Teaching and Learning English Online

A Study of the Effects of Transitioning to Online Education in an
Upper Secondary School in Sweden

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2021

Abstract

This study investigates how teachers and students in a Swedish upper secondary school experience the sudden transition to teaching and learning English as a second language online. Students and teachers have answered questions in online questionnaires and the answers were analyzed and compared to previous research and secondary literature. The results indicate that both students and teachers prefer the physical context compared to the online context. Communication and natural interactions are expressed to be the worst consequences for both the teachers and students. This study aims to provide a deeper understanding of the effects on both teachers and students the transition to an online context due to Covid-19 have had and how similar events can be conducted better.

Keywords: Teaching, Learning, Covid-19.

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1. Introduction

The Covid-19 pandemic is something special that has affected the whole world in many different ways. The pandemic has required every individual, small businesses, big corporations, and governments worldwide to make changes in the everyday life. This also includes schools and how education is conducted. The changes have led to an abrupt transition from physical to online teaching. Online teaching has been conducted long before Covid-19 took over the world. The difference then was that online teaching was planned for beforehand. Similarly, students who, by their own choice, enroll in online courses have chosen to study online and would, therefore, most probably, be prepared to study online. However, when teachers and students are forced into teaching and learning online with little to no preparation, as in this situation, the outcome is unknown. Therefore, this study will investigate how this abrupt transition to online teaching has affected teachers and their teaching methods, as well as how it has affected students and their learning experiences. Since this is an ongoing situation, there is barely any research done regarding this, which is why this study will contribute with information that could be used to better prepare for similar situations in the future.

1.1 Research questions & aim

This study aims to investigate the effects of transitioning to online classes during the Covid-19 pandemic in a Swedish upper secondary school in English as a second language teaching and learning. The study is divided into two parts. Firstly, the experiences of students' learning English as a second language online will be investigated. Secondly, the effects on teaching methods in English as a second language online will be investigated.

The research questions are:

1. How are teaching methods in English as a second language affected by the transition to online teaching?
2. How are students' English as a second language learning experiences affected by the transition to online learning?

2. Background

2.1 A historical overview of the English language in Sweden

As the first course plan in Sweden, Lgr 62, was introduced in 1962, English became a subject in the Swedish school. Initially, the idea was that foreign languages were

learned by imitation (Thorsén, 1990, p. 17). In Lgr 62, words, grammar, and pronunciation were seen as important for students to manage the skills of listening, reading, speaking, and writing the language (Thorsén, 1990, p. 19). This way of teaching a language is called the audio-lingual method, and one purpose of it was to apply grammatical forms and structures through practicing patterns in order to create good habits amongst the learners since errors were seen as a threat to the learning process (Thorsén, 1990, p. 20). The audio-lingual methods have its roots in American behavioristic psychology. Chomsky started to question the audio-lingual methods in the 1950s and he presented a theory that claimed that language learning is controlled by grammatical and syntactical rules, which means that acquiring a language is a creative process where the learner constantly processes the language and unconsciously creates hypotheses about its structure (Thorsén, 1990, p. 25).

During the 1960s and 70s, Chomsky's theories were referred to and further developed by many linguistic researchers. Competence was one of Chomsky's terms which represents the knowledge about syntactical and phonetical rules the ideal speaker and listener have in their mother tongue (Thorsén, 1990, p. 28). Hymes (1990, p. 28), meant that this definition was too narrow because it meant that a speaker only needed to produce grammatically correct sentences in order to use the language without having the sociocultural environment in mind. Hymes meant that this was not enough and claimed that in order to be able to communicate properly, you need to be aware of how to express yourself in a given social setting. He, therefore, coined the term communicative competence, which focuses on how to transfer and receive a message in a foreign language. Hymes' theory came to be viewed as the end goal in modern language learning in Sweden and many other countries over the following decades (Thorsén, 1990, p. 28). The fact that language learning is not based on pure imitation or a stimulus-response mechanism became clear from Chomsky's theory, which resulted in a step back from a pure audio-lingual method. It was first in the year 1980 when the course plan Lgr 80 was introduced in Sweden that language learning was viewed as a creative process where the language evolves through natural interaction with its surroundings, and a new focus towards communication took form (Thorsén, 1990, pp. 31-32).

2.2 Traditional (behavioristic), communicative (sociocultural), & digital teaching
In traditional language teaching, students are only exposed to the target language a few

hours a week. The language and all material are based on a progressive learning curve. The focus is on the structure of the target language and the students are required to achieve high accuracy in order to reach good grades (Lundahl, 2012, p. 46). The idea behind the behavioristic view of language teaching was that good habits could be acquired through conditioning. Therefore, constant repetition was vital. When students responded successfully to a given cue, they were rewarded and reinforced. If this was done often enough, the idea was that good language habits would be the result. This meant that students repeated phrases, either as a group or individually (Harmer, 2015, p. 45). However, the method was seen as mindlessly repetitive and was criticized (Harmer, 2015, p. 45). Hall (2011, p. 65) states that this method fails the human mind in learning. When focusing on grammar and translation and correctness are prioritized, it could be to the exclusion of letting the students speak the target language (Harmer, 2015, p. 47).

As the behavioristic methods were questioned, a communicative ideal took form and replaced the idea that the English subject was a skill that should be learned by practice and error correction. The communicative ideal viewed English as a subject of communication (Lundahl, 2012, p. 117). Here, focus is rather on meaningful content with the target language as a tool (Lundahl, 2012, p. 46). Today, most English teachers around the world teach communicatively, and methods like task-based learning exist because of the communicative breakthrough in the 1980s (Harmer, 2015, p. 57). However, communicative language teaching is difficult to define because it has different meanings to different people. One of the main thoughts about communicative language teaching, which divided it from traditional methods, was the transition from how language was formed into how it was used (Harmer, 2015, p. 57).

Communicative methods can be seen as the opposite of traditional methods, but Griffiths (2011, p. 307) argues that traditional methods are useful and can work as a complement to communicative teaching methods. Communication is a social activity based on participation, collaboration, and interpretation. Through communication, we build our language learning, and further, it also affects how we perceive the world (Lundahl, 2015, p. 134). According to this way of interpreting language learning, interaction and communication are key aspects in learning English as a second language. Teachers must ensure that they are using teaching methods that expose the students to dialogue and communication (Lundahl, 2015, p. 134).

In the current curriculum, Skolverket (2020) states that students also need to acquire knowledge in our growing digital society. This means that teachers have to

work with students' digital competence and know how it affects individuals and the development of society. Today, digital platforms allow people to communicate through video in real-time, which can be useful for student-to-student communication, but also teacher-to-student communication. Digital tools provide teachers with an opportunity to give more individual help to students in a way that was not possible before the technological growth in the world (Harmer, 2015, p. 195). As for teaching, the digital arena has opened countless possibilities to integrate teaching with mobile devices and computers, which can be used for language teaching. There are also websites where students can practice and take tests, while the teacher can track the students' progress with the help of software (Harmer, 2015, p. 195).

As more digital possibilities are available in teaching and learning, the importance of autonomy amongst students is becoming more crucial as compared to in a physical context. In a Swedish context, learner autonomy focuses on three aspects. According to Tholin (2001, as cited in Lundahl, 2012, p. 118), students have to take a greater responsibility for their learning, they need to reflect upon making conscious decisions to improve their learning, and they need to put their learning in a social context in order to learn how to work with other people. In order for this to work, teachers have a responsibility to involve the students in their own learning process, so they become aware of these basic approaches of learner autonomy (Lundahl, 2012, pp. 119-120).

2.3 Benefits & disadvantages of online teaching

The benefits of teaching online are many. One example is intense participation and increased opportunities for learning and flexibility for both the student and teacher as Clark-Ibánez & Scott (2008, p. 35) show in their study. They made an anonymous evaluation in an online class of 52 students where 50% answered that they learned more online compared to in physical classes, while 27% answered that their learning was not affected in any way. This study also states that the shy students experienced online classes as safer and felt that it was easier to engage in discussions. One student explained that he or she felt more heard and seen compared to in a classroom (Clark-Ibánez & Scott, 2008, p. 35). In order to become a successful online teacher, you should put a lot of focus on creating a well-thought-out plan for the course instead of converting an existing plan that was meant for physical courses. This is partly because the two require different techniques in terms of presenting information (Clark-Ibánez &

Scott, 2008, p. 36). Good material and assignments that are easy to do online should be the main focus. Material and assignments are easily distributed to the students via the Internet, which is an advantage with online teaching. There is already complete material online available for teachers to use, which reduces the workload. By creating content modules that are related to the learning resources, it is easy for the students to understand the structure of the course. The design of the modules should be simple for the students to navigate through (Clark-Ibánez & Scott, 2008, p. 36).

For an online course to be successful, there is a need for both synchronous and asynchronous communication (McInnerney & Roberts, 2004, p. 74). By using synchronous chatrooms and message boards, a sense of social presence will be created, leading to an increased sense of community. Social interaction that is taking place online cannot be compared to the interaction in physical situations. Yet, it is still an important aspect for those who enroll in online courses to strengthen their feeling of community and social interaction (McInnerney & Roberts, 2004, pp. 74-75). However, text-based interaction has its flaws. One reoccurring flaw is misinterpretation – often stemming from students not being able to see the teacher or a classmate, and therefore not being able to interpret body language and facial expressions when communicating, which, in turn, could damage the sense of community in an online class (McInnerney & Roberts, 2004, p. 76). Further, other challenges with online learning are that students find technology difficult at times and that they often take online courses too lightly. For the teachers, online teaching is highly demanding and can often lead to them being burnt out. There are suggestions that teachers should take a whole semester to plan their courses (Clark-Ibánez & Scott, 2007, p. 36).

2.4 Social aspects of language learning

Older second language learners receive little exposure to the foreign language they are learning, approximately a few hours a week or a few hundred hours over a couple of years (Lightbown & Spada, 2013, p. 38). Students are also deprived of the social aspects of the language as schools often teach more formally compared to how they would speak in a social setting. The social setting and the educational setting are important when measuring how individuals acquire a second language. A student can be classified to have a high IQ as well as characteristics associated with good learning possibilities but still find it troublesome to learn a second language if they do not achieve social relationships and are seen as a valued partner to communicate with

(Lightbown & Spada, 2013, pp. 39, 79). Informal language learning is based upon emotional contact, such as facial expressions, body language and objects directly connected to the language (Lundahl, 2012, p. 41). Informal learning often happens in situations where the learner is unaware of the fact that the situation is a learning experience. It is an unconscious and everyday way of learning which is natural and voluntarily in its nature. Lundahl (2012, p. 41) proposes that formal learning is unnatural in its nature. The language researcher Krashen (as cited in Lundahl, 2012, p. 41) claims that learning a language is best achieved by informal learning and is similar to how young children are learning their mother tongue. Everyday learning driven by communicating in a natural fashion is, according to Krashen, the best way of learning a new language (Lundahl, 2012, p. 41).

The growing social community on digital platforms aids language learners' informal learning through social communication online. What language educators can take from this is that they should create opportunities in the classroom in order for the students to enhance their use of language online. This could be done by helping the students to recognize and identify linguistic barriers to participation (Barton & Potts, 2013, p. 817). Digital technology can help language learners to participate in other contexts with the target language, which benefits the learners in creating new social relationships to achieve academic success (Barton & Potts, 2013, pp. 817-818).

2.5 Student motivation

Motivation in second language learning is defined in two different categories. The first being the learners' communicative needs, and the other being their attitudes towards the second language community (Lightbown & Spada, 2013, p. 87). Suppose the acquired language is of importance and of value for the learners. In that case, their motivation towards the learning process will be higher compared to a learner who does not value the language (Lightbown & Spada, 2013, p. 87). As for students' attitudes, similar factors are identified. If learners' attitudes towards the language are positive, they will also want to be exposed to it to a larger extent (Lightbown & Spada, 2013, p. 87). Family and peers affect learners' attitudes to learning a new language. If peers and family have positive attitudes towards the target language, then, most likely, these positive attitudes will reflect upon the learner's attitude (Harmer, 2015, p. 91). Motivation is often divided into extrinsic and intrinsic motivation. Extrinsic motivation is when a learner feels a need or a desire to learn the target language to communicate on

an efficient level when he or she moves abroad where the target language is used (Harmer, 2015, p. 90). Intrinsic motivation is described to come from inside the learner (Harmer, 2015, p. 90). The learner wants to succeed with the activities and assignments given in classes. Therefore, students with intrinsic motivation are easier to influence than students with extrinsic motivation (Harmer, 2015, p. 90).

2.6 Methods to enhance student motivation

Teachers can help students with their motivation in the classroom by catching their attention and stimulating curiosity and promoting autonomy and explaining the communicative purposes with the target language (Lightbown & Spada, 2013, p. 88). Frey & Fisher (2010) cover the importance of motivation for adolescents to learn in school. Adolescents often turn to their peers for validation and support. Therefore, teachers should encourage students to work in groups as it raises their motivation and learning. However, for this to happen, the tasks must be meaningful and fit the social needs of students (Frey & Fisher, 2010, p. 30). With the aim to create a successful group task, it is suggested to consider the following recommendations. Firstly, a task should be interesting and challenging and students need useful resources to complete the task. Autonomy refers to allowing the students to make decisions for themselves. Secondly, students also need to receive and be offered recognition and evaluation. Lastly, students working in groups need the teachers' time to provide them with both help and encouragement (Frey & Fisher, 2010, p. 30).

