

SELF-EFFICACY INTERVENTION

A material package helping build pupils' self-efficacy beliefs in language learning while teaching language use in specific operational environments similar real-life situations

Thesis Section

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| <p>Tiivistelmä – Abstract</p> <p>Tämän aineiston tavoitteena oli tuottaa englanninkielen opetuksessa käytettävää lisämateriaalia suomalaisten 8. luokkalaisten minäpystyvyyssuskomusten kehittämiseksi englannin kielen opiskelussa.</p> <p>Käsitteenä minäpystyvyydellä tarkoitetaan ihmisten kykyä hahmottaa oman toiminnan vaikutuksia ympäristöön. Minäpystyvyyssuskomusten kehittyessä ihmisten on todettu auttavan ihmisiä havaitsemaan oman toiminnan ja sen muokkaamisen suhde ympäristöön ja sen muuttamiseen ja oman elämän hallintaan. Minäpystyvyyttä pyritään kasvattamaan arvioinnilla, itseohjautuvuuden ja itsearvioinnin työkaluilla, onnistumisen kokemuksilla, sekä jaeuilla kokemuksilla onnistumisen arvioinnista.</p> <p>Minäpystyvyyssuskomusten kehittäminen valikoitui tavoitteeksi materiaalille koska minäpystyvyyden on todettu vaikuttavan ihmisten toimijuuteen ja käyttäytymisen mukautumiseen. Uskomusten on todettu muuttavan ihmisten toimintaa tavoitteellisemmaksi ja auttavan ihmisiä työskentelemään sinnikkäästi ja pitkäjänteisesti suurten päämäärien saavuttamiseksi. Minäpystyvyyssuskomukset myös auttavat ihmisiä kohtaamaan epäonnistumisia ja arvioimaan oman työskentelynsä vaikutuksia tehokkaammin. Näiden vaikutusten katsottiin hyödyttävän oppilaita myös englannin oppimisessa.</p> <p>Toimijuus ja oman työskentelyn kehittäminen ja arviointi oli myös otettu uusimpaan opetussuunnitelmaan kasvatuksen tavoitteeksi, mikä myös osaltaan vaikutti materiaalin laatimisen tavoitteiden suuntaamiseen. Toimijuus mahdollistaa myös oppilaiden oman toiminnan ohjaamisen kehittymisen, jolloin opettajan on mahdollista keskittyä yksittäisten oppilaiden työskentelyn ohjaamiseen suurissa ryhmissä. Tämän vuoksi on tärkeää valmistaa materiaaleja minäpystyvyyssuskomusten kehittämiseksi, mikäli pelot oppilasryhmien kasvamisesta toteutuvat. Paremmin itseohjautuvat oppilaat pystyvät toimimaan itsenäisemmin, jolloin opettajan huomio ohjautuu sitä tarvitseville.</p> <p>Materiaalin keskeisistä tehtävistä järjestettiin pilottihanke, jonka löydökset olivat lupaavia. Oppilaat työskentelivät itsenäisesti ja innostuneesti. Myös oppilailta saatu palaute kokemuksista oli lupaavaa.</p> | |
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1. INTRODUCTION

The most recent Finnish National Core Curriculum has set Finnish basic education pupils' becoming more agentic learners as one of its goals. Research has also shown that group sizes are trending upwards and groups sizes are on the up. For teachers to be able to educate and evaluate larger groups sizes and to achieve the goal of more agentic learners, pupils have to be helped to become more agentic in achieving the learning goals they have been set. This thesis aims to provide a material package which in turn aims to do so. The package itself is a pair of interventions to be used on grade 8 in Finnish EFL classrooms. The package aims to change the agentic behavior of pupils by building on their self-efficacy beliefs, which have been shown to help people with phobias to overcome them (Bandura, 1997) and to be characteristic of athletes predicting persistence with the field of sports (Moritz;Feltz;Fahrbach;& Mack, 2000). As the use of the material package seemed promising in the pilot experiences for ninth graders, the age group of 8th graders was chosen as the target audience to change their behavior earlier on and to help them achieve more during the remainder of their basic education.

