By using both methods the strengths of both will be maintained.

3.2.1 Types of ‘Digital Communicative Tasks’

In order to perform a quantitative study to investigate the digital communicative tasks it was vital to create criteria. Since the main aim of this thesis is to investigate whether digital tasks are communicative or not, it was necessary to establish criteria which would distinguish this from other tasks. As Gorard (2001) points out, it is important to decide upon sub-groups, or in this case, criteria before the analysis is carried out. By deciding on the criteria before collecting the data from the research it would mean that the three websites were treated exactly the same, thus ruling out favouritism.

There are also other aspects to consider of the tasks in question as some tasks were short, and some were longer. For example, there may be questions to answer in pairs/groups. In one task the number of questions is 2 and in the next task there are 10 questions. Both of these meet both criteria 1 and 2, but there is an implication that one of them is much shorter than the other. On the other hand those two questions can be more extensive than those 10 questions. Since the thesis is not looking for the quality of the tasks, but rather whether it promotes digital communicative competence, the tasks were tested against the same criteria regardless of the number of questions and/or the width of these. In addition, there are some questions which have more than one question in them, although they are numbered 1, 2, 3 etc.

3.2.2 Digital communicative tasks

Since, to my knowledge, there is little or even no literature on digital communicative tasks it has been crucial for this thesis to come up with its own definition of what a task like this is. However, definitions of a ‘communicative task’ are more numerous as mentioned in chapter 2. Also, the term ‘activity’ is more widely used. Most researchers discuss communicative activities and not tasks. However, this thesis will make use of the term ‘task’ consistently.

The person who invented the idea of communicative competence was Hymes. In the sixties, he, inspired by Chomsky’s notion of competence, continued to develop this further and introduced the phrase ‘communicative competence’. ‘Believing that what was crucial was ‘not so much a better understanding of how language is structured, but a better understanding of how language is used’ (Howatt, 1984, p. 271). Both Chomsky and Hymes were more into the linguistic competence aspect of learning a language than just knowing grammar (form). This was a quite radical change in the understanding of how languages were learned. Hymes

emphasised that there were many different aspects to communicative competence. Among these was grammar. However, he emphasised that he viewed competence as ‘the most general term for the capabilities of a person’ (Brumfit and Johnson, 1979, p. 18). He continued to refer to competence as ‘dependent upon both (tacit) knowledge and (ability for) use’ (Brumfit and Johnson, 1979, p. 19).

Before communicative competence the focus was on commanding the structures of the language (form). Krashen’s Input Hypothesis in the eighties continued the focus on meaning, not necessarily only on form. His well-known hypothesis that a learner is to be challenged slightly outside their comfort zone when learning a language in order to develop his/her language skills ties well in with the idea of communicative competence. An example of this is Samuda and Bygate who discuss communicative competence and that ‘a central concern then is relevance of language and relevance of activity’ (Samuda and Bygate, 2008, p. 53).

The concept of communicative competence which Hymes presented was to become a part of all aspects of language teaching from the seventies and up until today.

Nunan, who investigated communicative competence, defined this in the following words: “The ability to deploy linguistic, interpersonal and socio-cultural knowledge effectively for communicative purposes’ (Nunan, 1988, p. 212). In Nunan’s opinion a communicative activity/task is one which involves either pair or group work where the participants share information. In another paper of his, he stated that

In this paper, I shall define the communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (Nunan, 1988, p. 18)

His definitions will be the pillars for this thesis along with Howatt and Ellis’ work as outlined in chapter 2

3.2.3 Criteria for a digital communicative task for this thesis

To make the investigation of the digital tasks orderly and manageable it was vital to deploy criteria to test the digital tasks against. In order for a task to be a digital communicative task

for this thesis it needs to fulfil both criteria 1 and 2. The first criterion focuses on the medium. In order for the task to be a digital communicative task the student has to use a digital tool in order to solve it. The second criterion focuses on the activity and whether the task involves the exchange of information with others. The second criterion is based on Nunan's requirement for a task to be communicative.

In order to organise the data for this thesis the following criteria will be used to find the digital communicative tasks.

Criterion 1: Related to medium.

It is to be understood that a digital communicative task requires you to use a digital tool in order to solve it.

Criterion 2: Related to activity.

It is to be understood that a digital communicative task involves the exchange of information, either in pairs, group, by digitally exchanging information or presenting digital material to others.

First, the tasks will be classified according to the two criteria as mentioned. All of these tasks, and whether or not they fulfil the criteria can be found in the appendices. In order to further investigate the tasks which are found to fulfil both requirements for a digital communicative task, a selection of these tasks will be analysed. These selected tasks, chosen according to the two most common types of communicative tasks on the websites will be further analysed to find out whether they are strong versions of a communicative task or weak versions. The criteria used for the extended investigation of the digital communicative tasks are based on Howatt's definition of weak and strong versions of communicative tasks.

In 1984 Howatt published the manuscript called '*A History of English Language Teaching*' in which he distinguishes between strong and weak communicative tasks. The weak version focuses on giving learners the chances to 'make use of their English for communicative purposes' (Howatt, 1984, p. 279). He continues stating that a weak version is: "learning to use" English. This weak version has been, according to Howatt, the most popular type of communicative tasks from the mid-seventies and onwards. 'The basic aim of a language teaching course is to promote (competent) *communicative performance*' (ibid, p. 287). A

weak representation of a CLT task will help students find out how to use their knowledge of the target language. This suggests that the learners already have a basic knowledge of the language they are to learn. More like a performance of the language, as Howatt points out in his volume.

The strong representation, on the other hand, focuses on learning a language through communication. In Howatt's words: 'using English to learn it.' This is more in the line of a natural approach to learning a language and how one learns a mother tongue. '...the knowledge of the second language is the outcome of communicative activity, not the prerequisite for it' (ibid, p. 287). Howatt continues describing how 'learners must use their communicative capacities in order to learn the new language or, to use the original term in its original sense, they must develop their communicative competence' (ibid). This view is according to Howatt more of a 'competence view' on language learning.

A key factor for both the strong and weak representations of CLT tasks lies in the focus on how the language is used. Not regarding the structure of it. 'Task-based language learning constitutes a strong version of CLT' (Ellis, 2003, p. 30). Ellis goes on to state that 'a strong version of CLT can be realised in a variety of ways, not just by tasks' (ibid, p. 30). Ellis describes the function of a task as a 'useful device for planning a communicative curriculum, particularly in contexts where there are few opportunities for more authentic communicative experiences, for example, many FL situations' (ibid, p. 30).

'The distinction between a weak and a strong version of CLT parallels the distinction between **task-supported language** teaching and **task-based language** teaching' (ibid, p. 28). He goes on to note that the weak version provide 'communicative practice for language items that have been introduced in a more traditional way' (ibid, p.28). When explaining the strong version he states that he defines a strong version: 'as a means of enabling learners to learn a language by experiencing how it is used on communication' (ibid, p. 28). However, Ellis (2003) acknowledges the difficulties in providing authentic communicative situations for learners of a foreign language. He states that tasks can take on this role where there are not as many chances of 'communicative experiences'.

Therefore the following definitions of strong and weak will seek to analyse whether the communicative tasks found on the websites in question are strong or weak representations of a CLT task.

Criterion 3 Strong representation of a CLT task

It is to be understood that a STRONG CLT task includes:

- a focus on pure communication
- no focus on form/instructions
- no focus on grammar or language systems
- a focus on “immersion” in the target language, a naturalistic approach
- a focus on comprehension rather than accuracy

In other words, focus on **the use of the language**

Criterion 4 Weak representation of a CLT task

It is to be understood that a WEAK CLT task includes:

- a focus on communication but with scaffolding
- a focus on form, either explicitly or indirectly
- a focus on direct instruction or corrective feedback
- a focus on tools for the students in order to learn

In other words, focus on **learning to use English.**

This thesis aims to look at the two most common digital communicative tasks from each website to see whether these can be classified as strong or weak representations of a CLT task. The criteria 3 and 4 will help to find out if the tasks found on the websites represent mainly weak or strong versions of CLT, and if there is a consistent pattern of either both or only one version of CLT in all three websites.

In detail this means that by applying criteria 1 and 2 this thesis will find out if the tasks have to be solved digitally or not and if it involves interaction with others. Then, by testing against criteria 3 and 4 it is possible to find out if the tasks are strong or weak versions of a communicative task. Hence, this thesis will be able to verify or falsify the hypothesis that digital tasks will promote student’s communicative competence.

3.2.4 Tables

To perform a qualitative analysis of the digital communicative tasks in the websites and textbooks it was necessary to go through each task and measure it against criteria 1 and 2. Both the website tasks and textbook tasks had to undergo the same testing towards criteria 1 and 2.

It was decided to plot these results into tables, which are to be found in the appendices. Tables which contain the overview of the results have been added to the analysis chapter of this thesis. In order to juxtapose the results from the three websites and two textbooks it was necessary to convert the numbers into percentage. These tables make up the quantitative part of the analysis.

In addition tables were made to look at which types of tasks were digital communicative tasks. Was there a variety of digital communicative tasks or was there one or two which were more common than others. By plotting this in a table for each website and textbook it enabled this thesis to compare between *Stunt*, *Targets* and *NDLA* and at the same time it made it possible to extract an example of the two most prevalent digital communicative tasks from each source in order to perform the qualitative research of this thesis.

Another reason to make use of tables for the quantitative study of this thesis was that it presented the data in the most well-presented manner possible as outlined earlier in this chapter.

3.2.5 Reliability, validity and limitations

The aim of this thesis is to find out if the digital tasks found on websites promote communicative competence in students in English Vg1 in Norwegian schools. Still, there are limitations to this study.

Also, due to the scale of a master thesis it was necessary to pick out a similar chapter in all three websites. The outcome of the analysis might have been different or more valid if more chapters were to be included or other chapters were chosen. The choice of not using students and/or teachers in this study has also had to do with the fact that a study which is less reliant on people is more apt for this research question, but also by including students and/or teachers the sheer scope of the study would multiply. By only focusing on digital communicative tasks

the analysis has probably missed out on some other interesting aspects concerning website tasks. It would for example be interesting to investigate whether or not grammar is taught differently from the textbooks. Another point of interest could be to analyse whether or not the array of fictional and factual texts are different online versus the textbook, especially concerning *NDLA*, since it has only online texts.

Therefore the reliability of this analysis is not a 100 % because it might give different results if performed differently. However, with the chosen categories and limitations there is reason to believe that the outcome of this thesis will provide useful information on communicative competence in digital tasks on websites in English Vg1 in Norwegian upper secondary schools. Although the analysis focuses on only compulsory English Vg1 websites, there is reason to believe that some of the findings might apply to English Vg2 International Studies (optional) and English Vg3 Social Studies (optional) or English Vg3 Literature and Culture (optional).

3.3 Summary

The websites in question have both similarities and differences and have been chosen for particular reasons as outlined in this chapter. A short description of each and a reason as to why they are a part of this thesis have been presented.

In addition to the decision to make use of both a quantitative and a qualitative study was based on what the thesis aims to find out. Since there has been little or no research on digital communicative tasks it was a vital point to come up with a definition of this. Discussing quotes by researchers on communicative tasks was not enough as none referred specifically to digital tasks. Therefore criteria had to be employed for this thesis. Criterion 1 is related to medium, in other words if one needs a digital tool in order to solve that task. Criterion 2 is related to activity, in other words if the tasks involves the exchange of information. The second part of the analysis entails two more criteria, which the tasks that pass criteria 1 and 2 are tested against. Criterion 3 tests if the digital communicative task is a strong version of CLT. Criterion 4 tests if the digital communicative task is a weak version of CLT.

Regarding how the material will be presented a short description of this was added to prepare for the data analysis chapter number 4. Finally, an overview of reliability, validity and limitations has been added to this chapter to point to strengths and weaknesses of this thesis.

4 DATA AND DISCUSSION

4.0 Chapter introduction

This chapter presents the data and discussion of the results. The focus is on the digital tasks and whether they fulfil the criteria of a communicative task as stated in section 3.2.3.

First, an overview of the websites will be given, including screenshots to give an impression of differences in layout between the three.

Secondly, in section 4.2 the tasks from the websites regarding criteria 1 and 2 will be presented and discussed. Following this, the data from the adjoining textbook chapters will be described for comparative reasons in section 4.3. These sections will deal with the quantitative part of the study. In section 4.2.5 the results from all the three websites will be compared.

Furthermore, in section 4.4 the discussion of the qualitative part of this study will be presented on the basis of criteria 3 and 4 (See section 3.2.3). This part will deal with the websites exclusively and not the adjoining textbook chapters.

Finally, section 4.5 will discuss the results in light of the research question and hypotheses stated in the introduction chapter, section 1.4

4.1 The learning material in this analysis

Regarding the learning material in this analysis a selection was made from the digital learning materials available for English in Norwegian Upper Secondary schools. Three rather different learning materials were selected. *Targets* from Aschehoug is a website which has existed for many years, while *Stunt* from Det norske samlaget/Fagbokforlaget has existed since 2009. *NDLA*, as previously mentioned is the one which is different from the other two as it has no additional textbook. Therefore *NDLA* has both texts and tasks on its website, making it much more extensive than the other two websites. The learning material regarding English on *NDLA* was launched in 2009.

Furthermore, *Targets* is the only website out of the three which you need to pay for to get access. Screenshots of *Stunt*, *Targets* and *NDLA* showing a typical website from each have been added as part of this chapter. The reason for this is that it will enable the reader to achieve an overview of the layout and how the tasks are given on each of the websites. Layout

is significant in learning material according to Kress and van Leeuwen (1996) as they state that 'educationalist everywhere have become aware of the increasing role of visual communication in learning materials of various kinds, and they are asking themselves what kind of maps, charts, diagrams, pictures and forms of layout will be most effective for learning' (Kress and van Leeuwen, 1996, p. 12). Commenting upon the layout of the websites is therefore for the purpose of the websites 'communicating' with the student. Kress and van Leeuwen continues to state that: 'Not only the elements on the individual pages, but also the pages themselves must be brought in relation to each other. The book as a whole must be readable as a coherent sequence' (Kress and van Leeuwen, 1996, p. 12). Although they refer to printed materials and the layout of these, their requirements can be relevant to websites too.

4.1.1 Overview of *Targets*

The screenshot shows the 'Targets' website interface for the 'Imagine' chapter. The top navigation bar includes 'START', 'USING ENGLISH', 'LANGUAGE WORK', 'ROLE PLAY', 'THIS MONTH ARCHIVE', 'NEWSSTAND', 'DICTIONARIES ENCYCLOPEDIAS', 'EXAMS & CURRICULUM', and 'WEBGUIDE'. The main content area is divided into three sections: 'LEARNING WORDS (3 tasks)', 'LEARNING LANGUAGE (2 tasks)', and 'LEARNING CONTENT (3 tasks)'. Each section contains two tasks. The 'LEARNING WORDS' section includes 'Learning new words' and 'Imagine - missing words'. The 'LEARNING LANGUAGE' section includes 'Imagine: Parts of speech 1' and 'Imagine: Parts of speech 2'. The 'LEARNING CONTENT' section includes 'Interviewing a rock star' and 'The Beatles'. On the right side, there is a 'CHAPTER 2' header, a 'AROUND THE WORLD' section with a globe icon, and a 'Main aims in this chapter' section listing 21 texts: 'Imagine', 'The Caribbean', 'Brackley and the Bed', 'South Africa', 'The Toilet', and 'Nigeria'. The interface is colorful and user-friendly, with clear navigation and task descriptions.