2.7 Literature review
2.7.1 Effects of online learning

Some arguments that promote positive outcomes of online learning are that it can be more convenient, as it provides increased flexibility as well as customized learning and feedback compared to learning in a traditional physical classroom (Ni, 2013, p. 200). In an interview, a student mentioned that the convenience of studying online saved a lot of time (Isman et al., 2010, pp. 53-54). However, there is a concern that students' interest and the effectiveness of their learning will be affected negatively by being alone and isolated when studying online (Ni, 2013, pp. 200-201). Isman et al.'s (2010, p. 53) study also found that online students experienced communication with peers and accessibility to the teacher challenging and causing feelings of being on their own.

In Ni's (2013) study, she investigates the learning effectiveness between

physical and online classes by examining student performance records from six university classes in California, three online classes and three physical classes. Each class also answered survey questions that were sent out to them and all classes had the same teacher and attended the same research method class (Ni, 2013, p. 204). The results showed that the online classes had a failure rate of 10%, while students in physical classes had a rate failure rate of 4% (Ni, 2013, p. 206). If these results are compared to other classes, the differences are not as tangible. In nine other classes, the failure rate was 5% online and 4% in the physical classes (Ni, 2013, p. 207). The conclusion of this study is that the effectiveness in achieving learning objectives was harder for students who attended online courses. However, students who are more reserved in a classroom setting can benefit from attending online courses as it is not as intimidating (Ni, 2013, p. 212).

Through technology and online classes, students can share information, material and communicate with each other online. Nevertheless, there is still a concern regarding feelings of alienation and isolation due to the separation of physical meetings and communication with others (Wei et al., 2012, p. 530). Wei et al. (2012, pp. 530-532) have investigated the challenge of alienation and how social presence affected students' learning performances. The participants in this study were gathered from three online institutions in Taiwan, which all had experience and a good reputation in online teaching. A questionnaire, which was answered by 522 students, was used to gather the information. Most of the participants had some previous experience with online learning (Wei et al., 2012, pp. 533-535). The result indicates that social presence significantly benefitted learners' performances. Therefore, to the greatest extent possible, teachers should involve social cues to strengthen the feeling of social presence in online classes. To enhance the learning experience, teachers should invite the learners to activities with the class, both individually and in groups. At the same time, the students should be guided, encouraged, and rewarded by the teacher (Wei et al., 2012, pp. 540).

2.7.2 Effects of online teaching

Online teaching is a skill that requires experience, preparation, and planning. When abruptly being forced to transition from physical teaching to online teaching, the situation is different and can be a gruesome task (Moser et al., 2020, pp. 1-2). This transition has also affected teachers' mental health causing difficulties with focus and productivity. As a result, teachers have more difficulties planning their lessons. This

causes ineffectiveness which ultimately leads to them not reaching their pre-Covid instructional objectives (Moser et al., 2020, p. 4). A survey created by the Coalition of Contingent Academic Labor group of United Association for Labor Education (UALE) was distributed to different academic organizations. The respondents were 131 teachers from different colleges and universities across 36 countries. Worthen and her co-workers at UALE investigated the working conditions for these online teachers (Worthen, 2013, pp. 29-30). The result showed that it does not matter if an online teacher is working full or part-time, the workload is heavier than in physical teaching. Therefore, burnout amongst online teachers is at a high rate and without support and experience, exercising the profession can be challenging (Worthen, 2013, p. 33).

Teaching a language online can be problematic and challenging when students should engage in natural conversational turn-taking. Another problem is the limitations in using body language and gestures when giving instructions or input to the students (Moser et al., 2020, p. 4). Further results from Moser et al.'s (2020, p. 7) survey show that teachers consider their lessons less detailed and less supported by learning management systems than physical lessons. This was not only the case for inexperienced teachers, but also teachers with experience in online teaching reported that their students performed worse in online lessons compared to physical teaching.

2.7.3 Student motivation

One of the effects of the emergency transition to online teaching was that educators noticed that it was difficult keeping the students motivated during online classes (Moser et al., 2020, p. 4). Similarly, another study states that the students performed better in the classroom than online due to a lack of motivation, interest and difficulties with technology (Moser et al., 2020, p. 8).

In Wu et al.'s (2011, pp. 120-121) study, the purpose was to investigate how interaction in English as a foreign language could affect confidence, motivation, and EFL learners' ability. The data was collected through a questionnaire that 227 students answered in a business university in Taiwan (Wu et al., 2011, pp. 120-121). The result suggests that a benefitting factor in motivation, confidence, and ability for EFL learners was enjoyment. If the learners are enjoying a conversation, casual or formal, with a high-level English speaker, it will enhance all of these aspects which will result in a better learning experience. As student-centered learning enhances students' enjoyment, this must be a priority for teachers (Wu et al., 2011, p. 127). The authors

conclude that videoconferences are highly recommended in order to motivate students to participate in interactions that are interesting and valued by them (Wu et al., 2011, p. 127). Bernaus & Gardner (2008, pp. 377, 389) investigated language teaching methods and how they affected students' motivation. The participants in the study were 31 EFL teachers and their 694 15-years-old students in Spain. The method used in this study was data collection from questionnaires. The study indicates that teachers preferred traditional teaching methods over innovative (Bernaus & Gardner, 2008, p. 390). The concluding result suggest that in order for the teacher's methods to positively affect students' motivation and attitude, the strategy must be perceived as valuable and important by the students (Bernaus & Gardner, 2008, pp. 390, 398-399).

A study by Bekele (2010, pp. 117, 119) investigates student motivation and satisfaction in Internet-supported learning environments. The method was to examine 30 studies that focused on student motivation and satisfaction in Internet-supported environments and traditional environments. The studies focused on higher educational institutions between the years 1995-2007 (Bekele, 2010, pp. 117, 119). The result of the study indicates that students expressed better motivation in online courses compared to traditional courses (Bekele, 2010, p. 119). In conclusion, it is stated that the Internet-supported learning environments are less structured and student-focused as compared to the traditional learning environments. Hence, students require higher motivation in order to succeed. However, Bekele (2010, pp. 124-125) concludes her research by stating that neither traditional nor Internet-supported learning environments are better for student motivation. The decisive factor regarding student motivation is related to the student's will to succeed rather than the learning environment.

3. Method
The methodology used in this study is a qualitative one, and the method to gather data to answer the research questions in this case study were questionnaires.

3.1 The respondents
The respondents in this study are students and teachers. The teachers and students received different questionnaires. The reason for this is because they answered different questions which aim to answer separate research questions. The questionnaires were handed out to 70 students and 15 teachers. Christoffersen & Johannesen (2015, p. 53) state that the number of participants should be determined first after you have stopped

receiving new information from the respondents. However, as this demands much time, it was not applicable in this study.

Theoretically, there is no minimum or top limit regarding the number of participants. Nevertheless, practically, in smaller projects that are limited by time, anything between 10-30 participants is enough (Christoffersen & Johannesen, 2015, pp. 53-54). The number depends on whether the target group is homogenous or heterogenic. If the target group is homogenous, fewer respondents are needed compared to a heterogenic target group (Christoffersen & Johannesen, 2015, pp. 53-54). In this study, the student groups and the group of teachers are heterogenic in relation to the research questions since all respondents in this research are individuals with different possibilities to teach and learn online. However, the group of teachers is more homogenous than the student groups. The reason is that the possibilities teachers have to implement their teaching are more similar compared to the students who have to study from home. For example, all the teachers are employed at a school that provides guidance and an opportunity to teach from the school. In addition, they all have the same digital tools, ability to work together, and assist each other in a collegial subject group. The student groups have to study from home and there is no way of knowing what the home situation is like for each student. Studying from home could be more demanding for some students as compared to others, which could affect their answers. For this reason, there was a larger sample of students as compared to teachers. When examining similar studies where questionnaires are used, the number of participants varies depending on the research questions and if another method is used alongside the questionnaire. An example is a study by Paulsson & Larsen (2020), who gave 46 students and eight teachers a questionnaire to complete to examine how the transition to online teaching has affected students' motivation and how they could maintain it. They used a questionnaire to collect data and analyzed the data with the help of the thematic analysis model. Their aim is similar to the aim in this study, as is the choice of method.

The main reason behind choosing these participants is convenience since Covid-19 makes it difficult to get in contact with respondents. Additionally, this study also has a time constraint that needs to be taken into consideration. Therefore, choosing respondents from a school known to me was the most convenient choice. As the respondents have met me before, it was easy to get a high participation rate and no time was consumed in contacting other schools in attempts to explain why and how this study was carried out. Christoffersen & Johannessen (2015, p. 57) argue that the

convenience strategy is the least preferable since there is no room to generalize with a small sample of participants. With this in mind, a homogenous selection was also taken into consideration when choosing the participants. With a homogenous group of participants, it is possible to analyze differences and similarities (Christofferssen & Johannessen, 2015, p. 55). All the students who participated in this study are attending their first year in a Swedish upper secondary school and are taking the course English 5. Out of the 70 students that received the questionnaire, 50 answered it, (21 females and 29 males). Seven teachers answered the questionnaire, and all are certified teachers in the English subject and have been teaching English for more than three years. The youngest teacher was 28 with three years of experience and the oldest participant was 56 with 36 years of experience.

3.2 The questionnaires

When using a questionnaire as a method, the questions have to be easy to understand and relevant to the research questions. Moreover, questionnaires also open up the possibility to collect answers from many participants (Christoffersen & Johannesen, 2015, p. 151). The questionnaires were written in Swedish since Swedish is the official language spoken at the school. Apart from questions about gender, age, and teaching experience, there are open-ended questions to receive qualitative answers. There are strengths as well as weaknesses in using open-ended questions. Open questions will allow this study to receive responses that better describes the actual views of the respondents. The actual views refer to letting the respondents express themselves freely instead of choosing predetermined alternatives. Additionally, as open-ended questions allow the respondents to answer the questions with their own words, it can lead to unanticipated answers that can contribute to unanticipated results to the study. Negative aspects with open-ended questions are that they could result in many alternative answers, which will lead to a harder time coding them (Bourke et al., pp. 19-20). This can affect the reliability when analyzing the answers and it is also time-consuming (Bourke et al., pp. 19-20). All the data gathered from the questionnaires were analyzed and compared to similar studies and other secondary literature.

3.3 Questions in the questionnaires

Using questionnaires is usually done together with another method, for example, conducting interviews. This is due to the risk of not obtaining enough data from

questionnaires and complementing the quantitative data with qualitative data (Hinkel, 2005, p. 178). However, interviews are time-consuming and generate much data to analyze. In this study, questionnaires were deemed sufficient to answer the research questions since they are not as time-consuming and can generate sufficient data if the questions are well constructed. The questions in this study that were directed towards the teachers answer the first research question, "How are teaching methods in English as a second language affected by the switch to online teaching?" while the questions directed towards the students provided data to answer the second research question "How is students' English as a second language learning experience affected by online classes?".

When constructing the questions, you need to make sure that the questionnaires will provide valid data. It is important that the questions generate answers directly related to the research questions and the aim of the research. If the questions are directly related to the research questions, they will provide rich and valuable data (Christianssen & Johannessen, 2015, p. 151). Likewise, if the questions are easily understood, they will also be easy to answer (Christianssen & Johannessen, 2015, p. 151). The purpose of only having eight questions for the teachers and five questions for the students is because all questions demand a form of explanation. Thus, if they were supposed to answer 15 questions thoroughly, with good explanations, there would be a risk that the respondents would answer the questions carelessly and the participation rate could also be affected (Christianssen & Johannessen, 2015, p. 159). Hence, with fewer questions, the chance of getting better data from those questions is higher. Another variable is the time limit because more questions will lead to more time consumed in analyzing the data (Christianssen & Johannessen, 2015, p. 159).

When writing questions for questionnaires, it is important to thoroughly investigate all the words that could be hard to interpret and understand. The questions have to be easy to understand and therefore need to be short and straightforward. If not, there is a risk that some respondents will not answer the questions as they do not understand them (Bourke et al., 2016, p. 11). Therefore, all the questions that the respondents received were short. Confusing and negative questions, which means a question formulated to invite negative responses, were avoided as they often can lead to confusing answers (Bourke et al., 2016, p. 14). An example is question 4 answered by the students, "Describe what effects online learning have had on your motivation in English as a second language?" (Translation from the student questionnaire). This

question only consists of words commonly used and does not invite negative responses.

The questions aim to provide free text answers with much data. For example, question 5 aimed at the teachers requests them to describe what effects the transition from physical teaching to online teaching has had on their teaching methods. A similar example from the student questionnaire is question 4, which requests the students to describe how the transition to online learning has affected their motivation. Questions like these, which require a free text answer, are important to gather qualitative and rich data from the respondents, which a yes or no question would not do. However, there are also a few control questions in both questionnaires, such as questions 2 and 3 aimed at the teachers. Question 2 asked whether they are certified to teach English or not, and question 3 asked for how long they have taught English. These questions ensure that the teachers are certified and have enough experience to be viewed as suitable respondents in this study. An example from the student questionnaire is question 1, which asked for their gender. The reason for this was to be able to investigate differences across gender.

