

ENGLISH SPEAKING SKILLS IN FINNISH
UPPER SECONDARY SCHOOL:
Students' self-assessment vs. the objectives of the
curriculum

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<p>Tiivistelmä – Abstract</p> <p>Vieraiden kielten osaamisella on alati kasvava merkitys nykyajan ihmisille. Eri kulttuureista ja yhteisöistä tulevat ihmiset luovat kontakteja toisiinsa niin virtuaalisesti kuin myös kasvokkain. Tällaiset kontaktit ovat mahdollisia juurikin kielten avulla, ja erityisesti englannin kieli on saavuttanut kansainvälisesti tärkeän roolin eri taustaisten ihmisten yhteisenä kommunikointivälineenä. Englannin kielen taidolla voi pärjätä lähes kaikkialla maailmassa, ja Suomessakin voi olettaa törmäävänsä englannin kielen puhumista vaativiin tilanteisiin arkipäivän elämässä.</p> <p>Suurin osa suomalaisista pääsee opiskelemaan englannin kieltä peruskoulussa, ja lukioon menevät nuoret jatkavat englannin opintojaan vielä muutaman vuoden tämän jälkeen. Lukion vieraiden kielten opetusta ja opiskelua määrittää kuitenkin paljolti se, että opinnot tähtäävät koulutuksen loppuvaiheessa suoritettavaan ylioppilaskokeeseen. Näistä vieraiden kielten päättökokeista puuttuu täysin suullista kielitaitoa mittaava osio, minkä on kritisoitu vaikuttavan myös koko kielten opetukseen ja opiskeluun lukiossa. Suullisen kielitaidon harjoittelun on uskottu jäävän taka-alalle, kun oppilaiden taidot arvioidaan lähinnä muiden kielitaidon osa-alueiden kautta. Tämän tutkimuksen tavoitteena oli selvittää kuinka lukio-opiskelijat itsearvioivat omaa englannin kielen suullista kielitaitoaan. Tarkoituksena oli tutkia, saavuttavatko opiskelijat omasta mielestään opetussuunnitelman asettamat oppimistavoitteet koskien suullista kielitaitoa (eurooppalaisen viitekehyksen B2-tason). Tämän lisäksi tutkimuksessa haluttiin selvittää, kuinka hyvin opiskelijat tuntevat kyseiset oppimistavoitteet sekä miten heidän taustatietonsa vaikuttivat itsearviointeihin.</p> <p>Tutkimuksen tuloksista käy ilmi, että opiskelijat eivät juuri tunne lukion opetussuunnitelman asettamia tavoitteita tai eurooppalaisen viitekehyksen arviointijärjestelmää, johon ne perustuvat. Itse suullista kielitaitoa koskevat tulokset osoittavat, että yleisesti ottaen opiskelijat arvioivat taitojensa vastaavan viitekehyksen B2-tasoa. Opiskelijoiden taustatietojen vertailu itsearviointeihin osoittaa, että opiskelijoiden sukupuoli ei vaikuttanut merkittävästi tuloksiin. Englanninkieliset ystävyys- tai sukulaissuhteet sekä englanninkielisessä maassa pidempään vietetty aika osoittautuivat kuitenkin tekijöiksi, jotka johtivat parempiin arviointeihin. Näin ollen koulun ulkopuolella tapahtuvalla suullisella kielenkäytöllä näyttää olevan selkeä yhteys oppilaiden positiiviseen itsearviointiin.</p>	
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1 INTRODUCTION

Nowadays, the ability to use a foreign language along with one's own mother tongue is not considered anything extraordinary, but on the contrary, it is taken for granted. People may interact with each other via the Internet without even being on the same continent, and travelling around the world is more effortless than ever before. Consequently, languages are the bridges between different cultures and societies, and especially the role of the English language has become more and more significant. The English speaking population is not restricted to North America, Australia and Great Britain, but one may get by almost anywhere around the world by using English. Also in Finland, people may get a chance to use their English speaking skills in various everyday situations. Language is above all a social phenomenon, something that is used in contact with other people, and therefore, the objective of language studies should be to learn to use foreign languages in interaction.

It can be argued that nowadays written language also has a strong foothold because of the importance of the Internet, for instance. However, the practice of foreign language speaking skills should not be neglected, because when encountering people in everyday situations, great writing skills have little importance. Speaking skills may be hard to achieve because of their intuitive aspect: one cannot plan every conversation beforehand, in contrast to writing. The English studies in Finnish upper secondary school (*lukio*) have been criticized because of the emphasis on written language use. The test of English as part of the Matriculation Examination, a Finnish version of a school-leaving exam, focuses on writing, listening comprehension and reading comprehension, and the testing of speaking skills is completely ignored. Thus, the three years of English studies in upper secondary schools are inevitably influenced by this fact, and it may be argued whether students get enough practice of speaking the language. If there actually is an imbalance between speaking and other language skills, the situation does not look too good.

The objective of this study is to find out how Finnish upper secondary school students self-assess their English speaking skills. More precisely, I will examine whether the objectives of the national core curriculum are reached or not, and if students are familiar with these objectives. Even though English speaking skills have evoked a great amount of research in the Finnish context, the topic has not yet been studied from the point of view of students' self-assessment. Earlier studies have focused mainly on students' attitudes towards the practice of English speaking skills (Mäkelä 2005; Kaski-Akhawan 2013), and on views of the English

speaking skills in general (Yli-Renko 1991; Hauta-aho 2013; Korhonen 2014). Moreover, research has been carried out from teachers' point of view concerning the practice, teaching and assessment of speaking skills (Huuskonen and Mäkelä 2006, for instance). However, students' own perception of proficiency in speaking is still a somewhat uncharted area in the Finnish context. Students' proficiency is usually evaluated with course grades set by their teachers, and the subjective perception of one's own skills is not taken into account in most cases. Thus, I considered it justified to examine how students self-assess their skills. The present study reached 101 second-year students of Finnish upper secondary school.

In chapter two of this study, I will introduce what kinds of definitions of speaking skills have been used in Applied Linguistics over the last half a century. In the third chapter, I will provide a summary of earlier studies focusing on English speaking skills in Finnish upper secondary school. In the fourth chapter, I will review the objectives of the National Core Curriculum for Upper Secondary School (NCC) concerning English speaking skills. Furthermore, I will introduce another important document called the Common European Framework of Reference for Languages (CEFR), by explaining how it is used in the assessment of language skills. After this, in the fifth chapter, I will introduce the present study and its methodology. In the sixth chapter, the main findings of the study will be reported, and finally, they will be discussed in chapter seven.