Fig.4.1 Screenshot from Targets website

The *Targets* website has a clear layout which is easy to understand and navigate. See Fig.4.1. Each chapter has the same presentation and this is of importance for the user. Askehave and Nielsen (2005) highlights this by stating that ‘..the choice of information as well as the design and layout of the homepage say something about the sender’ (Askehave and Nielsen, 2005, p. 130). There are shorter versions of all the texts from the textbook and an additional audio file. Referring back to the screenshot from *Targets* Fig 4.1 there are more points to make about the layout. All the subchapters from a main chapter are listed on the right hand side. The layout for each is the same, making it easy to navigate. *Targets* has colour codes: green referring to the ‘Learning Words’ tasks, yellow for the ‘Learning Language’ tasks and blue for the ‘Learning Content’ tasks. The students do not need to scroll the webpage as everything is on the screen which they already see.

As for the tasks these are divided into categories: ‘Learning Words’, ‘Learning Language’ and ‘Learning Content’. Within each there are normally 2-3 tasks. The first, ‘Learning Words’, typically consists of at least one ‘drag-and-drop’ (words and definitions) task. In addition there is often a ‘match’ task too and/or a ‘fill-in’ task. The second category: ‘Learning Language’ usually consists of ‘multiple choice’, ‘choose correct alternative’ and ‘quiz’. ‘Crosswords’ are also sometimes included as tasks here. Traditional grammar tasks requiring the student to ‘fill in’, ‘choose correct answer’, etc. are the norm. The third category, ‘Learning Content’ is much more varied in content. This presents more links to other websites, e.g. ‘research and write’ tasks. Also, quite a few times the students are asked to carry out ‘true/false’ tasks, by clicking on the correct alternative.

4.1.2 Overview of *Stunt*

The screenshot displays the Stunt website interface. At the top, the logo 'stunt' is followed by the text 'Engelsk for vg 1 studieforbereidende utdanningsprogram'. Navigation tabs include 'Home', 'Chapters', 'Resources', and 'For the teacher'. The main content area features a header with the title 'East is East and West is West' and 'Areas of Focus' which lists 'Values: freedom, social involvement' and 'Social conditions in various cultures in a number of English-speaking countries'. Below this, there are tabs for 'Student' and 'Teacher'. The main lesson title is 'The Ballad of East and West' with a sub-heading 'Young People around the World (from the New York Times)'. A large image shows silhouettes of people against a sunset. Below the image are links for 'South Africa', 'Mexico', and 'India', each with an 'Article' and 'Audio with pictures' option. The page also includes sections for 'Studying Abroad (Research and Discover)', 'Rudyard Kipling (Portrait)', 'Rudyard Kipling (Webquest)', and 'Test Yourself' with various interactive activities like 'Check Box - Place the Country', 'Check Box - The English Speaking World', 'Stairs - English - Speaking Countries', 'Crossword - The English - Speaking World', and 'Pdf - Test Yourself - The English - Speaking World'. A sidebar on the left lists various topics under categories like 'Global Village', 'Freedom Fighters', 'Global Issues', 'On Top - Down Under', 'Listening Comprehension', and 'Stunt Discovery'. The footer contains contact information and the 'Samlaget' logo.

Fig 4.2 Screenshot from *Stunt* website

Stunt is a website from 2009. A screenshot of the layout of this website is found in Fig 4.2. The layout for each text and its adjoining tasks is the same, meaning that the website has a consistent look. The chapters are the same as in the textbook. The overview of these chapters is placed to the left, which makes it easy to navigate back and forth between the different texts. Almost every text has an Mp3 file which enables the students to listen to the text at their own speed. The tasks are also typically found in different boxes, as can be seen in Fig 2 where it is placed to the left near the bottom of the webpage. At all times you have an overview to the left of the texts found in the chosen chapter. This makes it easier to navigate for the student. In addition each task box has a print icon which is a feature it shares with *NDLA*. However, *Stunt* is less consistent in layout than *Targets*.

4.1.3 Overview of NDLA

The screenshot displays the NDLA website interface for a lesson titled "South Africa - Introduction" in English. The page is structured as follows:

- Header:** Features the NDLA logo, navigation tabs (List, Contents, Curriculum - GREP, Apps), a search bar, and utility links (English, Help, Login).
- Lesson Title:** "South Africa - Introduction" with a subject material indicator (1/21).
- Author:** ASE ELIN LANGELAND, CELIA SUZANNA SANDOR, CATHARINE RUUD, ENGELSK FOR VIDEREgåENDE (VEGA).
- Consideration:** A prompt asking students to share their thoughts on South Africa.
- Video Player:** A video titled "Introduction - South Africa, 10:08" with a progress bar and controls.
- Text Content:**
 - Geography:** Describes South Africa's location on the southern tip of the African continent, bordering Namibia, Botswana, Zimbabwe, Mozambique, and Swaziland.
 - Historical Background:** Discusses human habitation, the Dutch East India Company, and the Anglo-Boer War.
 - Apartheid:** Explains racial segregation and the role of Nelson Mandela in ending it.
 - Cultural Diversity:** Notes the presence of multiple languages and ethnic groups.
- Map:** A map of South Africa with labels for neighboring countries and oceans.
- Image:** A portrait of Nelson Mandela.
- Tasks and Activities:**
 - Comprehension:** A list of six questions related to the text.
 - Map Game:** Instructions for a map-based activity.
 - More Tasks:** A link to a collection of additional tasks.
 - Further Reading:** A list of related articles and stories.
- Footer:** Includes page information (page 1 of 27), social media sharing options, and a "Contact us" button.

Fig.4.3 Screenshot from NDLA website

The layout of the *NDLA* website shown in Fig.4.3 is different from the two other websites. There is no consistency of how the material is presented on the website. The tasks for each topic can be found anywhere on the website as there is no coherent way to present the tasks. This could confuse the student. One of the reasons why it is confusing is that the website is not divided into chapters but rather unnumbered topics. The amount of nodes²⁰ on this website makes it easy to lose track of where one is. There are numerous internal links, some of which appear many times, adding to the disorientation while navigating this website. This may be an obstacle which will pass with use, but it is an important point because teachers have to spend time directing the students to the correct tasks. This is pointed out in the report by Rambøll (2009) where some teachers state that they prefer to give their students specific links to *NDLA* instead of letting them find the texts and tasks themselves.

Moving back to the layout of *NDLA* this website has few colours. The headings and links are blue and the text is black. There are no other colours to distinguish different parts of the website. Using other colours too might help the speed the student navigate the website. A consistent layout with the use of colours or f. ex task boxes like on the websites of *Targets* and *Stunt* would add coherence and make the website more user-friendly. There is also little consistency in how tasks are given. This may be due to the numerous authors of the different texts and tasks. Each contributor has his/her name at the top of the page and there are different ways of placing the tasks adding to the inconsistency. Some tasks are given at the end of a text, others placed before or even in the middle of a text.

On the other hand, *NDLA* has modern features such as applications, Twitter, Facebook and QR-downloads. However, as will be seen in section 4.3 regarding the website tasks these modern features are not used for task purposes. Nevertheless, these are features which are not found on the two other websites for unknown reasons. Social networks such as Twitter and Facebook are new areas for learning according to Krokan who points out that: ‘The social networks accommodate so that we can learn in other ways, work in other ways and stage our life in other ways than before, which we do in more and more aspects of life’ (Krokan, 2012, p. 89). Other features which are less modern include being able to click on an icon to have the whole text read out loud, and all pages have a ‘print’ icon too, in much the same way as in *Stunt*. Maybe there would be more digital communicative tasks if the publishers implemented more features and/or social media?

²⁰ Textual elements

NDLA has 8 main topics in English Vg1. This website is therefore different as it is topic based rather than divided into chapters as mentioned earlier. There are no numbers, only the titles of these topics.

There is a download feature which enables you to print the entire topic material. With this feature students can make their own folders containing downloads from *NDLA*. This can to a certain degree make up for the lack of a textbook for those students who prefer to read on paper.

4.2 Data from the websites (Criteria 1 and 2)

4.2.1 Outline

This section will present and discuss the results of the quantitative study (Criteria 1 and 2) of the digital communicative tasks on the websites of *Targets*, *Stunt* and *NDLA*. In addition the results from the adjoining textbook chapters will also be commented on for comparative reasons.

The digital communicative tasks which fulfil criteria 1 and 2 will be presented in this section. As mentioned earlier (See section 3.2.3) these are as follows:

For a task to fulfil **Criterion 1** it has to be related to medium. In other words it is to be understood that a digital communicative task requires the use of a **digital tool** in order to solve it.

For a task to fulfil **Criterion 2** it has to be related to **activity**. In other words it is to be understood that a digital communicative task involves the exchange of information, either in pairs, groups, by digitally exchanging information or presenting digital materials to others.

4.2.2 Tasks from *Targets* website (Criteria 1 and 2)

All the tasks for ‘Chapter 2 Around the World’ from the *Targets* website were tested against criteria 1 and 2 to find out how many involved the use of a digital tool **and** involved the interaction with others. A complete list of the tasks and which tasks fulfil the criteria can be found in Appendix 1. However, an example of a task which fulfilled criteria 1 and 2 is as follows:

Targets website (Criteria 1 and 2)
Text 2: Caribbean
<p><i>Find information about the Rastafarian (informally often called "Rasta" or "Rastafari") culture of the Caribbean and about reggae music.</i></p> <p><i>Evaluate critically the sources you use. What makes you think that your best source is serious and reliable?</i></p> <p><i>Take key word notes of the most relevant information you find in the sources (do not just copy and paste them) and give reference to the sources.</i></p> <p><i>Prepare an oral presentation based on your findings. You should not use any notes. If you make a power point presentation, it should not have more than three lines/main points per slide.</i></p>

Table 4.1: Typical digital communicative task from Targets website.

The student needs a computer and Internet to access this task. In addition the student is required to find information. Although not explicitly mentioned it is implicit that the student will use the Internet to find out more about the Rastafarian culture. Therefore this task complies with criterion 1, to use a digital tool. Furthermore, the student is asked to prepare an oral presentation based on what s/he finds. This involves activity and therefore complies with the second criterion. If the student chooses to use a PowerPoint to present his/her findings it is undeniably a digital communicative task.

After checking all website tasks from Chapter 2 on the *Targets* website the total number of tasks was 152. However, the amount of tasks which met both criteria was 18.

	Total number of tasks in chosen chapter	Total number of digital communicative tasks	Percentage digital communicative tasks
<i>Targets</i>	152	18	11.8 %

Table 4.2: Overview tasks from Targets website

Essentially, this meant that only 11.8 % of all tasks in the analysis proved to be a digital communicative task. The research question of this thesis was to find out if digital tasks promote students' communicative competence. Therefore a higher number was anticipated since the curriculum emphasises CLT and it was believed that there would be at least 25 % digital communicative tasks as outlined in hypothesis 1.

Moving on to the 18 digital communicative tasks found on the *Targets* website, there are two types which are more regularly given than others. (See table 4.3) There are three task types which are prevalent, namely: 'discuss in pairs/class', 'oral presentation/present to class' and 'record/make a film/multimedia presentation'. By looking at the tasks in this way the variety of the task types was made clearer and the result shows that there is not much diversity in digital communicative tasks on *Targets* website.

Digital communicative tasks on <i>Targets</i> website	
Discuss in pairs/class	6
Sum up in class/share in class	1
Record/make a film/multimedia presentation	4
Oral presentation/present to class	4
Sum up in mini talk	1
Say out aloud	1
Multiple choice (talk, discuss, present etc.)	1
Send to teacher	0
Conduct a survey	0
Group work	0
Act out	0
Total	18

Table 4.3: Digital communicative tasks from *Targets* website

4.2.3 Tasks from *Stunt* website (Criteria 1 and 2)

The tasks in ‘Chapter 4 East is East and West is West’ from the *Stunt* website were also tested against the two criteria for a digital communicative task. A typical example of a *Stunt* task which fulfilled both criteria is presented in Table 4.4.

<i>Stunt</i> website
Nelson Mandela, 46664 (Webquest)
<i>The number 46664 was Nelson Mandela’s prison number when he was at Robben Island. In 2003, the first 46664 concert was held in Cape Town.</i>
<i>Learn more about the phenomenon at 46664.com. Do some research of your own and present your findings in class.</i>

Table 4.4: Typical digital communicative task from *Stunt* website.

The task in Table 4.4 requires the student to use a digital tool since s/he has to use the website link to access more information about Nelson Mandela, thus it fulfils criteria 1. Furthermore the task demands that the student presents his/her findings to the rest of the class. There is no specific mention of how, but it does involve interaction with other students and hence, it is in line with criteria 2, namely activity. This is also an example of one of the most typical digital communicative task types found on the *Stunt* website. For a complete overview of all tasks from the *Stunt* website consult Appendix 2 for a more detailed description of which tasks fulfilled the criteria for being a digital communicative task in this study.

In total there were 97 tasks in ‘Chapter 4 East is East and West is West’. The total number of tasks which met the requirements of a digital communicative task was 11. Transferring the numbers into percentage showed that 11.3 % of the tasks on *Stunt* website complied with this study’s definition of a digital communicative task. Again, the numbers were lower than anticipated.

	Total number of tasks in chosen chapter	Total number of digital communicative tasks	Percentage of digital communicative tasks
<i>Stunt</i>	97	11	11.3 %

Table 4.5: Overview tasks from *Stunt* website

The 11 digital communicative tasks found on the *Stunt* website were then categorised according to type of task. In the case of the *Stunt* website there were two types of digital communicative tasks which were more common than the others. Both ‘sum up in class/share in class’ and ‘oral presentation/present to class’ are the most common. This was almost the same result as the former website except for the higher number of ‘multiple choice’ tasks found on the *Targets* website.

Digital communicative tasks on <i>Stunt</i> website	
Discuss in pairs/class	0
Sum up in class/share in class	4
Record/make a film/multimedia text	1
Oral presentation/present to class	5
Sum up in mini talk	0
Say out aloud	0
Multiple choice (talk, discuss, present etc.)	1
Send to teacher	0
Conduct a survey	0
Group work	0
Act out	0
Total	11

Table 4.6: Digital communicative tasks from *Stunt* website

The numbers from the *Stunt* website show clearly that there is not a significant amount of digital communicative tasks among all website tasks, which again is the same result as on the *Targets* website. Referring back to the curriculum with its focus on communicative competence (See section 2.2), a percentage of 11.3 % of tasks which meet the requirements of a digital communicative tasks should be considered low. *Stunt* is the website with the lowest percentage of digital communicative tasks among the three websites, but only by a fraction compared to *Targets*.

Regarding the distinction of these tasks from the *Stunt* website, the categorisation of these show little variation as more than two thirds of the digital communicative tasks are either given as ‘oral presentation/present to class’ or ‘sum up in class/share in class’. These types of tasks are fairly traditional and common in Norwegian upper secondary schools. With the possibilities of using Skype, blogs, chat rooms and similar, there could have been a more varied display of digital communicative tasks. By adding more varied tasks of this kind the percentage of such tasks might be higher.

