

TEACHING ENGLISH THROUGH ARTS IN UPPER SECONDARY
SCHOOL:
a photographic teaching material package

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<p>Lukion opetussuunnitelma uudistui vuonna 2015. Uudistuneessa OPS:ssa kannustetaan oppiainerajat ylittävään laaja-alaiseen oppimiseen. Tämä tarjoaa uusia ja mielenkiintoisia lähestymistapoja kielenopettamiseen lukiossa. Tämä materiaalipaketti yhdistää kuvataiteen ja englannin kielen opettamisen valokuvauksen avulla. Valokuvia on tänä päivänä helppo ottaa, sillä lähes jokaisella on älypuhelin, johon on tavallisesti integroitu kamera. Kameran avulla oppilaat pääsevät toteuttamaan luovuuttaan, jota tällä hetkellä ei painoteta tarpeeksi opiskelussa.</p> <p>Valokuvaukseen pohjautuvan oppimateriaalipaketin peruspilarit ovat kommunikatiivisessa kielenopetuksessa, oppijakeskeisyydessä ja motivaation löytämisessä kielenopiskeluun. Kommunikatiivisessa kielenopetuksessa oppilaita kannustetaan käyttämään kieltä erilaisissa tilanteissa painotuksen ollessa halutun viestin välittymisessä eikä niinkään kieliopillisesti täydellisissä lauserakenteissa. Oppijakeskeisyys sopii hyvin kommunikatiiviseen kielenopetukseen. Materiaalipaketin tavoitteena on tarjota oppilaille erilainen lähestymistapa kielenoppimiseen, jonka seurauksena motivaatio kieliä kohtaan lisääntyy. Motivaatio on kielenoppimisessa tärkeää, sillä se tehostaa oppimistuloksia.</p> <p>Valokuvat tehdään portfolioityönä kuvataiteen KU1-kurssin aikana ja kootaan materiaalipankiksi. Tätä pankkia myöhemmin hyödynnetään englannin ENA1-kurssilla. Oppilaat voivat valita kuvataiteen kurssilla otettuja valokuvia ja hyödyntää niitä englannin kurssin materiaalipaketin tehtävissä. Tehtävät on suunniteltu sopiviksi ENA1-kurssin aihepiireihin. Samat teemat sopivat myös KU1-kurssin teemoihin, minkä johdosta englannin ja kuvataiteen kurssien integroiminen onnistuu erinomaisesti.</p>	
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1 INTRODUCTION

“The brilliant thing about photography is that anyone can take pictures and every photographer has the chance to create images in his or her own unique way. Photography is a potent and powerful force, able to tell huge stories in single images.” (Ingledeu 2013:6) Photography can be a form of self-expression or a way to memorize moments. Currently the majority of people in Finland already have smartphones. Adolescents and young adults are among the most frequent smartphone-users with over 90 percent of them using a smartphone according to Statistics Finland (2015). Furthermore, adolescents often learn to use smartphones from very young age. These smartphones have a built-in camera and, hence, taking photographs has never been easier. Consequently, taking photos with one’s smartphone has become increasingly popular and it can be considered a current trend. Visual language is a powerful tool and it has been argued that it will change the way we communicate in the future and we will move from text-based culture into image based (Gangwer 2009:1).

In 2006, Ken Robinson argued in his speech in a TedTalk Conference that schools are killing creativity. He stated that every child has creativity in them but most schools are educating the children out of it by not encouraging students to study creative subjects, such as dance, music or arts. According to Frey and Osborne (2013:38), nearly half of all the jobs in the United States of America are at risk of being automated in the coming decades and Finland might face the same situation. Moreover, as creativity may indeed be the most important characteristic that cannot be replaced by machines, it has become increasingly important to promote creative teaching methods in schools.

Finland has renewed its national curriculum for upper secondary school which came into effect in August 2016 (LOPS 2015). The new curriculum encourages cooperation

between subjects. The purpose of this thesis is to create a photographic English teaching material package for upper secondary school students in Finland attending their compulsory ENA1-course, which is the first English course in Finnish upper secondary school and compulsory to everyone. The material package can be integrated with the compulsory arts course KUV1, the first arts course in the Finnish upper secondary school. There has not been a photographic teaching package before but now because of the new curriculum, it was ideal to create one in order to integrate learning and teaching of English with visual arts as a subject. In addition, the current generation of students has grown up with televisions and computers and thus is the most visually stimulated group we have had to date. Therefore, visually stimulated language learning materials can be a good way to learn a language for them (Gangwer 2009:1).

The purpose of the material package is to motivate and inspire students to learn English in a new way, which follows the guidelines of the new national curriculum. It is important that students have a genuine interest towards the subject because motivation makes learning more effective. Moreover, in the tasks of this package, students are at the centre and the language teacher mainly observes and guides them towards to goal of the tasks in order to increase students' autonomy. Furthermore, the tasks and activities for the students are designed to develop their English language and communication skills in different interaction situations and in international contexts. They are designed for students to practice being an active member of conversation both as a talker and a listener, expressing opinions, relationships and physical, mental and social well-being. In addition, the tasks help to understand the significance of technology and digitalization to interaction. Since creativity is considered to be a valuable asset in the future, which cannot be replaced by automatization, the material package also aims to improve students' creativity. All of the topics mentioned above are adapted to photographic teaching material package, and therefore, it is ideal to be used with the new national curriculum.

2 EFL LEARNING AND TEACHING IN FINLAND

2.1 Teaching English as a foreign language

2.1.1 Changes in the significance of English as a foreign language

Understanding English is crucial in the contemporary world and its importance grows every day. The methods through which English has been taught and the reasons why it has been learned have changed within the last few decades. The usual characteristics of English as a foreign language used to be that the language is not significant nationally and it is not widely used in social encounters either (Broughton 1980:6). Furthermore, people learning English were motivated to learn it and use the language as a tool instead of learning it for instance for cultural identity purposes (Broughton 1980:7). Earlier, in the 1950's, it was thought that English skills for foreigners are needed purely in order to share ideas, not for instance emotions. English language use in Finland was defined similarly to Broughton's definition. Between 1960-1980 English was mainly learned in Finland in order to communicate with people from other countries (Leppänen et al. 2009:15). Already in the 1980's English had a major international communicational role for instance in NATO, aviation and in sport and music scene (Broughton 1980:1). Moreover, more than half of the radio programmes aired and in the 80's over 70 percent of the mail was in English. (Broughton 1980:1). Today the reasons for learning English have changed and people want or need to learn a second language for instance if they start living in another country or they may need to use it at work or for studying. Also, being able to communicate with people of other cultures and countries can drive one to learn a second language (Hummel 2014:251). Thus, because of its global significance it is important to learn English in Finland where it is learned and studied as a foreign language.

English is a global language and it is spoken all over the globe mainly for two reasons. First, the geographical-historical reason, which had the greatest effect with the first settlers on a new continent and with the colonisation era. Another reason is sociocultural (Crystal 2003:29). English has a great sociocultural effect around the globe since being able to understand English is seen as a way to improve one's economic and social welfare (ibid.). The status of English and its sociocultural effect is also the result of United States' role as an economic superpower (Crystal 2003:59). In addition, due to the global dependency of English language in many fields, understanding English is crucial in the world where it is used as lingua franca for instance for communication, entertainment, the media and education (Crystal 2003:30).

English speakers are estimated to be in the coming years about 2 billion. (Graddol 2006:101) and it has the state of lingua franca. In addition, there has been a steady rise in speakers of foreign languages in Finland for two decades now. The most important reasons for the rise of English language in Finland according to Leppänen et al (2009:15) are due to modernisation of the society, urbanisation, globalisation, economic changes, successful language learning policies and new communication channels and forums offered by information technology. A good example of this transition to different kinds of use of English is a situation where a Finnish person uses English even though Finnish or Swedish could be used instead of English. It is a sign of a multilingualism in general in the Finnish society (Leppänen & Nikula 2008:16). English is constantly used in everyday life and it is found in different political and cultural contexts depending on the society (Leppänen & Nikula 2009:12). Furthermore, English offers additional ways for expression and interaction alongside the first language, Finnish. This phenomenon is especially present among young people's interaction and their use of new media (Leppänen et al. 2009:17). Since English is popular among youth, this material package where communication between students is highlighted, is a great way to offer situations for students where they can use English in their interaction. As stated, the adolescents use English in

their everyday interaction, it is therefore recommendable to create occasions for communication between students also in the classroom. In this package such situations are created by using photographs as a form of media which students can comment on and share their opinions. Moreover, currently teaching includes globalisation and themes around the globe (Strobelberger 2012:1) This theme where more attention was paid to language and cultures started in 1990's (Risager 2006:1) and now language learners are expected to be well aware of multiculturalism in the world (Risager 2007:1). The course guidelines in the national curriculum both in arts and in English share the globalisation and multicultural themes. Thus, those aspects were implemented in the material package.