2 SPEAKING SKILLS

In Applied Linguistics, speaking as a skill has been defined in various ways, and thus, the terminology related to this issue gives more than a few options. Speaking is not merely an action in which various sounds or utterances are attached to each other, but it includes also other aspects. In this chapter, I will review different definitions of speaking skills which have been introduced and used in earlier studies. The aim of this chapter is not to give a full account of the theme, but to review what kinds of aspects should be taken into account when discussing (foreign) language speaking skills.

2.1 Communicative competence

The terms **competence** and **performance** were introduced to the area of linguistics by Noah Chomsky as early as in the 1960s: competence defined as a speaker's or listener's knowledge of the structure or grammatical aspects of the language, and performance referred to the actual

language use in concrete situations (Chomsky 1965, cited in Huuskonen and Kähkönen 2006: 4). With these definitions, Chomsky argued that these two aspects may not always be on the same level, and thus, an extensive knowledge of linguistic structures does not necessarily go hand in hand with high proficiency. After Chomsky, Hymes (1971) took the next step by coining the term **communicative competence**. Hymes concluded that the ability to speak a language includes the knowledge of grammatical rules, but also the ability to produce and comprehend sentences that are appropriate in particular contexts. Therefore, even grammatically flawless sentences may seem pointless if used in the wrong or inappropriate situations (Hymes 1971: 277-278). Hymes stated that languages are acquired through social interaction, by communicating with others, and thus it is also necessary to practice speaking skills to learn a foreign language.

2.2 Grammatical, sociolinguistic and strategic competence

Canale and Swain (1980) agreed with Hymes' ideas, and established their own understanding on communicative competence by dividing the phenomenon into three separate competencies: **grammatical competence**, **sociolinguistic competence** and **strategic competence**. Firstly, grammatical competence contains the knowledge of morphology, syntax, semantics and phonology, and it allows language users to utilize language grammatically correctly. Secondly, sociolinguistic competence encapsulates rules of discourse and sociocultural rules of language use (what to say, when to say, etc.). Finally, Canale and Swain also introduced strategic competence, referring to communication strategies for overcoming difficult situations in communication, such as lack of vocabulary, hesitation or insufficient competence. Canale and Swain emphasize that all of these three competencies have equal value when it comes to overall communicative competence, and thus, none of them should be neglected or extensively emphasized when learning to speak a language. This model provided a significant update compared to Chomsky's and Hymes' ideas, as Canale and Swain developed their model to serve as a guideline for second language teaching and testing (1980: 29), whereas the earlier ones had focused on first language knowledge and use.

2.3 Language ability

Speaking skills have also been discussed through the concept of **language ability**. Bachman and Palmer's (1996) model serves primarily as an extensive framework for language testing, but it also provides a significant point of view on communicative language ability. According to Bachman and Palmer (1996: 67), language ability is comprised of two components:

language knowledge, and **strategic competence**, and this combination provides language users the ability to create and interpret discourse.

According to Bachman and Palmer (1996: 67), language knowledge can be seen as “a domain of information in memory that is available for use by the metacognitive strategies in creating and interpreting discourse in language use”. Consequently, this definition contains more or less the same idea as Chomsky’s competence, implying that language users must have some sort of a conceptual understanding on how a language functions. Moreover, the language knowledge of Bachman and Palmer is further divided into two categories: **organizational knowledge** and **pragmatic knowledge**. Organizational knowledge controls the production and comprehension of how utterances, sentences and texts are organized in language use (Bachman and Palmer 1996: 67-68), and it corresponds more or less to Canale and Swain’s ideas of grammatical competence. The second category, **pragmatic knowledge**, helps us to comprehend meanings of language use in discourse and to realize the language use setting and its effect on the process (Bachman and Palmer 1996: 69). This category comprises functional knowledge, as well as sociolinguistic knowledge. By means of **functional knowledge**, we may interpret the communicative goals of language users. In other words, we are able to comprehend what language users actually mean with their spoken or written texts, and what they want to achieve with their language use. Whereas functional knowledge focuses on meanings, Bachman and Palmer’s **sociolinguistic knowledge** contains the same idea as Canale and Swain’s sociolinguistic competence: speakers know what kind of language use is appropriate in particular social settings.

The second component of language ability provided by Bachman and Palmer is called **strategic competence**. This is a “set of metacognitive components” (Bachman and Palmer 1996: 70) which allows language users to manage or control their linguistic actions. Bachman and Palmer argue that there are three phases in which these metacognitive components operate. Firstly, **goal-setting** means that language users decide what they are going to do in a language use task. Secondly, in the **assessment** phase language users evaluate the situation by thinking what kind of language knowledge and topical knowledge is demanded, what kind of knowledge they have themselves, and how well they have done in the situation. Finally, in the **planning** phase, language users decide how to use their knowledge to complete the task.

As it can be seen, the terminology surrounding speaking skills includes many variations, and this ensemble may seem excessive and even confusing. Aforementioned definitions explain

the multidimensional nature of speaking as a skill. In this study, the term **speaking skills** will be used.

3 SPEAKING SKILLS IN FINNISH UPPER SECONDARY SCHOOL

The English speaking/oral skills have been a recurring research topic in Finland during the last decade. There is a wide range of studies based on either teachers' or students' perceptions about the teaching and studying of English speaking skills, especially in the upper secondary school context. The traditional teacher-led classes have begun to give room to a more student-centered method, where learners get to play an active role (Korhonen 2014). The perception of oral skills as a significant part of overall language proficiency has gained increasingly more foothold, even though textual skills and grammatical knowledge are still prominent objectives of teaching and learning. In this chapter, I will summarize some of the earlier studies on English speaking skills in Finnish upper secondary school. As mentioned before, there is a great amount of research on the topic, and therefore I will mainly focus on the studies about students.

In the Finnish upper secondary school context, the lack of an oral section in the English matriculation examination has given room for investigating the practice, teaching and testing of oral skills. Already in the 1990s, Yli-Renko (1991) collected Finnish upper secondary school students' opinions about the level of foreign language teaching they had experienced. The study by Yli-Renko highlighted that according to the students, the ability to speak foreign languages was their greatest objective in language learning, but the teaching and studying of this aspect were somewhat neglected due to the influence of the matriculation examination in languages. A strong majority agreed that upper secondary school offered good textual language skills, whereas less than half of the students agreed with a similar statement on oral skills. In addition, more than 90% of the students would have preferred more conversational exercises in the language classrooms, and almost the same percentage admitted being timid or even afraid of speaking in foreign languages (Yli-Renko 1991: 46-47). Students felt that greater emphasis on speaking exercises at school would help them to feed their confidence, and thus, make it easier for them to use foreign languages also in real situations outside school.