The present thesis describes the core concepts of self-efficacy as regarding to Albert Bandura's Social Cognitive theory. The thesis will also discuss connected terms and how self-efficacy changes behavior and can be used in education. The thesis will also describe connected sections of the Finnish National Curriculum and the mandates on teaching English in Finnish Schools.

In section 3, the thesis will describe the goals of the material package and the underlying theoretical framework based on self-efficacy theories. The Theoretical framework has been used as guidelines in the creation of the material package which aims to strengthen the self-efficacy beliefs of pupils as they learn English. The theoretical framework is also based on a few core concepts lifted from self-efficacy theories. It will also describe how those concepts function within the material package and what choices were made devising the materials to facilitate growth in both efficacy beliefs and language skills in the learners.

Further development ideas are also discussed along with pilot experiences of executing the materials with actual groups of Finnish school children. While the initial reactions have been positive, more work could be done to change materials and teaching to suit the needs of the children and providing for stronger efficacy beliefs in pupils. Especially, as the core curriculum suggests similar methods to be used and self-efficacy having a clear relationship with behavior.

2. SELF-EFFICACY

The objective of the present study is to produce a material package which teaches English as a second language to Finnish secondary school children all-the-while strengthening their self-efficacies and efficacy beliefs. As such, the present study largely revolves around various aspects of self-efficacy. This section will discuss the aspects of self-efficacy that are important to the present thesis. The definition of self-efficacy used in the thesis is largely the same as the definition used in the larger framework of psychology and education. Therefore, this section will describe also terms closely linked to self-efficacy to avoid confusion as there are terms superficially similar to self-efficacy that have little relevance to the present study. Furthermore, the present thesis will use *self-efficacy* as a substitute for self-efficacy beliefs or perceived self-efficacy when discussing them and all previous terms are treated separate from personal agency. Distinctions will be made to avoid confusion.

In order to understand the goals of the material package and the present study as a whole Self-efficacy must be discussed. *Self-efficacy* is a cognitive feature of human behavior originally described by Albert Bandura. It is the innate ability to distinguish capability to effect one's surroundings through behavior. It is a belief in oneself functioning as a causal agent in their surroundings. (Bandura, 1997, p. 11) Self-efficacy was introduced as a component of the larger framework of Albert Bandura's *social cognitive theory* (Schunk & Meece, *Self-efficacy Development in Adolescence*, 2006). According to Ritchie (2016, pp. 24-25) Bandura first studied self-efficacy as a treatment to snake phobia. Ritchie reports that Bandura found that the subjects of his study were able to change their attitude towards snakes by taking small steps towards overcoming one's fear with tasks involving boa constrictors, such as being in a room with one or touching one. Bandura has since further developed the concept of self-efficacy and it can now be seen as a self-standing theory (Dörnyei & Ushioda, 2011,

pp. 16-17) (Bandura, 1997, p. 34) and as such has become a basic term in psychology. Bandura's social cognitive theory was published during the paradigm shift in psychology when the focus on behavior moved towards cognitive psychology in the 1960s. Therefore both social cognitive theory and self-efficacy are founded in both paradigms and function as a bridge between the two combining aspects of both behavioral and cognitive psychology (Schunk & Meece, *Self-efficacy Development in Adolescence*, 2006, pp. 72-73). Also, Bandura being the father of the concept of self-efficacy, his (1997) title is considered a classic of the field. The title functions as a significant source for the present thesis and much of its content is referred to in the present thesis.

Personal agency is at the core of self-efficacy as a concept. Individuals see themselves as capable agents in their environment and therefore perceive to possess the ability to affect and alter their surroundings by means of behavior. (Bandura, 2006, pp. 1-2) Self-efficacy helps individuals understand and predict the effect their behavior has on themselves and their surroundings and has many applications in shaping attitudes and behavior. Self-efficacy beliefs could be seen as beliefs in personal agency. As such self-efficacy determines whether individuals see outcomes as a result of their behavior and whether they feel they are able to affect their environment by their behavior.