2.1.2 Changes in the theories of English language learning

In addition to changes in the importance of English language learning in the past few decades, there have been major changes on theories of English as a foreign language learning. The traditional behaviourist theory on foreign language learning was that when new information about the language was learned, already existing information of the first language helped in the process of the learning the target language (Johnson 2013:66). This phenomenon is also called transfer. A way to improve transfer is to compare the first language to the foreign language and try to find similarities or differences. It was argued that similarities are easier to learn and differences in the two languages were harder to learn. Lado named this approach contrastive analysis in 1957 (Johnson 2013:66). At that time, it was assumed that contrastive analysis is everything that is needed for a language teaching programme. The focus was on errors which could be explained when differences in the two languages were analysed (Johnson 2013:69). In the 1970's that theory was proven wrong and more focus was paid on the structure of English rather than contrastive analysis. In the 1980's applied linguists divided foreign language learning into learning and acquisition. Learning happens in the English class at school and it is a conscious process. Acquisition is referred to something that happens naturally and

does not require focusing on language learning but happens 'accidentally'. Language is acquired through exposure. It was argued that since everyone has learned their first language through exposure (Johnson 2013:78), the same method can be adapted into classroom and into foreign language learning. The language acquisition theory consists of three major factors: Input, interaction and output. Input is the received language the learner obtains when communicating with others. Output is language the learner produces. When input and output are combined it is referred to as interaction (Johnson 2013:79).

The language acquisition theory remains a trend in foreign language learning even today. Other theories that are trending in the contemporary English classroom are communicative and task-based learning. The most dominant theory of today is task-based teaching. According to Nunan (2010:4) a typical exercise of task-based teaching is "a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form". Furthermore, as Nunan (2010:7) notes, lately, theories defining learning as a social process have been trending and are, in fact, preferred to cognitive theories of language learning. This has led to emphasis on communicative language learning, where language learning is meant for communication instead of, for example learning grammar correctly. According to Banciu & Jireghie (2012:94) communicative language teaching focuses on creating meaning instead of native speaker like grammar accuracy or pronunciation. Moreover, they define it as "ability to apply knowledge of a language with adequate proficiency to communicate" (2012:94). Communicative language teaching consists of five features that were created by Nunan in 1991 (as cited in Banciu & Jireghie 2012:95):

- "An emphasis on learning to communicate through interaction in the target language

- The introduction of authentic texts into the learning situation
- The provision of opportunities for learners to focus, not only on language but also on the learning management process
- An enhancement of the learner's own personal experience as important contributing elements to classroom learning
- An attempt to link classroom language learning with language activities outside the classroom"

Furthermore, Strobelberger (2012:5) points out that it is really important to help people around to world to be able to converse together about different matters. Consequently, the focus on teaching in many countries in Europe is now in EFL. This can be seen for instance in the fact that "'communicative competence' in the foreign language is nowadays considered the overall aim in foreign language classes" (Skidmore (2006:510, as cited in Strobelberger 2012:5). Although communication is a current trend, Sajavaara (1999:76) states that it is important when learning languages to remember that learning is not only a linguistic phenomenon but also a combination of psychological, social and linguistic features.

Communicative theory is one of the main approaches in the material package and the goal is to enhance students' communication skills rather than focusing on just using English grammatically correct. The principles of communicative language teaching also integrate well to the principles of the material package, which focuses on the same aspects. Furthermore, the exercises in the package are designed to work well with task-based teaching.

2.2 The new national curriculum

The new national curriculum for secondary schools in Finland came into effect on 1 August 2016. (LOPS 2015:4). It is used nation-wide in all educational facilities

offering secondary school education for young students. The national curriculum sets guidelines for educational and pedagogical missions in schools, which the administration in every municipality and school need to follow. Furthermore, both the school and the student create a study program and schedule, which follow the standards of the curriculum. The new national curriculum takes into account the selection of courses an educational facility is able to offer and the highlighting of local culture and history. It also encourages schools to cooperate with experts from different fields in order to give more meaning for studying. The national curriculum is a complex set of guidelines where different organizations, for instance educational, social and health work, need to work together in order to achieve the set goals in the curriculum.

According to new national curriculum guidelines (LOPS 2015:6-7), the learning process is interaction between students, teacher and experts in various environments. Different methods and environments are based on set goals that need to be learned but also students' interests are taken into account. For instance, the learning methods aim to motivate students to work more actively and develop their cooperation skills. It is also important that students understand that they are responsible for their own learning. In addition, there is an emphasis on learning to find information online and to use contemporary communication technology and digital learning environments.

2.3 National curriculum guidelines for teaching English as a foreign language

The majority of students in secondary schools in Finland study English as an A-language, which means that they normally start learning English in the third grade of primary school at the age of nine and it is their first foreign language. The

objectives in the secondary school (LOPS 2015:116) for level A English students are as follows:

- students are able to develop skills to cope in multicultural and global communities and understand the role of English as a lingua franca
- students understand their English proficiency in relation to the English skills needed for further studies
- students are able to plan their language studies from the perspective of their future needs in the employment and globalization markets
- students gain experiences of reading, interpreting and processing longer texts
- students are able to proportion their skill level to B2.1 in the Common European Framework of Reference for languages, and estimate their progress and further develop their skills

Moreover, since this thesis is a material package for course 1 of English in the secondary school, the aims and topics for the course are as follows.

First, the course 1 (ENA1) is compulsory for all the students in the secondary school. The focus on the course is to strengthen students' learning and personal skills with individual and group exercises (LOPS 2015:116). Furthermore, exercises on how to react in different kinds of interaction situations are paid attention to. Second, all English courses are scheduled to have time to talk about topical issues in the classroom. It is also recommended that the teacher cooperates and has joint class sessions where language learning is integrated with learning of another subject. Thus, it is one of the aims of this thesis to integrate English language learning and arts since the courses are well suited for cooperation with each other as they both share same themes in the course descriptions, for instance cultural diversity and how English and Arts are connected to a student's own life. Moreover, English language learning and visual arts are both subjects where students need to use their creativity. Thus, because one of the aim of the thesis is to improve students'

creativity, these two subjects were considered to work well together. Finally, the aims that are set in the curriculum, particularly for the English course 1 are to evaluate students' language skill areas and to analyse where the focus of language teaching should be in order to develop students' language skills. A further purpose of the first course is to set aims to help accomplishing the skills. The course topics focus for instance on the multilingual world and its diversity, English as a global language and language skills as a tool to learn about different cultural aspects. The curriculum also states that the topics of the course relate to studying, adolescent life in general and in language use situations (LOPS 2015: 116).

2.4 Assessment in English as a foreign language

English as a foreign language (EFL) is assessed with similar criteria together with other foreign languages in upper secondary school (LOPS 2015:114). EFL assessment guidelines take into account general aims for foreign language learning with course specific objectives and evaluate how students have accomplished them. The teacher should provide diverse feedback on the student's progress of different areas of language learning and of language skills of the language being taught. The Common European Framework of Reference for Languages is part of the guidelines for assessment, particularly the table of language proficiency. It can also be used as a tool to follow the development of language skills during studies in upper secondary school. Moreover, peer feedback and self-evaluation are important tools for evaluation and students are taught how to use those skills. However, most importantly, portfolio assignments are highlighted and cooperation with other subjects is encouraged. The course grade is given between numbers 4 and 10, 4 being fail and 10 being excellent. The assessment guidelines in the new national curriculum were taken into account in planning the material package. Firstly, the material package's core idea is to offer cooperation with another subject, the arts course 1. The KU1 and ENA1 can be done as a joint course where students first

compile a portfolio of images in the arts course and then use the images in the ENA1 course's material package exercises. Secondly, since the material package consists also of portfolio work, it meets the new national curriculum assessment recommendations well. Finally, the new national curriculum recommendations for assessment encourage students to use self-evaluation which can be achieved in many of the exercises in the material package. For instance, in the topic *Me as a language learner* (Appendix 1), students need to reflect on their language use in terms of what is difficult for them and what is easy. Moreover, students are encouraged to think how to develop their language skills further.