Yli-Renko's study can already be considered somewhat dated, but students' demand for oral exercises seems to have stayed prominent during the last few decades. Mäkelä (2005) looked into the opinions of teachers and students on English oral exercises in upper secondary school,

and the results support the earlier findings of Yli-Renko (1991). Mäkelä concluded that students' attitudes towards oral exercises and oral skills were mostly positive. Moreover, learning to speak was once again mentioned as the major objective of language studying, and students would have wanted to increase the amount of oral exercises in classes more than any other task types. In contrast, the teachers who took part in the study still considered grammar exercises and essay writing more important than the practice of oral skills. Kaski-Akhawan (2013) conducted a study with a similar topic, where she wanted to find out upper secondary school teachers' and students' opinions on oral English exercises. According to the students, the most beneficial oral exercises in classroom were discussions, where the topics related to real life issues and situations (Kaski-Akhawan 2013: 34-35). Overall, the oral exercises were mentioned to have enough variety, but the students expressed their demand for interesting and current topics which could motivate them to speak even more in English. Even though students' and teachers' views on oral exercises and practices of oral skills were quite similar, students told that they were facing problems with pronunciation and motivational issues. On the other side, teachers saw the students' fear of talking and time constraints as the most problematic factors in the teaching of oral skills.

Hauta-aho (2013) took a closer look at Finnish upper secondary school students' attitudes towards oral English skills. The interesting aspect was that Hauta-aho compared the attitudes of IB (International Baccalaureate) students and those of the regular national upper secondary school students. Once again, oral skills were regarded as the most important language skills by both groups, as practically every student valued them at least *somewhat important*. However, the study also introduced significant differences in the students' opinions, at least when it came to the teaching of oral skills. 86.7% of the IB students agreed that oral exercises in classes gave good enough skills to use English outside school, whereas only 64% of the national students felt the same way (Hauta-aho 2013: 75). Moreover, only half of the latter group stated that there was enough teaching of oral skills in upper secondary school, while the majority of the IB students (72.9%) were satisfied with it. Another significant issue that separated the two groups was the testing of oral skills. Most of the IB students (92.5%) and only two thirds of regular students (68%) thought it was important to test oral skills. Moreover, questions on the format of the matriculation examination proved to cause similar results, as most of the IB students wanted oral skills to be tested in this final exam, and were significantly more willing to let oral skills affect their final grade. In contrast, the students of the regular upper secondary

school preferred an option with a separate obligatory test which would not affect their final grades.

All in all, Finnish upper secondary school students understand and recognize the importance of oral language skills, and see them as an essential part of language learning. In her fairly recent study, Korhonen (2014) asked students' and teachers' generic opinions on upper secondary school English studying and teaching, and both groups considered oral exercises and natural conversations the most effective ways of studying English. The results indicate that students get to discuss a lot during English lessons and that teachers actually encourage them to speak English (Korhonen 2014: 74). However, even though the teaching and studying were mentioned to focus mostly on information exchange rather than e.g. correcting mistakes, this aspect was not mirrored in the evaluation system. The teachers in Korhonen's study commented on the difficulty of testing oral skills, as large group sizes and lack of time made it usually impossible to arrange such tests. These hindering factors were also mentioned by Huuskonen and Kähkönen (2006) in their extensive study on upper secondary school teachers' views. According to Huuskonen and Kähkönen (2006), teachers value English speaking skills and their practice, but the assessment and testing of these skills is challenging. Thus, written exams still have the greatest value in the assessment of language proficiency, even though teachers have also reported to constantly evaluate their students' speech during lessons (Korhonen 2014: 75).

The studies and results introduced in this chapter provide a fair presentation of how English speaking skills are experienced in Finnish upper secondary school. In conclusion it can be said that students are willing to learn to speak English and that speaking skills are considered valuable. However, according to the students this aspect could and should be practiced more. The previous studies have mainly focused on students' and teachers' opinions and perceptions on the teaching and studying of speaking skills, but the actual levels of competence in speaking English are yet to be studied. This is the gap that I will focus on in my own research, as I want to find out how students self-assess their speaking skills.

4 THE NATIONAL CORE CURRICULUM AND THE COMMON EUROPEAN FRAMEWORK

In this chapter, I will review the two essential documents concerning the assessment of speaking skills in Finnish upper secondary school: the NCC and the CEFR.

The NCC gives the basis for the education in the Finnish upper secondary school. The core curriculum defines the objectives of studies, describes the schools' functions as educational institutions and introduces the basic values of the Finnish upper secondary school. A new version of the curriculum has been published quite recently (Lukion opetussuunnitelman perusteet 2015), but I will also introduce the earlier one (Lukion opetussuunnitelman perusteet 2003) as it has been translated into English, in contrast to the most recent version. In this study, I will use the abbreviations NCC 2003 and NCC 2015 when referring to the two versions of the core curriculum.

The curricula set general objectives for the upper secondary school studies and learning outcomes, but they also introduce detailed aims considering each school subject. Regarding the foreign language studies, the core curricula set objectives on certain language skills, referring to the CEFR (Common European Framework of Reference for Languages: Learning, teaching, assessment 2001). The CEFR is a document compiled by the Council of Europe, which provides a shared basis for the development of language curricula, courses or study materials all around Europe. The document describes what kind of knowledge and skills learners should develop to be able to use a foreign language efficiently in communication (Huhta 2010: 32). However, the framework is mostly known for its descriptions of language proficiency scales, which facilitate the assessment of language skills. The Common Reference Levels are the following: A1, A2, B1, B2, C1, and C2. Moreover, levels A2, B1 and B2 may be divided into two. The levels are explained through self-assessment grids, which give more detailed descriptions of different language skills: listening and reading comprehension, writing, spoken interaction and spoken production. In the core curricula for upper secondary schools (NCC 2003 and NCC 2015), it is explained that the students completing the advanced syllabus of English should reach the level B2.1 in their upper secondary school studies. According to the CEFR (2001: 35), the B2 level is called the *Vantage* level. Learners at this level should be able to provide relevant explanations, arguments and comments in a discussion, to use the language naturally and effectively, and to take their turn in a conversation appropriately, for instance.