To ensure that the questions were relevant and easy to understand, they were tested in a pilot study and distributed to a smaller group of students and teachers that were not included in the study. The answers were analyzed to search for where improvements were needed. The pilot study is of importance as it will show how well the respondents answer the questions as well as the consistency of the answers.

Further, the cover letter in the questionnaires was meant to guide the teachers and students in understanding what was asked of them in the questions in order to minimize the risk of any misunderstandings. The cover letters include information about the research questions and confirmation that the respondents are anonymous and not forced to contribute to the research.

3.4 Data analysis

When analyzing the data from the questionnaires, Braun & Clarke's (2006) thematic analysis was used. By using the thematic analysis model, it was easier to code the qualitative data gathered from the questionnaires and sort the answers into different categories depending on what pattern and theme they followed. For the readers that are not familiar with how thematic analysis works, there will be a short presentation below.

Thematic analysis is a commonly used method in qualitative research. It is a flexible method that can provide rich and complex data (Braun & Clarke, 2006, pp.

77-78). It is also a method that could easily be used by inexperienced researchers that are new to the field as it does not require any previous theoretical or technological knowledge (Braun & Clarke, 2006, p. 81). The analysis is either semantic or latent. Semantic means that it only focuses on the surface meaning of the data and nothing beyond what the participants have responded. Latent means that the focus is to examine the underlying ideas and assumptions of the data. The decision of how to construct the themes depends on what kind of answers the respondents provide (Braun & Clarke, 2006, p. 84). Firstly, the answers go through a process of description where the data is organized into different themes as a means to search for patterns to summarize for interpretation. Lastly, there is a process of theorizing the meaning of the themes with previous research and similar studies (Braun & Clarke, 2006, p. 84).

The analysis process is divided into six phases. In the first phase, the focus is on familiarizing yourself with the data. This involves reading and taking notes of the data (Braun & Clarke, 2006, p. 87). The second phase is about generating initial codes. You should look for interesting attributes in the data systematically and sort each data-point together with each code (Braun & Clarke, 2006, p. 87). It is in the third phase you begin searching for the themes. All the sorted codes are put into different suitable themes (Braun & Clarke, 2006, p. 87). The fourth phase is about reviewing the themes to see if they work in relation to the codes (Braun & Clarke, 2006, p. 87). The fifth phase is about defining and naming the themes. Each theme should be defined and generate clear ideas connected to the research. It is in the last phase you produce the report of the data. A selection of interesting examples from the data should be used to represent the story you want to tell with the data (Braun & Clarke, 2006, pp. 87, 93).

In this study, where the semantic perspective was used, the analysis began with gathering all the data to see what themes could be created. This was followed by a process of creating the different themes that represented the results of the data. When suitable themes were created, the relevant and useable answers were divided into each theme. The data provided by the teachers were divided into three themes and the data from the students were divided into five themes. These themes are illustrated and described in the results (see Section 4). An example of how the categorization went about was that when searching for advantages or "positive views", as the theme is called in the result section, answers like "No one disturbs me at home" and "I have better concentration at home" were categorized into a positive view and illustrated in the column called "better concentration". Many of the students' answers did not fit into any

of the themes in this study. On the occasions this happened, these answers are shown as "other" in the figures in the results section. Additionally, as many of the students' responses were not relevant and not useable in this study, they were listed as "unrelated".

3.5 Reliability & validity

Reliability and validity are two important factors when formulating questions to gather information. Therefore, in the citation below, the following three questions formed the groundwork to ensure high reliability and validity from the respondents' answers. "1. Can the respondent comprehend the questions that are being asked? 2. Is the respondent capable of answering the question that is being asked? 3. Is the respondent willing to answer the question that is being asked?" (Bourke et al., 2016, pp. 13-14). These questions were tested when the pilot study was done, and it displayed when the respondents did not understand a question or if the responses did not match the purpose of this study.

The reliability refers to the consistency of the questionnaire as a measuring instrument (Bourke et al., 2016, p. 35). How exact the data in the research is, what data is used, and how it is used are questions that refer to its reliability (Christofferssen & Johannesen, 2015, pp. 21-22). A recommendation to test the reliability of data is to do a test-retest, where you give the respondents the same questionnaire on two different occasions. If both occasions produce similar results, it could be a sign of high reliability (Christoffersen & Johannesen, 2016, p. 22). However, due to the time limitations of this study, a test-retest was not possible to conduct and, therefore, the reliability of the answers suffered to some extent. Nevertheless, the questions were carefully chosen to gather information directly related to the research questions. Additionally, by allowing free text answers, the data was the respondents' own words. The respondents were asked to describe their experiences regarding online teaching, online learning and how it has changed compared to physical teaching and learning. Therefore, the data collected had a representation of the respondents' own experiences that later on could be analyzed and used in this study.

Validity indicates how well the data represents reality, and the data should represent and relate to the research questions that the study intends to answer. Validity is not something absolute that is either existing or not. Rather, it is something that is more or less fulfilled (Christoffersen & Johannessen, 2015, pp. 22-23). When talking

about validity as a measurement tool, it refers to whether the used method to measure a specific concept actually measures that specific concept and nothing else. If the result indicates that the used method has measured something else, the validity of the result should be questioned in this study (Bryman, 2016, p. 41). Internal validity means that a conclusion can be drawn from the results in a study. If a conclusion is drawn without data that explains how this conclusion came to be, or if there possibly could be another explanation than the one the data shows, there are issues with the internal validity (Bryman, 2016, p. 41). External validity refers to if a generalization can be made beyond the context of the one in the research. In other words, if the results of a study are externally valid, a generalization beyond the context of the study can be made (Bryman, 2016, p. 42). In studies where data is collected by asking questions to respondents, it is recommended only to write questions that the respondents feel comfortable answering to make sure they answer the questions truthfully. This is important to strengthen the validity of the respondents' answers (Bourke et al., 2016, p. 35). Therefore, in this study, the questions were formulated not to ask for personal or sensitive information.

   The pilot study was used to control the reliability and validity of the questions asked in the questionnaire. The result from the pilot study indicated that a few questions did not produce data that neither measured what was intended nor was representable of the reality and related to the research questions. For example, questions 2 and 3 in the students' questionnaire intended to measure what advantages and disadvantages the students experienced from the transition to online learning, and many of the answers were "nothing" or "I don't know". Therefore, these questions were changed. The word "describe" was put at the beginning of both questions to invite the respondents to provide more elaborate answers that would provide more measurable data that better represents what was meant to be measured. Question 6, aimed at the teachers, went through the same change as the questions described above since the teachers in the pilot study gave similar short answers. In the actual study, the change led to more elaborated answers from the teachers. However, many of the responses from the students still consisted of unelaborated answers that could not be viewed as valid and reliable data.

   A shortcoming regarding reliability and validity in this study was the students' responses in general, as many answers were not usable to answer the research question. This was especially the case regarding question 5, which was misunderstood by many students. Only 30 out of 50 respondents answered the actual question, which

referred to how they experienced that the teachers had changed their way of teaching online compared to face to face. Since a majority of the responses did not measure what was intended, they did not provide information related to the research question. Therefore, the expected reliability and validity were not met in this question. Another shortcoming in this study was the sample size. Due to the fact that only seven teachers and 50 students participated in this study it limits the ability to make generalizations, however, some generalizations can still be made. If time was not limited while conducting this study, more respondents from different parts of the country could be used in order to draw more reliable and valid conclusions. Since there are only seven teachers who participated in this study, it is important to mention that teachers use various teaching methods. However, this will not be taken into consideration in the analysis of this study.

3.6 Ethical considerations

There are also ethical considerations to be aware of when gathering data from questionnaires. As a researcher, you have responsibilities towards the respondents. The declaration of Helsinki (2016) mentions that the respondents should be protected from any kind of harm and that participation has to be voluntary. Before the respondents answered the questionnaire, they gave their consent. This was done by informing them that answering the questionnaire was not mandatory. If the students are underage or in some other way unable to give their consent, a guardian has to approve their participation (Elswick, 2016, pp. 7-8). However, no participants used in this study were underage. When conducting research with children under the age of 15, it is important to think about if the study investigates questions that are sensitive from an ethical standpoint (Vetenskapsrådet, 2002, p. 9). However, there were no questions regarding anything sensitive from an ethical point of view in this study. The questions were only focusing on however the students and teachers prefer classroom lessons or online lessons.

The respondents have been treated honestly and they have remained anonymous throughout this study, which is an ethical requirement, as well as that the data should only be accessed by the researcher (Elswick, 2016, p. 7). In this study, the questionnaires were distributed via Microsoft Forms, which is a digital questionnaire that complies with the GDPR guidelines. All answers are anonymous and only used in this study. The data can only be accessed through a private login on Microsoft, which

ensures that the answers are only accessible by the researcher. As the respondents were asked about their participation and consent, they were also informed about what the study covers and how their answers will contribute to the study. As mentioned, a cover letter was added to the questionnaire, which gave the respondents the opportunity to read the information again before answering the questions.

4. Results

The results from the questionnaires have been analyzed according to thematic analysis and grouped into different themes. The figures below illustrate the different themes, where the columns in the diagrams represent the analyzed answers from the respondents as described in the data analysis (see Section 3.4). First, the themes and results for research question 1, "How are teaching methods in English as a second language affected by the switch to online teaching?" will be presented. The results will be shown in diagrams followed by short examples and explanations. This will be followed by the themes and results from research question 2, "How are students' English as a second language learning experiences affected by the switch to online learning?" which will be structured the same way as described above.

4.1 Teachers' responses

Figure 1 shows a thematic analysis that illustrates the teachers' responses to question 6. The question asked was: Which teaching methods in English work well online?

English teaching methods that work online

Figure 1. English teaching methods that work online.

All respondents answered similarly regarding the benefits of online teaching. Teaching methods that teachers consider effective are: Speaking in small groups and different writing tasks. Yet, the problem with writing tasks is the challenge of knowing whether or not the student received help from a parent or a sibling with the task. One respondent stated that individual writing tasks only work for students who can

take responsibility for their learning. Another positive factor with online teaching is individual communication with students. One of the teachers also expressed that the Internet provides much material as well as new possibilities to test students' reading and listening skills.

Figure 2 is a thematic analysis that illustrates the teachers' responses to question 7, which is: Which teaching methods in English do not work online?
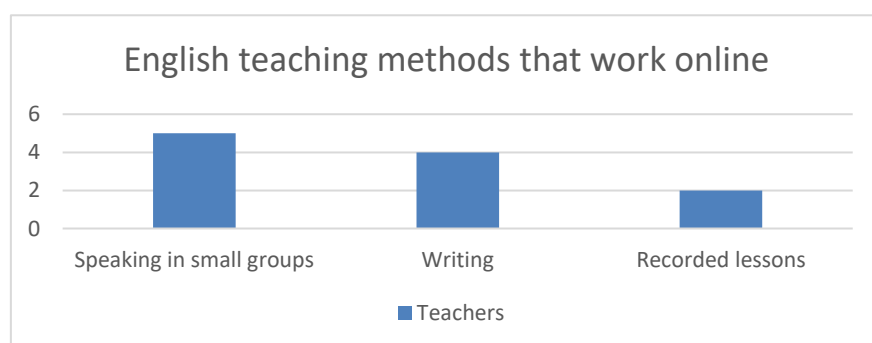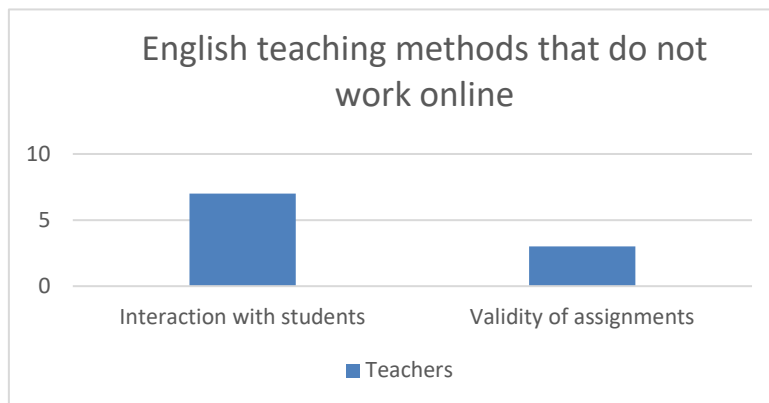

Figure 2. English teaching methods that do not work online.

Regardless of gender or age, all teachers experienced that online teaching has resulted in many negative effects to them as teachers and their teaching methods. Additionally, all respondents answered that the natural interaction with the students was completely gone. The result indicates that discussions with the whole class do not work at all. Similarly, getting the students to interact with each other and the teacher is very challenging, especially while using English as language. The general experience is that almost everything is more difficult online except speaking individually or in small groups. Listening, reading, and writing tasks are described to be harder to construct and assess correctly since students can receive help from parents, siblings, or the Internet, which would affect the validity of the task. Thus, the teachers are reluctant to use tests online, which causes challenges getting an overview of the students' progress. Most of the respondents stated that the workload was heavier online than in the classroom and that they are forced to undertake more unpaid overtime and that they feel burnout symptoms. A challenge described by one respondent was that she felt the need to be clearer and more distinct than before when giving instructions. Lastly, all of the respondents stated that online teaching is not what they prefer, arguing that it is less personal since the social aspects and the relationship with the students are completely gone.