2.5 Arts in upper secondary school and curriculum

Arts courses cover a wide range of topics from understanding art and its history to producing images with different techniques. The aims of the arts are to help students to understand cultural diversity by making art and interpreting it (LOPS 2015:236). The basis is made by students' own experiences and imagination with target-oriented learning. Moreover, one of the main aims is to understand the presence of arts and visual culture in general in one's environment and in the society. Through art, students explore aesthetic, ecological and ethical values. The courses help to discover, interpret and value images. One of the aims in teaching is to develop multimodality skills. Multimodality combines writing, speaking, visualisation, sounds, music et cetera (Stöckl 2004:9). Furthermore, students explore different visual cultures and their impact to themselves and to global society (LOPS 2015:236). Important topics in the curriculum are students' own image culture but also visual cultures of the environment and the world of arts. Students have the possibility to give ideas and recommendations to the course syllabus that the teacher can implement into the lessons. Moreover, the teaching in the arts class highlights variety in study environments and study methods. In addition, students are encouraged to try different artistic methods and to freely express themselves. The arts curriculum also encourages to use new technology and media in teaching and

in making images. Finally, the arts curriculum offers ideas to update the methods of study in upper secondary school which will help students also in their further studies after finishing upper secondary school.

The arts course 1, “Kuvat ja kulttuurit” (images and cultures) (KU1), is a compulsory course for every student. The aims of the course are to study various cultural phenomena, processes and methods of arts and image culture. Moreover, students need to use the same methods in order to produce their own work and make independent decisions. In the course students also study their own but also unfamiliar image cultures and analyse current styles of global visual culture in media and in arts in general. Furthermore, students are expected to learn independently and in a group about visual culture and what it means for an individual and what it means in a societal level. Finally, during the course students analyse various artistic pieces from the perspective of a certain work, an artist and a viewer. After completing the course, the student is expected to understand the meaning of visual arts and visual culture personally, societally and globally.

The national curriculum for upper secondary school (LOPS 2015:238) states that the central contents in the KU1 are self-made images as a building block of the student’s identity and as a tool to reflect cultural diversity and update cultural heritage. After completing the course students are also able to understand the impact of their own and others’ images, media and also other environments. Moreover, different meanings in visual art and visual culture are important, which includes the understanding of visual art terminology and image types. Furthermore, central for the course are different visual, verbal and other methods of visual interpretation and topical issues of visual culture. The subject description and its aims in the national curriculum state that versatile working methods and working environments should be encouraged. Thus, the curriculum recommendations make it possible to complete the course as a portfolio which can then be used in the English lessons. Allwright & Hanks (2009:29) state that when learners are making their portfolios, it normally

involves a fixed timetable. In addition, a teacher should provide information about the assessment of the portfolio. A good aspect for assessment in portfolios is that learners are able to show their motivation towards the task in order to achieve a high mark. There is a lot a teacher can assess in a portfolio work, including learning development. Thus, compiling a portfolio of photographs in the arts course supports the aims set for KU1 and the method makes it easy for the arts teacher to assess students' work. The same photographs can later be used in the English lessons with the material package exercises. These aspects make it possible to integrate visual arts and English lessons together.

The new national curriculum encourages cooperation and integration between different subjects. English language and visual arts subjects suit well together since they are both creative and share same course themes, such as understanding of different cultures and multimodalities. One of the central aims for the thesis is to offer ways for students to improve their creativity. Thus it is important to have a cooperation with two subjects that are considered to improve creativity since it can be considered helpful to meet the aims of the thesis. In addition, the visual arts course KU1 can be done as a portfolio assessment which works well with the photographic material package. The portfolio of different photographs done in the KU1 can be used as an image bank in the English course ENA1. Finally, and most importantly, since the adolescents today are a visually stimulated generation, it is necessary for them to be able to understand images. Moreover, they are interested in images in their free time, for example in the social media for communication, and therefore it is a good idea to include images as a way to communicate in language learning which in effect may affect positively to their motivation towards the English subject. The material package helps students to improve their visual literacy and communication skills while making language learning motivating at the same time, which in consequence makes learning more effective. Another important aspect in learning motivation is to enhance students' ability to learn by taking into account

individual differences that students have as learners. These different learning strategies and methods are discussed in the next chapter.

3 LEARNING STYLES AND STRATEGIES

3.1 Learning style preferences

Every language learner learns languages in their own way using different learning styles. Everyone has their preferences when it comes to what learning style to use in order to learn effectively (Dörnyei and Ryan 2015:106). This is also what the concept of learning styles is concerned with. Griffiths (2012:151, as quoted in Dörnyei and Ryan (2015:107) gives four reasons why learning styles are important for language learning. First, he points out that learning styles can have a great impact on learning and making it more effective and enjoyable. Second, learning styles show learners as unique characters instead of a homogenous mass. Third, when they know learners' learning styles, educators are able to use materials and approaches that are particularly effective for that particular learning style. Finally, learning styles help the learners to make learning as effective and enjoyable for themselves as they can.

In this thesis, the main focus is on physiologically based learning styles, visual auditory, kinaesthetic and tactile, also known as sensory preferences. These styles are used by students in processing new information (Dörnyei and Ryan 2015:126). According to Allwright and Hanks (2009:2) it is important to see learners as practitioners of learning and not only as targets of teaching because they are also responsible for the productivity of the language classroom. Allwright and Hanks (2009:5) state that teachers should take it into account that learners are individuals and many learn differently from other learners. They argue that still many of the language learning materials are making the assumption that learners learn the same way. It is imperative to remember that lessons are different for every learner.

Allwright and Hanks also point out that in addition to taking different learners into consideration, it is important to remember that classroom learning is a social event and learners are social beings. There are also anti-social learners but for most of the learners it is fun and productive to learn in a group.

3.2 Visual learning

The most common learning style is visual learning (Dörnyei and Ryan 2015:126). For visual learners it is beneficial if, for instance, a task is in readable form. Moreover, visual learners are good at learning when they can see the text they need to learn. If they are allowed to read the instructions and information, they will recall and apprehend them better. They learn well from a book but they may need to take notes when listening to a lecture or an oral direction in order to remember the information (Wenden 1991:37). Dörnyei and Ryan (2015:126) also points out that visual learners may often highlight text with different colours in order to make important information more noticeable. Furthermore, they can process information better if visual aids are provided, such as films or photographs (Moilanen 2002:28).

According to Gangwer (2009:1), the children at schools now have grown up with computers, television and the Internet and are therefore the most visually stimulated generation in history. He suggests that visual stimulation combined with active learning strategies is the key for successful learning for this generation. According to Gangwer (2009:3), visual learning theory is divided into four groups. *Full spectrum visual literacy* is an understanding of linguistic communication through images and the proficiency to use images in communication. This can be learned by doing visual encoding and visual decoding, which means sharing ideas visually and understanding visual images. *Dynamic translation* is a way of communicating using another form than the original. Learning has especially taken place when a person is able to share thoughts through a new medium. For example, after reading a book a person is able to draw a scene from a book. This approach is present in the material

package's tasks, where for instance a student is asked to choose or take a photograph. Then, the student's task is to write about what is happening in the image, which is communicating in another form of medium than the original. Furthermore, in the material package students are given tasks to depict situations and present them in a photograph and therefore are asked communicate their ideas through photographs. The tasks of this material package are designed to improve students' English learning using the visual learning theory. In the tasks included in the package, the students are encouraged to communicate their thoughts through visual images and interpret visual images.

3.3 Auditory, kinaesthetic and tactile learning

Auditory learners learn by listening to speech and from spoken details (Wenden 1991:37). They are able to recall rules better when they speak out words when learning (Dörnyei and Ryan 2015:126; Wenden 1991:37). They have an advantage to other learner types in lectures and class discussions. Also, talking with the teacher improves learning for the auditive learners (Wenden 1991:37).

Kinaesthetic learners learn best by doing (Wenden 1991:37). They benefit if the learning has physical elements in it. Active participation in classes and role playing helps them to remember new content better. For example, an audio exercise combined with an activity supports their learning of new language rules.

Tactile learners have an advantage to other learner styles when they are able to do something with their hands and touch materials. They can recall information better when they are able to build a model or work with the materials at hand. Also, they can benefit from taking notes when they need to remember information. Physical activities in the classroom can help them to understand new rules better (Wenden 1991:37).