4.2.4 Tasks from *NDLA* website (Criteria 1 and 2)

The *NDLA* section ²¹‘Culture and Society –Other Countries’ was tested against criteria 1 and 2 as the last website to be studied. For more information regarding these tasks see appendix 3. An example of a task which fulfils both criteria 1 and 2 can be seen in Table 4.7

<i>NDLA</i> website
Soweto
<p><i>Oral Presentations</i></p> <p><i>Choose one of the topics below and make a presentation. See <u>How to Organize Project Work</u></i></p> <ul style="list-style-type: none"> -Apartheid -Nelson Mandela -Education -Living Standards -Soweto -Johannesburg

Table 4.7: Typical digital communicative task from *NDLA* website.

²¹ *NDLA* has no chapters, rather sections which are not numbered.

First and foremost the student has to use a computer to click on the link to access the text regarding how s/he should organise their project work. By clicking on that link the students are given more links to help them so the need for a digital tool is present and therefore in line with criterion 1. The second criterion is fulfilled by the requirement to make a presentation of one of the chosen subjects. How this is to be presented is not mentioned, but it is to be assumed that the presentation will be held in front of the class either by one or a group of students. Since the students already use the computer to find information it is very likely that they will use digital tools such as PowerPoint to present their work. The above example is one of the two most common types of a digital communicative task in *NDLA*.

Looking at the overall number of tasks, in the *NDLA* section this was 112 which was lower than that of *Targets*, but higher than the number of tasks on the *Stunt* website. (See Table 4.8)

	Total number of tasks in chosen chapter	Total number of digital communicative tasks	Percentage of digital communicative tasks
<i>NDLA</i>	112	18	16.1 %

Table 4.8: Overview of tasks from *NDLA* website

The amount of digital communicative tasks, however, was 18. The more interesting number is the percentage of these tasks which was 16.1 %. As will be discussed in section 4.2.5, this percentage placed *NDLA* as the website with the highest number of digital communicative tasks in this study. The difference in percentage between the three was, however, not significant and can therefore only indicate what would be the result if all the website tasks throughout the websites were studied. More interestingly the overall number of tasks from *NDLA* was in between that of the other two websites. Since *NDLA*, as mentioned earlier has all its tasks and texts on the website and not an adjoining textbook, it is interesting to note that *NDLA* did not have the highest number of overall tasks. Still, it had the highest percentage of digital communicative tasks. In section 4.4.5 there will be a presentation of the combined numbers of both websites and textbooks to investigate this further.

Moving back to the results of the *NDLA* website the 18 communicative tasks found on the *NDLA* website were further explored. There were two types of communicative tasks which were significantly more common than the others. (See Table 4.9) Both ‘discuss in pairs/class’ and ‘oral presentation/present to class’ are the most dominant. This is more or less in line with what was found on the two other websites. Again, as mentioned regarding the two other websites, the absence of variety in the types of digital communicative tasks is consistent in all three websites.

Digital communicative tasks on <i>NDLA</i> website	
Discuss in pairs/class	6
Sum up in class/share in class	2
Record/make a film	0
Oral presentation/present to class	6
Sum up in mini talk	0
Say out aloud	0
Multiple choice (talk, discuss, present etc.)	0
Send to teacher	0
Conduct a survey	0
Group work	1
Act out	3
Total	18

Table 4.9: Digital communicative tasks from NDLA website.

4.2.5 A comparison of all three websites (Criteria 1 and 2)

The total number of tasks on all three websites was 361 with an average of 120 tasks per website. There was a rather significant difference in the number of tasks on each website with *Stunt* as the one with the lowest number. It is not necessarily correct to assume that if a website has a high amount of tasks it also has a high amount of digital communicative tasks. The result from *Targets* shows this clearly.

Moving on to the results concerning the amount of digital communicative tasks, *NDLA* is the leading website. *Stunt*, on the other hand, has the lowest number of digital communicative tasks. The average percentage is 13.0 % which is significantly lower than what was expected. (See section 1.4) The hypothesis stating the expected percentage of digital communicative tasks to be more than 25 % in each website is therefore falsified. None of the websites came close to having a quarter of its tasks in that category.

	Number of tasks in chosen chapter	Number of digital communicative tasks	Percentage of digital communicative tasks
<i>Targets</i>	152	18	11.8 %
<i>Stunt</i>	97	11	11.3 %
<i>NDLA</i>	112	18	16.1 %
Total	361	47	13.0 %

Table 4.10: Overview of tasks from all websites

Looking at the percentage of digital communicative tasks, *Stunt* again had the lowest percentage. However, there was only a difference of 0.5 % between *Targets* and *Stunt*. The website which had the most digital communicative tasks was *NDLA* with 16.1 %. Still this was far less than what the hypothesis 1 expected it to be. However, the lack of a significant percentage of digital communicative tasks in all three is a result in itself. This provides an indication that website tasks are not as digitally communicative as one would expect them to be. It is worth here to make a reference to the curriculum (See section 2.3) which in itself promotes communicative competence. However, the curriculum does not state that this should be *digital* communicative competence. As mentioned in section 2.3 regarding the subject curriculum the purpose of the subject English shows that the object of learning this language is to communicate. Though, with the increased focus on digital tools and hence, digital competence it is inevitable to expect digital competence and communicative competence to merge together. CLT and CALL/CMC, as discussed in section 2.1 and 2.2, seem to be a focal point for the teaching of English at the moment and also in the years to come. It must be noted

in this connection that the websites could very well fulfil the notion of communicative competence, though this thesis focuses solely on the *digital* version of this.

Moving on to the most commonly used tasks on the websites which were *both* digital and communicative, these proved to be rather similar. ‘Discuss in groups/pairs’ and ‘oral presentations/present to class’ were the typical tasks which prevailed. It was an interesting finding that all three websites showed nearly the exact same results in regards to this. The only exception was that *Targets* had ‘record/make a film/multimedia presentation’ as one of its most common tasks, though in addition to several ‘oral presentations/present to class’ and ‘discuss in groups/pairs’. Even though the variety of tasks was not part of the research question, it is still an interesting result that there was not much variation.

4.3 Data from the textbooks (Criteria 1 and 2)

4.3.1 Outline

The following section will present and discuss the digital communicative tasks found in the adjoining chapters in the textbooks of *Targets* and *Stunt*. This is done to verify or falsify the second hypothesis (See section 1.4) that there are fewer digital communicative tasks on the websites than in the accompanying textbook chapters. This is interesting for comparative reasons since *NDLA*, as mentioned, has all its tasks on the website.

4.3.2 Tasks from *Targets* textbook (Criteria 1 and 2)

After checking the tasks in the *Targets* textbook against criteria 1 and 2 the result was that out of a total number of 108 tasks only 7 passed both criteria. A result of only 6.5 % digital communicative tasks is significantly lower than on the *Targets* website.

	Total number of tasks in chosen chapter	Total number of digital communicative tasks	Percentage of digital communicative tasks
<i>Targets</i>	108	7	6.5 %

Table 4.11: Overview tasks from *Targets* textbook.

Moving on to the types of digital communicative tasks, the most common types are ‘discuss in pairs/class’ and ‘sum up/share in class’. However, the overall number of digital communicative tasks is very low and therefore this is not statistically relevant. What the following table shows is that there is not much variation in the types of digital communicative tasks in the textbooks, which is the same result as for the websites.

Digital communicative tasks in Targets textbook	
Discuss in pairs/class	2
Sum up in class/share in class	3
Record/make a film/multimedia	0
Oral presentation/present to class	1
Sum up in mini talk	0
Say out aloud	0
Multiple choice (talk, discuss, present etc.)	1
Send to teacher	0
Conduct a survey	0
Total	7

Table 4.12: Digital communicative tasks from Targets textbook

4.3.3 Tasks from *Stunt* textbook (Criteria 1 and 2)

The tasks in the *Stunt* textbook showed more or less the same results as in *Targets*. There was a higher number of overall tasks which resulted in 14 tasks which complied with criteria 1 and 2. As a consequence the *Stunt* textbook has a lower percentage of digital communicative tasks with 9.2 % of these meeting the requirements given than the *Stunt* website. (See Table 4.13)

	Total number of tasks in chosen chapter	Total number of digital communicative tasks	Percentage of digital communicative tasks
<i>Stunt</i>	152	14	9.2 %

Table 4.13: Overview tasks from Stunt textbook

Still the difference between *Targets* and *Stunt* is not very significant. More interestingly, the hypothesis that there would be more digital communicative tasks in the textbooks was falsified again.

Regarding the type of digital communicative tasks in the *Stunt* textbook, much of the same pattern is found. The most common types of these tasks were ‘multiple choice’, ‘sum up/share in class’ and ‘oral presentation/present to class’. (See table 4.14) Interestingly, there was a different typical task in the textbook of *Stunt* textbook than on the websites. ‘Multiple choice’ was a surprising outcome, though the total number of digital communicative tasks in *Stunt* textbook was low.

Digital communicative tasks in <i>Stunt</i> textbook	
Discuss in pairs/class	1
Sum up in class/share in class	3
Record/make a film/multimedia	2
Oral presentation/present to class	3
Sum up in mini talk	0
Say out aloud	0
Multiple choice (talk, discuss, present etc.)	5
Send to teacher	0
Conduct a survey	0
Total	14

Table 4.14: Digital communicative tasks in Stunt textbook

4.3.4 A comparison of the data from the two textbooks (Criteria 1 and 2)

To sum up the data from the two textbooks it is clear that the second hypothesis is falsified. Neither of the textbooks had more digital communicative tasks than its website counterparts.

	Total number of tasks in chosen chapters	Total number of communicative tasks	Percentage of communicative tasks
<i>Targets</i>	108	7	6.5 %
<i>Stunt</i>	152	14	9.2 %
<i>NDLA</i> ²²	0*	0*	0*
Total	260	21	8.1 %

Table 4.15: Overview of the tasks from the textbooks

As seen in *Table 4.15* the number of tasks in general in the two textbook chapters is not very similar. *Targets* with its 108 tasks, has only 7 that comply with criteria 1 and 2 for it to be a digital and communicative. *Stunt*, on the other hand has 44 more tasks in its chapter, and the number of communicative tasks in the textbook chapter is nearly double. However, this can be explained by the fact that *Stunt* has more tasks in general on its website, thus generating more digital communicative tasks. As previously stated the statistical numbers cannot give a specific result, but the tendency is clear and the second hypothesis can therefore be falsified in this study.

However, if one compares the percentage of these tasks from the chapter in the textbooks to the website chapters there is a discrepancy. *Targets* website has a percentage of digital communicative tasks of 11.8 % while its textbook equivalent has 6.5 %. Again, it is not a significant result, but it indicates that there are more digital communicative tasks online contrary to what was anticipated in the hypothesis. Looking into the numbers from *Stunt*, the same pattern is revealed. The chapter in the *Stunt* textbook has 9.2 % digital communicative tasks while its website counterpart has 11.3 %. In other words *Targets* had 5.3 % more digital communicative tasks on the website than in the textbook. *Stunt* on the other hand had only 2.1 % more on the website than in its textbook. This difference shows that there is a correlation between digital communicative tasks and whether one can expect to find more of these on the websites rather than in the textbooks since both *Stunt* and *Targets* indicate the same pattern. The *NDLA* website has the most digital communicative tasks with 16.1 % which is significantly more than the other two websites.

²² *NDLA* has no adjoining textbook, hence the *

The type of digital communicative tasks most prevalent in the textbooks is not concurrent, as *Targets* has more of ‘sum up in class/share in class’ and ‘discuss in pairs/class’ while *Stunt* has more ‘multiple choice’ and then in second place both ‘sum up in class/share in class’ and ‘oral presentation/present to class’. Therefore, due to the low number of tasks complying with the first and second criteria, the type of task which is the most prevalent is not significant.

Looking at the combined number of tasks from the website and textbooks in comparison to *NDLA* the result is interesting. *Targets* has a combined amount of tasks of 260, *Stunt* has 249 and *NDLA* 112. The fact that *NDLA* has less than half of the overall number of tasks as the other two is interesting to know, particularly considering that *NDLA* had the most digital communicative tasks. Would *NDLA* still be the leader if the textbook numbers were combined with the textbook numbers?

On the subject of the amount of digital communicative tasks the combined numbers of both websites and textbooks are: *Targets* 25, *Stunt* 25 and *NDLA* 18. The ‘winner’ with the highest percentage of digital communicative tasks on the website, *NDLA*, is the ‘loser’ if the results from the textbooks are combined with that of the websites of *Targets* and *Stunt* in terms of the number of tasks. (See Table 4.16) However, the percentage shows that *NDLA* is still the learning material with the most digital communicative tasks. Another significant detail is that *Targets* and *Stunt* have very similar results throughout this study.

	Number of tasks in chosen chapter	Number of digital communicative tasks	Percentage of digital communicative tasks
<i>Targets</i>	152+108=260	25	9.6 %
<i>Stunt</i>	97+152=249	25	10.0%
<i>NDLA</i>	112*	18	16.1 %
Total	621	68	10.9 %

Table 4.16: Comparison of digital communicative tasks from textbooks and websites

4.4 Discussion of the digital communicative tasks (Criteria 3 and 4)

4.4.1 Outline

The following section will provide a discussion of the qualitative data in this study. Two common digital communicative tasks from each of the websites will be discussed in relation to the criteria 3 and 4 which are respectively examples of representations of strong and weak version of CLT tasks. The textbook tasks will not undergo the qualitative study since the overall number of tasks was so low.

As mentioned earlier in section 3.2.3 the criterion for a task to represent the **strong version (Criteria 3)** of CLT is that it focuses on:

- a focus on pure communication
- no focus on form/instructions
- no focus on grammar or language systems
- a focus on ‘immersion’ in the target language, a naturalistic approach
- a focus on comprehension rather than accuracy

The focus for a task of this kind is the **use of the language**.

Regarding the criterion for a task to represent the **weak version (Criteria 4)** of CLT is that it focuses on:

- a focus on communication but with scaffolding
- a focus on form, either explicitly or indirectly
- a focus on direct instruction or corrective feedback
- a focus on tools for the students in order to learn

The focus for a task of this kind is on **learning to use English**.

The chosen digital communicative tasks from the websites will be discussed individually in relation to the above mentioned criteria and the theory regarding strong and weak versions of CLT based on Howatt and Ellis’s work as pointed out in section 2.1.

4.4.2 Tasks from *Targets* website (Criteria 3 and 4)

In order to perform a qualitative study of two of the digital communicative tasks from *Targets* I chose two ‘discuss in pairs/class’ type of tasks. This was deliberate since this was the most common type of task on the *Targets* website along with ‘record/make a film/multimedia presentation’ and ‘oral presentation/present to class’. However, since there were twice as

many ‘discuss’ tasks on *Targets* I chose to pick out two of these tasks to explore further. The following table shows one of the typical ‘discuss in pairs/class’ tasks from *Targets*.