The relationship between the self, the environment and behavior is called *the triadic reciprocal causation* and is a major theme in Bandura's social cognitive theory. The concept determines the relationships between the three individual classes of being an individual is a part of: the self – the cognition of an individual or the internal factors of the individual, the behavior – how the individual acts and what they do, and the environment – the external factors that make up the reality in which the individual lives and exists both as a part of and as a developer of (Bandura, 1997, pp. 5-6). The three classes are intimately interwoven and cannot be separated. According to Bandura (1997, pp. 6-7) human action cannot be understood only through either the view of socio-cultural (environmental) or from the view cognitive factors (psychological) a dynamic of the two being instead required. Therefore, the two factors included in his triadic reciprocal causation theory need a third aspect of behavior to function as a medium of interaction. Bandura (1997, p. 6) posits that the three classes are in a two-way causal structure that allows all of the classes to affect

one another with all three classes in mutual two way interaction limiting, altering and stimulating one-another. One may evaluate an aspect in the environment to reduce its significance to the individual or the environment may prevent the individual from behaving in a certain way. Moreover, the individual may change their behavior in order to change an aspect in the environment. It is this causal relationship that self-efficacy relates to. Self-efficacy determines the likelihood of one being able to elicit change on the environment by their behavior. (Bandura, 1997, pp. 5-7) For an individual to realize efficacy on must believe themselves, their behavior and the environment as moldable and realize the conjunction of the three.

Where self-efficacy is the understanding of the relationship between behavior, self and environment, perceived self-efficacy and self-efficacy beliefs are task specific and determine to what extent change can be manufactured by the individual. According to Dörnyei & Ushoida (2011) individual self-efficacy beliefs are built from a complex relationship of the individual and the society and Ritchie (2016) adds that pupils can learn skills from others or can see others practicing a skill leading them into the realization that they too can complete a task someone else struggled with previously, but is now able to complete it after working on it. Self-efficacy beliefs are also very connected to specific tasks at hand and do not necessarily affect one-another (Ritchie, 2016). Being task specific, the material package aims to only change self-efficacy beliefs in the specific situation of the language lesson. Furthermore, the material package aims to also implement efficacy-beliefs from other situations, which hopefully are more positive to allow the chance to function effectively in the language classroom as well.

Self-efficacy is also closely linked to motivation and self-regulation and can explain life-long persistence to complete certain tasks even when facing constant failure (Bandura, 1997, p. 73). Strong self-efficacy beliefs may allow individuals to expect positive outcomes either by a skill they already possess or by means of self-improvement, allowing one to perceive failure as a temporary outcome and success as an eventual and unavoidable ultimate outcome in a specific task. (Bandura, 1997, p. 73) However, individuals who have low self-efficacy beliefs see task completion as something out of their reach and evaluate themselves as unable to change the outcome. Thus, people who evaluate a low possibility of task completion tend to

refrain from the task and when faced with failure they tend to explain it as a result of showing little effort. However, people who expect to be able to alter an outcome positively tend to show more effort to succeed in the activity (Bandura, 1997) (Schunk & Meece, *Self-efficacy Development in Adolescence*, 2006).

It is also worth mentioning that measuring self-efficacy is highly problematic especially in small groups. Ritchie (2016, p. 24) argues that self-efficacy beliefs are personal and cannot easily be measured or quantified. This notion is supported in (Bandura, 1997, p. 42). Bandura suggests that as the beliefs are unique to individuals and tasks and that it is not helpful to attempt researching self-efficacy beliefs for groups of people. According to Bandura (1997, pp. 24-25) self-efficacy should be researched task and individual specifically to provide predictive information on self-efficacy beliefs, behavior and outcomes. The present thesis will not attempt to provide any ways in which a teacher, educator or anyone can evaluate or determine a student's self-efficacy. It will, however, attempt to provide some methods for helping students overcome negative self-efficacy beliefs allowing them to find a more positive attitude towards language learning and motivation to drive themselves towards more persistent learning and hopefully better learning outcomes.