3.4 Group, individual and other learning preferences

Group learners learn better when they do not study alone. They also work better when they are allowed to be in a group. Interaction between others is important to them. Also, remembering information is easier when they can study with other students. The inspiration a group learner obtains from the other members of the group helps them to learn and comprehend new information (Wenden 1991:37).

Individual learners learn best when they are able to study alone. Studying and remembering new information is done best when unaccompanied. They achieve better learning results when they are able to work by themselves (Wenden 1991:37).

Some students are categorized as negligible learners and they usually face challenges when learning in a particular way. Their learning can be improved by using one of their better learning styles or attempting to improve the learning style with which they have difficulties (Wenden 1991:37). This is taken into consideration in the new curriculum. It states that schools need to offer flexibility, help by giving opportunities for more flexible learning, and give support for learning and studying for different learners (LOPS 2015:20).

It is important that all learning preferences are taken into consideration in teaching and that there is support for visual, auditive and kinaesthetic learners. (Moilanen 2002:28). Furthermore, changing learning preferences during a lesson helps in keeping the students focused on the subject. (Moilanen 2002:35). In addition, classroom activities should not consist of only workbook exercises but students need to experiment with different kinds of activities for language learning. (Moilanen 2002:29). To conclude, there are many different learning styles and strategies for language learning. It is important to offer support in the learning material for as many learning styles as possible, since it can have a positive effect on learning if the student can learn the way that is best for him or her. Different learning styles have

been taken into account in the structure of the material package tasks, for instance by including verbal and written exercises, and also exercises that involve physical movement. In addition, the majority of learners are visual learners. Thus, integrating photography and visual images into English language classroom can offer an effective alternative for workbook exercises as well as a teaching method that serves the needs of students with all the learning preferences.

3.5 Individual differences

All learners have individual differences. From a teacher's point of view it is important to understand these differences. The definition for individual differences according to Dörnyei and Ryan (2015:2) is that they are "are characteristics or traits in which individuals may be shown to differ from each other." The biggest individual difference between learners is personality (Dörnyei and Ryan 2015:15). However, Dörnyei and Ryan also points out that in education personality plays only a minor role in individual differences. Nevertheless, personality changes as a learner grows and it can have an effect on learning (Allwright and Hanks 2009:6). In order to achieve the best results in teaching, it is important to treat every learner as an individual and not as part of a homogeneous mass. Every learner has their own unique personality.

Dörnyei and Ryan (2015:30) states that personality research, in fact, has concentrated attention particularly on the specific aspect of introversion versus extroversion. Thus, it can be seen that it is important for language learning and knowing about this aspect can help teachers to improve their teaching. For instance, a study by Wankowski (as quoted in Dörnyei and Ryan 2015:26), argued that extroverts were more effective learners than introverts before puberty, but introverts were able to achieve better learning results after puberty. The most important finding for classroom assignments was that written language is not ideal for extrovert learners.

Instead, extroverts were found to learn a language effectively when an assignment included verbal tasks, for instance conversations. In contrast, introverts may suffer from stress in that kind of situation because of interaction between other people, which can have an effect on their working memory and may result in slower speaking and acting more uncertain than what is normal (Dewale 2004, as quoted in Dörnyei and Ryan 2015:30). Yet, Ehrman (2008) found out that introverts are in fact better at language learning than extroverts (Dörnyei and Ryan 2015:30). To conclude, personality is an important factor for language learning, for instance, both introverts and extroverts should be taken into account when planning tasks. There are different learning styles of which some are better for introverts and some are better for extroverts (Dörnyei and Ryan 2015:31). The material package consists of both verbal and written tasks and is therefore designed to help the learning process of both introverts and extroverts and paying attention to different learning styles and adapting them to the material package. In addition, other individual differences among language learners are also taken into account. They are detailed in the next chapter.

4 IMPORTANT ASPECTS IN LANGUAGE LEARNING

Motivation is crucial for language learning as it is responsible for the learning process not stopping (Dörnyei and Ryan 2015:72). A language learner may have significant language learning capabilities but without motivation to learn, results are poor. Furthermore, according to Hadfield and Dörnyei (2013:1) learner's motivation towards the foreign or L2 language is one of the most important factors in one's ability to succeed in learning the language. Teachers should be aware of how to make lessons motivating in order to achieve successful learning results. Moreover, Lasagabaster, Doiz et al. (2014:1) state that motivation is one of the main elements in second language learning. Directing pupils' interest in learning a language is one of

the key problems, with discipline, for teachers in the classroom. Moreover, Motivation is a major factor which affects students' learning significantly, for instance if learning a second language is felt irritating rather than a way to develop one's language skills, the learning results may be poor (Cook 2016:10). Thus, the attitude towards the second language learning in effect affects the outcome of learning it. One of the main goals of this material package is to motivate students to learn English. Also, positive motivation towards language learning makes the learning process more effective. This chapter sheds light on the motivational methods used in the material package for English as a foreign language learning.

4.1 Directed Motivational Current

One of the most recent theories in motivation is a Directed Motivational Current (DMC). Dörnyei et al. (2014:10) explain it as a long-lasting strong motivation towards a goal or a vision. Moreover, a strong goal and an effective plan to achieve it in order to attain for example a better life quality is typical for DMC. A concrete example of this approach is a student writing his or her thesis in order to graduate and find employment. His or her motivation is increasing constantly as the student realizes that finishing the thesis is possible and he or she has already typed many pages. Another example is an obese person jogging in order to lose weight and live longer. Having jogged for a month the person realizes that she or he feels healthier, which increases motivation towards the goal. Dörnyei et al. (ibid) state that DMC can be adapted to school environment and it can influence students to learn a foreign language who normally do not have motivation for it. Motivational increase can be achieved for example through a class project where students are responsible for the outcome of their assignment and are able to direct and decide the content of the project to their liking. Both the freedom to choose the content more liberally and the interest in the topic can act as a motivational boost during the project. For some, it may even start a longer lasting interest towards learning a foreign language.

Dörnyei et al. (2014:11) refer this to as a motivational drive and it can be attained even in one particular lesson, where a project is divided into smaller segments. The key in this approach is that the students realize that they succeeded in the task better than they first anticipated, which in effect, improves temporarily their motivation on the subject. However, students studying in order to reach a goal in a longer time, for instance studying intensively to become a lawyer and beat the bar, have not gained their motivation by the principles of the DMC theory. In Directed Motivation Current students change their habits and priorities for a short time in order to achieve the goal they are after. After completing the task their routines return to the state they were. However, they may continue studying with a higher motivation even after finishing the task.

Dörnyei et al. (2014:22) argue that DMC has similarities with the flow state, where one is fully focused on the current task and is 'unaware' of time and aspects that are not related to the task. However, they point out that nevertheless flow is more short term compared to DMC, where motivational behaviour remains longer. The settings needed for both flow and DMC are the same including four key elements. Firstly, the task at hand is matched to the person's skill level. It cannot be too hard or too easy. Secondly, the task must provide a beneficial environment for deep concentration and the person's sole target is to complete the task. Thirdly, tasks are made authentic or inspiring and finally, the participants need to feel that they are in control of the activity and their choices affect the result.

Hadfield and Dörnyei (2013:4) state that there are three main sources for motivating the pupil to learn a language. Firstly, self-awareness of the student as a successful language user and secondly positive learning experiences. Both are key elements of the DMC method. Finally, social pressure improves learning as well. The DMC method is one of the major motivational drives of this material package.

Although the DMC method is expected to help in motivating the students to participate in the task, aspects that can demotivate students from participating must also be taken into account. Doiz et al. (2014:118) point out that many EFL teachers find their students lacking interest in participating class activities. Thus, it is important to make the classes as interesting as possible. Dörnyei (2008:29) states that four key elements are important for the teacher's behaviour in order to motivate students. First, it is important to have basic motivational conditions, where the teacher behaves properly and has a good relationship with the learners, the atmosphere is supportive and there are set rules. Second, the teacher should try to make the learners' motivation rise, for instance by improving learners' values and attitudes towards the language they are learning, boosting their expectations for success but also keeping in mind realistic learner beliefs. Also, the relevancy of teaching materials is important. Third, once learners are motivated, it is imperative to keep them motivated. This can be achieved by making learning interesting and entertaining, helping to maintain learners' self-esteem and boosting their self-confidence. In addition, the teacher should try to guide learners towards learner autonomy and help them find self-motivating strategies and engage in collaboration with other learners. Finally, it is preferable to support learners to find a positive attitude towards self-evaluation and provide positive feedback. Increasing satisfaction is also important and can be implemented, for example, by grading and rewarding in an inspiring way.