The latest Finnish upper secondary school curricula (NCC 2003 and NCC 2015) divide language-learning objectives into a few separate categories. This categorization implies that different language skills or abilities should be observed and assessed separately, and that teachers and students should recognize and understand the different aspects of language learning. In the 2003 version, there are four separate skills in which learners should reach the B2.1 level: *listening comprehension*, *speaking*, *reading comprehension* and *writing*. In the newer version (NCC 2015: 108), there are only three more wide-ranging skills: the skill of interacting (*taito toimia vuorovaikutuksessa*), the skill of interpreting texts (*taito tulkita tekstejä*) and the skill of producing texts (*taito tuottaa tekstejä*). The difference between the curricula is significant, as the new version pays more attention to the overall language competence, rather than keeping all skills separate ones. Considering the communicative aspect of language learning, there is no more separate categories for speaking or listening comprehension, but they are more or less included in the skill of interacting and producing (oral) texts. This modification of the terminology creates a slightly different approach towards spoken or oral language skills, as they are included in the same categories with written skills. In the newer document (NCC 2015: 113), the term ‘text’ (*teksti*) is explained to mean both written and spoken language, and the whole language teaching is said to be based on an extensive understanding of texts (*laaja tekstikäsitys*).

The CEFR has reached an important role in assessing foreign language teaching and learning, but there seems to be room for studies on this topic. Tuokko (2007) reported findings on Finnish ninth graders’ English competence levels, based on a national survey which was conducted already in 1999. More than 6,000 Finnish ninth graders took part in the study, and the objective was to find out what the students’ competence levels were at the end of comprehensive school (*peruskoulu*). Among other language skills, the study provided results on students’ English speaking skills, based on 15-minute speaking tests. The tests were evaluated by teachers, and the results indicated that the B2 level of the CEFR was reached by 23%, B1 level by 38%, A2 level by 34%, and A1 level by 5% of the respondents (Tuokko 2007: 239). In a foreign language context, few studies have focused on the familiarity with the CEFR or Common Reference Levels. Glover (2011) studied how English teacher trainees in Turkey used the Common Reference Level terms when self-evaluating their speaking skills. The students assessed their English speaking skills by writing a short report at the beginning and at the end of a term (October-December). During the term, CEFR material was integrated into the courses, and thus, the students became more familiar with the document. The comparison of the self-

assessments done in October and December indicated that in the later reports, the students used far more concrete terms of the Common Reference Levels to describe their skills. However, the aforementioned studies have not focused on upper secondary school students, and thus, the present study will provide a new starting point. Moreover, these studies have not examined the national study objectives, in contrast to the present study.

5 METHODOLOGY

In this chapter, I will introduce the methodology of my study. Firstly, the aims of the study and the research questions will be introduced. Secondly, I will present the participants of the study by telling what kind of background information was gathered. Thirdly, I will describe how, when and in which way the data was collected. Finally, I will present the methods of analysis.

5.1 Aims of the study

The aim of my study was to find out how Finnish upper secondary school students self-assess their English speaking skills. The self-assessments themselves already create an interesting research topic but in this study, the results will be examined in accordance with the objectives mentioned in the curriculum. By studying the data, I will reflect on whether the desired B2 level in speaking English is reached or not in upper secondary school studies. Moreover, I will try to discover how well students know the objectives considering these skills, mentioned in the NCC. Speaking skills may be considered a somewhat neglected aspect of language learning, or at least the earlier findings have more or less highlighted the significance of written skills in Finnish upper secondary school. Therefore, it is reasonable to study what the students' subjective estimation of their English speaking skills is like. In this study, the main research questions are the following:

1. Do students know the objectives of the curriculum concerning English speaking skills?
2. Based on their self-assessments, do upper secondary school students reach the objectives set by the NCC?
3. How students' background information affects their self-assessment?

5.2 Participants

There were four separate advanced syllabus English course groups which took part in the study. The participants in the study were all Finnish upper secondary school students, going to the same school in a middle-sized city in Eastern Finland. The total number of the participants was 101, and the girls (n=68) outnumbered boys (n=33) approximately by two to one. All of the participants were second year students, and the reason for choosing them was that they are more or less starting to reach the peak of their English studies in upper secondary school.

In Finnish upper secondary schools the numerical evaluation scale goes from 4 to 10, four corresponding to *fail*, and 10 being *excellent* (NCC 2003). The students in this study had altogether good marks from their earlier studies, as 60 students (59.4%) had earned at least grade 8 (*good*) from their latest English course (see Figure 1).

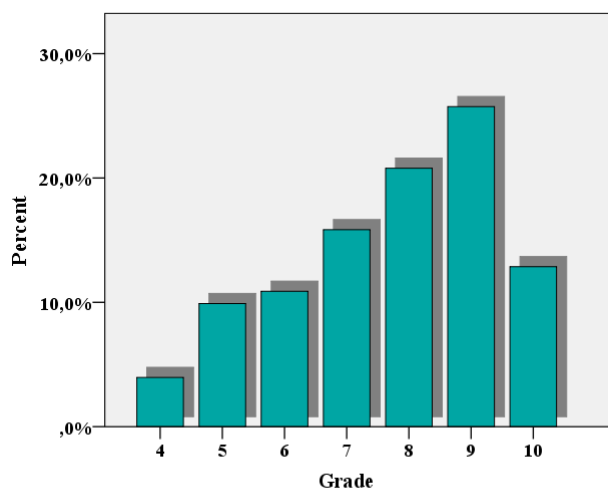


Figure 1. Students latest English course grades

As can be seen from Figure 1, the students' level of proficiency was notably good, at least according to the grades that they had earned. This finding gives an interesting starting point for the analysis, as we will see how this corresponds to the self-assessment of speaking skills. The number of completed English courses in upper secondary school varied from three to five, but the majority had completed four courses.

There were some factors which might have affected the self-assessments in a clearly positive way. Firstly, eight students (7.9%) had stayed a longer period in an English speaking country (e.g. an exchange year) but it has to be admitted that the term 'a longer period' is slightly ambiguous. Figure 2 describes the situation. Friendships or any relationships may be other

influential factors on this topic. Consequently, 38 students (37.6%) of the respondents had relationships where they speak English (see Figure 3). Finally, none of the students came from families where English was used as a communication language. Therefore, none of them had advantages of being raised bilingually.

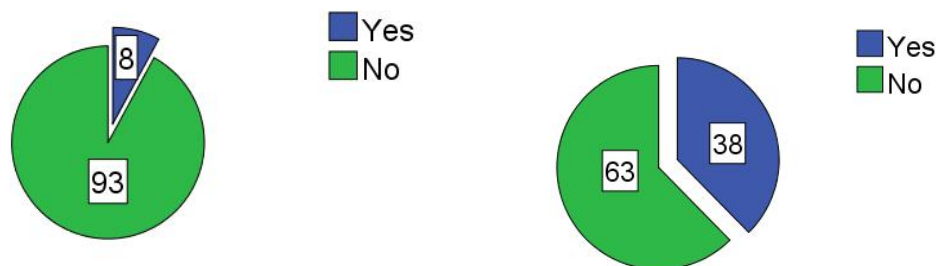


Figure 2 (on the left). The student has stayed a longer period in an English speaking country.