Figure 3 is a thematic analysis that illustrates the teachers' responses to question 8, which is: How has teaching English online affected your role as a teacher?
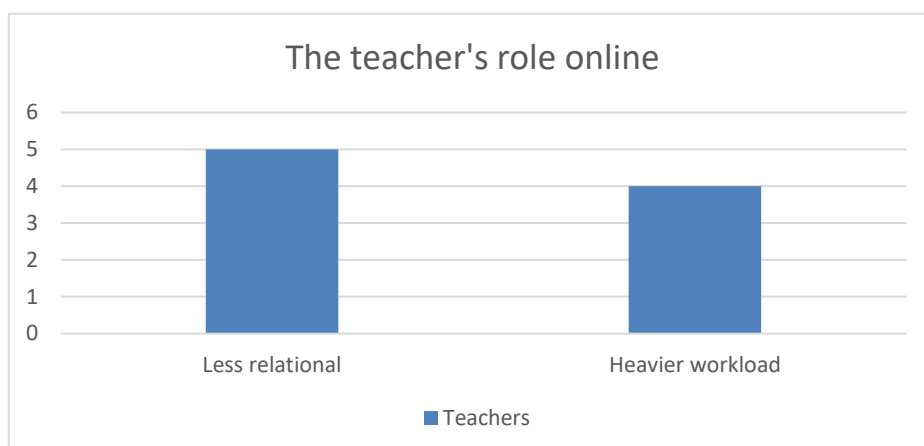

Figure 3. The teacher's role online.

The shared experience of the respondents regarding their roles as teachers were that the relational aspects of being a teacher suffered when teaching online. They feel less active as teachers and that the lessons are significantly more static and less vivid compared to in physical teaching. One respondent explained that she felt more like a guide who told the students what they were supposed to do than a teacher. Another respondent answered that well-functioning student-teacher relations that have been built with students during physical meetings suffered due to the transition to online teaching. Four out of seven respondents experience that online teaching leads to a heavier workload. One of the respondents explained that the sudden transition to online teaching and the heavy workload affected his mental health.

4.2 Students' responses
Many of the responses from the students were unrelated to the analysis. Therefore, these answers are illustrated as "unrelated". Additionally, the answers that did not fit into any of the themes are illustrated as "other" as described in the data analysis (see Section 3.4).

Figure 4 is a thematic analysis that illustrates the differences across gender from the students' responses to questions 1,2 and 3.
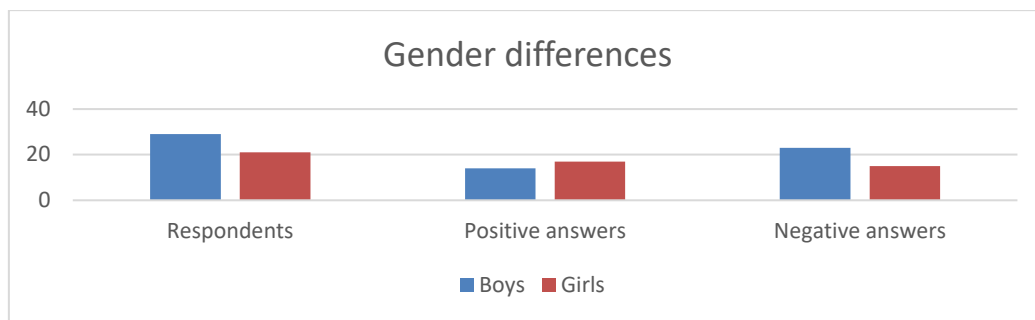
Figure 4. Gender differences.

The result shows that males are experiencing learning English as a second language online more difficult as compared to females. Out of 29 males, only 15 could mention something positive about learning English online. In contrast, 23 males had something negative to point out. 17 out of the 21 females mentioned something positive about learning English as a second language online and 15 mentioned something negative. As for motivation, which will be showcased in figure 7, 16 males expressed that they had less motivation online as compared to six females.

Figure 5 is a thematic analysis that illustrates the students' responses to question 2. It further highlights the positive effects of learning English as a second language online.
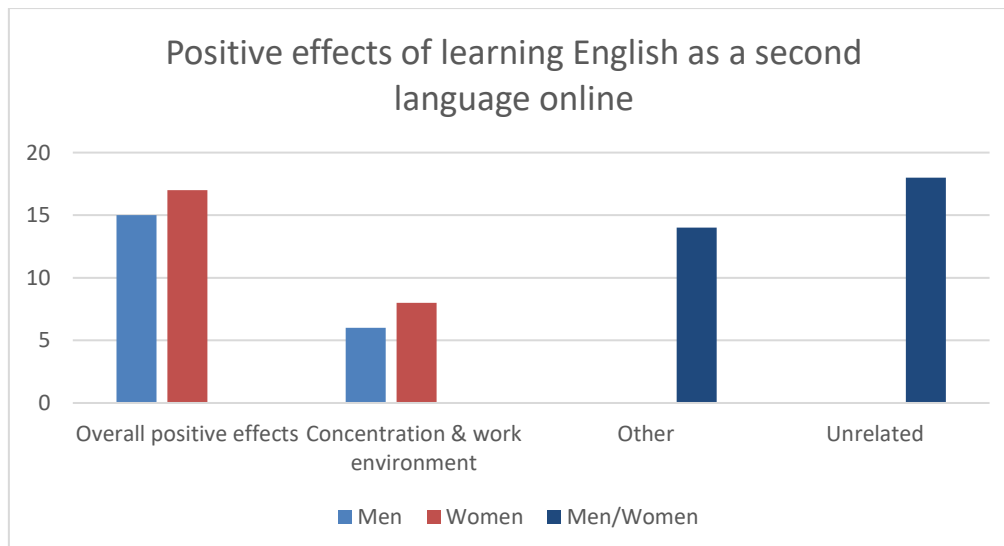
Figure 5. Positive effects of learning English as a second language online.

Fourteen answers are categorized as "Other" and refer to the overall positive effects apart from concentration and work environment. Eighteen answers were unrelated to the themes presented. The result from the questionnaire clearly shows that there is a common denominator regarding the benefits of online teaching, namely that students experience better concentration since they are not disturbed by other students,

which in turn results in increased productivity. Fourteen respondents, eight women and six men, answered that they experience the work environment and concentration to be better online. One respondent also stated that she is usually shy in the classroom but feels safer at home. Therefore, she finds it easier to participate to a greater extent in speaking tasks online. Another respondent mentioned that individual and open discussions with the teacher are easier online compared to in the classroom. A third respondent mentioned the benefit of being able to work at your own pace online.

Figure 6 is a thematic analysis that illustrates the students' responses to question 3. It further highlights the negative effects of learning English as a second language online.
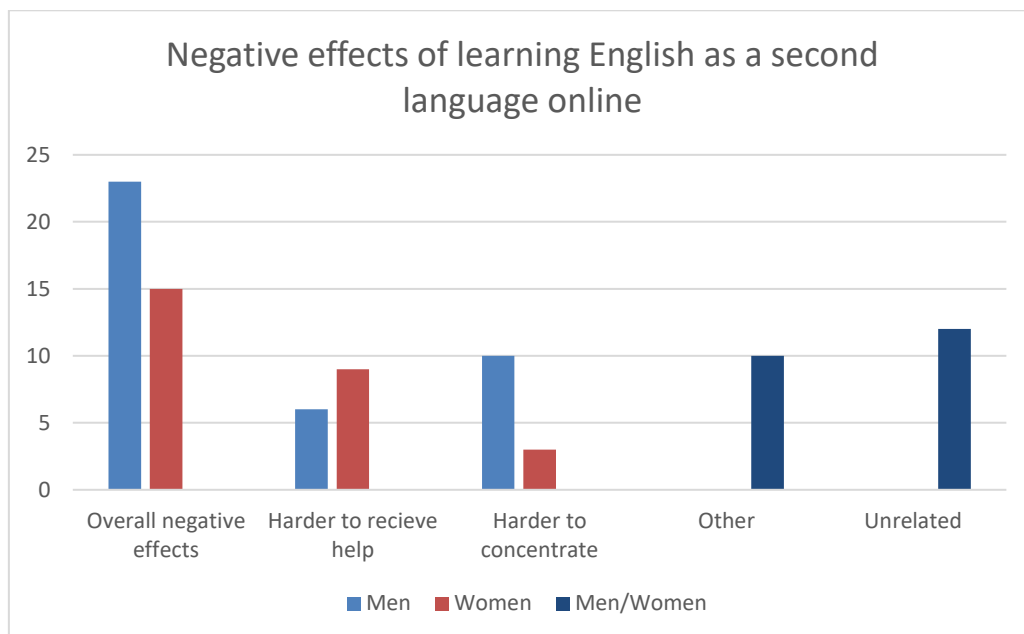
Figure 6. Negative effects of learning English as a second language online.

Ten of the respondents who responded they were negatively affected are presented as "Other" in the diagram. Twelve answers were unrelated to the question and shown in the column called "Unrelated". A vast majority of the respondents answered that they experience it significantly more difficult to receive help from the teacher during online lessons. In addition, the overall communication with the teacher is affected negatively. Besides, two students expressed that they miss the social aspects of going to school and being without it is causing negative effects on their learning. The data further shows that males experience more negative effects of learning English as a second language online as compared to the females, as will be displayed in the example

below. A male respondent answered that everything was more boring at home compared to in school.

Figure 7 is a thematic analysis that illustrates the students' responses to question 4, which is: How has online learning affected your motivation in English as a second language?
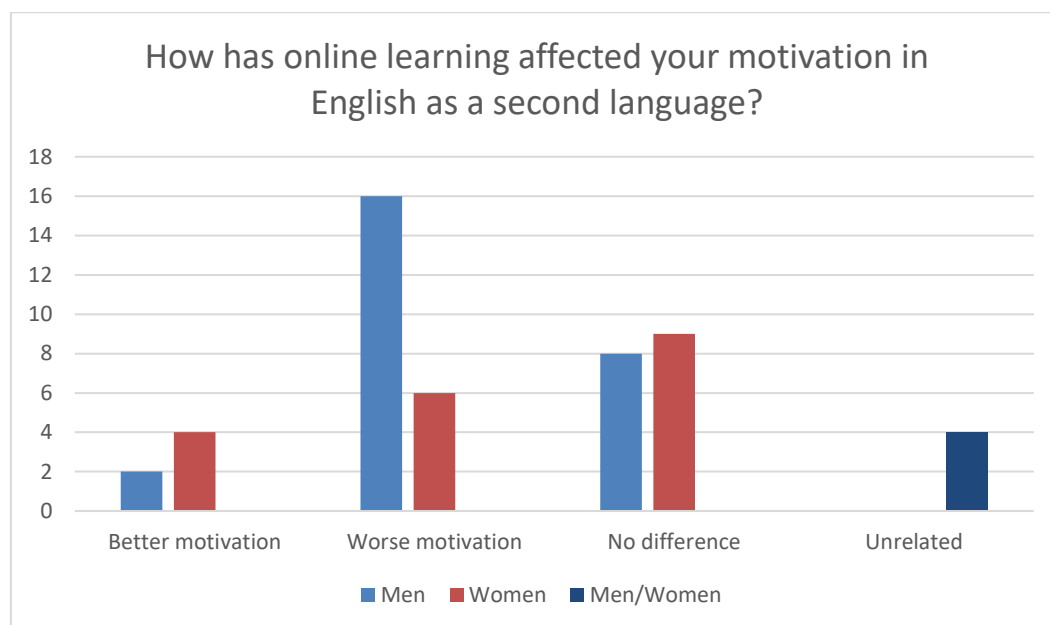
Figure 7. How has online learning affected your motivation in English as a second language?

Four answers to this question are listed as "Unrelated" as they did not answer the question. The answers regarding motivation were almost equally divided into advantages and disadvantages. Only six students expressed that they experience better motivation when studying from home, the reason being an increased ability to maintain a higher focus as well as better comfortability. A majority of the students expressed that their motivation was worse compared to physical learning. Not only did they experience aridity being at home but also more difficulties in understanding as they had fewer opportunities to discuss with the teacher and other students. Moreover, a couple of students also said that they were distracted by funnier things to do at home, which affected the motivation negatively. In contrast, 17 students expressed that they did not experience any difference in their motivation when studying online. As previously stated, one interesting observation from question 4 is that females do not experience that their motivation has been affected by studying English online to the same extent as the males do. However, one female student responded that she loves the English language, and therefore her motivation was unaffected by the transition to

online learning. This will be discussed further in the discussion (see Section 5).