The teacher's behaviour in the classroom is very important as it can affect learners' behaviour. Dörnyei (2008:34) points out that if the teacher does not care about the learners or the class and the students are able to see it, it is the best approach to make the students feel demotivated. This, a teacher's mental absence, usually affects the whole class, even those who are keen on learning. Therefore, the teacher should always make sure that he is committed to teaching and helping students to learn. In order to perceive the teacher as committed, learners should feel that the teacher is offering concrete assistance and help as soon as help is needed. Also, offering

individual meetings with students to explain things and expressing concerns when there are difficulties in learning help students to feel motivated. Furthermore, tests and tasks should be handed out punctually and giving information about relevant or interesting topics help in motivation. Allwright and Hanks (2009:6) state that all learners should be treated as 'serious learners' even if they do not act like it in the classroom. As mentioned above, classroom learning is a social event and if a learner seems to lack motivation, she or he may be eager to learn but be afraid of showing it due to social pressure inside the classroom. Therefore, it is wise to think of every learner as a learner with motivation. In addition, Johnson (2013:8) points out that it is important that the learner thinks positively about the native speakers of the language one is learning. Negative attitudes towards native speakers may hinder learning dramatically. Attitudes at home are also very important in boosting one's language learning. Parents' interest towards their child's foreign language learning helps to motivate the child.

Yet sometimes, no matter how well the teacher is trying to motivate learners and take different aspects into account, challenges in doing so may arise. Ushioda (2014:37) states that if a learner achieves bad results from tests, it can cause the learner to become demotivated to learn the language. Nevertheless, for some, it can be a motivating factor too, where the learner does not want to repeat the bad score and tries to improve his or her skills. Moreover, in the centre here are learners' reasons for bad performance. If the learner's lack of preparation is the reason for the bad result, the learner may indeed feel more motivated but if the learner thinks that he or she is missing the skills to master the test, the increase in motivation is probably smaller. This material package takes the above mentioned aspects that can affect motivation into account in grading. One of the purposes of this package is to motivate the students to learn more after they have completed tasks from the package. Another aim for the material package is to provide exercises to students that are fun, creative and stress-relieving. That consequently will motivate to learn a language.

4.2 Aspects that may affect motivation in language learning

4.2.1 Autonomy

The current trend in teaching is to make students more autonomous in learning but this has also gained a lot of criticism during this century and polarized discussion. The definition for autonomy is being able to learn by oneself (Benson 2010:2). For instance, distance learning where a learner studies at home, self-instruction and out-of-class learning are good examples of autonomy. Positive impacts of this approach are that the learning of a language becomes more successful. Furthermore, autonomy provides students with better skills of critical thinking and develops understanding of responsibility (Benson 2010:1). A typical misunderstanding of this theory is that students who learn in autonomy actually learn in 'quarantine' because no traditional teaching is involved. Furthermore, autonomy is frequently thought to be essential for learning certain skills and techniques. However, autonomy is a versatile approach of learning a language, not a narrow style of teaching and learning.

The theoretical background for autonomy has three main points. First, the idea of autonomy is behind the fact that learners want to manage their own learning. Furthermore, as each student and learning situation is different, so is autonomy and it can vary according to different situations and their features. Second, autonomy can be learned in the right circumstances. However, since it cannot be learned in the traditional meaning of 'learning', fostering autonomy is the preferred form for autonomous learning (Benson 2010:124). One main criteria for autonomy is the possibility to have occasions where taking control over learning can be achieved (Benson 2010:2). Planning lessons to support these occasions has an impact on learners' capability to learn autonomy. Finally, when autonomous learning is included in the teaching of language, language learning becomes more effective. Nevertheless, for instance in a lesson where the teacher has planned to use an autonomous approach, it is essential to understand that students do not

automatically start acting autonomously. In addition, a great way to foster autonomy in the classroom is resource-based learning. Resource-based learning highlights the learner's independence and influences skills important to autonomy that are for example self-sufficiency and self-motivation. Furthermore, resource-based learning helps learners to have more opportunities which can boost autonomous learning (Benson 2010:141). Resource-based learning is important for this material package because photographs are the main resource and students are able to take the photographs independently and choose what kind of photos they want to take fitting the given criteria of the tasks. Thus, by offering a chance to involve students in the choosing of their study resources, it can improve their interest towards the task and boost their motivation, which is one of the aims that the material package aims to achieve through resource-based learning.

Olkinuora et al. (2006:43) state that enjoying the studies is important because it especially affects motivation; it can offer good stimuli and shape and guide one's motivation. Furthermore, a student's ability to self-instruct is also important in order to maintain a meaningful relation to studies and in succeeding in them. Olkinuora (1983:18, as cited in Olkinuora 2006:43) describes enjoying the studies and the relevance of studies as follows: Aspects that students face in their studies and language expression which are included in those aspects, tasks and activities should feel relevant to the student. Secondly, feeling that the student can have a control over his or her studies is important in order to develop as a student. In short, enjoying the studies is a combination of both relevance and controllability of studies. Thus, the material package aims to offer good stimuli for self-instruction and motivation because of their importance to language learning.

4.2.2 Learning disabilities

Learning disabilities such as dyslexia are very common (Moilanen 2002:7). As mentioned earlier, learners are all individuals which needs to be taken into account when addressing a learning disability. This chapter lists the most common challenges for dyslexic in the classroom and helps to understand how to make learning easier for students who face these problems. In addition, these methods also help and make learning easier also for those students who do not struggle with learning a foreign language. The new national curriculum acknowledges that learning does not occur at the same speed with every student and, thus, support if needed, must be provided (LOPS 2015:113). One of the support measurements is for instance differentiation where a student's individual needs and differences are taken into account (LOPS 2015:13). Exercises can be adjusted according to a student's skill level. Since dyslexia is a common learning disability affecting English learning and students may need differentiation in the classroom because of being dyslexic or because other learning disability, it is important to understand how they learn the best.

When there are no cognitive disabilities diagnosed, a student may have dyslexia when she or he has not learned to read and write as would be expectable for the age group in question (Moilanen 2002:11). Dyslexia means for instance, that the learner has several reading and writing mistakes and a slow or rushed reading style with different problems of understanding the meaning of what the learner has read. Furthermore, Writing is slow and not automated and foreign language learning is challenging. According to Hintikka & Strandén (1998:20, as quoted in Moilanen 2002:11), 5-15% of the Finnish population are dyslexic and 15-20% of students in basic education face challenges when learning a foreign language. Often a dyslexic student is a visual learner or a kinaesthetic learner who learns by doing. Thus, the exercises in the material package are good for them since they involve many visual exercises and active participation in the classroom. In addition, dyslexic students

can be very fluent in oral production and be creative which can help when doing the material package exercises.

5 PHOTOGRAPHY AS A LEARNING TOOL

5.1 A brief history of a photograph

The photograph is only about 150 years old (Howells and Negreiros 2012:184-185). Before, we only had paintings. In fact, a photograph is also a painting. However, instead of using paint in order to 'draw', a photograph uses light for that purpose. Two invention skills had to be improved before the first photographs could be taken: physics for taking the actual photograph, and chemistry to keep the image in good condition after taking the photograph. Already in the 10th century it was known that a dark room with a small hole would have an effect of a real time image of the sight outside appearing upside down on the opposite surface of the hole. By the 1500th century, lenses were invented to improve the image quality and the image appeared the right way on to the surface. However, the most important discovery was made over two hundred years later by Johann Heinrich Schulze in 1727, who learnt that some of the silver chemicals turned dark when in contact with light - these chemicals were photosensitive (Howells and Negreiros 2012:184-185).

The first photograph that survived was taken by Joseph Nicéphore using a metal plate and exposing it for eight hours. He later replaced metal with glass for better results but it was his business partner Louis Jacques Mandé Daguerre, who greatly improved the process of taking a photograph by reducing the exposure time from eight hours to less than a minute. In addition, the photo quality was improved significantly with time. This was made possible through Daguerre's invention daquerretype, which according to Howells and Negreiros (2012:185), "took the form of a highly polished layer of silver on top of a copper plate. It was sensitized with

iodine to create a silver iodide surface. The plate was exposed in a camera, developed in mercury vapour and fixed in a salt solution before the whole thing was dried". Hence the short exposure time, the invention of daquerrotype made it possible to photograph people. There were over three million daquerrotypes by 1853, for the first time, those unable to pay for painters for portraits, were able to afford to make a portrait which they could make themselves (Howells and Negreiros 2012:184-185).