<i>Targets website</i>
Text 10: In the News-Nigeria
<i>Discuss in pairs or in class what you associate with the word "pirate".</i>
<i>Read then the International Herald Tribune article "<u>Pirates terrorize Nigeria's fishing fleet</u>".</i>
<i>Take notes on new and useful words and expressions. Look up the words in a dictionary.</i>
<i>Write two or three paragraphs about the topic "The Modern Pirates - a Romantic Gang of Adventurers?"</i>

Table 4.17: Typical digital communicative task from *Targets website I*.

This task has mostly elements from the weak version of CLT, specifically prepared communication. Ellis (2003) states that his idea of a weak version is called ‘task-supported’ language in which the tasks are content driven. In addition Howatt promotes the weak version as providing learners with possibilities to use the language for communication. The task in table 4.16 has a focus on form as there are clear instructions on how to perform this task. This represents the weak version of CLT. First and foremost, it focuses on instructions on how to perform the task. Secondly, the students are given tools in order to work on this task which is a requirement for a weak version of CLT. There is also a focus on form which will help the students to finish the task as there is a link given with instructions to take notes of new and useful words and expressions. They are also told to look up relevant vocabulary in a dictionary, so this task has many of the features of the weak representation of a CLT task or in Ellis’s words this is task-supported language teaching.

Another typical digital communicative task found on the website of *Targets* is a somewhat different ‘discuss in pairs/class’ task:

Targets website
Text 5: The Toilet
<p><i>Study the list of adjectives below and look up the unfamiliar ones in a dictionary.</i></p> <p><i>In pairs, describe to each other the people that you can see in the pictures on the left. Make a few sentences describing each of them. Use as many adjectives as possible, both those from the list below and adjectives you come up with spontaneously.</i></p> <p><i>You can continue by describing the appearance of famous people you both know.</i></p>

<p>Hair and face:</p> <p><i>long hair</i> <i>short hair</i> <i>curly hair</i> <i>frizzy hair</i> <i>straight hair</i> <i>dreadlocks</i> <i>platinum blonde</i> <i>medium brown</i> <i>light brown</i> <i>red-haired</i> <i>grey-haired</i> <i>with a ponytail</i> <i>with bangs</i> <i>thin-faced</i> <i>round-faced</i> <i>freckled</i> <i>with zits</i> <i>dark-skinned</i></p>	<p>Physique and body:</p> <p><i>short</i> <i>tall</i> <i>medium-sized</i> <i>skinny</i> <i>thin</i> <i>slender</i> <i>slim</i> <i>average-sized</i> <i>chubby</i> <i>overweight</i> <i>hefty</i> <i>muscular</i> <i>healthy-looking</i> <i>frail</i> <i>feeble</i> <i>well-built</i> <i>long-legged</i> <i>short-legged</i></p>	<p>Clothes and style:</p> <p><i>posh</i> <i>flashy</i> <i>elegant</i> <i>handsome</i> <i>beautiful</i> <i>pretty</i> <i>chic</i> <i>neat</i> <i>stylish</i> <i>graceful</i> <i>fashionable</i> <i>sensual</i> <i>striking</i> <i>individualistic</i> <i>characteristic</i> <i>untidy</i> <i>sloppy</i> <i>disorganized</i></p>
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Table 4.18: Typical digital communicative task from Targets website II

Again this digital communicative task meets many of the criteria for a weak version of CLT. However, there are elements of the stronger version too. It gives the students information that they are going to discuss this in pairs. Furthermore, instructions about how to solve the task are given too. In particular there is a focus on studying the list of adjectives before they start to discuss, hence there is a focus on form and instruction which are key in the weak version. The students are given a ‘scaffold’ which will help them through this task and this is not found in strong versions. However, at the end of this task the students are encouraged to be

more spontaneous when they communicate and this promotes the stronger representation of a CLT task. However, this task has most of the features of a weak CLT task as outlined in criterion 4. Nevertheless, there is an element of the stronger version too in the second half of the task.

4.4.3 Tasks from *Stunt* website (Criteria 3 and 4)

The *Stunt* website promotes some of the same type of tasks as the three most typical *Targets* tasks. The most popular digital communicative tasks from the *Stunt* website were ‘sum up in class/share in class’ and ‘oral presentation/present in class’. The following task is one which is a common example of a presentation task in *Stunt*:

<i>Stunt</i> website
Text 10: Mahatma Gandhi
<p><i>Use the web to make a presentation about him. Here are two recommended sources, but you can locate several others by using the Internet.</i></p> <p><u><i>Gandhiserve</i></u></p> <p><u><i>Ehatma</i></u></p>

Table 4.19: Typical digital communicative tasks from *Stunt* website I

It focuses on giving instructions to the students on how to complete the task, hence this suggests that this is a weak representation of a CLT task. There is a link available, which guides the student so s/he does not have to search for information themselves. This will help them make a presentation through reading authentic material. Authentic material is an important component in CLT in general. Still, by giving the links in the task itself this promotes mainly the weak representation of a CLT task. On the other hand, this task is, as Howatt defines it, the strong version which is more concerned with the execution of the task. In other words, the fact that there is no structural system and, in addition to allowing the students to discover themselves by not giving instructions and focusing on form as the weaker

representations would, this is a more strong representation of this CLT task. The answer to this task being either strong or weak is, however, ambiguous as it has elements from both and none are more prominent than the other.

Another task which is frequently seen on the *Stunt* website is a ‘sum up in class/share in class’:

<i>Stunt</i> website
Text 18: TCK
<p><i>Go to TCKID.com</i></p> <p><i>Watch a video posted by a TCK. Where did he or she live and how did they feel about being a TCK? Share your findings in class.</i></p>

Table 4.20: Typical digital communicative task from *Stunt* website II

Here the *Stunt* website provides a link to guide the students. Thus, there is a focus on instruction and an example of a weaker representation. They are told explicitly to watch a video. In addition there are clear instructions on what they are to find out. At the end of the task they are to share their findings in class. How they are going to do this is not given, and this ‘freedom’ or in Ellis’s words ‘task-based language’ is equivalent to a stronger version of CLT. Nevertheless this digital communicative task complies with a majority of the criteria for a weak representation of a digital CLT task too, while at the same time it has some elements of a stronger version too.

4.4.4 Tasks from *NDLA* website (Criteria 3 and 4)

The first example of a task from *NDLA* which is to be tested against criteria 3 or 4 is a discussion task. ‘Discuss in pairs/class’ is a type of digital communicative task found in all three websites and in the case of *NDLA* and *Targets* it was among the most popular digital communicative task types.

<i>NDLA</i>
Text: Mandela’s Inauguration
<p><i>Discussion</i></p> <p><i>In his inaugural address (speech, at the end of the video), Mandela says: “Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.” What does he mean by this?</i></p>

Table 4.21: Typical digital communicative task from NDLA website I.

This task is accompanied by a video and the task is referring to the last part of this. It poses a question about Mandela’s meaning. There is no mention of how to do this task, which implies that this is a strong CLT task. However, it is implicit that the students are to discuss. The headline of the task is ‘Discussion’, but, it does not state how or with whom. There are not instructions on the outcome of the task or how it should be done, something which would have made it more in line with a weak version of a CLT task. Therefore, this task has most in common with the criteria of a strong representation of a CLT task as there is no focus on instructions, or form.

The next example from *NDLA* is the following task which is a typical ‘oral presentation/present to class’ task, one of the two most popular communicative tasks from the *NDLA* website.

NDLA
Text Safari:
<p>Presentation</p> <p><i>Make a photo-based presentation of South Africa. You may focus on a particular topic, like safari or wild life, or present South Africa as a whole with pictures from cities, mountains and savannahs. www.flickr.com has a lot of nice pictures from South Africa. But there are many other providers of pictures as well. If you publish a presentation you need to check whether the pictures are copyright protected or not.</i></p> <p><i>See How to make a Visual Presentation</i></p>

Task 4.22: *Typical digital communicative task from NDLA website II.*

Again, there is a headline which clearly states that this is a presentation task. Right from the beginning of the task, instructions are given about what to present and how. This goes well along with the criteria for a weak CLT task as there are clear instructions. Also, there is a link at the end giving the students some help regarding the form of this work. This will contribute to a prepared presentation based on pre-reading. The focus on form here is vital for a weak CLT task. There are therefore strong indications that this is a weak version of a CLT task. However, there is not much focus on the language, hence this task could have been a task in another subject. In addition it seems as if the student is to use the photos to prompt speech and then this task has clear references to the stronger version of CLT. Links are given, which serve as a help and guide for the student. Such help is found in the weak version. Also, it is a very typical type of presentation task from the *NDLA* website. There is no information as to whom this presentation is to be given. It is nevertheless implicit that this should be presented to the class or a peer student.

4.4.5 A comparison of all the digital communicative tasks on the websites (Criteria 3 and 4)

The two most common digital communicative competence tasks in all three websites were ‘oral presentation/present in class’ and ‘discuss in pairs/class’. Although there were other

tasks which were common, these were the ones which you would find in all three websites. This was an interesting finding as these are types of tasks which are also normally found in 'traditional' textbooks as seen in the tables regarding the tasks in the textbooks in this thesis. (See table 4.15) In particular the most common textbook digital communicative tasks were about 'discussion'. There is an indication that many of the same digital communicative tasks can be found both in the textbooks and on the websites. Most CLT tasks embody elements of both strong and weak representations of CLT tasks. However, there is a tendency that tasks which represent the weak version are more dominant.

After analysing the data from the websites and the textbooks the impression is that there are very few tasks which embody a strong representation of a CLT digital task. The vast majority of the communicative digital tasks meet mostly the criteria for the weak version. Still, many of the tasks which are the weaker version of CLT do have elements of the stronger version too.

Both Howatt (1984) and Ellis (2003) suggest that most tasks have elements of both versions of CLT. Ellis uses, as mentioned, the phrases 'task-supported learning' about the weak version of CLT and 'task-based learning' about the strong version. Still, he stresses that the same principles apply while referring back to Howatt's representation of strong and weak CLT tasks.

4.5 Discussion of the research question and hypotheses

When starting the work on this thesis it was expected that fewer digital communicative tasks would be found on the websites than in the textbooks. However, this proved to be incorrect based on the numbers extracted from the research. All three websites had more or less the same amount of digital communicative tasks, while the two textbooks had fewer. The answer to the research question for this thesis: 'Do digital tasks used for learning English Vg1 promote students' communicative competence?' would therefore be yes, but to a much lesser extent than what was expected. Based on this small scale study, it is only an indication that digital tasks on websites promote students' digital communicative competence. The results might have been different if the thesis only looked at communicative tasks, excluding the requirement for it to be digital. If there is a link between a higher number of digital communicative tasks compared to other tasks and whether this actually results in communicative competence is hard to tell from this study. That would require a focus on the

outcome of the tasks which would be suitable for a much larger study. However, there is an indication that more digital communicative tasks do promote communicative competence. It is worth noticing that in the studied chapters either online or in the textbooks there is a minority of the tasks which are both digital and communicative. An average of 8.1 % of the textbook tasks are digital communicative tasks while 13.0 % of the website tasks fit this description. The difference between the textbook chapters and the websites is rather significant, suggesting that there really is a discrepancy between textbooks and websites in terms of digital tasks and communicative competence.

Another aim with this thesis was to find out if there was a typical digital communicative task. In all three websites some of the most common task of this type was either 'discuss in pairs/class', 'oral presentation/present to class' and 'sum up in class/share in class'. Nevertheless, the numbers are too low to be of significant statistical value. Still, they can serve as indications of what might be found in a bigger study of the same kind. The textbook tasks showed that the most common digital communicative task was not consistent. Looking at the data from both the websites and the textbook the three most typical digital communicative tasks were as mentioned: 'sum up in class/share in class', 'oral presentation/present to class' and 'discuss in pairs/class'. Does this suggest that some of the tasks which would normally be put in a textbook, could be transferred to the website just because it is then automatically more 'modern'?

Regarding the three hypotheses stated in the introduction of this thesis it was important to find out whether one could verify or falsify these through the outcome of the research.

The first hypothesis stated that it was expected that the percentage of digital communicative tasks on each website would be higher than 25 %. This was clearly falsified by the outcome of the study as significantly less tasks of this type was found than what was anticipated. The website with the highest percentage *NDLA* with 16.1 % was far from reaching the target of hypothesis 1. Although the research involved only one chapter from each website/textbook there is reason to believe that the result would be the same if all tasks in all chapters were tested. The answer from the study proved that there were more digital communicative tasks on the websites than in the textbooks. Actually there were almost twice as many of those tasks on the websites. In other words the findings here were expected to be higher and hypothesis 1 was, as a result, falsified.

On the subject of the second hypothesis which stated that there are fewer digital communicative tasks on the websites than in the accompanying textbook chapters this proved to be the opposite. This hypothesis was therefore falsified too as it became rather clear that the situation was quite the contrary. The second hypothesis can be seen as an extension of the first hypothesis. However, it is of interest to find out if there are more digital communicative tasks in the textbooks rather than on the websites. The reason for believing that there would be less of those tasks was that the textbook version is older than the website versions. Also, such textbooks have been the traditional method for teaching students in Norwegian schools for a long time. Hence, it was natural to presume that the textbooks would be the most edited and filtered materials.

Concerning the third hypothesis which assumed that there would be more tasks representing the weak version than the strong versions of CLT among the digital communicative tasks on the websites the results proved to be ambiguous at times. Most of the tasks which underwent the analysis of criteria 3 and 4 (See section 3.2.3) presented traces of both versions of CLT. Still, from the qualitative study it is reasonably safe to claim that the majority of digital communicative tasks represent the weak version. The reason for believing that is that according to Howatt (1984) the most common version of a communicative task in schools in recent decades has been the weak representation. So the third hypothesis was verified, though with some reservations. However, the nature of the Internet and digital literacy could suggest a more extensive use of a strong representation of CLT in digital tasks. The curriculum in English Vg1 is more in line with the weaker version as it focuses on context and form (KP 06/10/13). The overall aim of communication in the curriculum, on the other hand, could suggest that there is room to explore strong representation of digital CLT tasks as well.

Although not a hypothesis, it was a firm belief that *NDLA* would have the most digital communicative tasks since it has all its tasks on the website. This proved to be the case as this website had the most digital communicative tasks of all the websites in this study. However, *NDLA* had, as mentioned, the lowest number of tasks in general if the textbook tasks and website tasks were combined. However, adding the numbers of the websites and textbook the outcome was still that *NDLA* had the highest percentage of the tasks in question. The fact that *NDLA* had the lowest number of tasks in general, when the amount of textbook and website tasks was combined shows clearly that *NDLA* is the website which promotes digital communicative competence the most. (See table 4.16)

The aim to try to find out if there was a typical digital communicative task was completed. However, there was more than one task which was typical. There was a near consistent majority of the same type of tasks in both websites and textbooks. One would perhaps assume that with the computer and the Internet as digital tools it would be easier to make a wider selection of digital communicative tasks. However, the general results concerning the typical digital communicative tasks proved to be nearly the same in all three websites and textbooks with the ‘discuss in pairs/groups’ ‘oral presentation/present in class’ and ‘sum up in class/share in class’ as the most common types of digital communicative tasks. The only exception was, as previously mentioned, the task type ‘multiple choice’ which was most prevalent in the *Stunt* textbook. Also, the *Targets* website had a tie between the second most typical task between ‘discussion in pairs/class’ and ‘record/make a film/multimedia presentation.’ Still, the number of tasks was very low so the statistical validity of the results regarding the most typical digital communicative task is not significant.