Figure 8 is a thematic analysis that illustrates the students' responses to question 5, which is: In what ways have English teaching methods changed online?
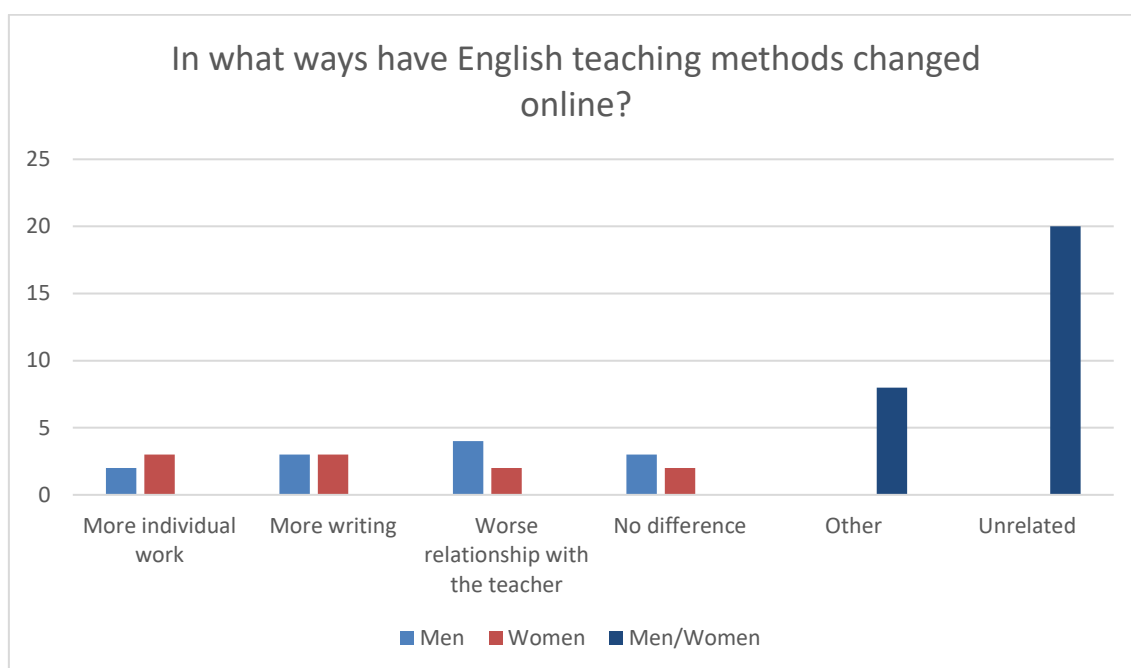
Figure 8. In what ways have English teaching methods changed online?

Out of 50 responses, only 30 of the answers were usable and related to the question asked. From these 30 answers, the respondents stated that the tasks have become more individual and that there are more writing assignments than before. Six of the respondents also stated that their relationship and overall communication with their teacher is worse online compared to in classroom teaching. There was no difference across genders in this question. Five students expressed that there were no noticeable differences in the teaching methods and eight answers were describing different changes such as shorter assignments and less variety. These answers are listed as "Other".

5. Discussion

The discussion is structured into three sections and begins with a discussion regarding the results. The result from the teachers' questionnaire will be discussed first and followed by a discussion from the students' questionnaire. Lastly, a discussion regarding the method used in this study compared with the methods used in previous research is done.

5.1 Result discussion

The results from the teachers (see Section 5.1.1) and students (see Section 5.1.2) are discussed below separately in order to better understand which result is being discussed.

5.1.1 Teachers

The result of this study reveals that the most applicable and well-suited methods for online teaching are speaking tasks in small groups and individual writing tasks. The method of using groups and individual tasks is supported by previous research that suggests that teachers should let the students participate in individual as well as group activities while being encouraged, guided, and rewarded by the teacher (Wei et al., 2012, p. 540). Further, this study also indicates that individual teacher-to-student communication online is an aspect that generally works well. This result finds support in previous research, which argues that an online setting increases the possibilities for individualized and customized feedback through digital platforms (Ni, 2013, p. 200). However, the respondents expressed that giving individualized feedback to the students was very time-consuming. Nevertheless, previous research states that individual communication between teachers and students is important, especially for more reserved students. Clark-Ibánez & Scott (2008, p. 35) highlight in their research that a respondent explained that the online setting increased the feeling of being heard and seen compared to in a classroom. In other words, previous research supports that online teaching benefits reserved students.

In summary, the effective teaching methods online in this study are speaking tasks, in small groups or individually, and individual writing tasks, which is supported by previous research. Regarding individual and customized feedback, it is possible to claim that it works online and that it also benefits reserved and shy students. Therefore, individual teacher-student interactions should be used even though it is more time-consuming than in a classroom setting.

The most challenging aspects of teaching online will be discussed below. Teacher handbooks state that teachers must ensure that they are using teaching methods that expose the students to interaction and communication (Lundahl, 2015, p. 134). The result in this study reveal that the most challenging method in teaching English as a second language online is the spontaneous and general interaction between teachers and students as well as student-student interaction. The respondents expressed that any kind of communication or interaction with students in a large group or with the whole class is difficult. In addition to this, previous research confirms that the natural interaction with

students is more challenging in an online environment because of the limitations of reading body language and gestures (Moser et al., 2020, p. 4). Moreover, previous research indicates that teachers consider their online lessons to be less detailed and not as supported by the learning objectives as compared to physical lessons (Moser et al., 2020, p. 7). When comparing this to the result in this study, the teachers expressed an awareness of having to be extra clear and distinct when giving instructions. Simultaneously, data from the students' responses indicate that they experienced it harder to understand instructions and what to do in the online setting. These contradicting results make it hard to draw any other conclusion than that the teachers need to be more detailed and clearer when giving instructions online. The results and previous research regarding teaching methods that do not work online indicate that the loss of spontaneous and natural interactions with students is challenging. This will also be discussed in further paragraphs.

   The social aspects of being a teacher and the interaction with students will be discussed below. None of the respondents in this study expressed that online teaching was something they preferred over physical teaching. The social interaction with students is important in order for the teachers to enjoy their profession. The results in this study indicate that teacher-student communication and maintaining good social relationships are major issues. This problem was mainly described by the teachers but also by 15 students. All teachers participating in the study reported that the natural conversations and communication with students suffered a lot by the transition to online teaching. By not being able to maintain the relationships with the students, it was hard for the teachers to keep an overview of the students' performance. Today's digital platforms provide teachers and students with useful tools for real-time video communication, which can be used to help students individually (Harmer, 2015, p. 195). Nevertheless, as stated above, the result in this study indicates that individual communication works well, yet that it is too time-consuming. The online setting provides the students with digital tools and technology to make communication easier. However, the result in this study still indicates that the overall teacher-student interaction and the social relationships are suffering from online teaching.

   Online teaching has shown to be time-consuming and resulting in a heavy workload for teachers both in this study and in previous research. The answers from the teachers in this study reveal that more than half of the teachers experience that their work has become more time-consuming and challenging. The respondents described

this as an effect of the sudden shift to online teaching from traditional teaching. Previous research argues that online teaching requires experience, preparation and planning and additionally, a sudden transition to online teaching cannot be compared to online teaching that is planned for due to the lack of preparation (Moser et al., 2020, pp. 1-2). In previous research, teachers have also expressed that the effects of the sudden transition were mental health issues and difficulties with focus and productivity due to the heavy workload (Moser et al., 2020, p. 4). Worthen (2013, p. 33) discusses in her study that teachers working conditions online compared to physical teaching leads to a higher burnout rate, especially if the teachers lack support and experience. As presented in the results, one of the respondents mentioned that the workload as an online teacher has affected his mental health. What can be understood from the result and previous research is that when online learning is planned for and executed by experienced teachers, the task is manageable. However, when the transition to online teaching happens abruptly and the teachers lack both experience and preparation, there is a high risk the teachers will experience burnout symptoms.

There is a suggestion in previous research that teachers should at least take a whole semester to plan their course (Clark-Ibánez & Scott, 2007, p. 36). In the context of this study, teachers had to transition from classroom to online teaching as an effect of Covid-19. Therefore, there was not enough time for teachers to properly prepare for online teaching satisfactorily.

5.1.2 Students

The gender differences between male and female respondents were non-existing amongst the teachers. On the contrary, amongst the students, there were a few noticeable differences. The result indicates that females find it easier to cope with online learning as compared to males. Overall, males were more negative towards online learning and also expressed a higher motivational loss as compared to females. Unfortunately, none of the previous research used in this study discuss these questions in relation to gender. However, previous research shows that a decisive factor for student motivation is related to their will to succeed (Bekele, 2010, pp. 124-125) and that students have to understand the value of teaching methods to enhance their attitude and motivation towards acquiring new information (Bernaus & Gardner, 2008, pp. 390, 398-399). With this information, it could be indicated that two important aspects, succeeding and understanding the value of the learning process, are better understood

by the females in this study.

The students expressed more negative feelings as compared to positive feelings towards online learning. The positive aspects will be discussed first. The result shows that only a few students had something positive to mention about online learning. A positive aspect that the students frequently mentioned was that they experienced it easier to concentrate when studying from home, which improved productivity. Previous research states that convenience is a positive aspect that online students often point out and that time spent on traveling back and forth from school can instead be used to study (Isman et al., 2010, pp. 53-54). A positive aspect that only was mentioned by one of the students was that because of her shyness in the classroom, there was now a relief during speaking assignments online since it felt safer to be at home. Similar results are shown in previous research, which states that reserved students often benefit from online courses as it is not as intimidating (Ni, 2013, p. 212). Additionally, previous research states that online learning can be more convenient, flexible and can be customized compared to traditional physical teaching (Ni, 2013, p. 200). The result in this study mentions the claims of flexibility and customized learning and feedback, but not to a large extent. One student mentioned that individual and open discussions with the teacher were easier online as compared to in the classroom. Another student mentioned that she enjoys working at her own pace online. However, these positive aspects are only mentioned by two out of 50 students and cannot be considered to be a generally shared opinion amongst the respondents. To summarize, students' positive experiences of learning English as a second language online show that many of the students expressed an increased concentration when studying online. The convenience of studying online is a favored aspect of online learning. The transition to online learning can benefit students who are shy in the classroom as it is not as intimidating.

A majority of the students that expressed negative feelings towards online learning answered that they found it difficult to concentrate and maintain focus at home. One reason for this can be the lack of communication online. Previous research states that there is a concern about students' learning effectiveness in relation to being isolated when studying online (Ni, 2013, pp. 200-201). The same study also indicates that learning effectiveness in online courses is worse compared to traditional classrooms (Ni, 2013, p. 212). A vast majority of the students answered that they experienced the overall online communication with the teacher to be affected negatively by the transition. This, in addition to the challenges of communication expressed by the

teachers, clearly indicates that communication is a significant problem caused by the online setting. Previous research also suggests that the natural interactions could be problematic in online settings because of the physical limitations when giving instructions or input to students (Moser et al., 2020, p. 4). Similar to the result regarding the challenges of teaching methods online, the result regarding students' negative feelings towards learning English online also indicates that students are affected negatively by the loss of interaction with their teacher. Even though some students expressed that their concentration is better online than in the classroom, more students expressed that their concentration is worse in the online setting. This can be concluded as an effect of less interaction and communication with the teacher and each other, which leaves the students in a confused mode where they lose their concentration.

As discussed above, many of the students' responses in this study reported that the communication with the teachers suffers by the transition to online teaching. They said that the consequence is that they do not receive the same help as they do in physical situations. In previous research, other students also claim that communication with peers and accessibility to the teachers are challenges that leads to a feeling of being on your own (Isman et al., 2012, p. 53). Two students in this study expressed that they miss the physical socialization that occurs in a classroom setting. Another student mentioned that everything was boring when it was done alone. Previous research claims that even though students are able to communicate and share information with each other through technology, the feeling of alienation and isolation is something to be concerned about. A result of no physical meetings is that students can develop feelings of being alone (Wei et al., 2012, p. 530).

The social, as well as the educational setting, are important factors for language learning and students benefit from having social relationships with peers, which makes them feel like a valued communication partner (Lightbown & Spada, 2013, p. 79). The data in this study only provided two responses out of 50 possible where students expressed that they feel alone or miss their peers. This makes the claim in previous research regarding isolation feel less important. However, the students were not asked if they felt isolated and alone when studying from home. The fact that two students mentioned it even though it was not asked gives the impression that more students could share these thoughts. Regarding the social aspects and communication with teachers, a conclusion could be that students feel that they do not receive the help they need from the teachers. Instead, they feel that they are left to take care of

themselves.

In a discussion about learning conditions, motivation has to be taken into consideration. The result in this study regarding student motivation show that a vast majority of the students experience less motivation during online learning compared to traditional learning in a classroom. Based on the student responses, the cause could be feelings of not receiving enough help, unclear instructions, and meaningless tasks. Previous research states that students need to enjoy what they are doing and understand the value of the chosen teaching methods and tasks to feel motivated (Wu et al., 2011, p. 127), (Bernaus & Gardner, 2008, pp. 390, 398-399). Communicative needs and attitudes are important for student motivation. An example is if the target language is of personal value for the learner, the motivation towards acquiring the language will be high and vice versa (Lightbown & Spada, 2013, p. 87). Similar factors are identified regarding students' attitudes. If students have positive attitudes towards the language, they will also want to be exposed to it to a larger extent (Lightbown & Spada, 2013, p. 87). A learner's family and peers' attitudes also affect the learner's attitude to acquiring a new language. (Harmer, 2015, p. 91). Another study states that student motivation is depending on the students' inner will to succeed and not the learning environment (Bekele, 2010, pp. 124-125). According to these claims, the lack of motivation expressed by the students does not necessarily have to be linked to the transition to online learning. However, it could rather be a question of students' and their families' attitudes towards the English language and how they value the acquiring of the language. As illustrated in the results, one student answered that she loves the English language, and therefore her motivation was unaffected by the shift to online learning.