5.2 Photography and learning

When compared to verbal languages, photography perhaps is not often perceived as a language. However, photography can be considered a visual language where the words are replaced with signs and that has the same purpose as any language – to communicate a meaning. When reading a photograph, it provides a different meaning depending on the viewer; the meaning of the photograph can be interpreted differently based on the cultural background and prior experiences of the viewer (Moran & Tegano 2005). In education research, photography is used to let the students tell their own story and give them a voice (Yates 2010) and thus this method can be effective also in language teaching – through photography, the students can tell stories and communicate meanings to the teacher or the other students. As photographs can be interpreted in a number of different ways, discussing photographs in classrooms offer the students the opportunity to communicate and share their own interpretations with others. Furthermore, visual images can be understood as a language through one can communicate and send messages to another. (Gangwer 2009:2). Because visual images are constantly increasing in the world it is important to be able to understand this visual literacy.

Furthermore, as today taking photographs and sharing images is easy, the students are constantly exposed to visual symbols. Therefore, it is important for the teachers to include other forms of literacy and communication in the education than only

traditional literacy with printed text (Seglem&Witte 2009). Moreover, for students who face difficulties in connecting abstract and concrete thinking, visual images can be a helpful tool. The most common reason for teachers not integrating visual arts into language teaching is that they are afraid of it being too time consuming leaving less time for developing reading and writing proficiency (Flood & Lapp (1997/1998). In addition, according to Erstad (2011:99), there is a great difference in how different generations use media. For the current young generation, born after 1990, digital media is not a new phenomenon, it is something that has been always available to them.

According to Monroe (1993) photography provides a way to learn about culture and the relationships within the culture. Furthermore, in a study where internet use and its effect to language and culture integration were studied, Osuna & Meskill (1998) found out that using photographs in language learning led into more positive perceptions towards cultural learning and therefore, integrating photography into English teaching may motivate the students to get interested in the cultural aspect of the English language. Furthermore, some of the activities in the study let the subjects choose freely what to photograph, which gave them the possibility to discover what is important for each individual and what they want to highlight in their images. This mental stimulation activity gave them a chance to be creative while they captured the cultural environment they were living in with the camera.

According to Gangwer (2009:2) 65 percent of students are visual learners and photography is an important motivational instrument for every student when they learn. It is a language spoken all over the world which everyone is able to understand (Gangwer 2009:18). Students like to take photographs but normally they do not know the rules for the photograph to be artistically correct, for instance, where to position the sun in relation to the lens of the camera or ask persons in the photograph to pose in order to make the photograph more interesting. This, however, as Gangwer points out, is a positive feature since not knowing the rules of

photography makes the photograph more authentic and thus the communication is more authentic. Photographical exploration improves students' communication skills and sometimes students are not aware of the fact that every time they take a photograph they are, actually, communicating. (Gangwer 2009:19). To conclude, taking photographs is part of visual learning but in addition, so is for instance written assignments and text producing. Visual learning is an important aspect that needs to be taken into account in language learning since it provides various benefits for creativity and communication skills learning.

5.3 Multimodality

Multimodality combines writing, speaking, visualisation, sounds, music et cetera (Kaltenbracher et al. 2004:1). Stöckl (2004:9) defines multimodality as "communicative artefacts and processes which combine various sign systems (modes) and whose production and reception calls upon the communicators to semantically and formally interrelate all sign repertoires present." Furthermore, Jewitt et al. (2016:1) define multimodality as "we make meaning in a variety of ways". For instance, a normal conversation depends on body language and gestures and our visual mode needs to be active in order to communicate fluently. Visual mode is needed also in written language where it is combined with images. Technological developments are changing our way to communicate and, for instance, in the media multimodality is no longer so easy to ignore especially in written and visual communication. Furthermore, Kress (2010:5) argues that despite the fact that images have been present in our culture longer than writing, the increasing current interest in multimodality is due to the development of communication technologies and globalization making people more connected than they have ever been before. Usually various ways to communicate combine other modalities and they do not appear alone. For instance, photographs often appear with texts and a person speaking typically uses gestures too (Jewitt et al. 2016:2-3). Thus, to summarize, multimodality involves the use of various semiotic resources

which have both potential but also limitations. Multimodality's purpose as a field study normally is to understand the various ways of how a person is using different resources for meaning making. Therefore, multimodality is an important part of this thesis, since one of the material package's aims are to communicate and use multimodality as a tool to help communication through images. Multimodality is a valuable tool in interaction in the classroom too, for instance in student presentations, where images can, for instance, help the presenters to make a point to the audience. In addition, since visual literacy skills are contemporary and important, students are encouraged to think critically of the flooding visual imagery and understand the power of a message that a photograph can send.

6 FRAMEWORK FOR THE MATERIAL PACKAGE

6.1 Aims and methods

The aim of this material package is to offer a new and motivating way to teach and learn English through taking photographs and helping students to be more creative. The guidelines for the material package follow the new national curriculum which came into effect in 2016 autumn. This material package encourages the students to get up from behind their desks and walk around, and aims to motivate them to work as a group and have fun together using English.

Language learning is a combination of many aspects and thus, this material package has been designed to take the most important aspects affecting language learning into consideration and offer tasks that will take all the students with their individual differences and learning styles into account in the classroom. Moreover, since the students' environment is visually stimulated and taking photographs is made easy, it is recommendable to integrate that action into language learning. A further aim of

the material package is to offer enjoyable tasks for the students that will help them to get motivated to learn the English language and cultural aspects relating to English language. The most relevant features have been discussed above. The primary objective of this material package is integrating language learning with taking photographs in order to get better language learning results and motivate student to learn in a new way. The material package also integrates learning with the visual arts course KU1, since it can have a positive effect on learning and the new upper secondary school curriculum encourages integration between subjects.

Since both ENA1 and KU1 courses are compulsory for all students studying in Finnish upper secondary schools, it involves everyone. Before using the material package in the English lessons, students need to make a portfolio in the KU1 course, which contains images students have taken themselves. The themes of the images follow the course guidelines and topics. Later, students can form a portfolio of the images they have taken and the visual arts teacher can assess it.

6.2 Target group and themes

The target group of the present material package are the Finnish upper secondary school English students who are attending their compulsory courses of English and who have already attended or are going to attend the compulsory KUV1 arts course. This material package is designed to be used during English lessons. However, it can be adapted to lessons of other languages as well. The package is constructed around the themes of the compulsory English course 1, which has similarities with the visual arts course KU1, for instance in themes such as cultural diversity, global phenomena and understanding multimodality. Furthermore, one of the central aims of the KU1 course is to build identities through self-images and to learn how images can influence and have an impact on different aspects, for instance in one's personal life or on a global level (LOPS 2015:215). This theme is also covered in the material package. The themes of the material package follow generally the topics of the

course. The former national curriculum (LOPS 2003) provided more specific guidelines for the course topics than the current one (LOPS 2015). However, most of the English course book series, for instance Insights 1 and On Track 1 which are designed according to the guidelines of the new curriculum share the same chapter topics with the old curriculum, for example, English United and Open Road series, which were designed following the guidelines of the previous national curriculum. Thus, this material package also uses some of the topics that are common for all the books and fit the guideline criteria of the course ENA1. Topics in the material package relate to social skills needed in everyday life and in traveling situations, for instance friendship, student exchange, social life and telling about your family.

6.3 Types of tasks in the material package

Since the main focus of the material package is to be a resource bank which can be used during the course and offer a different approach to traditional foreign language learning, the emphasis is on the photographs and in the tasks related to them. Students are able to choose photographs they themselves or their peers have taken in the visual arts course, which in their opinion represent the theme of the lesson and the task. Alternatively, photographs can be taken during the English lesson or the students may be given an assignment to take photographs outside of school as homework. Using images from the internet is possible too.

The material package includes both written and oral tasks centred around photographs/images selected by students. Furthermore, the tasks include individual, pair and group work and also exercises that need to be done at home. A typical task is, for instance, an exercise where the student first takes a photograph that relates to his or her hobbies. An alternative method is to choose a photograph from the students' image bank or searching pictures using the internet. Next, the student can discuss the photo in a group inside the classroom and homework can

be, for instance, that the student needs to write a short text about the image in the same way as is typical for newspapers. The guidelines for the exercises are not strict which helps the students to use their creativity. Moreover, Allwright and Hanks (2009:6) point out that many of the language learning materials have a tendency to dictate precisely what the learner need to do, for example, when and how to do tasks. This, however, is not always the right approach since the serious learners need to learn to make independent decisions as well.