Figure 3 (on the right). The student has friends or relatives with whom he/she speaks English.

Figures 2 and 3 show that a small number of the students had spent a longer period in an English speaking country, but more than every third got to use English with their friends or relatives. However, as most of the students did not have these kinds of relationships, it may be argued that they were not so used to speaking English.

5.3 Data collection

I collected the data by using a questionnaire because of its notable cost-effectiveness. Dörnyei (2007: 6) explains that by administering a questionnaire to a group of people, one may collect a large amount of information relatively easily, and this was exactly what I wanted to do. Moreover, processing the data collected by means of a questionnaire is fairly fast and straightforward. I compiled a questionnaire which consisted of three parts: participants' background information, 17 statements on English speaking skills and three open-ended questions (for details, see Appendix 1). The statements concerned descriptions of the B2 level speaking skills provided by the CEFR, and the students had to answer whether they agreed or disagreed with them on a Likert scale, ranging from *completely disagree* to *completely agree*. All the statements were translated into Finnish, as I wanted to avoid the possibility of major misunderstandings. The CEFR actually provides a larger number of these definitions, but I decided to include the ones that dealt with speaking skills in general. In fact, Dörnyei (2007:

12) argues that the optimal length of questionnaires concerning language learning is rather short, and I preferred not to exhaust the respondents with an all-embracing questionnaire. The three open-ended questions were included so that students could give slightly more detailed information on their thoughts about their speaking skills. The data was gathered at the beginning of lessons on each course, under the supervision of the course teachers and myself. Thus, I could explain the purpose of my study in more detail and motivate the students. All the data was gathered in January 2017. The research permission was applied and granted in December 2016. The course teachers informed the students' parents about the study a week before the data was collected.

5.4 Data analysis

The answers to the set of statements were analyzed quantitatively, but the open-ended answers were eventually left out of the analysis. The quantitative data was analyzed by using the computer program IBM SPSS Statistics, according to the instructions provided by the IT-services of the University of Jyväskylä. The data was put into numeric form and it was analyzed by using frequency tables, descriptive statistics, and Mann-Whitney U-tests. The frequency tables showed the division of different answers on a question or on a statement, and with descriptive statistics it was possible to examine the means and total numbers of answers. Moreover, Mann-Whitney U-tests were used to find significant differences in the background variables. The Likert scale answers were divided into four different categories to clarify the analysis: *Everyday language use*, *Correctness of spoken language*, *Expression of opinions, experiences and emotions*, and *Control of conversations*.

6 RESULTS

In this chapter, I will report the findings of the present study. I will go through the results by covering each research question separately. The main emphasis in the study was on the Likert scale questionnaire, consisting of 17 statements. Firstly, I will discuss how familiar students were with the NCC and the CEFR. Secondly, I will report the results to the rest of the statements concerning English speaking skills. Finally, I will discuss how students' background information affects the self-assessment.

6.1 Familiarity with the objectives of the curriculum

The first objective of the present study was to find out how well students know the objectives of the NCC. Moreover, the results show how familiar the students were with the assessment scale system of the CEFR. Table 1 presents the number of answers (N), minimum and maximum values, the means and the standard deviations for statements 1 and 2. The students had to answer how well the statements corresponded to their own knowledge and skills on a five-level scale: 1=*completely disagree*, 2=*somewhat disagree*, 3=*undecided*, 4=*somewhat agree* and 5=*completely agree*.

Table 1. Familiarity with the objectives of the curriculum and the CEFR assessment scale

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
1. I know the objectives of the curriculum concerning English speaking skills	101	1	5	2.71	1,052
2. I know the CEFR assessment scale (A1-C2)	101	1	5	1.87	1,206

All the 101 students had answered these two statements, and all the five answer options were used. The means of the answers were quite low, and thus, it may be stated that the students were not familiar with either the core curriculum or the CEFR. Especially the CEFR scale seemed to be something that the students had not studied earlier. Even though the statement included the explanation (A1-C2), the students answered not to be familiar with this international assessment scale. Consequently, there was a considerable number of students who did not know what kind of level or competence they should reach in their upper secondary school studies. It may be that the objectives have not been explained properly at school, or students do not simply remember or care about them.

6.2 Self-assessment of speaking skills

The rest of the Likert scale section included 15 statements on English speaking skills. All the statements were translated into Finnish from the CEFR. The statements of the questionnaire did not contain everything that is covered in the CEFR, but they dealt merely with the most general descriptions of foreign language speaking skills. The second research question will be discussed in four categories: *Everyday language use*, *Correctness of speech*, *Expression of opinions, experiences and emotions*, and *Control of conversations*.

Concerning the reliability of questionnaires, it is said that multi-item scales are effective when their items measure the same target area (Dörnyei 2009: 94). Thus, items in the same category should correlate with each other and with their total score. The internal consistency reliability of each category can be measured by using *Cronbach Alpha coefficient*, which calculates whether a particular item should be deleted from a multi-item category. An item may considerably reduce the internal consistency of a scale, and thus its omission may be considered. Cronbach Alpha is a figure ranging between zero and plus one, and with short scales of 3-4 items the reliability is good when the test gives a result of $p > .70$ (Dörnyei 2009: 95). The results for each category in the present study were the following:

- | | |
|---|------|
| 1. Everyday language use | .847 |
| 2. Correctness of spoken language | .830 |
| 3. Expression of opinions, experiences and emotions | .849 |
| 4. Control of conversations | .833 |

None of the statements of my questionnaire had to be removed due to reliability problems. Consequently, all the categories surpassed the limiting value of .70 quite clearly, and therefore the analysis is reliable.

6.2.1 Everyday language use

Statements 3, 7 and 10 concerned everyday language use, such as the ability to discuss general or familiar topics in English (see Table 2):

Table 2. Everyday language use

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
3. I can speak fluently and accurately when discussing about general topics	101	1	5	3.93	,941
7. I can discuss actively about familiar topics by expressing my opinions and comparing points of view	101	1	5	3.75	,984
10. I can negotiate fluently in everyday problem situations	101	1	5	3.84	,914

The means of the answers imply that the students more or less agreed with the statements. However, once again all the answer options were used, indicating that some student completely disagreed with these statements.