The end note, and overall result is that the study indicates that digital tasks enhance the chances of increasing students’ communicative competence. It is important to note that the outcome has not been dealt with in this study.

4.6 Summary

The research question of this thesis was to find out if digital tasks promoted communicative competence in Norwegian students in Vg1 English. By looking at three hypotheses the conclusion is that there is a lot of potential to increase the amount and variety of digital communicative tasks.

The further investigation of the digital communicative tasks by looking at a selection of these in the light of the idea of a strong and weak version of CLT revealed some interesting findings. The computer in itself is a tool and therefore it seems to pave more ground for weaker versions of CLT tasks than the strong versions. The computer and the Internet can to a larger extent than a textbook be used to focus on form when giving students digital communicative language tasks. It is, for example, much easier to use links and to add videos and interactive activities for the student to use as a type of scaffolding before solving the digital communicative tasks. Hence, the focus on form becomes vital and the stronger version of CLT learning is inevitably less used.

In a way one can state that the use of computers and consequently the Internet could prove to revolutionise the notion of strong and weak representations of CLT tasks. The use of computers and the Internet in schools influences the use of both strong and weak versions of CLT. Nevertheless, in a controlled learning environment as a textbook or a learner's website it seems as if the weak representation prevails.

5 CONCLUSION

5.0 Chapter introduction

This master thesis has presented both a quantitative and a qualitative study of digital communicative tasks from selected websites and textbooks. In order to answer the research questions and its adjoining hypotheses the best method was thought to be a combined method of a quantitative and a qualitative study as outlined in Chapter 3 regarding methods and material. The study concerned the tasks found on the websites of the two textbooks *Stunt*, *Targets* and in addition *NDLA*. What this thesis has done differently than former research on tasks (Ellis 2003, Nunan 2004a) is that it has focused on digital communicative tasks. In addition to looking at digital communicative tasks in terms of numbers, it was decided to analyse a selection of these to determine if they represented the weak or strong version of CLT. In other words, this thesis has combined CLT and digital tasks and to my knowledge this has not been done before. At least not regarding websites used for teaching English in Norwegian Upper Secondary schools, Vg1. This concluding chapter will sum up some of the main findings and suggest further studies in this field.

5.1 The thesis and its findings

The research question of this thesis, that digital tasks used for learning English Vg1 promote students' communicative competence has been verified.

As mentioned in section 4.5 the hypotheses were tested in the quantitative and the qualitative study. Regarding the first hypothesis concerning the expected percentage of digital communicative tasks on the websites to be higher than 25%, this was falsified. None of the websites were above that number. *NDLA* had the highest number with a percentage of 16.1 %.

Concerning the second hypothesis stating that there would be fewer digital communicative tasks on the websites than in the accompanying textbook chapters, this was falsified too. Both *Targets* and *Stunt* which has adjoining textbooks had a lower number of digital communicative tasks in their textbooks. The opposite was believed to be the result.

The third hypothesis concerning the qualitative study of some of the digital communicative tasks proved that the results were ambiguous. However, the majority of the tasks represented the weak representation of a CLT task more than the strong. Many of the studied tasks had elements of both representations of a CLT task, strong and weak.

The outcome of the thesis is therefore that digital tasks do promote students' communicative competence as outlined in 4.5. Still, as the first hypothesis show, there could be a larger amount of these tasks, particularly in *Stunt* and *Targets*. The types of the digital communicative tasks could also have been more varied, and there is a large potential for this.

5.2 The current situation and suggestions for further research

This field of study, digital tasks, is highly interesting due to the introduction of laptops to students in Vg1 classes in many counties in Norway. It is a topic which has not been extensively studied, and will most likely be subject to an increased interest by researchers in the near future. Hopefully there will be more studies presented in the coming years concerning all aspects of digital tasks, not only a communicative aspect which is dealt with in this thesis.

Considering the apparent lack of research on websites in the learning of English this thesis will possibly contribute to new and important knowledge in the field. Due to the expected growth in digital tasks and/or websites it is of interest to society what the quality of these websites is like. A lot of prestige and money go into the development of this specific type of learning material, hence it is even more important to investigate the quality of these websites. A legitimate question to bear in mind, although it will not be dealt with in this thesis, is whether or not websites are better or inferior or even equal in quality to textbooks in terms of tasks. This question is pivotal for learning English, as the technological future suggests that we move from learning from traditional textbooks to digital learning. This is also pointed out by Andreas Lund as he states that: 'The object (learning EFL) is reconceptualized as learners become exposed to these resources and opportunities and empowered to explore and exploit them'. (Lund, 2006, p. 186).

With the above results in mind this study shows that digital tasks are not the only solution when it comes to communicative tasks since these types of tasks can be found in textbooks too. But digital tasks do create new ways of developing students' communicative competence,

which is more tedious to perform when placed in a textbook as is the case for hyperlinks for instance. Consequently, the study carried out in this thesis confirms my belief that learning theories made prior to the digital revolution in schools can actually be transferred to study how English is taught through the computer and the Internet. Spada (2007) refers to communicative competence as being ‘stretched’. Merging CLT and CALL will indefinitely stretch the idea of communicative competence further. Perhaps it is soon time to redefine the notion of communicative competence in a digital school or even come up with an entirely new learning theory encompassing ‘digitalness’ and communicative competence or even what Lund refers to as polycontextuality? He supports ‘a need to “didacticize” zones that currently are beyond the socio-historically co-located classroom practices’ (Lund, 2006, p. 188). Furthermore there is, as Lund also points to, the need for didactics to ‘embrace multiple contexts’ because we can now work from anywhere and still work together through networked technologies at the same time (Lund, 2006, p. 196-197). If didactics will be able to unite with technology remains to be seen in the coming years and this thesis is only a small peek into the current and future world of teaching.

Another thing to consider regarding digital communicative tasks in the future is the onset of social networks. There is reason to believe that websites for learning might merge with some social network, either one targeted for school work like It’s Learning or one which is not made for schools. Even technological equipment may change in a few years’ time as the development is so rapid. As Levinson points to in his *‘New New Media’* book: ‘..’as the use of smart phones and tablets has skyrocketed, the ability to write, take photographs, and make videos and send them out to the world is now literally in almost everyone’s hands’ (Levinson, 2013, p. xiii). At the same time as technology opens up new doors in the teaching of English it is vital to keep in mind that technology in itself does not equal learning. Warschauer (2006) states this clearly when he comments on the excitement regarding media production, international communication, and even video games and the like. He reminds the reader that it is sometimes easy to forget that ‘stimulating environments in and of themselves do not magically transform learners’ (Warschauer, 2006, p. 155). Future research in this field of study would probably entail looking at digital communicative competence regarding social networks and similar new fields of communicating digitally in Norwegian schools.

The transient nature of technology and websites like *Targets*, *Stunt* and *NDLA* all show that digital learning is ephemeral by nature, thus making it harder to study and to quality check it.

This thesis and its findings are probably old as it is fresh off the print, or in today's world, the digital 'print'.

5.3 Concluding comments

This thesis has tried to paint a picture of the state of digital communicative tasks when it comes to websites and textbooks. The drawback of this investigation is that what can be said about the findings from these websites is not necessarily what one will find on other websites. This field of study is, as mentioned, a field which is changing rapidly, much more so than textbooks. In one aspect this ability to change and move forward is appreciated because it can easily accommodate for any changes in the curriculum. However, it is, as Warschauer (2006) warns about, not necessarily a fact that the use of technology equals learning. In particular now that the upper secondary schools are obliged to provide the learning materials for their students, the textbooks will not be changed as often since they are not updated as often due to economy, while a website solution will be updated continuously.

It is quite certain that there must be more research carried out in this particular area of learning materials. Little has been done, and this master thesis proves that there is much more to be uncovered in this field. Websites, unlike textbooks, are very dynamic, making it a challenge to keep track of changes and the pedagogical ideas behind the tasks.

It is hard to imagine a future without digital learning materials, and therefore, as mentioned previously, the quality of the tasks is of vital interest to the Ministry of Education, school owners, the counties, and teachers. Whether or not digital communicative tasks will prevail in the future is hard to determine, but it is highly unlikely that digital communicative tasks in the subject English will be superseded by other types of tasks. After all, a subject like English is based on communicative competence as incorporated in the subject curriculum.

What *can* be concluded is that digital tasks in general cannot be out ruled as only about technology. It is not a phase. In only a few years time it has become unthinkable in upper secondary school *not* to use laptops in the learning and teaching of English. In relation to communicative tasks in English the introduction of websites and individual laptops for students in Vg1 have both contributed to an array of possible tasks for the teacher to make use of. Nevertheless, one can no longer rule out the importance of digital competence, not only due to the subject curriculum and hence the CEFR, but also that in order to learn English

communicative tasks are necessary. The laptop and the websites are only tools in order to achieve this, as is the textbook, and as the study shows, the number of digital communicative tasks can be expanded. Warschauer promotes the use of laptops, though based on didactics stating that:

..'combining the appropriate content, goals, objectives, and tasks with advanced communication and information tools, as represented by wireless laptops, creates the best possibility for promoting the habits of mind required for twenty-first-century-success'

(Warschauer, 2006, p. 143).

However, it is still early to be seeing the real effects of the implementation of laptops and the use of designated websites in the teaching of English. Thus, it would be interesting to research the effects in a few years' time in order to evaluate and see if the digitalisation of the upper secondary school in Norway has led to improvement in the mastery of English among Vg1 students.

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APPENDICES

Tasks marked with a * are ambiguous, meaning that it is not completely certain that the tasks are to be done f.ex by using a digital tool but that it is highly likely. This thesis counts these tasks as part of the qualitative study.

APPENDIX 1 Tasks on *Targets* website

Tasks from <i>Targets</i>	Criterion 1	Criterion 2	Task complies with the requirements for further analysis
Chapter 2 Around the World	-use of digital tool	-exchange of information	
Text 1: Imagine			
5 fill in/drag and drop	Yes	No	
1 make an interview/roleplay and even film it	Yes	Yes	Yes
1 follow link to website, read, take a quiz	Yes	No	
1 make a multimedia presentation	Yes	Yes	Yes
Text 2: The Caribbean			
3 drag and drop/fill in	Yes	No	
1 choose right alternative	Yes	No	
1 rewrite verbs	Yes	No	
1 rewrite sentences	Yes	No	
1 true/false	Yes	No	
1 listen to an interview, read comments on a website, make up arguments and discuss with a partner or in class	Yes	Yes	Yes
1 search the Internet to find information	Yes	No	
1 search the Internet to find information and make an oral presentation	Yes	Yes	Yes

Text 3:			
Brackley and the Bed			
4 drag and drop/fill in/match	Yes	No	
1 rewrite a text	Yes	No	
1 listen to the audio, choose right alternative	Yes	No	
1 choose correct sentence	Yes	No	
1 true/false	Yes	No	
1 search the Internet and answer questions	Yes	No	
1 study a website text, sum up in a minitalk in pairs	Yes	Yes	Yes
Text 4:			
South Africa			
2 drag and drop	Yes	No	
1 choose right alternative	Yes	No	
1 listen to audio and take notes	Yes	No	
1 rewrite sentences	Yes	No	
1 choose correct alternative	Yes	No	
1 search the Internet for information, write a news article	Yes	No	
1 true/false	Yes	No	
1 write a story based on pictures and links to websites	Yes	No	
Text 5:			
The Toilet			
3 drag and drop/match	Yes	No	
1 study words in a dictionary and describe to each other in pairs	Yes	Yes	Yes
2 fill in right alternative	Yes	No	
1 use a dictionary (paper) or website links, write a text	Yes	No	
1 fill in right alternative	Yes	No	

1 use a website link, tick correct alternative	Yes	No	
1 look at painting, discuss in pairs, then use Internet to find more paintings+write a story	Yes	Yes	Yes
Text 6: Nigeria			
2 drag and drop	Yes	No	
3 choose correct alternative	Yes	No	
1 watch a video and answer questions	Yes	No	
Text 7: A Soldier's Bride			
2 drag and drop	Yes	No	
1 read the website text (link), correct mistakes, in class sum up what is wrong	Yes	Yes	Yes
1 look at pictures and write a paragraph	Yes	No	
1 listen and then read , discuss in pairs and if they want, act out the story	Yes	Yes	Yes
1 true/false	Yes	No	
Text 8: One Man's Terrorist			
3 drag and drop/match	Yes	No	
1 use a website, write a poem	Yes	No	
1 read and listen to (link to website), choose correct alternative	Yes	No	
1 use links to websites, write a summary	Yes	No	
Text 9: News Reporting			
2 drag and drop/fill in	Yes	No	

1 drag and drop and discuss why in pairs	Yes	Yes	Yes
1 drag and drop	Yes	No	
1 fill in	Yes	No	
1 use a website link, write news report	Yes	Yes	
1 produce a TV-report, play to rest of class	Yes	Yes	Yes
Text 10: In the News –Nigeria			
1 drag and drop	Yes	No	
1 look up in dictionary (does not give any links) write sentences	Yes	No	
1 choose correct alternative	Yes	No	
1 discuss in class or pairs , then read (website link) take notes, use a dictionary (no link) write paragraphs	Yes	Yes	Yes
1 read an article (website link) answer questions	Yes	No	
Text 11: Blood Diamond			
2 drag and drop	Yes	No	
1 fill in	Yes	No	
1 use a weblink (does not work) and find the answer and say it out loud	Yes	Yes	Yes
1 view a video (website link) choose correct alternative	Yes	No	
1 read a text (website link) choose correct alternative	Yes	No	
1 follow website link and do a quiz (external quiz)	Yes	No	
Text 12: Australia			
1 drag and drop	Yes	No	
1 read a text (no link) choose correct alternative	Yes	No	
1 explore link, match alternatives, do quiz on website too if time (external quiz)			

2 fill in	Yes	No	
1 read a text (website link) write a text, links to other websites for more information	Yes	No	
Text 13: The Larder			
1 drag and drop	Yes	No	
1 read a short text, then match alternative words	Yes	No	
1 fill in	Yes	No	
1 match/drag and drop	Yes	No	
1 fill in correct tense	Yes	No	
1 true or false	Yes	No	
1 read a text (website link) fill in missing numbers, if time try an external quiz (link), also try to find photos online (no link)	Yes	No	
Text 14: India and Pakistan			
3 drag and drop	Yes	No	
1 read text (website link) choose correct alternative	Yes	No	
Text 15: Gandhi –a Film Review			
1 drag and drop	Yes	No	
1 read text in textbook and then write a summary , then sum up the content and write one or two paragraphs	Yes	No	
1 create an audio-visual presentation , make the presentation (a bit ambiguous if this is an individual task or in pairs/groups)	Yes	Yes*	Yes*
1 read text (two website links) plus other links if necessary , choose correct alternative	Yes	No	
1 reorganise a text, drag and drop	Yes	No	
Text 16: Good Advice is Rarer than Rubies			
1 drag and drop	Yes	No	
2 match words	Yes	No	
1 wordgrid, find words, fill in	Yes	No	
1 fill in, use a dictionary if necessary (link)	Yes	No	