In summary, when learning English as a second language online, student motivation is driven by a desire to succeed in addition to having a good attitude towards the target language. Therefore, it is not possible to say that the online setting is the cause for students losing their motivation. Rather, students' motivation is affected by their desire and attitude towards learning the language, which, of course, could become even worse for students who already experienced challenges with motivation in classroom settings.

5.2 Method discussion

What follows will be a short discussion regarding different methodological aspects. Firstly, the questionnaires were sent out to 70 students and 15 teachers. The expected

sample size in relation to 50 students and seven teachers responding to the questionnaires is an acceptable sample size. However, in hindsight, this study would have benefitted from more teachers' responses since, as Christoffersen & Johannessen (2015, p. 57) claim, it is hard to make generalized conclusions with a small sample size. When recruiting respondents, it is recommended to contact the respondents two weeks in advance to provide information about when the survey should be answered. The respondents should be reminded with general information about their participation one week before the survey should be answered. One day before, the respondents should also receive a reminder about their participation (Christoffersen & Johannesen, 2015, p. 62). Therefore, because of the time constraints in this study, the recommendations for preparing the respondents had flaws that could have affected the number of responses. Many of the student respondents in this study were not answering the questions asked. This data was problematic to analyze and to find an appropriate thematic category. These answers can be interpreted in different ways. However, in this study, they were interpreted as the respondents did not have an opinion about the question.

Bekele's (2010, pp. 117, 119) study used older students, and therefore, the conclusions made in that study are also made on older students. Another example is the research done by Wu et al. (2011, pp. 120-121), where university students answered a questionnaire to investigate student motivation. This has to be taken into consideration when comparing to the results in this study since the students are 15 and 16 years old. The study made by Wei et al. (2012, pp. 533-535) about alienation in online courses includes information from students who have chosen to enroll in online courses and have previous experiences in studying online. In comparison, the respondents in this study did not make a choice to enroll in an online course but instead were forced into the online setting as a cause of Covid-19. Similarly, as the example described above, this makes it challenging to make a reliable comparison of the students' feelings towards online learning since there are different circumstances in this case.

There was a focus to investigate differences amongst the respondents' answers in this study. An active choice to investigate possible differences between the genders were also made. The result indicates no differences amongst the teachers, which could have been different if a larger sample size was used. On the other hand, there were clear differences amongst the students' responses when gender was taken into consideration. However, none of the previous research used in this study mentioned any gender differences, which makes it hard to compare it with the results in this question.

6. Conclusion

This study has investigated two research questions. The first was how teaching methods in English as a second language have been affected by the sudden transition to online teaching. The second research question was investigating how students' English as a second language learning experiences have been affected by the transition to online learning. To conclude the first research question, speaking tasks generally work well if performed in small groups or individually. Writing tasks also work, however, it is difficult to ensure if students' received help from a third party. Individualized and customized feedback and support work well online, yet it is very time-consuming. With digital tools, it is possible to test all the learning objectives. However, it requires experience.

The negative effects are the loss of the natural and spontaneous interaction and communication between teachers and students, which also affect the relationship teachers have with their students. This was described by all respondents, as well as in previous research, to be a major problem since spontaneous interaction in many ways is the foundation in language teaching. Teachers also express that the heavy workload that comes with being thrown into online teaching unprepared has led to burnout symptoms and less energy and creativity when having lessons. The teacher's role online becomes more of a supervising guide than a teacher.

To conclude the second research question, students enjoy the convenience of studying online and students who prefer to study in silence expressed that their concentration is better online. The negative aspects of learning English online are mainly connected to the challenges of communication. As teacher-to-student communication is lacking, students become confused and experience that they are not receiving the help they need. Loss of concentration is also experienced by the students, which can be an effect of less social interaction and communication with peers and teachers. The fact that 14 students expressed they have better concentration and 13 expressed they have worse concentration online makes it challenging to answer what environment the students prefer to study in.

Student motivation is concluded to be affected by attitudes towards the language and a desire to succeed. It has less to do with whether the learning process happens online or in the classroom. The differences between the genders indicate that females are more motivated and more positive towards the learning process in general, which is seen in the result regarding motivation and their experience towards online

learning.

Lastly, due to this study having flaws in reliability and validity, the conclusions drawn are only applicable in the context of this study and cannot be seen as generally correct in other contexts. Further research with a larger sample size of respondents is needed in order to make generalizations in all areas investigated in this study. Due to the fact that this study focused on a broad topic, further studies would do good in narrowing down the topic to be able to conduct more thorough research in each aspect. Further studies on how teachers can maintain social relationships with the students and create a vivid classroom online where spontaneous and natural interactions are not lost are needed.

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Appendix 1 Teachers' questionnaire.

Lärarfrågor enkät

Deltagandet i den här enkäten är helt frivilligt. Genom att svara på
dessa frågor godkänner du att svaren får användas i studien. Alla svar är
anonyma och kommer endast användas för att besvara studiens forskningsfråga.

Den här enkäten kommer
undersöka hur du som lärare upplever att distansundervisningen har påverkat din
undervisning samt dina undervisningsmetoder i jämförelse med
klassrumsundervisning. Dina svar avser att kunna bidra med data för att
besvara forskningsfrågan "How are teaching methods in English as a second
language affected by the switch to online teaching? ".

1.Är du man eller kvinna?

⭕ Man

⭕ Kvinna

2.Är du en legitimerad engelsklärare?

⭕ Ja

⭕ Nej

3.Hur länge har du undervisat engelska?

[   ]

4.Hur gammal är du?

[   ]

5.Berätta om vilka effekter övergången till distansundervisning haft på
dina
undervisningsmetoder i engelska som vanligtvis används i klassrummet

[   ]

6.Vilka undervisningsmetoder i engelska fungerar på distans?

[   ]

7.Vilka undervisningsmetoder i engelska fungerar inte på distans?

[   ]

8.Berätta om vilka effekter övergången till distansundervisning haft på din
roll som lärare

[   ]

Appendix 2 Teachers' responses
Question 1 Är du man eller kvinna?

1	anonymous	Kvinna
2	anonymous	Kvinna
3	anonymous	Man
4	anonymous	Kvinna
5	anonymous	Man
6	anonymous	Kvinna
7	anonymous	Kvinna

1	anonymous	Ja
2	anonymous	Ja
3	anonymous	Ja
4	anonymous	Ja
5	anonymous	Ja
6	anonymous	Ja
7	anonymous	Ja

Question 2 Är du en legitimerad engelsklärare?

1	anonymous	Ja
2	anonymous	Ja
3	anonymous	Ja
4	anonymous	Ja
5	anonymous	Ja

6	anonymous	Ja
7	anonymous	Ja

Question 3 Hur länge har du undervisat engelska?

1	anonymous	32
2	anonymous	24 år
3	anonymous	8 år totalt, 4 som legitimerad.
4	anonymous	16 år
5	anonymous	3 år
6	anonymous	15 år
7	anonymous	Tre år.

Question 4 Hur gammal är du?

1	anonymous	56
2	anonymous	50
3	anonymous	28
4	anonymous	55 år
5	anonymous	28
6	anonymous	40
7	anonymous	32.

Question 5 Berätta om vilka effekter övergången till distansundervisning haft på dina undervisningsmetoder i engelska som vanligtvis används i klassrummet.

ID	Namn	Svar
1	anonymous	Jag var en ganska digital lärare redan innan vi gick på distans och det som alltid har funkat digitalt gör ju det nu också. Den största omställningen för mig har varit att

ID	Namn	Svar
		planering numera helt måste utgå från att verkligen utnyttja de tillfällen eleverna är på plats och det är en utmaning med den korta framförhållning som finns i besluten om när- och fjärrundervisning. Tvingas ibland skjuta upp viktiga moment som gör sig bäst i klassrummet och ibland känns det som att vi gör mer av sådant som funkar digitalt bara för att det funkar, inte för att det är viktigt.
2	anonymous	Jag har tvingats tänka om kring mycket och hitta effektiva lösningar på att träna och följa upp elevernas engelskutveckling. Det är mycket svårare att kommunicera direkt med eleverna via skärmen men å andra sidan når man dem på ett annat sätt via videosamtal och chattar. Kanske har det blivit lättare att individualisera på ett sätt, men samtidigt tar det väldigt mycket mer tid att bedriva distansundervisning. Man saknar det omedelbara mötet och att på ett lättare sätt få överblick över arbetet som man får i klassrummet med alla på plats.
3	anonymous	Mindre möjligheter till variation då större delen av min undervisning kretsar kring skriv och tal-uppgifter. Att t.ex. analysera film eller liknande blir genast krångligare på distans.
4	anonymous	Framför allt så har det spontana interagerandet på engelska med eleverna nästan försvunnit. De är inte särskilt pigga på att prata över Teams, och då ännu mindre på engelska. Även "listening-träning/prov" har blivit lidande.
5	anonymous	Det är svårare att kommunicera på ett andraspråk på distans vilket märks hos eleverna. Det snabba språkutbytet man kan ha i klassrummet där man pratar och låter elever diskutera kort med de som de sitter med går inte att få till på ett enkelt sätt. Många av mina klassrumslektioner innehåller muntliga övningar eller spontana diskussioner som inte går att få till på distans. Det har blivit mer individuellt arbete för eleverna med tydliga bedömningstillfällen istället för att jag kan bedöma saker de gör i klassrummet.
6	anonymous	Jag pratar mindre och har färre genomgångar än jag har i klassrummet. Upplever det svårt att få kontakt med eleverna när de är i helklass på distans. Jag har spelat in genomgångar och lagt ut istället för att gå igenom tillsammans med eleverna. Det har blivit väldigt viktigt att

ID	Namn	Svar
		vara tydlig i skriftliga instruktioner eftersom man inte kan förtydliga lika enkelt som när man är tillsammans i ett klassrum. Jag har mer enskild kontakt med eleverna nu. Läsförståelsefrågor fungerar om man skapar ett digitalt material så att de kan svara exempelvis i forms. På ett sätt känns det som att man behöver fler "kontrollfunktioner" i undervisningen för att se om eleverna gör någonting. Det är inte nödvändigtvis bra didaktik.
7	anonymous	Det som ofta redovisats via enkla diskussioner i klassrummet har på grund av fjärrundervisningen fått ske skriftligt istället för muntligt. Den bedömning man gör av elevers förmågor i naturliga samtal i klassrummet har försvårats då uppsikten och kommunikationen med elever behöver göras mer explicit och riktat via till exempel uppringda samtal eller via skriftlig kommunikation. Mycket av den undervisning som sker vid närundervisning går att göra på distans. Skillnaden ligger främst i elevkontakten och det naturliga kommunikationstillfället i ett klassrum. Fjärrundervisningen har också inneburit svårigheter när det kommer till att fånga elevers intresse och uppmärksamhet. I klassrummet kan fokus skapas för en uppgift genom att jag som lärare engagerar och driver arbetet framåt. Vid fjärrundervisning har jag upplevt att elever behöver arbetsmaterial och uppgifter som på ett annat sätt hela tiden kräver att de själva behöver hålla fokus. Det kan innebära att större uppgifter tas ned i mindre delar som ska redovisas eller att elever får mer stimulerande material så som kortare youtube-klipp, kahoot eller annat kreativt material.

Question 6 Vilka undervisningsmetoder i engelska fungerar på distans?

ID	Namn	Svar
1	anonymous	Språkträning på många olika vis. jag jobbar mycket med de internationella språknivåerna där de svenska gymnasiekurserna är en del. Mitt språkträningsmaterial i både En6 och 7 är till 90 % digitalt och till 70% internationellt. Rent stoffmässigt så erbjuder ju nätet en stor variation, men också mycket ogranskat, undermåligt material som man måste hålla eleverna undan från. Jag utvärderade just med mina elever och det som fungerar bäst på skärm är färdigheten speaking och de olika nya sätt att öva och visa läs- och hörförståelse som jag använder, t.ex. redovisning direkt i Forms.

ID	Namn	Svar
2	anonymous	Pratövningar går förstås bäst, men man kan också lägga ut uppgifter som att läsa och lyssna på något som fungerar bra. Dock är det svårare att veta vem som gör uppgifterna om man inte övervakar eleverna. Därför har det säkert blivit en övervikt för muntlig redovisning då man ser eleven i realtid. Svårast är att nå alla samtidigt, t ex i en genomgång.
3	anonymous	Skrivuppgifter, gruppdiskussioner i mindre grupper. Inspelningar av talad engelska.
4	anonymous	Skrivövningar, läsning, spela in tal i ex en PowerPoint, extra tydliga instruktioner (både skriftligt, muntligt och gärna via en pp och flera upprepningar), digitala verktyg som ReadTheory, British Council
5	anonymous	Strukturerade seminarier i smågrupper fungerar bra. Romanläsning fungerar bra där man läser och stämmer av förståelsen av romanen på olika sätt (tex. seminarium, inlämningar och inspelade diskussioner). Uppsatsskrivande kan fungera på distans om eleverna klarar sig själv och inte har behov av stöttning då utmaningen blir större för bara mig och eleven. Det går inte att sätta sig ner och prata och stötta kring en text på samma sätt digitalt som det gör fysiskt. .
6	anonymous	Speaking i mindre grupper fungerar bra på distans. Över huvud taget fungerar det bättre att göra saker i mindre grupper än i helklass.
7	anonymous	Olika typer av lyssningsövningar tillsammans. Skrivande där elever delar texter med lärare för processkrivande. Inspelade genomgångar där elever kan gå tillbaka och lyssna många gånger.