6.2.2 Correctness of spoken language

The next group of statements dealt with the correctness of spoken language. The grammaticality and accuracy are certainly important factors in foreign language use, and thus these aspects were included in the questionnaire, too. The following extract is a description of the B2-level from the CEFR (CEFR 2001: 74): “Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.” The correctness or accuracy of speech was addressed in statements 4, 11, 12, 13 and 17 (see Table 3):

Table 3. Correctness of spoken language

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
4. My grammatical competence does not restrict what I may say	101	1	5	3.82	1,099
11. I have to take pauses due to hesitation or searching for words	101	1	5	3.55	1,204
12. I make mistakes which cause misunderstandings	101	1	5	2.38	,958
13. I can correct most of the mistakes I make	101	2	5	3.87	,783
17. I can arrange my speech into a clear and coherent unity	101	1	5	3.33	,939

The means of the answers to statements 4, 11, 13 and 17 inclined more towards agreement, whereas the mean of the answers to statement 12 was only 2.38. Concerning statement 13, there were actually no students completely disagreeing with it. However, statements 11 and 12 had negative loadings, and therefore disagreement in those statements shows the actual correspondence with B2 level of the CEFR.

6.2.3 Expression of opinions, experiences and emotions

The third category included statements on a language user’s ability to express him- or herself in English. The statements in this category were compiled according to the descriptions of the

B2-level, which dealt with the subthemes *conversation*, *informal discussion*, *formal discussion* and *goal-oriented co-operation* (CEFR 2001: 76-79). Statements 5, 6 and 9 dealt with these topics (see Table 4):

Table 4. Expression of opinions, experiences and emotions

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
5. I can express my views and opinions by providing relevant explanations	101	1	5	3.82	,921
6. I can express various emotions and present personal experiences	101	2	5	3.83	,981
9. I can outline and reflect causes and consequences	101	1	5	3.41	1,031

The means of the answers show that the students agreed more than disagreed with the statements, and it can be noted that none of the students answered to completely disagree with statement 6.

6.2.4 Control of conversations

The last group of statements concerned the control of conversations, such as the ability of initiating or ending a conversation in English. This topic was covered in statements 8, 14, 15 and 16 (see Table 5):

Table 5. Control of conversations

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
8. I contribute to group conversations and get other people to join in	101	1	5	3.29	1,052
14. I can initiate a conversation	101	2	5	4.28	,723
15. I know how to take my turn in a conversation	101	2	5	3.67	1,011
16. I know how to end a conversation	101	2	5	4.07	,886

It can be seen that statements 14 and 16 were mostly agreed with, the means being 4.28 and 4.07, respectively. Furthermore, concerning statements 14, 15 and 16 there were no answers of *completely disagree*.

To sum up the answers concerning the four categories, it can be stated that the students self-assessed themselves more or less to have reached the B2 level. There was actually only one statement (number 11) where the mean of the answers did not incline towards the B2 description. However, it has to be noted that there were very few statements where the students assessed themselves strongly towards the objective level. The means of the answers in the four categories can be seen in Table 6:

Table 6. Descriptive statistics of speaking skill categories

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Everyday language use	101	1,00	5,00	3,8416	,82811
Correctness of spoken language	101	1,40	4,80	3,4178	,77723
Expression of opinions, experiences and emotions	101	1,33	5,00	3,6865	,85741
Control of conversations	101	1,75	5,00	3,8267	,75642

Everyday language use and *Control of conversations* were the categories where the students assessed themselves closest to the B2 level. In every category and in every statement there were also answers that indicated weak speaking skills, and therefore it can be concluded that the B2 level was not reached in its entirety.

6.3 Effect of the background variables

The last research question will be discussed by looking at how the background variables affected the results concerning the students' self-assessments. In this section, I will present only the significant differences discovered by using Mann-Whitney U-test. The difference between variables is statistically significant when $p < .05$, significant when $p < .01$ and very significant when $p < .001$. When the value of p is bigger than .05, there is no statistical difference. In this section, the significant differences will be marked with asterisks (*=statistically significant, **=significant, ***=very significant). The significance of different variables will be analyzed by examining the four aforementioned categories concerning English speaking skills. Firstly, the significance of students' gender will be discussed. Secondly, I will present the results between the students who had stayed a longer period in an

English speaking country and those who had not. Finally, the significance of relationships will be analyzed.

6.3.1 Gender

Table 7 presents the findings on the effect of gender on the answers:

Table 7. The significance of gender

Test Statistics ^a				
	Everyday language use	Correctness of spoken language	Expression of opinions, experiences and emotions	Control of conversations
Mann-Whitney U	842,000	1003,000	1028,500	1099,000
Wilcoxon W	3188,000	3349,000	3374,500	3445,000
Z	-2,049	-,865	-,684	-,168
Asymp. Sig. (2-tailed)	,041*	,387	,494	,867

a. Grouping Variable: Gender

As Table 7 indicates, the only statistically significant difference is found in the category *Everyday language use*, where p is .041. This difference implies that the male respondents had self-assessed their speaking skills in this category more positively than the female respondents.

6.3.2 Longer residence in an English speaking country

Table 8 shows the effect of students' residence in an English speaking country:

Table 8. The significance of spending a longer period in an English speaking country

Test Statistics ^a				
	Everyday language use	Correctness of spoken language	Expression of opinions, experiences and emotions	Control of conversations
Mann-Whitney U	179,000	133,500	109,000	216,000
Wilcoxon W	4550,000	4504,500	4480,000	4587,000
Z	-2,452	-3,010	-3,341	-1,975
Asymp. Sig. (2-tailed)	,014*	,003**	,001**	,048*

a. Grouping Variable: The student has stayed a longer period in an English speaking country

The Mann-Whitney U-test shows that there is a statistically significant difference in the categories *Everyday language use* and *Control of conversations*, with the results of .014 and

.048, respectively. In addition, in the two other categories the difference is significant, with p being .003 (*Correctness of spoken language*) and .001 (*Expression of opinions, experiences and emotions*). All these results show that the students who had stayed in an English speaking country assessed themselves to have better skills than those who had not this kind of experience.

6.3.3 Relationships where English is spoken

Table 9 presents how students' relationships affected the results. There were in total 38 students who claimed to have relationships where they had the opportunity to speak English.

Table 9. The significance of relationships where spoken English is used

Test Statistics^a				
	Everyday language use	Correctness of spoken language	Expression of opinions, experiences and emotions	Control of conversations
Mann-Whitney U	770,500	744,500	775,000	708,000
Wilcoxon W	2786,500	2760,500	2791,000	2724,000
Z	-3,021	-3,184	-2,988	-3,451
Asymp. Sig. (2-tailed)	,003**	,001**	,003**	,001**

a. Grouping Variable: The student has relationships where spoken English is used

Table 8 indicates that the difference between the two groups was significant in every category. In two categories (*Correctness of spoken language* and *Control of conversations*) the difference was almost very significant, with the results of .001. Thus, it can be concluded that those students who got to speak English with their friends or relatives assessed themselves to have better speaking skills than the others.