The exercises are a versatile tool for the teacher to teach English. The material package is divided into topics that fit to the course curriculum, which states that the main themes are for example typical situations where one may need to use English, different aspects of an adolescent's life and studying. Those themes are covered in material package topics for instance in 'Tell about yourself', 'Me as a language learner' and 'Awesome places' (Appendix 1). Each topic includes a warm-up, written and oral exercises. The teacher does not have to use the package in every lesson. Instead, the teacher can for instance use one exercise from topic 1 as a warm-up exercise, in another lesson give homework from topic 3 and in another lesson ask students to present something to the class from topic 5. Furthermore, the students can also spend the whole lesson by doing activities based on a theme of the material package. The teacher has the freedom to use the package as she or he sees fitting. Furthermore, a teacher's guide is provided with the material package which gives hints and recommendations for the exercises and explains how to present the exercise to the class. The new curriculum does not have a set standard for teaching and various methods can be used which help in teaching students as individuals. Moreover, Allwright & Hanks (2009:9) state that if we standardize teaching, we are treating learners as one and suggesting that they are all the same. This gives the false impression that teachers should find the one top teaching method that will work in all situations around the globe.

6.4 Theoretical framework in the material package

This chapter explains how the theoretical framework can be seen in the exercises of the material package (appendix 1). For this purpose, topic 1 of material package is used and its exercises are analysed.

The first topic of the material package is *Tell about yourself*. According to LOPS (2015) the themes in ENA1 consist of aspects that relate to studying, adolescent life in general and in language use situations. Hence the topic was chosen since it is a good way to meet the criteria of the above mentioned aspects. The first exercise of topic 1 is a warm-up task where students are able to think about the theme in question and choose a picture that they find interesting and like. It is good for a warm-up since it is not too demanding. No earlier knowledge is needed. This approach is especially helpful for visual learners since images are involved, and for kinaesthetic and tactile learners since they best learn by doing. The second task continues the warm-up section of the topic. In the second exercise students are expected to form groups and talk about the photos they have chosen and explain to other group members the reasons why they chose them. This exercise takes kinaesthetic and tactile learners into account but also auditive learners since the exercise is done orally. This can be seen in the third exercise as well where students are expected to present the photographs they have chosen to the rest of the class.

The material package takes different learning styles into account. Therefore, the fourth exercise of topic 1 is good for all learners but especially ideal for those who are more keen on written tasks and visual learners because they are expected to write a short essay about the photograph they decided to choose. Moreover, when students are able to choose the photographs they like and want to use, it can lead to increased motivation towards the task and language learning. This is in accordance with the principles of directed motivational current, where students are responsible

for the outcome of the task and are able to choose the content of the task to something they are interested in (Dörnyei et al. 2014:11). Moreover, a personal interest can trigger the launch of the DMC which can lead to increased motivation. (Dörnyei and Ryan 2015:99)

Gangwer (2009:1) states that we will move from text-based towards image based culture and that images are a great way to communicate. Also, the importance of being able to understand the meanings in the images is constantly increasing. Therefore, the material package tasks are designed to help students to learn English and visual language. Therefore, taking photographs is essential in many tasks and in every topic of the material package. This is a good way to learn for all learners, but especially for visual learners. Also, students are able to choose an image from the internet instead of taking one themselves. This provides them flexibility for choosing an image with a visual message. Furthermore, in addition to visual communication learning, the material package offers also great opportunities for verbal communication in English in the classroom with tasks where students need to discuss a topic related to a theme of the lesson. For instance, the second exercise from the first topic: "Form a group and introduce yourself to the group. Tell about the image you have chosen to your group mates and explain briefly why you chose it and what it tells about your personality or interests." These kinds of exercises are very communicative and help students to develop their communicative skills.

All of the exercises in the package require only small teacher involvement, mainly when instructing the exercise and in wrap-up. The rest of the time during the lesson the teacher is able to observe and help the students, which in effect boosts students' autonomy. Autonomy and DMC work well together since autonomy helps students for instance to improve their critical thinking and making language learning more successful. Thus, students are understanding that they are responsible for their learning, which is typical for DMC. The material package offers support to autonomy and DMC in the tasks, for instance by giving the students the opportunity

to choose what they want to photograph and present to other students. The images should be connected to the topic but it is the student's responsibility to choose how she or he does it. Moreover, there are no strict guidelines that would restrict their creativity. Instead, because there are many possibilities to do the task, the student is able to concentrate fully on the task at hand and make it motivating for him or her. Furthermore, many of the tasks can be done independently and the student knows that she or he is responsible for the outcome of the task. The tasks of the material package aim to help the student to realize that the tasks are first of all enjoyable, but most importantly, achievable. This, in turn, increases their motivation, which is the core idea for DMC.

7 DISCUSSION

As previously discussed in the preceding chapters, each student is an individual and students vary in learning strategies as well as in their learning preferences. It is important to adopt methods of teaching in the classroom that serve the needs of each student. For visual, auditive, kinaesthetic and tactile students, English language learning through photographs can be an effective way to learn and even more importantly, to get enthusiastic about learning English.

Some students prefer studying alone whereas for some students group assignments can enhance the learning results. The present material package includes tasks, which can be done either individually or in groups to serve the needs of both individual and group learners. The tasks designed for the material package aim to improve students' ability to tell stories through images. As stated by Gangwer (2009:1) the adolescents of today have been visually stimulated throughout their lives and it may be an effective way to enhance English language learning to adopt these visual methods to the classroom.

Almost all of the adolescents studying in upper secondary school have their own smartphones (Statistics Finland 2015) which have built-in cameras and thus, including photography in language learning is easy. In addition, many schools have equipment for photography, which the students can use. As taking photographs and documenting everyday life with one's own smartphone can be considered a current trend, this may also motivate the students into language learning. Furthermore, "photography is the language of the twenty-first century and being able to think critically about and analyze photographs is an essential twenty-first century literacy" (Bogre 2015:3).

As pointed out by Ken Robinson in the Ted Talk (TedTalk2006), the schools are killing creativity among their students, which is controversial because it seems that creativity is the key quality that will be valued in the future work life. Taking photographs is considered to be creative and I, as a teacher, want to help students to be creative and develop their creativeness. This material package is an efficient way to do it. According to Frey and Osborne (2013:38), 47% of all the jobs in the US are at risk of being automated in the coming decades. Finland might face the same situation. Thus, it is important to motivate people to be creative, since creative jobs are harder to be replaced by robots and artificial intelligence.

To conclude, Finnish teenagers seem to use social media with their smart phones on a daily basis. This action often includes taking photographs of different situations and sending and telling about it to their friends. Thus, since this kind of behaviour is already very familiar and considered a joyful act among adolescents, this approach should be applied into teaching English. Furthermore, according to Sajavaara (1999:76) it seems to be easier for the language learner to learn languages in an authentic environment than in a classroom. It does not mean that classroom teaching is not successful but it is important to add authenticity for example in the tasks, in order to increase learning. Thus, since students already take photos in their

free time this kind of approach is advisable in the classroom as well. In addition, although taking photographs has never been easier and analysing them is considered an important skill, some students may still not be familiar with the technology. This material package encourages the whole class to take photos and explains the technology of how to do it properly. Finally, this kind of approach is something new for students and may activate also the students that are not normally active participants of English classes but also motivate those students who like studying English. The material package's exercises can be divided into warm-up, written and oral tasks. It is a versatile tool to teach English in a contemporary and motivating way. Finally, the material package develops many essential skills needed for language learning: listening, writing, speaking and reading.

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APPENDIX 1: The Photographic Material Package

1. Tell about yourself!



Exercise 1. Choose a picture from the image bank that you have made in visual arts course or take a photograph now that portrays your life, e.g. hobbies, friends, places you would like to visit or other interests, etc. This can be your own photograph from the image bank or one of your peers'. Time: 10 mins.



Exercise 2. Form a group and introduce yourself to the group. Tell about the image you have chosen to your group mates. Explain briefly why you chose it and what it tells about your personality or interests. Use English. Time: 10 mins.



Exercise 3. Choose one photo that you will present with your group to the class and build a story behind it, if you do not want to use your own. Also, share with the class what the picture tells to the viewer. Time: 15 mins



Exercise 4. Write a paper as homework (apprx. 150-200 words) where you explain how the photograph is connected to your world, what kind of message it tells and why you chose it.