2 translation exercise	Yes	No	
1 read a text, then choose correct alternatives	Yes	No	
1 compare pictures, write a paragraph	Yes	No	
1 listen to a tv interview from BBC and then an interview from NRK, take notes and sum up, prepare a news summary and record it, present news report in class.	Yes	Yes	Yes
1 make a literary analysis of the short story	Yes	No	
Text 17: A Thousand Splendid Suns			
2 drag and drop	Yes	No	
1 translate sentences into English	Yes	No	
1 choose correct alternative	Yes	No	
1 listen to an author (link, does not work) true or false statements	Yes	No	
1 work in pairs, go to a website (link), watch one video each, take notes, sum up to each other	Yes	Yes	Yes
1 make a graph or chart (link to a website)	Yes	No	
Text 18: Canada			
1 drag and drop	Yes	No	
1 crosswords	Yes	No	
1 find nouns in a short text	Yes	No	
1 find verbs in a short text	Yes	No	
1 choose the correct alternative (link to dictionary)	Yes	No	
1 true or false	Yes	No	
1 make a multimedia presentation to use in a group or in class, work in pairs or in small groups, present to class	Yes	Yes	Yes
1 use the internet and find out, present findings in class	Yes	Yes	Yes

Text 19: The Moose and the Sparrow			
2 drag and drop	Yes	No	
1 translate words into English, may use a dictionary (link)	Yes	No	
1 rewrite sentences	Yes	No	
1 choose correct alternative	Yes	No	
1 find arguments for and against, write down	Yes	No	
1 find information online, or use a link provided, choose correct alternative	Yes	No	
Text 20: Ireland			
2 drag and drop	Yes	No	
1 choose correct alternative	Yes	No	
1 choose correct alternative	Yes	No	
1 fill in	Yes	No	
1 drag and drop	Yes	No	
1 study a timeline and then choose correct alternative (quiz)	Yes	No	
Text 21: The Sniper			
1 drag and drop	Yes	No	
2 fill in	Yes	No	
1 study a picture and write paragraphs (clues provided)	Yes	No	
1 drag and drop	Yes	No	
1 literary analysis (clues provided)	Yes	No	
Total tasks 152	152	18	18 yes*

APPENDIX 2 Tasks on *Stunt* website

Tasks from <i>Stunt</i>	Criterion 1 -use of digital tool	Criterion 2 Exchange of information	Task complies with the requirements for further analysis
Chapter 4 East is East and West is West			
Text 1: The Ballad of East and West			
1 no specific task but 6 links	Yes	No	
1 use links, write a letter (is given again in another link, only counted once)	Yes	No	
1 use links to read information	Yes	No	
2 multiple choice	Yes	No	
1 give correct answer	Yes	No	
1 crossword	Yes	No	
1 test yourself	Yes	No	
1 answer questions	Yes	No	
1 research a country, present it	Yes	Yes	Yes
Text 2: TCK			
1 answer questions	Yes	No	
1 write a text about a picture	Yes	No	
1 link, read, answer questions (another link given too later)	Yes	No	
1 watch a video, share findings in class	Yes	Yes	Yes
1 read an article online of your own choice, share in class	Yes	Yes	Yes
1 fill in	Yes	No	
1 crossword	Yes	No	
Text 3: Interview with a CCK			
1 fill in	Yes	No	
Text 4: I lost my Talk			
1 crossword	Yes	No	
1 links (eight), read	Yes	No	
1 link, watch videos and answer questions	Yes	No	
Text 5: Post-Colonial Literature			
1 analyse a picture	Yes	No	
1 creative writing	Yes	No	
1 fill in	Yes	No	
1 crossword	Yes	No	
1 test yourself	Yes	No	
Text 6: Language Barrier			

1 read and listen (2 links)	Yes	No	
Text 7: Mek Four			
1 write your own Patwa text, 4 links	Yes	No	
1 learn more, 4 links	Yes	No	
1 crossword	Yes	No	
Text 8: A Passage to India			
1 explore, 1 link	Yes	No	
1 fill in	Yes	No	
1 drag and drop	Yes	No	
1 crossword	Yes	No	
Text 9: By Any Other Name			
1 fill in	Yes	No	
1 crossword	Yes	No	
Text 10: Mahatma Gandhi			
1 make a presentation, 2 links	Yes	Yes	Yes
1 answer question, 1 link	Yes	No	
1 search the web for more information	Yes	No	
1 fill in	Yes	No	
1 crossword	Yes	No	
Text 11: Nelson Mandela			
1 no specific task but 6 links	Yes	No	
1 watch videos, 3 links, answer questions	Yes	No	
1 research and present findings in class 1 link	Yes	Yes	Yes
1 fill in	Yes	No	
1 drag and drop	Yes	No	
1 crossword	Yes	No	
Text 12: My Country			
1 crossword	Yes	No	
Text 13: Once Upon a Time			
1 explore, 1 link	Yes	No	
1 listening task, 1 link, analyse short story	Yes	No	
1 listen to an interview, 1 link, answer questions	Yes	No	
1 fill in	Yes	No	
1 crossword	Yes	No	
Text 14: The Question of Food			
1 analyse a picture and write a text	Yes	No	
1 look at pictures, 1 link, answer	Yes	No	

questions			
1 read an article, 1 link, do task on Stunt page (does not say if it is the website or textbook page)	Yes	No	
1 multiple choice	Yes	No	
1 fill in	Yes	No	
1 crossword	Yes	No	
Text 15: A Prayer from the Living			
1 analyse picture, questions	Yes	No	
1 crossword	Yes	No	
Text 16: Food for Thought			
1 crossword	Yes	No	
Text 17: No Witchcraft for Sale			
1 listen to an interview, 1 link, write a summary	Yes	No	
1 explore, 1 link	Yes	No	
Text 18: Organ Trade			
1 learn more, 1 link, answer questions	Yes	No	
1 make a presentation, 3 links	Yes	Yes	Yes
1 choose a person and make a multimedia text, 1 link	Yes	Yes*	Yes*
1 fill in	Yes	No	
1 crosswords	Yes	No	
Text 19: Australia, the Birth of a Nation			
1 find out more, 2 links, talk or write about what you have found	Yes	Yes*	Yes*
1 webquest, 1 link	Yes	No	
2 fill in	Yes	No	
6 drag and drop/match	Yes	No	
Text 20: The Drover's Wife			
1 find out more, 2 links	Yes	No	
1 find out more, 1 link, questions	Yes	No	
1 webquest, 1 link, questions	Yes	No	
1 webquest, make a presentation, 2 links	Yes	Yes	Yes
1 webquest, questions, 1 link	Yes	No	
1 fill in	Yes	No	
1 crossword	Yes	No	
Text 21: Stolen Generation			
1 analyse picture, answer questions	Yes	No	
1 compare picture on website with a short story in the textbook, p.316	Yes	No	
1 research and discover, 1 link,	Yes	No	

question			
1 webquest, 1 link, make a presentation	Yes	Yes	Yes
1 fill in	Yes	No	
1 crossword	Yes	No	
Text 22: Rabbit-Proof Fence			
1 fill in	Yes	No	
Text 23: No More Boomerang			
1 webquest, 1 link, make a presentation for class	Yes	Yes	Yes
Text 24: Rainforest			
Text 25: Wiwi			
1 webquest, answer questions	Yes	No	
1 fill in	Yes	No	
1 crosswords	Yes	No	
Total tasks 109	109	11	11*

APPENDIX 3

Tasks on *NDLA* website

Tasks from <i>NDLA</i>			
Culture and Society			
-Other Countries			
Topic 1 South Africa			
Introduction			
1 write down thoughts, share with partner	Yes	Yes	Yes
1 questions	Yes	No	
1 map game. 1 link (on your own or in class)	Yes	Yes*	Yes*
The Rainbow Nation			
2 make a pie chart, link	Yes	No	
1 make a presentation for class, 5 links	Yes	Yes	Yes
Mandela's Inauguration			
1 fill in	Yes	No	
1 match words	Yes	No	
1 discussion (does not say how or with whom)	Yes	Yes*	Yes*
1 listen to accents, 1 link	Yes	No	
Skurka's Travel Blog			
2 questions	Yes	No	
1 read blog, use Google Maps, 2 links	Yes	No	
1 discuss in groups	Yes	Yes	Yes
1 write a comment	Yes	No	
1 write a blog post	Yes	No	
Soweto			
1 questions	Yes	No	
1 watch video+questions	Yes	No	
1 write a summary, 1 link	Yes	No	
2 write an essay, 1 link	Yes	No	
1 write a newspaper article, 1 link	Yes	No	

1 make a presentation, 1 link	Yes	Yes	Yes
Safari			
1 make a presentation, 1 link	Yes	Yes	Yes
1 questions, 1 link	Yes	No	
Morning Drive in Kruger			
2 Mp3 file, listen	Yes	No	
3 questions	Yes	No	
1 comparison	Yes	No	
1 find out and explore	Yes	No	
1 rewrite text, 2 links	Yes	No	
1 write an article, 1 link	Yes	No	
1 write a personal essay or blog post	Yes	No	
1 learn words	Yes	No	
1 interactive task, 1 link	Yes	No	
Nelson Mandela –A Great Man has passed into History			
1 website, watch video	Yes	No	
1 questions, discuss	Yes	Yes	Yes
1 watch video, do online quiz	Yes	No	
1 make a presentation, 2 links	Yes	Yes	Yes
Topic 2 India			
Introduction			
1 watch video	Yes	No	
1 questions	Yes	No	
1 true/false quiz, internal link	Yes	No	
1 write a text	Yes	No	
1 find information. write an essay	Yes	No	
1 discuss (does not state how)	Yes	Yes*	Yes*
1 research, questions, link	Yes	No	
Culture			
1 true/false, link	Yes	No	
1 questions	Yes	No	
“Cibercity” Bangalore			

1 questions	Yes	No	
1 write a letter to the editor, link	Yes	No	
1 listen to an interview	Yes	No	
Interview with an Indian IT worker			
2 questions	Yes	No	
1 read out aloud	Yes	No	
Bollywood			
2 drag and drop	Yes	No	
1 questions	Yes	No	
1 make a billboard, show class, link	Yes	Yes	Yes
1 make a mini presentation	Yes	Yes	Yes
1 write a dialogue+act it out, 9 links	Yes	Yes	Yes
1 discuss (how?)	Yes	Yes*	Yes*
Topic 3 The Phillipines			
Introduction			
1 tick boxes	Yes	No	
Topic 4 Nigeria			
Introduction			
1 make a slogan	Yes	No	
1 vocabulary	Yes	No	
1 tick boxes	Yes	No	
Topic 5 Literature and Film			
Good Advice is Rarer than Rubies			
1 link, short story	Yes	No	
1 drag and drop	Yes	No	
1 questions	Yes	No	
1 literary analysis	Yes	No	
2 act out conversation, may record it	Yes	Yes*	Yes*
1 discuss (does not say how)	Yes	Yes*	Yes*
1 write a summary	Yes	No	
1 character study	Yes	No	

1 write a comment	Yes	No	
1 write a text, dialogue or letter	Yes	No	
1 write a dialogue	Yes	No	
1 write a text	Yes	No	
1 write a literary analysis	Yes	No	
Marriage is a Private Affair			
1 pre-reading, questions	Yes	No	
1 read story, link	Yes	No	
1 questions	Yes	No	
1 literary analysis	Yes	No	
1 discuss (does not say how)	Yes	Yes*	Yes*
Shantaram			
1 watch and listen, 2 links	Yes	No	
1 read extract from novel	Yes	No	
1 question	Yes	No	
1 tick boxes	Yes	No	
The Coup			
1 extract from play/script	Yes	No	
1 questions	Yes	No	
1 literary analysis	Yes	No	
1 rewrite sentences+explain	Yes	No	
1 essay writing	Yes	No	
1 tick boxes, 1 link	Yes	No	
The Kite Runner			
1 video, 1 link	Yes	No	
1 read excerpt	Yes	No	
1 tick boxes	Yes	No	
1 literary analysis	Yes	No	
1 watch movie, questions	Yes	No	
1 search the web, question	Yes	No	
The Moment before the Gun Went off			
1 extract from novel, read	Yes	No	

1 fill in	Yes	No	
1 literary analysis, many questions	Yes	No	
1 write an essay, many questions	Yes	No	
1 write a diary entry	Yes	No	
1 write a person's personal notes	Yes	No	
1 write an article	Yes	No	
1 write a story	Yes	No	
1 rewrite a part of the story	Yes	No	
1 fill in	Yes	No	
Total tasks 112	112	17	17*

APPENDIX 4 *Tasks in Targets textbook*

Tasks from <i>Targets</i>	Criterion 1	Criterion 2	Task complies with the requirements for further analysis
Chapter 2	-use of digital tool	-exchange of information	
Around the World			
Text 1:			
Imagine			
1 pre-reading: discuss quote	No	Yes	
1 discuss in groups	No	Yes	
1 work together, find words, may record it	Yes*	Yes	Yes*
1 write a text	No	No	
Text 2:			
The Caribbean			
2 search the Internet for info	Yes	No	
1 find out	No	No	
Text 3:			
Brackley and the Bed			
1 pre-reading- answer a question	No	No	
1 tick off and explain	No	No	
2 answer questions	No	No	
1 find out more	No	No	
1 work in pairs, act out	No	Yes	
1 write a text	No	No	
1 write a review	No	No	
Text 4:			
South Africa			
1 search for information, present as bar graph or pie chart	Yes	No	
1 work in groups, find information, books, films and the Internet, present to class	Yes	Yes	Yes

Text 5:			
The Toilet			
1 pre-reading task: answer questions	No	No	
1 answer questions	No	No	
1 work in groups, “film crew”, discuss	No	Yes	
1 write a letter	No	No	
1 listen to short story, make a list of accent features	Yes	No	
1 grammar, choose correct alternative	No	No	
1 grammar, choose correct form	No	No	
Text 6:			
Nigeria			
1 search the Internet and/or other sources and make a timeline	Yes	No	
Text 7:			
A Soldier’s Bride			
1 pre-reading task-discuss in pairs	No	Yes	
2 answer questions	No	No	
1 act out, in groups	No	Yes	
1 make an information brochure	Yes*	No	
1 make a list	No	No	
1 search the Internet and find info, write an article	Yes	No	
1 in pairs, explain words/expressions	No	Yes	
Text 8:			
One Man’s Terrorist			
1 answer question	No	No	
1 discuss quote	No	Yes	
1 discuss conflict	No	Yes	
1 rewrite poem into a story	No	No	
Text 9:			
News Reporting			

No tasks	-	-	-
Text 10: In the News –Nigeria			
1 read and check criteria	No	No	
1 find a news report, check criteria	Yes	No	
1 discuss in pairs	No	Yes	
1 make an interview in pairs	No	Yes	
2 write a news report	No	No	
Text 11: Blood Diamond			
1 answer questions	No	No	
1 groups, discuss	No	Yes	
1 read a graph	No	No	
1 study the graph	No	No	
1 search the Internet for information	Yes	No	
1 write an article	No	No	
1 write a film review	No	No	
Text 12: Australia			
1 work in pairs/small groups, map task and questions	No	Yes	
1 use the Internet, examples of Spoken Australian English	Yes	No	
Text 13: The Larder			
1 pre-reading task:explain in own words	No	No	
1 answer questions	No	No	
1 discuss question in small groups	No	Yes	
1 discuss in class	No	Yes	
1 write a text	No	No	
1 write a personal text (from quote)	No	No	
1 Internet link, find out more	Yes	No	
1 fill in missing irregular verbs	No	No	
1 dictionary task, make sentences	No	No	
Text 14: India and Pakistan			