The results in this section showed that the students' background information had a significant effect on the self-assessments. Overall, it can be claimed that contacts with English speaking people caused a notable advantage. The students who had stayed in English speaking countries or had the chance to speak English with their relatives had significantly higher results, when it came to meeting the descriptions of B2 speaking skills. However, the gender of students did not have such a great influence on the answers, the only significant difference appearing in the category *Everyday language use*.

7 DISCUSSION AND CONCLUSION

The objective of the present study was to give a new point of view to the research of English speaking skills in the Finnish context. Even though the topic has been actively brought up in earlier studies, there has been little focus on the actual competence of language learners. According to the rather recent studies by Korhonen (2014) and Hauta-aho (2013), Finnish upper secondary school students definitely want to learn to speak English. Moreover, students do realize the significance of speaking skills and would like to practice them more at school. However, earlier studies have not paid attention to students' perceptions of their own language skills. In this section, I will firstly summarize the findings of my study in relation to the research questions. Furthermore, I will discuss the implications that the results may have in practice. Secondly, I will discuss how the present study compares and contrasts with previous research. Finally, the pros and cons of my study will be discussed along with suggestions for further research.

The results of the present study showed that students' self-assessment of English speaking skills was a somewhat problematic issue. To begin with, upper secondary school students seemed not to be familiar with the objectives of their education, presented in the NCC. The objectives of the curriculum concerning proficiency in English conclude that upper secondary school students should reach the level B2.1 in their studies (Lukion opetussuunnitelman perusteet 2003: 100). In the most recent version of the curriculum, it is actually noted that the students should be able to observe their skills in accordance with the B2.1 level, and to assess the progress of their own skills (Lukion opetussuunnitelman perusteet 2015: 110). The present study showed that the students knew neither the objectives nor the CEFR scale which is used as a basis for assessment. In my opinion, this finding is an alarming one, because it implies that students complete their studies without knowing what they are supposed to achieve. Teachers should be informed about the findings of the present study, and consequently, the objectives of the curriculum could be revised more thoroughly in English classes. By doing this, students would have a better idea about what is expected of them, and how they should progress in their studies.

The results concerning the actual speaking skills showed a decent amount of variation. Overall, the students evaluated their skills to correspond more or less with the B2 level, but there was also a considerable number of students assessing themselves below this level. Certainly, it cannot be presumed that all the 101 participants should have similar skills, for the success and

competence in English studies depends on a variety of issues. Some students may not simply be motivated to study English, whereas others may consider the English language to be their favorite subject at school. However, as the objectives of the English studies are set to concern all students in upper secondary school, it can be concluded that not all the participants of the present study reached the desired level. This finding cannot be effectively compared to previous research, as the topic has not been discussed in the Finnish upper secondary school context. However, the results imply what areas of speaking skills should be practiced more, and which ones are already at a reasonable level. When it comes to the background of students, it has to be mentioned that contacts with English speaking people had a positive effect on self-assessments. Those who had had a chance to speak English with their friends, for instance, assessed their speaking skills significantly higher than those who lacked this opportunity.

The aforementioned results correlate with previous findings on speaking skills in Finnish upper secondary school (for details see chapter 4). Already more than two decades ago, Yli-Renko (1991) found out that Finnish upper secondary school students' greatest objective in foreign language studies was to learn to speak those languages. However, this aim was not reached as students felt that they did not get enough practice at school. Later, at least Mäkelä (2005) and Hauta-aho (2013) have discovered somewhat similar findings. These results indicate that students need English speaking contacts also outside of school, in order to learn speaking skills effectively. Even though students have nowadays a more active role and get to speak English often in their classes, it is not necessarily enough (Korhonen 2014, Kaski-Akhawan 2013). As the present study showed, the English speaking contacts outside of school affected the self-assessment of speaking skills significantly.

The findings about the familiarity with objectives of the curriculum cannot be compared effectively to earlier studies, because very little research has been done on this topic so far. However, the findings of Glover (2011) showed that when English language teacher trainees in Turkey had been informed and taught about the CEFR and its Common Reference Levels, they started to define their speaking-skills by using more concrete terms found in the document. Thus, the familiarity with the CEFR could enhance students' capability to effectively self-assess their own speaking skills, or any other language skill.

Concerning the present study, there were some debatable factors which should be taken into account. Firstly, even though the sample size of the study was quite reasonable, the results cannot be widely generalized. According to Statistics Finland (Tilastokeskus 2016), there were

104 100 students attending Finnish upper secondary school education in the year 2015. Thus, the results of 101 participants provide only suggestive information on the topic. Another debatable factor is the reliability of self-assessments. Generally it is the teachers who assess their students' competence, and self-assessment may be used mainly as an optional supplement. Atjonen (2007: 82-85) argues, for instance, that inexperienced students may easily underestimate or overestimate their skills, and there is also the possibility that students do not always answer truthfully. Consequently, a critical approach should be maintained when studying people's self-assessments.

The biggest disadvantages of the present study concerned the compilation of the questionnaire. As there were no earlier studies with a comparable topic or objective, the adjustment of the questionnaire turned out to be problematic. The statements of the questionnaire were all descriptions of the B2 level, but they did not contain all the information provided by the CEFR. The CEFR gives detailed descriptions on various areas of spoken language, such as vocabulary range, grammatical accuracy, flexibility, coherence and cohesion, spoken fluency, etc. Consequently, I did not include every description, because the questionnaire would have ended up being exhaustively long and the data gathering process might have become significantly more difficult. Therefore, the questionnaire included my personal discretion, as I tried to choose the descriptions which summed up the B2 level most efficiently. Due to my subjective contribution, it has to be stated that the results of the study do not give concluding answers on whether the B2 level was reached or not. A more convincing study would include all the descriptions of the B2 level, but such a project would be considerably more ambitious than the present study. Another problematic issue about the questionnaire was the Likert scale. The option number three was titled *undecided*, and this choice should have been reconsidered. A better alternative might have been *neither agree nor disagree*, and the option *undecided* should have been an additional one, separate from the Likert scale. The option *undecided* does not necessarily belong in the middle of a scale ranging from complete disagreement to complete agreement, and therefore it should have been replaced (Alanen 2011: 150). Consequently, if a participant does not bother reflecting his or her actual opinion, it is quite easy to answer not to have one.