Question 7 Vilka undervisningsmetoder fungerar inte på distans?

ID	Namn	Svar
1	anonymous	Allt som kräver nyans och djup i diskussion/ interaktion och analys blir svårare. Ur elevens perpsektiv höjs tröskeln för att våga visa/ fråga/ ta del. I sina värsta stunder så är digitalt lärande avskärmande, statiskt och ensamt. Framtidens lärare behöver hitta balansen mellan digitalt och analogt och det tror jag vi kan göra post-covid.

ID	Namn	Svar
2	anonymous	Som jag skrev ovan är det svårare att veta vem som gör skriftliga uppgifter när man inte ser eleven. jag upplever också att gemensamma lektioner är svårare pga distansen genom skärmen och att eleverna är mindre benägna att delta på det sättet. Tekniken är alltid en riskfaktor i sammanhanget, för fungerar inte den faller hela upplägget.
3	anonymous	Diskussioner i helklass, analys av film, mer estetiskt inspirerade uppgifter och utomhusaktiviteter/studiebesök.
4	anonymous	Interaktionsövningar fungerar halvdant eller inte alls, diskutera språk och grammatik blir mer statisk
5	anonymous	Hörförståelse fungerar inte speciellt bra. Man kan självklart diskutera olika videoklipp, poddar eller filmer och se hur eleverna förstått innehållet men det är svårt att veta om de översatt innehållet eller tittat med undertexter på svenska eller liknande.
6	anonymous	Jag tycker att det mesta fungerar sämre på distans... Vi har läst roman vilket är skönt för eleverna eftersom de kommer bort från skärmen. Däremot blir de väldigt ensamma i sin läsning och det är betydligt svårare för mig att uppfatta hur det går för dem. Det är just den delen jag upplever går förlorad i distansundervisningen - kontakten mellan mig, eleven och materialet vi arbetar med. För självgående elever kan det fungera bra men det är mycket som går förlorat.
7	anonymous	Det naturliga samtalet och även mer utförliga diskussioner/seminarier.

Question 8 Berätta om vilka effekter övergången till distansundervisning haft på din roll som lärare.

ID	Namn	Svar
1	anonymous	Min roll påverkas inte egentligen, men jag skulle inte stå ut med endast distansundervisning i ett längre perspektiv. Det är det relationella som har gjort mig till en framgångsrik lärare och det går bitvis helt förlorat på skärm. Framtiden är både digital och analog.
2	anonymous	Jag känner mig mycket mer otillräcklig nu och har svårt att motivera mig till kreativa lösningar och lektioner. Det blir

ID	Namn	Svar
		ganska enahanda och rörigt när vi har blandat distans med innelektioner. Samtidigt känner jag en enorm press eftersom allt hänger på mig och eleverna behöver verkligen peppning och ledning genom detta. Jag blev lärare en gång i tiden för att jag gillar kontakten i klassrummet, dynamiken som uppstår. Den är i stort sett omöjlig att återskapa på en skärm. Jag tror att alla längtar tillbaka till den sociala samvaron och det gemensamma lärandet tillsammans.
3	anonymous	Jag har blivit mer medveten kring hur man arbetar med teknik för att föra undervisningen framåt. Samtidigt så har det blivit en betydligt större påfrestning både arbetsmässigt men också mentalt.
4	anonymous	Betydligt mer tid till att förbereda olika moment går åt, jämfört med tidigare, mer tid går åt till att efterfråga att få in uppgifter från elever, vilket ger mindre tid till rättning och återkoppling eller mycket obetald övertid.
5	anonymous	På ett sätt har det ställt höga krav på ens kreativitet som lärare och man har fått hitta nya kreativa lösningar för hur man ska arbeta. Man har fått förändra sitt sätt att vara som lärare från att vara aktiv och närvarande i klassrummet till att förlita sig mer på att eleverna gör det de ska.
6	anonymous	Rollen är förändrad. Jag ser på mig själv som en handledare och guide, men i distansundervisningen är jag mer en person som talar om vad som ska göras. Eleverna lämnas "själva" med uppgifter i större utsträckning. Det blir inte någon formativ undervisning, utan den blir mer statisk. Jag upplever dessutom att det finns ett visst motstånd hos mig själv att "ligga på" eleverna. Det känns som att jag terroriserar dem mer när jag ringer eller skriver istället för att gå fram till dem i klassrummet. Jag är inte alls lika nöjd med den undervisning jag bedriver på distans. Visst finns det vinster och saker vi lär oss av detta (speaking på skärm, inspelade genomgångar, tydliga instruktioner) men i det stora hela är distansundervisningen sämre.
7	anonymous	En tydlig skillnad är det ökade trycket på tillgänglighet och utförlig skriftlig feedback. Elever har i större utsträckning tillgång till kommunikation med lärare efter lektionstid. Den feedback som ges till elever i eller utanför klassrummet under närundervisning behöver nu ske i

ID	Namn	Svar
		större utsträckning i skriftlig form via digitala plattformar. Detta tar en oerhörd tid. Även positiva relationer som byggts upp med elever i klassrummet påverkas. Fjärrundervisningen tar bort mycket av det positiva som sker i mötet mellan lärare och elev och skapar en större opersonlig distans.

Appendix 3 Students' questionnaire

Elevfrågor enkät

Deltagandet i den här enkäten är helt frivilligt. Genom att svara på dessa frågor godkänner du att svaren får användas i studien. Alla svar är anonyma och kommer endast användas för att besvara studiens forskningsfråga.

Den här enkäten kommer undersöka hur du som elev upplever att distansundervisningen har påverkat din skolgång med fokus på engelskämnet. Frågorna avser att besvaras utifrån hur du upplever att övergången mellan klassrumsundervisning och distansundervisning
har påverkat din motivation, din engelskinlärning och kvaliteten på lektionerna. Syftet är att ta reda på om du tycker klassrumsundervisning eller distansundervisning är
det som ger dig bäst förutsättningar för att lära dig engelska. Dina svar kommer hjälpa till att svara på forskningsfrågan "How is students' English as a second language learning
experience affected by online classes?".

1.Är du man eller kvinna

○ Man

○ Kvinna

2.Berätta om vilka fördelar distansundervisningen fört med sig för ditt engelsklärande.

3.Berätta om vilka nackdelar distansundervisningen fört med sig för ditt engelsklärande

4.Berätta om vilka effekter distansundervisningen haft på din motivation i engelskämnet.

5.På vilka sätt har undervisningen i engelska förändrats av att den är på distans?

Appendix 4 Students' responses
Question 1 Är du man eller kvinna

ID	Namn	Svar
1	anonymous	Man
2	anonymous	Man
3	anonymous	Man
4	anonymous	Kvinna
5	anonymous	Kvinna
6	anonymous	Kvinna
7	anonymous	Kvinna
8	anonymous	Kvinna
9	anonymous	Kvinna
10	anonymous	Kvinna
11	anonymous	Kvinna
12	anonymous	Kvinna
13	anonymous	Kvinna
14	anonymous	Kvinna
15	anonymous	Man
16	anonymous	Kvinna
17	anonymous	Kvinna
18	anonymous	Man
19	anonymous	Man
20	anonymous	Man
21	anonymous	Man

ID	Namn	Svar
22	anonymous	Man
23	anonymous	Man
24	anonymous	Man
25	anonymous	Man
26	anonymous	Man
27	anonymous	Man
28	anonymous	Kvinna
29	anonymous	Man
30	anonymous	Kvinna
31	anonymous	Kvinna
32	anonymous	Kvinna
33	anonymous	Man
34	anonymous	Man
35	anonymous	Man
36	anonymous	Man
37	anonymous	Man
38	anonymous	Man
39	anonymous	Kvinna
40	anonymous	Man
41	anonymous	Man
42	anonymous	Man
43	anonymous	Man
44	anonymous	Man

ID	Namn	Svar
45	anonymous	Man
46	anonymous	Man
47	anonymous	Kvinna
48	anonymous	Kvinna
49	anonymous	Man
50	anonymous	Kvinna

Question 2 Berätta om vilka fördelar distansundervisningen fört med sig för ditt engelsklärande.

ID	Namn	Svar
1	anonymous	Inte ett skit
2	anonymous	Lugn och ro
3	anonymous	Det blir inga större fördelar snarare nackdelar som att han måste planera om allt arbete
4	anonymous	Arbetar mer hemma än vad ja gör i skolan fokuserar mer hemma
5	anonymous	Tycker de är skönt att kunna vara hemma hela tiden
6	anonymous	inget
7	anonymous	Inget
8	anonymous	Jag är inte lika trött på engelskalektionerna längre och jag får mer gjort då jag inte kan bli störd.
9	anonymous	Jag har kunnat koncentrera mig lättare hemma då man inte blivit påverkad av kompisar. Blivit klar med alla uppgifter tidigare då.
10	anonymous	Jag personligen har lättare för mig att koncentrera mig när jag jobbar hemma på en plats där jag känner mig trygg och bekväm. Så för mig är distansen positiv. Kan också bättre delta i muntliga uppgifter på distans eftersom i skolan är det mer jobbigt när man sitter face to face.

ID	Namn	Svar
11	anonymous	Jag har lärt mig att formulera bättre på engelska
12	anonymous	Fördelarna är att man koncentrerar sig bättre ibland när man jobbar på distans.
13	anonymous	man kan prata mer öppet med läraren om man är inne ensam i ett teams rum med en lärare.
14	anonymous	Lättare att arbeta hemma utan att bli störd av massa klasskompisar. Och mer tid till att plugga
15	anonymous	Att det är lugnt hemma och att det inte är massa prat
16	anonymous	Jag har kunnat tagit allt me i min takt.
17	anonymous	Jag tror inte att jag har känt av någon fördelar.
18	anonymous	Jag upplever att det inte finns några fördelar.
19	anonymous	vet inte
20	anonymous	bara att det är bättre arbetsro
21	anonymous	Det finns inga fördelar för min del.
22	anonymous	det vet jag inte
23	anonymous	vet inte om det finns så mycket fördelar men att man har mer tid att skriva klart grejer
24	anonymous	Jag anser att det inte finns några fördelar
25	anonymous	att man kan sova längre och att man har väldig bra arbetsmiljö för jag är hemma själv och då finns det ingen som kan störa mig
26	anonymous	inga fördelar
27	anonymous	Jag upplever att det inte finns någon fördelar med distansundervisningen.
28	anonymous	For me, I don't waste my time every day on the trains and I spend my time studying and resting.
29	anonymous	Att man kan sitta på andra platser där man inte blir störs på lika mycket

ID	Namn	Svar
30	anonymous	för mig eftersom jag älskar jobba själv var det mycket lättare att konsintera sig när ingen var runt mig.
31	anonymous	Kanske att man blir inte störd av de andra i klassen och på till exempel prov blir man inte stressad för att alla andra blir klara före en själv eftersom man inte vet när dem andra blir klara.
32	anonymous	man lär sig att få ta mer ansvar över sina egna studier
33	anonymous	Min engelska har inte påverkats så mycket
34	anonymous	arbetsro
35	anonymous	fått slutat tidigare
36	anonymous	jag har kunnat sovit längre och det har gjort att jag har mer ork att lyssna och skriva
37	anonymous	Ingenting
38	anonymous	Man får lugn och ro
39	anonymous	Sättet som vi lär oss grammatik på (korta videos och övningar) är enklare och roligare än att kolla på en tavla.
40	anonymous	behöver inte gå upp lika tidigt
41	anonymous	jag tror faktiskt den inte har fört med sig en enda fördel i mitt engelskalärande
42	anonymous	Ingenting, alla ämnen även engelskan blir svårare under distans.
43	anonymous	ja jag jobbar mycket bättre hemma jag tycker att max är bra på att förklara vad vi ska göra
44	anonymous	Allt
45	anonymous	att det har blivit lättare och jobba
46	anonymous	Finns ingen fördel med distansundervisningen.
47	anonymous	Ingen som kan störa ens arbetsro vilket leder till bättre fokus och bättre prisstegringar

ID	Namn	Svar
48	anonymous	inga fördelar som jag kan komma på
49	anonymous	Jag tycker att det har gått bra med distans undervisningen eftersom man lär sig mycket av att snacka i ett möte på datorn eftersom i framtiden kommer man säkert har jobb som snacka på datorn med andra företag.
50	anonymous	att man får börja ta mer ansvar över sina uppgifter så dom blir klara

Question 3 Berätta om vilka nackdelar distansundervisningen fört med sig för ditt engelsklärande.