1 explain, does not say how	No	No	
1 search the Internet for information, write a text	Yes	No	
1 look up meaning of words, write sentences	No	No	
Text 15: Gandhi –a Film Review			
1 find words and expressions in text	No	No	
1 answer questions	No	No	
1 explain meaning of words and write a short text	No	No	
Text 16: Good Advice is Rarer than Rubies			
1 pre-reading task, tell each other	No	Yes	
1 listen to story, note key words, sum up	No	No	
1 answer questions	No	No	
1 make adjective lists and discuss with partners	No	Yes	
1 discuss in pairs or small groups	No	Yes	
1 act out a situation	No	Yes	
1 discuss in class	No	Yes	
1 search the Internet, find information and sum up findings in class	Yes	Yes	Yes
1 write an essay	No	No	
1 fill in verbs	No	No	
1 choose right tense	No	No	
1 complete sentences, share with neighbor	No	Yes	
Text 17: A Thousand Splendid Suns			
1 pre-reading task, sit in pairs, sum up	No	Yes	
1 work in pairs, tell each other (acting)	No	Yes	
1 answer questions	No	No	
1 role play, groups of five, act out	No	Yes	
1 sit in pairs, study Internet link	Yes	Yes	Yes
1 write an analysis	No	No	
1 search for information on the Internet or other source, write a	Yes	No	

summary			
1 sit in pairs, explain grammar use in sentences	No	Yes	
1 fill in, grammar task	No	No	
Text 18: Canada			
1 work in pairs, find map, test each other, talk	Yes*	Yes	Yes*
Text 19: The Moose and the Sparrow			
1 pre-reading task, question	No	No	
1 answer questions, work in pairs	No	Yes	
1 analyse short story, work in pairs or small groups	No	Yes	
1 questions, discuss in class	No	Yes	
1 questions/comparisons	No	No	
1 write a letter	No	No	
1 write a report	No	No	
1 write a diary entry	No	No	
1 write an essay	No	No	
1 use the Internet, numeric competence, convert	Yes	No	
1 match word into sentences	No	No	
Text 20: Ireland			
No tasks	-	-	-
Text 21: The Sniper			
1 pre-reading task, in pairs, questions, sum up in class	No	Yes	
1 tick off, true/false	No	No	
1 answer questions	No	No	
1 answer questions and discuss in class	No	Yes	
1 discuss in pairs and sum up in class (questions)	No	Yes	
1 work in pairs, use the Internet, find information, report to class	Yes	Yes	Yes
1 fill in words in a grid (vocabulary)	No	No	
1 use the Internet, find information, compare in class	Yes	Yes	Yes
Total tasks 108	20 task	38 tasks	7 tasks

APPENDIX 5 Tasks in *Stunt* textbook

Tasks from <i>Stunt</i>	Criterion 1 -use of digital tool	Criterion 2 Exchange of information	Task complies with the requirements for further analysis
Chapter 4 East is East and West is West			
Text 1: East is East and West is West			
1 test yourself	No	No	
1 follow links on Stunt website, write a letter. (Same task found online)	Yes	No	
1 questions (Same task found online)	No	No	
1 research and present (Same task found online)	Yes	Yes	Yes
1 answer questions	No	No	
1 present a to class	No	Yes	
1 make a graphic presentation	Yes	No	
1 compare facts	No	No	
Text 2: TCK- Third Culture Kids			
1 pre reading task, questions	No	No	
1 answer questions	No	No	
1 follow link on website, answer questions	Yes	No	
1 watch a video, share findings in class	Yes	Yes	Yes
1 read an article in the news, share with class	Yes*	Yes*	Yes*
2 act it out	No	No	
1 make an interview	No	No	
1 write a list	No	No	
Text 3: Interview with a CCK			
Text 4: Global Village			
1 question in between the text	No	No	
1 describe a picture	No	No	
1 pre-reading task, questions	No	No	
2 answer questions	No	No	
1 do a class survey, make pie chart	Yes	No	
2 use Stunt website links, find out more+answer questions	Yes	No	
1 use Stunt website links, find out+bring to class	Yes*	Yes*	Yes*
Text 5: Post-Colonial Literature			
1 pre-reading task, questions	No	No	
1 answer questions	No	No	

Text 6: Language Barrier			
1 pre-reading task, questions	No	No	
1 answer questions	No	No	
1 rewrite a poem	No	No	
Text 7: Mek Four			
1 answer questions	No	No	
2 write a poem, dialogue or rap, use Stunt links	Yes	Yes*	Yes
1 follow Stunt link, listening task	Yes	No	
1 follow Stunt link, find out more, present or write about it.	Yes*	Yes*	Yes*
Text 8: A Passage to India			
1 pre-reading task, question	No	No	
1 work in pairs, answer questions regarding a picture, then act out the conversation (girl on picture is speaking on the phone)	No	Yes	
1 give each paragraph in the text a title	No	No	
1 find and describe the contrasts in a picture from the book	No	No	
1 choose a door, describe your life	No	No	
1 answer questions	No	No	
1 multiple choice, make a multimedia text	Yes	No	
1 compare	No	No	
1 discuss a statement, does not say how	No	No	
Text 9: Desperate to Make the Grade			
1 answer questions	No	No	
Text 10: By Any Other Name			
1 pre-reading task, questions	No	No	
1 several questions in between the text	No	No	
2 answer questions	No	No	
1 find out when the story takes place	No	No	
2 act out a scene	No		
1 write an autobiography	No	Yes	
1 use the Internet and do research about India	Yes	No	
1 find out and compare Norway and India	Yes*	No	

Text 11: Freedom Fighters			
1 pre-reading task, questions	No	No	
Text 12: Mahatma (Mohandas) Gandhi			
1 question in between the text	No	No	
1 discuss quotes	No	No	
Text 13: Nelson Mandela			
1 go to Stunt website to find out more, make a multimedia text and present to class	Yes	Yes	Yes
1 make a comparison	No	No	
1 discuss a statement, does not say how	No	No	
1 improvise a dialogue	No	Yes	
1 exchange questions and answers with another student.	No	Yes	
Text 14: My Country			
1 pre-reading task, questions	No	No	
2 answer questions	No	No	
1 follow link on website, given in task too, and read more. Present findings and your opinion in class.	Yes	Yes	Yes
1 write a poem	No	No	
1 write and perhaps give a speech	No	Yes*	
1 write a letter, link provided	No	No	
1 write a letter of protest	No	No	
Text 15: The End of Apartheid			
2 answer questions	No	No	
Text 16: Once Upon a Time			
1 pre-reading task, questions	No	No	
1 questions in between the text	No	No	
1 make a drawing	No	No	
2 answer questions	No	No	
1 compare two short stories	No	No	
1 act it out, multiple choice of scenes	No	Yes	
1 do research, multiple choice of topics, write about it or present it to your class	Yes*	Yes	Yes*
Text 17: Global Issues The Question of Food			
1 pre-reading task, write a description, read it to the others	No	Yes	
1 find the percentage	No	No	
1 mathematical task	No	No	

1 answer questions	No	No	
1 discuss, does not say how	No	Yes*	
Text 18: Prayer from the Living			
1 pre-reading task, continue a story	No	No	
1 questions in between the text	No	No	
1 write key words, give a short oral summary to your neighbour	No	Yes	
1 answer questions	No	No	
1 make a poem, rap or personal reflection	No	No	
1 discuss quotes from text in groups	No	Yes	
Text 19: Food for Thought			
1 pre-reading task, question	No	No	
3 answer questions	No	No	
1 write an article	No	No	
Text 20: No Witchcraft for Sale			
1 pre-reading tasks, questions	No	No	
1 pre-reading task, group discussion	No	Yes	
3 answer questions	No	No	
1 discuss with a partner	No	Yes	
1 write a story	No	No	
1 use Stunt website, find more information, prepare a presentation to be made in class	Yes	Yes	Yes
1 present to class, use PowerPoint, presentation, film or role-play	Yes*	Yes	Yes
Text 21: Organ Trade			
1 pre-reading task, make a list	No	No	
2 answer questions	No	No	
1 discuss with classmate	No	Yes	
1 make a dialogue	No	No	
Text 22: On Top- Down Under Australia. The Birth of a Nation			
1 pre-reading task, question	No	No	
1 answer questions	No	No	
1 write a short text, comparison	No	No	
1 find out more, discuss, does not say how	Yes*	Yes*	Yes*
2 write an ad	No	No	
Text 23: The Drover's Wife			
1 pre-reading task, questions	No	No	

1 questions in between the text	No	No	
2 answer questions	No	No	
1 write a story	No	No	
1 continue the story	No	No	
1 write the story from someone else's perspective	No	No	
Text 24: Stolen Generation			
1 pre-reading task, questions	No	No	
2 answer questions	No	No	
1 find out more	No	No	
1 present a famous Aborigine, using a multimedia text	Yes	Yes	Yes
1 find out more	No	No	
1 make a comparison	No	No	
1 question	No	No	
1 make a population estimate	No	No	
Text 25: Rabbit-Proof Fence			
2 answer questions	No	No	
1 mathematical questions	No	No	
Text 26: No More Boomerang			
2 make a list	No	No	
1 answer questions	No	No	
1 write a text	No	No	
Text 27: Municipal Gum			
1 pre-reading task, questions	No	No	
2 answer questions	No	No	
Text 28: Rainforest			
1 answer questions	No	No	
2 write a new poem	No	No	
Text 29: Wiwi			
1 pre-reading task, questions+make a list	No	No	
2 answer questions	No	No	
1 act out a dialogue	No	Yes	
1 write a letter	No	No	
Total number 152	22*	27*	13*

APPENDIX 6 Digital communicative tasks from *Targets* website

Text 1: Imagine:

Write down five questions that you would ask your favourite music artist, and the answers you think she/he would have given. One of the questions might be the one that Lennon was asked.

Afterwards you may record the interview, letting a partner take one of the roles. You can also make a film of the interview.

Text 1: Imagine

Make a multimedia presentation.

Find three countries other than your own whose music you enjoy. You may look into your own ethnic and cultural background or search in other cultures. Write a paragraph for each country/culture that you have chosen.

Include the following:

- *Your own description of the music*
- *Why you like this music*
- *Links to sites for each country, and to music or songs representative of each country.*

Include audio or video if possible.

These links may inspire you:

[World Beat Planet](#)

[World Music Network](#)

[Putumayo](#)

Text 2: Caribbean:

Listen to [the interview](#) with the principal of a school in Barbados on BBC Caribbean.

Then read the listeners' comments on [hbccaribbean.com](#).

Sum up the arguments for and against stricter dress code at schools in Barbados.

What do you think? Discuss with a partner or in class.

Text 2: Caribbean

Find information about the Rastafarian (informally often called "Rasta" or "Rastafari") culture of the Caribbean and about reggae music.

Evaluate critically the sources you use. What makes you think that your best source is serious and reliable?

Take key word notes of the most relevant information you find in the sources (do not just copy and paste them) and give reference to the sources.

Prepare an oral presentation based on your findings. You should not use any notes. If you make a power point presentation, it should not have more than three lines/main points per slide.

Text 3: Brackley and the Bed

Study the text "Caribbean London" on BBC London. Write down bullet point notes on the main points of the text.

Sum up the points in a mini talk in pairs.

Text 5: The Toilet

Study the list of adjectives below and look up the unfamiliar ones in a dictionary.

In pairs, describe to each other the people that you can see in the pictures on the left. Make a few sentences describing each of them. Use as many adjectives as possible, both those from the list below and adjectives you come up with spontaneously.

You can continue by describing the appearance of famous people you both know.

Hair and face:

*long hair
short hair
curly hair
frizzy hair
straight hair
dreadlocks
platinum blonde
medium brown
light brown
red-haired
grey-haired
with a ponytail
with bangs
thin-faced*

Physique and body:

*short
tall
medium-sized
skinny
thin
slender
slim
average-sized
chubby
overweight
hefty
muscular
healthy-looking
frail*

Clothes and style:

*posh
flashy
elegant
handsome
beautiful
pretty
chic
neat
stylish
graceful
fashionable
sensual
striking
individualistic*

*round-faced
freckled
with zits
dark-skinned*

*feeble
well-built
long-legged
short-legged*

*characteristic
untidy
sloppy
disorganised*

Text 5: The Toilet

Study the painting "Girl with Orange" by Gerard Sekoto on the left.

Discuss in pairs how the painting illustrates any of the themes of the short story. Take notes.

Then find other paintings by the same artist on the Internet by using "Gerard Sekoto" as search words for pictures.

Gerard Sekoto's paintings are said to depict the life of black South Africans. Write a story based on any of the paintings by Sekoto.

Text 7: Soldier's Bride

Read the text about Nigerian weddings and correct all the language errors you can find in it. There are 31 mistakes in the text. Note that the line numbers may differ.

Click on the "Suggested answer" button to check which errors you should have found.

In class sum up the errors and try to explain what is wrong.

Text 7: Soldier's Bride

Listen to the beginning of another Nigerian short story by the famous author Chinua Achebe.

Then read this extract from the story:

At last she said, 'You don't really mean that he will object to your marrying me simply on that account? I had always thought you Ibos were kindly disposed to other people.'

'So we are. But when it comes to marriage, well, it's not quite so simple. And this,' he added, 'is not peculiar to the Ibos. If your father were alive and lived in the heart of Ibibo-land he would be exactly like my father.'

'I don't know. But anyway, as your father is so fond of you, I'm sure he will forgive you soon enough. Come on then, be a good boy and send him a nice lovely letter ...'

'It would not be wise to break the news to him by writing. A letter will bring it upon him with a shock. I'm quite sure about that.'

'All right, honey, suit yourself. You know your father.'

As Nnaemeka walked home that evening he turned over in his mind different ways of overcoming his father's opposition, especially now that he had gone and found a girl for him. He had thought of showing his letter to Nene but decided on second thoughts not to, at least for the moment. He read it again when he got home and couldn't help smiling to himself. He remembered Ugoye quite well, an Amazon of a girl who used to beat up all the boys, himself included, on the way to the stream, a complete dunce at school.

I have found a girl who will suit you admirably—Ugoye Nweke, the eldest daughter of our neighbour, Jacob Nweke. She has a proper Christian upbringing. When she stopped schooling some years ago, her father (a man of sound judgment) sent her to live in the house of a pastor where she has received all the training a wife could need. Her Sunday School teacher has told me that she reads her Bible very fluently. I hope we shall begin negotiations when you come home in December.

What do you think will happen next? How do you think the story will continue and end? Discuss in pairs or in class. You can also act out the story.

Text 9: News Reporting

Read the text extracts carefully and decide which newspaper sections they belong to.

Match the text extracts with the appropriate newspaper sections by dragging and dropping them into place.

Which words in the text extracts helped you to decide? Discuss with a partner.

Text 9: News Reporting

In this task you will get a chance to become a news reporter.