Regardless of the aforementioned cons, the present study may give a new perspective to the research on English speaking skills. At least in Finland, students' self-evaluation of the productive language skills has not achieved that much attention, as the emphasis has been put on their overall perceptions of teaching and studying. English speaking skills are usually

assessed by teachers, who get to observe students' speech only occasionally during lessons, and only on particular topics. Thus, students who might use English also outside of the language classroom may have significantly different views about their skills than their teachers. Therefore, students' own perception of their skills should be studied more. If the curricula set certain objectives for teaching and learning, I think it is reasonable to examine how well these objectives are reached in practice. In addition to speaking skills, the proficiency of all the other aspects could also be studied with a similar method. Thus, future research could demonstrate if the objectives of the curriculum are realistic and achievable, or if they should be reconsidered.

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APPENDIX 1: Questionnaire for the students

Hyvä vastaaja,

tämä kysely on osa Jyväskylän yliopistossa tehtävää englannin kielen kandidaatintutkielmaani. Kyselyn tavoitteena on selvittää lukio-opiskelijoiden arvioita omasta englannin kielen suullisesta taidostaan.

Englannin kielen puhuminen on nykypäivänä edellytys lähes joka puolella maailmaa, ja itseäni kiinnostaa erityisesti mikä on englannin kielen suullisen kielitaidon rooli suomalaisessa lukiokoulutuksessa. Suomen lukiodien opetussuunnitelmissa on annettu oppimistavoitteet myös suullista kielitaitoa koskien, ja haluankin selvittää täsmäkö lukiolaisten itsearviointi näiden tavoitteiden kanssa

Kysely koostuu kolmesta (3) osiosta: Taustatiedoista, asteikkokyselystä, sekä avokysymyksistä. Kaikki vastaukset käsitellään luottamuksellisesti, eikä niiden perusteella yksittäisiä vastaajia voida tunnistaa. Älä siis kirjoita nimeäsi lomakkeelle. Lue ohjeet huolellisesti ja vastaa mahdollisimman totuudenmukaisesti.

Jokainen vastaus on tärkeä osa tutkielmaani, kiitos osallistumisesta!



1. Taustatiedot

Ympyröi numero tai kirjoita vastaus tyhjälle riville

Sukupuoli:

- | | |
|---|--------|
| 1 | Mies |
| 2 | Nainen |

Olet:

- | | |
|---|-----------------------------|
| 1 | ensimmäisen vuoden |
| 2 | toisen vuoden |
| 3 | kolmannen vuoden |
| 4 | neljännen vuoden opiskelija |

Viimeisin englannin kielen kurssiarvosana _____

Suoritettujen englannin kurssien määrä _____

Oletko oleskellut pidemmän ajan englanninkielisessä maassa (esim. opiskelijavaihto)?:

- | | |
|---|-------|
| 1 | Kyllä |
| 2 | Ei |

Puhutaanko perheessäsi englantia päivittäin?

- | | |
|---|-------|
| 1 | Kyllä |
| 2 | Ei |

Onko sinulla sukulaisia, ystäviä tai muita tuttavita joiden kanssa puhut englantia?

- | | |
|---|-------|
| 1 | Kyllä |
| 2 | Ei |

2. Kysely

Vastaa alla oleviin väittämiin ympyröimällä mielipidettäsi lähinnä oleva vaihtoehto

	Täysin eri mieltä	Jokseenki n eri mieltä	En osaa sanoa	Jokseenki n samaa mieltä	Täysin samaa mieltä
1. Tiedän lukion opetussuunnitelman asettamat tavoitteet koskien englannin kielen suullista taitoa	1	2	3	4	5
2. Tunnen Eurooppalaisen viitekehyksen mukaisen kielitaidon arviointijärjestelmän (A1-C2)	1	2	3	4	5
3. Osaan käyttää englantia sujuvasti ja täsmällisesti yleisistä aiheista keskusteltaessa	1	2	3	4	5
4. Kielioppitaitoni eivät rajoita mitä pystyn sanomaan englanniksi ja mitä en	1	2	3	4	5
5. Pystyn selittämään näkemyksiäni ja mielipiteitäni suullisesti englanniksi asianmukaisin perusteluin	1	2	3	4	5
6. Osaan ilmaista tunteitani monipuolisesti englanniksi ja tuoda esille henkilökohtaisia kokemuksiani	1	2	3	4	5
7. Pystyn keskustelemaan aktiivisesti englanniksi tutuista aiheista osoittaen mielipiteeni ja vertaillen eri näkökulmia	1	2	3	4	5
8. Osaan edistää englanninkielistä ryhmäkeskustelua ja saan muutkin osallistumaan	1	2	3	4	5
9. Osaan hahmotella ja pohtia suullisesti englanniksi asioiden syitä ja seurauksia	1	2	3	4	5

	Täysin eri mieltä	Jokseenki n eri mieltä	En osaa sanoa	Jokseenki n samaa mieltä	Täysin samaa mieltä
10. Osaan neuvotella sujuvasti englanniksi arkisissa ongelmatilanteissa	1	2	3	4	5
11. Joudun englanniksi puhuessani pitämään taukoja etsiäkseni oikeita sanoja tai ilmaisutapoja	1	2	3	4	5
12. Teen englanniksi puhuessani virheitä jotka johtavat väärinkäsityksiin	1	2	3	4	5
13. Osaan korjata suurimman osan englanniksi puhuessa tekemistäni virheistä	1	2	3	4	5
14. Osaan aloittaa keskustelun englanniksi	1	2	3	4	5
15. Osaan ottaa itselleni puheenvuoron englanninkielisessä keskustelussa	1	2	3	4	5
16. Osaan lopettaa keskustelun englanniksi	1	2	3	4	5
17. Osaan järjestää puheeni selkeäksi ja yhtenäiseksi kokonaisuudeksi	1	2	3	4	5

3. Avokysymykset

Kuinka englannin kielen suullista taitoa on harjoiteltu lukiossa, ja onko harjoittelua ollut mielestäsi tarpeeksi (esim. verrattuna muihin osa-alueisiin)?

Onko englannin kielen suullinen taitosi samalla tasolla muiden kielitaitojen kanssa (luetun ymmärtäminen, kirjoittaminen jne.)? Jos ei, mistä tämä mielestäsi johtuu?

Oletko suorittanut ENA8-kurssin (englannin puhekurssi)? Mikäli olet, kerro miten kurssi edisti englannin suullista kielitaitoasi. Mikäli aiot käydä kurssin myöhemmin, kerro mitä odotat kurssilta.