ID	Namn	Svar
1	anonymous	Allt, distans suger
2	anonymous	Inte lika lätt att fokusera
3	anonymous	Det blir svårare att lära sig när man inte är i klassrummet
4	anonymous	Ingenting har varit dåligt för mig
5	anonymous	Att jag inte fokuserar lika bra som i skolan, de är lätt att somna om när man ligger k sin sköna säng lixom
6	anonymous	svårare att koncentrera sig, inte lika pigg, mindre rutiner, mindre hjälp finns att få
7	anonymous	Man får inte samma hjälp på distan som om man skulle vara i skolan, oxh eftersom man inte får samma hjälp kan det göra så att man sänker ina betyga och börjar skita it
8	anonymous	Det är svårare att få hjälp.
9	anonymous	Svårt att få hjälp och fråga frågor om man har svårt med en uppgift. Kan påverka betyg om man inte fattar och kan fråga tydliga frågor.
10	anonymous	Kan inte komma på några nackdelar.
11	anonymous	Jag kan inte visa lika mycket vad jag kan och inte kan och vad jag är bra på
12	anonymous	Svårt att få hjälp ibland och det gäller alla ämnen.

ID	Namn	Svar
13	anonymous	det är såklart inte samma sak att vara hemma i sitt egna hus än att vara i skolan med alla kompisar och lärare. så det blir helt andra rutiner hemma.
14	anonymous	Lite svårare att kontakta läraren och be om hjälp. Också svårt att göra vissa uppgifter eller prov hemma
15	anonymous	Det kan vara svårt att veta vad man ska göra
16	anonymous	Mer frånvaro och otroligt dålig motivation
17	anonymous	Inge nackdelar heller.
18	anonymous	Svårare att hålla fokus.
19	anonymous	det blir svårare att fokusera och vissa personer kan tycka att det är jobbigt att ställa frågor framför andra men inte som jag tycker är jobbigt.
20	anonymous	Det är mycket krångligare och lära sig hemma än i skolan då man inte kan prata med läraren på samma sätt som i skolann
21	anonymous	Min motivation har långsamt försvunnit tillsammans med att det alltid finns saker hemma som är oerhört mer intressant än skolarbetet.
22	anonymous	när de inte blir så att man jobbar i grupp för då blir de tråkigt att vara hemma och jobba själv
23	anonymous	många finns, det är svårare att koncentrera sig på ämnen och man blir lätt distraherad
24	anonymous	Jag jobbar mycket mindre under lektioner som är på distans
25	anonymous	jag skulle inte säga att jag har upplevt nå nackdelar med distansen om vi bara pratar engelska
26	anonymous	jag vet inte
27	anonymous	Jag själv känner att det inte är bra med distansundervisningen.
28	anonymous	For me it is just that some difficult lessons need a simple explanation, but nothing else.

ID	Namn	Svar
29	anonymous	Det är inte lika lätt att få hjälp
30	anonymous	det finns inga nackdelar enligt mig
31	anonymous	Det känns som att man får bättre hjälpa när man kan prata och visa fysisk.
32	anonymous	jag tycker det är svårare om man vill ha hjälp
33	anonymous	typ inget
34	anonymous	inga
35	anonymous	lite svårare att konsentrera sig
36	anonymous	Mycket lyssna på max när han pratar
37	anonymous	Känner mig trött och omotiverad. Tappat koncentrationen och fokuser
38	anonymous	Man får svårt att koncentrera sig
39	anonymous	Det är lite svårt att koncentrera sig ibland (gäller de flesta lektioner).
40	anonymous	allt
41	anonymous	jag har haft svårare att koncentrera mig när jag har varit hemma och man får absolut inte lika mycket gjort hemma som i skolan.
42	anonymous	Man får inte samma hjälp av lärarn.
43	anonymous	det finns inga nackdelar
44	anonymous	Vet inte
45	anonymous	att man inte kan visa sin uppgift om man behöver hjälp
46	anonymous	Blir svårt att koncentrera hemma och man lär sig mindre hemma än vad man gör i skolan.
47	anonymous	Att man inte alltid kan få den hjälp man behöver. Det är lätt att vissa saker blir otydliga i uppgifter. Många vågar inte ställa frågor när vi är i helklass och det kan kännas väldigt drygt för många.

ID	Namn	Svar
48	anonymous	svårare och lära sig och förstå kan inte få hjälp på samma sätt.
49	anonymous	Det som är dåligt med distans är att man inte får så mycket gjort hemma än i skolan. Plus att det är tråkigt att inte får vara inne i skolan så mycket som förr innan pandemi.
50	anonymous	det är svårt att komma igång med saker och ting

Question 4 Berätta om vilka effekter distansundervisningen haft på din motivation i engelskämnet.

ID	Namn	Svar
1	anonymous	Sämre, det e så tråkigt med distans
2	anonymous	Bara bättre
3	anonymous	Man är inte lika motiverad på distans
4	anonymous	Mer motivation eftersom allt har vart mycket enklare hemma
5	anonymous	Tror inte de blir jättestor skillnad mer att jag gör allting i sista sekund istället
6	anonymous	Mindre motiverad pågrund av man tappar rutiner och får mindre hjälp vilket gör att man inte orkar försöka lika mycket som i skolan.
7	anonymous	Det har inte gjort så att man bli mer taggad på att göra saker då blir man ner motiverad om man sitter i klassrummet än i sängen
8	anonymous	Jag jobbar bättre hemifrån, för då gör jag klart saker så fort som möjligt så jag är ledig sen.
9	anonymous	Den har nästan varit detsamma, ibland kanske lite sämre eftersom att det finns saker hemma som kan distrahera en.r
10	anonymous	Motivationen har varit densamma för mig som innan distans.

ID	Namn	Svar
11	anonymous	Jag har blivit sämre för att jag inte riktigt förstår vad man ska göra
12	anonymous	Min motivation har sätt lika dan ut som när vi inte hade det.
13	anonymous	motivationen i skolan generellt är mycket sämre, det finns inte samma möjligheter som det finns i skolan och det är svårt att vara pigg och motiverad när man tex sitter i soffan.
14	anonymous	Jag arbetar bättre hemma för jag kan koncentrera mig lättare. Så de går mycket fortare och gör uppgiften direkt
15	anonymous	Bara negativa effekter
16	anonymous	Det har definitivt försämrat min motivation
17	anonymous	Har inte förändrat mycket, kan vara svårt att komma igång med jobb men det går på efteråt.
18	anonymous	Inget speciellt.
19	anonymous	det är svårt att ha motivation hemma.
20	anonymous	Jag känner väl att den är lite sämre då det går att göra annat om man vill när man är hemma även fast man vet att det måste göras
21	anonymous	Det har sinat då jag ej gör det jag bör göra.
22	anonymous	de ligger på samma som innan
23	anonymous	man förlorar mycket motivation för att plugga när det är svårare eftersom det är inte lika lätt att få hjälp
24	anonymous	Motivation har blivit mindre eftersom det blir mycket mindre gjort på lektionerna
25	anonymous	jag skulle säga att distansen har inte effekter mig det har varit normalt
26	anonymous	ja distandundervisning suger så den har väll blivit sämre
27	anonymous	……

ID	Namn	Svar
28	anonymous	As for me, I do not find many difficulties because when I need help or when I do not understand the topic, I ask the teacher and he will helpme.
29	anonymous	Man har blivit latare och tappar lite motivation och skjuter fram uppgifter
30	anonymous	det är det samma som alltid jag älska engelska så jag får alltid motivation att göra mina uppgifter.
31	anonymous	Tror jag har ungefär samma motivation men absolut blir man mer mer taggad när man får vara i skolan.
32	anonymous	jag tycker inte den har ändrats så mycket
33	anonymous	Jag är fortfarande motiverad, så det har inte påverkat mig.
34	anonymous	inga
35	anonymous	i engleska har det ändå gått ganska bra
36	anonymous	Ingen skillnad
37	anonymous	Försämrats
38	anonymous	Får ingen motivation till att jobba
39	anonymous	Motivationen har inte ändrats.
40	anonymous	man blir trött
41	anonymous	bara negativt då det är mycket svårare att orka jobba hemma.
42	anonymous	Motivationen har inte påverkats så mycket, eftersom engelska är lätt enligt mig.
43	anonymous	jag har fått mer motvivation till ämnet
44	anonymous	Alltså
45	anonymous	det är roligt med engelska, men den gör så man blir mer bekväm och man skriver inte lika mycket på varje uppgift
46	anonymous	Min motivation är "seg".

ID	Namn	Svar
47	anonymous	Det har varit lite olika. Vissa dagar har man mer motivation än andra. Jag tror man får mer motivation om man ser andra vara fokuserade och jobba men det gör man inte under distansen så det kan vara en anledning.
48	anonymous	motivationen har sänkts väldigt mycket
49	anonymous	Förstår inte frågan.
50	anonymous	vet inte

Question 5 På vilka sätt har undervisningen i engelska förändrats av att den är på distans?

ID	Namn	Svar
1	anonymous	Jamen det e sämre koncentration bara o så
2	anonymous	Svårare att förstå på dinatans
3	anonymous	Mycket mer eget ansvar att skötta skolan
4	anonymous	Man förstår mer å kan fokusera mer
5	anonymous	Ja asså allt blir ju lite svårare
6	anonymous	Mer jobb man kan göra själv, läsning, bättre eftersom man får prata med andra via datorn och det kan vara lättare om man tycker det är jobbigt att stå inför hela klassen och prata.
7	anonymous	Antingen att man har fått bättre eller sämre betyg
8	anonymous	Det är mer samma saker, som att läsa eller bara skriva.
9	anonymous	Lite svårare att förstå vad man ska göra, då de känts som de blivit kortare genomgångar och svårare att fråga frågor.
10	anonymous	Det är mer ansvar känns det som. Men det är också bra eftersom då är det upp till var och en att ta det ansvaret.
11	anonymous	Den har blivit svårare, för att det är inte lika lätt att få hjälp och förstå vad man ska göra.

ID	Namn	Svar
12	anonymous	Man har kanske känt sig tryggare på distansen ibland när vi gör saker i grupper.
13	anonymous	man kan tex inte längre ha hörförståelser och såna typ av övningar. så det kan ju bli sämre lärförmåga gällande hörande av engelska. annars gör vi i princip samma saker.
14	anonymous	Vet inte riktigt, det blir mer att skriva typ
15	anonymous	Mer och mindre bra
16	anonymous	Uppgifterna känns mer "bara för att" och inte lika viktiga
17	anonymous	Man har inte samma kontakt md lärare som man har i klassrummet.
18	anonymous	Mindre pratande och mer uppgifter.
19	anonymous	det blir mer enskilt arbete och inte så mycket i grupp.
20	anonymous	Vi gör inte samma saker känns det som och att anpassar Oskar anpassar uppgifterna efter distansundervisningen
21	anonymous	Kommunikation mellan lärare och elev har försämrats markant.
22	anonymous	det vet jag inte
23	anonymous	mer skrivning än läsning
24	anonymous	Flera läs och skriv uppgifter
25	anonymous	jag har upplevt att den har varit normal
26	anonymous	jag vet inte
27	anonymous	Jag fick inte prata när jag vill tillexempelvis vi skulle svara muntligt/diskutera frågan men när jag vill ta frågan då hoppar en klasskamrat in i diskussion och tar det utan att läraren säger till.
28	anonymous	I don't know, nothing, it's the same.
29	anonymous	Det är lättare när man ska till exempel läsa en bok då man kan sitta bekvämare vid läsandet, jag kan sitta på ett mer ostört område hemma än i skolan

ID	Namn	Svar
30	anonymous	mindre elever i klassen pratar rakt ut och det tror jag är bra jämfört med när vi var i skolan och det var mycket med prat.
31	anonymous	Tycker inte det har förändrats speciellt mycket.
32	anonymous	jag tycker inte man märker någon större skillnad
33	anonymous	vet ej
34	anonymous	det har inte förändras
35	anonymous	man tänker mer på annat och ibland slöar man lite mycket
36	anonymous	Mycket mer prata bara. det är inga skriftliga uppgifter
37	anonymous	Muntliga presentationer blir svårare, mindre fokus och svårare att be om hjälp vid behov
38	anonymous	Vi har fått andra uppgifter
39	anonymous	Det är mer korta videos att kolla på vilket är bra om man inte kan hålla fokus länge, det är mindre stressigt eftersom man inte behöver åka in till skolan varje dag och det är allmänt mycket skönare.
40	anonymous	det blir svårare
41	anonymous	den har nog inte förändrats såå mycket. men ag tycker vi har haft färre genomgångar nu på distansen.
42	anonymous	Ibland behöver man hjälp, och då kan lärarn va upptagen eller så är det internet strul.
43	anonymous	jag tycker att det har gått bättre hemma
44	anonymous	Mmm
45	anonymous	det har blivit kortare lektioner och vi gör inte alls lika mycket på varje lektion som vi gjorde innan.
46	anonymous	Den har ändrats på ett dåligt sätt, distansen har gjort att man jobbar långsammare, svårare att komma igång och att man lär sig mindre.

ID	Namn	Svar
47	anonymous	Inte värst mycket. Mer eget ansvar och svårare att få hjälp och motivation.
48	anonymous	det är svårare att förstå och jag tycker att det är för mycket och för stora uppgifter vi gör på distans, vilket gör det svårare att hinna med allt annat jobb då det är svårare att plugga på distans
49	anonymous	Jag vet inte
50	anonymous	det har vart svårt att vilja komma igång med saker i just engelskan men det går bättre nu när vi använder oss utav en hemsida istället