Use film clips in Creaza or shoot your own and upload them to "My media files". Plan a manuscript for the news report first and rehearse a few times before recording it. You can also include sound elements that you find in Creaza.

Record your own audio and fit it in with the footage you have prepared. Remember to adjust the timing of audio and video.

Have fun!

Play your news reports to each other in class.

Some ideas for topics:

Global challenges: environmental issues

Bullying at school

Equal opportunities in life

Ethical issues

Health issues

Text 10: In the News-Nigeria

Discuss in pairs or in class what you associate with the word "pirate".

Read then the International Herald Tribune article "Pirates terrorize Nigeria's fishing fleet".

Take notes on new and useful words and expressions. Look up the words in a dictionary.

Write two or three paragraphs about the topic "The Modern Pirates - a Romantic Gang of Adventurers?"

Text 11: Blood Diamond*

Do you know your mathematics?

This fraction quiz gives you mixed numbers and asks you to rewrite them as fractions.

Say each problem and solution aloud as you go along.

Example: $3\frac{1}{2} = \frac{7}{2} \rightarrow$ "Three and a half equals seven over two."

Text 15: Gandhi –A Film Review

Use Creaza or another digital tool to create an audio-visual presentation that contains non-violent protest or persuasion.

Decide first what cause you want to focus on. Then make a plan for the presentation. Collect and download pictures and sound clips. Consider using your own recorded voices as part of the product. Make the presentation.

Text 16: Good Advice is Rarer Than Rubies

In 1989 Iranian Ayatollah Ruhollah Khomeini issued an official order, a fatwa, against Rushdie. Here he said Salman Rushdie and the people who published his book, were sentenced to death and he called on zealous Muslims to execute them quickly. As a result bookstores around the world were firebombed, riots and rallies were organized during which copies of the book were publicly burned, two translators were killed, and one publisher, the Norwegian William Nygaard, was shot and severely injured.

Miraculously, Rushdie is still alive. Here is your chance to learn more about him.

Listen to the BBC interviews with Salman Rushdie and watch the author being a guest at the Norwegian talkshow "Grosvold"

Take notes and sum up what he says about his books and his life.

Prepare a short news summary and record it on Creaza. Present your news reports in class.

Text 17: A Thousand Splendid Suns

It is interesting to learn about the background of novels, what inspired them and how they came into being.

In this task you will get a glimpse of the conditions in Afghanistan and how it is for a man to write from the female perspective.

Work in pairs. Go to Khaled Hosseini's website. One of you is going to watch the video called "Conditions in Afghanistan" and the other is going to watch the video called "Writing from the Female Perspective". Take notes while listening.

Sum up for each other what you learnt from the video.

Text 18: Canada

Find information about Canada and make a multimedia presentation to use in class or in a group.

Work in pairs or small groups. Use the Internet to find information, and make a multimedia presentation of Canada.

Include pictures, map(s), sound – for example the national anthem or other music, or interviews, etc.

Present in groups, or to the whole class. Find information about Canada and make a multimedia presentation to use in class or in a group.

Work in pairs or small groups. Use the Internet to find information, and make a multimedia presentation of Canada.

Include pictures, map(s), sound – for example the national anthem or other music, or interviews, etc.

Present in groups, or to the whole class

Text 18: Canada

Find important persons and current issues in Canada. Study them, and present them in class.

Use the Internet and find

- *Find two persons who are regarded as important in Canada today? Why are they important?*
- *Find two important current Canadian issues. What makes them important?*

Present your findings in class.

APPENDIX 7 Digital communicative tasks from *Stunt* website

Text 1: The Ballad of East and West

*Which English-speaking country would you like to visit or study in?
Research your country, present it and try to persuade your class
members to go to “your” country.*

Text 2: TCK

Go to TCKID.com

Watch a video posted by a TCK. Where did he or she live and how did they feel about being a TCK? Share your findings in class.

Text 2: TCK

Read an article in the news about TCKs or about a famous TCK. Share your article or your famous TCK in class.

Another site you can check out is NORUT forum – a web forum for Norwegian TCKs.

Text 10: Mahatma Gandhi

Use the web to make a presentation about him. Here are two recommended sources, but you can locate several others by using the Internet.

Gandhiserve

Ehatma

Text 11: Nelson Mandela

The number 46664 was Nelson Mandela’s prison number when he was at Robben Island. In 2003, the first 46664 concert was held in Cape Town.

Learn more about the phenomenon at 46664.com. Do some research of your own and present your findings in class.

Text 18: Organ Trade

Another important problem we are facing is the abuse of children in relation to labour. We want cheap goods and the result is that someone has to do the job hardly without being paid. Make a presentation about child labour.

Here are some useful links:

[Unicef](#)

[Amnesty](#)

[Save the Children](#)

Text 18: Organ Trade

Who are the most influential people in the world today? Time Magazine offers its annual list which you can find here in Time. Choose one person on the list that you find especially interesting or intriguing and make a multimedia text about him or her.

Text 19: The Birth of a Nation

Watch the video “Australia: The Reformation and Colonization” on HowStuffWorks.com or “The First Australians” on YouTube and learn more about how and why Australia was colonized. On these websites you can also find other videos about Australian life and the Aborigines.

Watch one or more of these videos then be prepared to talk or write about what you have learned. For most of the videos there is also a “glossary library”, that is an explanation of the most important terms. You can find the link to this on the right hand side of your screen.

Text 20: The Drover's Wife

Australia's wildlife was a great challenge for the first settlers. Many of the world's most venomous species are found in the country. Make a presentation about Australian wildlife. You may talk about Australian wildlife in general or a specific plant or animal. Here are some websites which might help you:

Australian Fauna

Australian Botany

Text 21: The Stolen Generation

The Fight for Land and Civil Rights

As in many other countries with European settlement, indigenous people in Australia have been mistreated. Go to the National Museum of Australia's website and read about these people's fight for civil rights and land rights in Australia. Make a presentation for your class.

Text 23: No More Boomerang

Barunga Festival

Go to the Barunga festival's website and find out what this festival is.

-when and why did it start+

-what can you do there?

Make a presentation for your class.

APPENDIX 8 Digital communicative tasks from *NDLA* website

Topic 1 South Africa

Text: Introduction

Consider: What do you know about South Africa? Write the first five thoughts that come to your mind. Share them with the student sitting next to you. Similarities/differences?

Map Game

*You can use this map game *South Africa-Map (advanced)* to see how much you can memorize about South Africa. Try it on your own or it is even more fun to try it as a class competition.*

- *Project the map onto a screen*
- *Divide the class into groups*
- *Each group can designate one group member to memorize the cities, one to memorize the oceans, one to memorize the mountains, etc.*
- *Then the groups can take turns at filling in the names on the map.*

Text: The Rainbow Nation

Find Out

Find out more about one of the following topics and make a short presentation to the class. See [How to Make a Mini Presentation](#).

- *One of the African tribes mentioned*
- *Orania*
- *Indian immigrant workers in South Africa*

Text: Mandela's Inauguration

Discussion

In his inaugural address (speech, at the end of the video), Mandela says: "Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world." What does he mean by this?

Text: Skurka's Travel Blog

Discuss

Andrew Skurka claims that "it will take many generations to offset the effects of a half-century of substandard education and health care, underdeveloped energy and transportation infrastructure, uninspired ambitions and dreams, and a great deal of other baggage." What does he imply? Discuss in groups. Write a comment to Skurka's statement explaining your point of view.

Text: Soweto

Oral Presentations

Choose one of the topics below and make a presentation. See [How to Organize Project Work](#)

- *Apartheid*
- *Nelson Mandela*
- *Education*
- *Living Standards*
- *Soweto*
- *Johannesburg*

Text: Safari

Presentation

Make a photo-based presentation of South Africa. You may focus on a particular topic, like safari or wild life, or present South Africa as a whole with pictures from cities, mountains and savannahs. www.flickr.com has a lot of nice pictures from South Africa. But there are many other providers of pictures as well. If you publish a presentation you need to check whether the pictures are copyright protected or not.

See [How to make a Visual Presentation](#)

Text: Nelson Mandela – A Great Man has passed into history

Topics for Discussion

No one is indispensable. Yet history is full of individuals whose absence or presence changed the course of human events and altered the fate of nations. Most of these were autocrats whose accumulation of power was itself the reason to fear the vacuum resulting from their departure. But Nelson Mandela, who died Thursday, Dec.5, at the age of 95, became indispensable because he had dispensed with the things that empowered tyrants and with which they rarely parted: pride, power, anger and vengeance. (Nelson Mandela –Time

- 1. Discuss the above statement and what it means.*
- 2. What do you think will happen in South Africa now that Mandela is gone?*
- 3. Will the legacy of Mandela stand the test of time or not? Why/why not?*
- 4. It is said that everyone who met with Mandela felt his charisma and moral authority. How much difference can one person make?*
- 5. Does history create its characters or do characters create history?*
- 6. Where in the world today would you like to see a new Mandela spring into action?*
- 7. What does it mean that Mandela never played the race card? What is dangerous about playing the race card?*
- 8. Mandela felt that there had to be a reconciliation between black and white S. Africans in order for the country to move forwards. Why is this so important in building a future?*

Oral Presentation

Make a short oral presentation (about 5min.) of Nelson Mandela showing how and why he has been such an important influence in South Africa and the world.

There are numerous sources of information on the Internet. Make sure you choose reliable sources. The link above and Nelson Mandela - the Guardian are two examples.

Topic 2 India

Text Introduction

Discussion

India is a huge country with contrasting poverty and wealth. You can see a Mercedes alongside a mule in the streets and illiterate beggars alongside newly rich, well-educated people. Discuss how wealth and skills can be more evenly shared in a country like India.

Text: Bollywood

Classroom Billboard

Make a Bollywood –Classroom Billboard

Minitalk

Choose a Bollywood star and make a mini presentation: Bollywood-Minitalk

Film Dialogue

Write a dialogue, and act it out: Bollywood- Film Dialogue

Discussion

Bollywood is taking after Hollywood in many ways. There is also an increasing number of stars with lighter skin and eyes. Can you think up any arguments against this trend? Write your ideas under the heading “Keep Indian Films Indian”.

Topic 5 Literature and Film

Text: Good Advice is Rarer than Rubies

After her return to Lahore, Miss Rehana phones her fiancé in Bradford to explain that she has failed to get permission to join him in England. Work in pairs and act out the conversation. You may record it using e.g. Skype or Audacity.

The day after Miss Rehana’s return to Lahore, she visits her friend. Act it out.

Miss Rehana avoided entering into a pre-arranged marriage by deliberately failing to get a visa to Britain. Discuss:

- *What objections are generally raised in the Western world to such a marriage practice?*
- *What can be said against Western style marriages?*
- *What makes it difficult for East and West to see eye to eye on the issue of marriage?*
- *Do you know of other areas which may lead to cross-cultural tension or conflict?*

Text: Marriage is a Private Affair

Discuss

1. *What role does superstition play in this story? Give examples. What is the difference between religion and superstition?*
2. *Arranged marriages are common in many countries and cultures throughout the world.*
 - a. *What is the Western world sceptical of this practice?*
 - b. *What could be held against marriage the Western way?*
3. *Is marriage really a private affair?*
4. *How would you explain the many marriage break-ups today?*

APPENDIX 9 Digital communicative tasks in *Targets* textbook

Text 1: Imagine

Work with a partner. What other things could we do without to make the world a better place? Find other words than the ones used in the original version to write your own “Imagine” song. Make sure you follow the rhythm of the song. You may record your song as well.

Text 4: South Africa

Work in groups and find information about Nelson Mandela. Use books, films and the Internet. Present your findings in class. Remember to cite the sources you have used.

Text 16: Good Advice is Rarer than Rubies

*Search the Internet to find information about the author of the short story, Salman Rushdie. Use such search words as *The Satanic Verses*, fatwa, Muslim leaders and Salman Rushdie. Sum up your findings in class.*

Text 17: A Thousand Splendid Suns

Sit in pairs and study the United Nation’s Human Rights Declaration at <http://www.un.org/Overview/rights.html>

Read the excerpt “You Have a Suitor” once more and point out which violations of human rights take place in it.

Text 18: Canada

Work in pairs. Find a map of Canada and help each other learn geographical names. Then make a test for each other to see what you have learned.

Text 21: The Sniper

Work in pairs. Use Internet resources or reference books to find information about the Irish Civil War. Take notes and report back to your class.

Text 21: The Sniper

Use the Internet and see if you can find out how many words there are in English. Compare your answers in class.

APPENDIX 10 Digital communicative tasks in *Stunt* textbook

Text 1: East is East and West is West

Which English speaking country would you like to visit or study in? Research your country, present it and try to persuade your class members to go to “your” country.

Text 2: TCK –Third Culture Kids

Watch a video posted by a TCK. Where did he or she live and how did they feel about being a TCK? Share your findings in class.

Text 2: TCK –Third Culture Kids

Read an article in the news about TCKs or about a famous TCK. Share your article or your famous TCK in class.

Text 4: Global Village

Follow the Stunt website link to read poems by other indigenous people. Read some of their poems. What kinds of issues concern them? Pick one of the poems and bring it to class.

Text 7: Mek Four

Wrote a poem, dialogue or rap using as much Patwa as you can. Go to the Stunt website for links you can use to do this.

Text 7: Mek Four

Create your own Norwegian-English Patois.

Write a dialogue, poem or rap.

Text 7: Mek Four

Find out about Jamaican history, music or art. Present what you have discovered or write about it.

Text 13: Nelson Mandela

Go to the Stunt website to find out more about Nelson Mandela. Prepare a multimedia text about the man and his life, and present it in class.

Text 14: My Country

Can you think of other Nobel Laureates who sacrificed their lives or time with their families to make the world a better place? Follow the link on our website to nobelprize.org and read about other laureates. In your opinion, was their sacrifice worth the price? Present your findings and your opinion in class.

Text 16: Once Upon a Time

Find more information about one of the following, then either write about it or present it to your class:

1 What was life like for blacks, coloureds and whites in South Africa under apartheid?

2 What happened in the Soweto riots?

3 What is the current situation in South Africa? (To find out what is going on there now, follow the link to the BBC from the Stunt website.

4 How many Nobel Prize Laureates (in all fields) have come from South Africa? Who are they? Why did they win their prize? Discuss the things they have in common.

5 Crime rates in South Africa are high. Research current rates and discuss why crime is such a great problem in this country.

Text 20: No Witchcraft for Sale

Go to our website and find out more about Doris Lessing and her authorship. Prepare a presentation to be made in class.

Text 20: No Witchcraft for Sale

The story ends with Gideon saying: “Ah, Little Yellow Head, how you have grown! Soon you will be grown up with a farm of your own...” Pay a visit to the future Rhodesia, today called Zimbabwe, and describe a day in the life of the adult Teddy. What happened to white farmers under Robert Mugabe? Present this to your class. You may want to use a PowerPoint presentation, a film or a role-play.

Text 22: On Top- Down Under Australia. The Birth of a Nation.

Norway left the union with Sweden and became an independent nation at approximately the same time as the Commonwealth of Australia was established. Find some more information about why Norway received its independence at this time. Are there any similarities between the two countries on their roads to independence? Discuss.

Text 25: Stolen Generation

Present a famous Aborigine, using a multimedia text. Who is this person and why is he/she famous?