2. Me as a language learner



Exercise 1. Create a story about yourself as a language learner using only photographs. Include in the story your starting point as a learner, where you are now and where you want to be. You can be creative. You can choose photos to resemble your difficulties, achievements and memorable moments in your language learning path. You can also team up and do this in pairs. Time: 15-20 mins.



Exercise 2. As homework, prepare to present your story to the rest of the class in English. You can use Powerpoint or other visual aids in your presentation. Approximate presentation length 3-5 minutes.



Exercise 3. Choose a photograph from the image bank or take one before the class. The theme in the photograph should be a situation where English is needed. Then, in small groups (3-4 persons) share your images and talk about the situations where you expect to need English. Discuss in your group what is happening in the photograph. For example, who are the people in the photograph and what are they doing? What do you think the language being used is and do they perhaps use a dialect? Do you think learning English is beneficial? You can also think what kind of strategies can help you in learning English. Time: 15 mins.



Exercise 4. Sum up the thoughts you had in your group and write them down individually as a homework (apprx (150-200 words). Be prepared to share them in the next lesson.

3. Awesome places



Exercise 1. Choose a photograph of a place where you would like to visit from your own image bank or by using online sources. It can also be place where you have already been. Discuss in small groups where your place is and why you would like to go there. After discussion your group needs to discuss and agree on one place where they want to go as a group. Each group will present their favourite destination to rest of the class. Time: 15 mins.



Exercise 2. In a group, come up with a situation that might occur when you are traveling. Stage a scene with your group and take a photograph of it. For example, your group could take a picture of a situation where you do not know where you are and you are asking a local person for advice. Then, let the rest of the class try to guess what is happening in the picture. Time: 20 mins.



Exercise 3.

Choose a photograph of a place that is not your own and write a short explanation (100-150 words) of why you want to visit/do not want to visit the place in the photograph.

4. Hobbies



Exercise 1. Take a photo or choose one from your image bank or from an internet page that is somehow linked into your hobby or hobbies. It can also be a photograph of something that you would like to do as a hobby. Time: 10 min.



Exercise 2. In small groups, tell other members of your group about your hobby and the photo you have chosen and how it is connected to your hobby. What does the photograph tell about your hobby? Find out in the group if you share same hobbies or if you would like to try a hobby of a group member? Time: 15 min.



Exercise 3. Choose an interesting photograph that resembles a hobby. It can be your own, one of your classmates' or from the internet. As homework, write an essay why you find that particular photograph interesting and about the hobby it pictures. Would you like to try that hobby, for example, if it is not one of your pictures? You can for instance explain what is happening in the photograph.

5. Rock and roll!



Exercise 1. What kind of music do you like to listen to? Do you have a favourite artist or band? Take or choose a photograph of a band, an artist or genre that you really like and choose also a photo of a band, an artist or genre that you are not that familiar or do not like that much.

Time: 10 mins.



Exercise 2. Discuss the photos you have chosen in small groups and give reasons to other members. Why you chose that photo? Comment also on your group members' photos and what you think about them.

Discuss together what happens in the photographs. What kind of emotions do they make you feel? Choose two photographs with your group and prepare to present them to the rest of class and share your opinions about them. Time: 15 mins.



Exercise 3. Choose a photo from a concert that you have been listening to or find a concert photo online that you wish would have been present. Write an essay (200-350 words) and give reasons why that photograph of a concert is special and what it means to you. Describe the atmosphere and what is happening in the photo.

6. Face it!



Exercise 1. Facial expressions can send strong messages or mild hints. Take a photograph or choose one from your image bank or from online of a face that in your opinion sends a message, for example a feeling.

Time: 10 mins.



Exercise 2. Discuss in English in small groups about the photos each one of you has chosen. In what kind of situation do you think the photographs could be used or have been used? Can they work for example, in the news article or in an advertisement? Choose one photo with your group and prepare to share your idea of where you would use the photo and for what purpose to rest of the class. Time: 20 mins.



Exercise 3. By using online sources. Find out about facial expressions in different cultures and summarize how do they differ and what is similar? Write a summary (200-300 words) of your findings.

7. Me and social media



Exercise 1. Choose a picture from social media or from your image bank you have made in the visual arts course. It can be about anything, your own photo, a photo from someone you follow etc. You can also take a photograph that you would like to publish in social media. Time: 10 mins.



Exercise 2. Prepare a 3-minute presentation about your chosen photograph. In your presentation, give reasons why you chose the photograph and what it tells about the person who is in the picture. You can for instance explain what is happening in the photograph and what kind of feeling you get from it.



Exercise 3. Write an essay (300-350 words) about social media and photographs in social media. Can you find any similarities in the typical photos that are published in social media? What are the pros and cons in your opinion about social media?

8. What is the text about?



Exercise 1. Find an article from a newspaper or from online sources with a photograph and that you find interesting. Take a photograph or screenshot of it. It can be about anything, politics, fashion etc. Time: 10 mins.



Exercise 2. Share your findings with your group (3-4 persons). Why you chose that article? Does the photograph make the article more interesting? What kind effect does the photograph have on you? Would you have a different opinion of the article if there was no photograph included or if it were different? Time: 15 mins. Inside each group, choose one article and prepare to tell about it to rest of class. Time: 15 mins.



Exercise 3. Think about ways how a photograph can affect your opinion in a news article. You can use questions from exercise 2 for help. Do you agree that a photograph can have a strong impact in a news article? Give reasons if you agree or if you disagree. You can use a news article you can find as an example to make a point.

APPENDIX 2: Teacher's guide for material package exercises

These exercises are designed for students in the upper secondary school studying English in the English course ENA1. The exercises are based on the theoretical framework of the master's thesis which suggested that photographs are a great way to improve language learning. The main methods in the material package are communicative language teaching, learner autonomy and task-based teaching. The material package offers a different approach to language learning from traditional classroom activities. The main focus is on taking photographs and communicating about them with other students and the teacher. The idea of the approach is to motivate learners with fun and interesting exercises since motivation boosts language learning. In addition, the exercises have been designed to take different learning preferences into account. The package is for instance suitable for auditive, visual and kinaesthetic learners.

The exercises consist of different themes that are easy to integrate to course topics and course syllabus. The package's main idea is to be used as a material bank where the teacher can choose an exercise that fits well for a certain class. Yet, it is possible to use the whole class for one chapter of the package's exercises if time permits. This material package was also designed to work in integration with the visual arts course KU1 but it can be used also purely for English lessons without cooperation with visual arts. In all exercises the teacher mainly observes and helps if needed. The students act autonomously.

The main focus is in taking and investigating photographs. Students can also find photographs from online sources. Different learners are taken into account in the material package's exercises. Photographs can be talked about in English in groups and be written about or themes associated with photos at home. Exercises where students can present their ideas of the photographs in front of the class are also included.

The exercises are divided mainly into three categories: warm-up exercises, group and verbal exercises and homework. Each exercise type has its own symbol for easy recognizing from different exercise types in the material package. The symbols and exercise types are as follows:

Different types of exercises



Warm-up

Warm-ups are great exercises for starting the lesson or for entering into new theme. The exercises do not require intense thinking or learning but they activate every student. Moreover, the aim is to get the students to be aware of the new topic and to think what that specific topic includes.



Group/verbal exercise

These exercises let the students share their ideas and thoughts about the topic in question. They communicate verbally in English in small groups and everyone is involved. The teacher can circle around the class, observe and help. The teacher can ask questions about the topic students are discussing if it seems that there no conversation in the group.



Written assignment/homework

Written assignments are meant to be done as homework. It is recommendable to do learning activities in the classroom that cannot be done alone at home. Therefore, after the topic has been discussed in class and thoughts have been shared, students can deepen their understanding of the topic at home by writing small texts. Teacher reads and assesses them later.



Presentation

Most of the exercises done inside the classroom are group exercises but in some topics there are also presentation exercises. Students are able to improve their presentation skills with the presentation exercises.

NOTE: All the exercises can easily be adjusted as the teacher sees fit. For example, if the time is limited or students may need more time for an exercise, it can be adjusted differently with each class. Or if a group exercise would work better for a certain class as an individual exercise, it can be changed and vice versa. Also, a written assignment can be used as a conversational group assignment instead of written homework. The material package offers multiple choices of how exercises are done for different groups and is an ideal learning tool for English language learning.