2.1. Self-efficacy and behavior

This section will describe how self-efficacy can affect certain aspects of human life. Most notably this section will provide a theoretical background of self-efficacy and its effect on individuals, their behavior and their environment and the causalities between self-efficacies and the previously mentioned aspects. The information on how self-efficacy influences an individual's motivation will be brief as section 2.2 is dedicated for the correlation between the two.

Life trajectories are unpredictable by nature and originate from a complex interplay of biological and social circumstances. Nonetheless, the individual does maintain some control over one's life trajectories and circumstances through behavior. (Bandura, 1997, pp. 162-163) The perceived control people have over their environment allows people to overcome unexpected life events and to continue functioning when various obstacles interrupt goal oriented behavior (Turner, Goodin, & Lokey, 2012, p. 217) and is one feature that elicits and changes behavior. Research has shown that

individuals with strong personal agency tend to exhibit better mental health and happier life expectancies (Walls & Little, 2005). According to Bandura (1997, p. 163) personal agency functions as a moderator between three realities: *imposed*, *selected* and *created*. Imposed reality appears to the individual, who then may choose to interpret it as positive, neutral or negative and behave accordingly, which produces the final created reality. Created reality is the reality which occurs after the individual has attempted to alter to fit one's desires. (Bandura, 1997, p. 163) Bandura (1997, pp. 26-27) argues that agency is what an individual can do to elicit change on the environment, from which individual efficacies arise, by making assumptions and evaluations about the self, behavior and environment. Bandura (1997, p. 163) continues to assert that the potential for changing one's environment requires the individual to build and maintain personal agency in both social and cognitive levels, which can be evaluated as domain specific perceived self-efficacies.

Self-efficacy has been shown to have predictive power over behavior (Bandura, 1997, p. 37) being a crucial aspect of self-regulation (Cervone, Mor, Orom, Shadel, & Scott, 2004, p. 191). According to Turner, Goodin and Lokey (2012, p. 226) individuals' self-efficacy beliefs can explain and predict whether they are able to overcome disruptive life events. Those who are able to overcome disruptive life events do so by being able to reevaluate their lives and continue to do adjust their behavior even in situations where their agency is limited. Turner, Goodin and Lokey also suggest that individuals able to overcome disruptive life events may also receive stronger self-efficacies in unrelated domains by perceiving to be capable of overcoming more difficult situations. Turner, Goodin and Lokey also argue that individuals unable to overcome disruptive life events are in risk of losing their perceived efficacies in unrelated domains and may become cynical and lose any confidence in meaningfully changing their lives. (Turner, Goodin, & Lokey, 2012, pp. 225-226) Not only is self-efficacy central in coping with uncontrollable life events it also influences life choices by being essential for self-regulation, as suggested by Cervone, Mor, Orom, Shadel and Scott (2004, p. 191). By being part of the regulatory system self-efficacy has been found to influence lifestyles by promoting healthy lifestyles from adolescence onwards by influencing sexual behavior and the use of contraceptive methods, by helping resist smoking, alcohol and substance abuse and by promoting healthy lifestyles and proper nutrition (Schwarzer & Luszczynska, 2006, pp. 145-149). It

appears that especially in sport self-efficacy beliefs have been found to predict whether adolescents will be driven towards physical activity or not. Self-efficacy beliefs and their applications have even been researched to find ways to fight obesity by directing adolescents into physical activity. (Feltz & Magyar, 2006, p. 168). Furthermore, Walls and Little (2005, p. 29) have found that personal agency can be shown to have implications on school adjustment, if they are met with consequent beliefs in one's capability to change aspects in school and understand the relationship one's behavior has on the outcomes.

Of course, not all self-efficacy beliefs promote only positive behavior and appropriate self-regulation. Positive beliefs, as suggested by the label 'positive' tend to promote beneficial and appropriate behavior, whereas negative beliefs appear to do the opposite. Individuals who have strong self-efficacy beliefs tend to attempt solving harder problems and attempt to finish tasks that require more effort. This feature of strong self-efficacy, along with the domain specificity, is prominent in the cases in Brown (2014, pp. 867-868). Especially the cases labelled Kristel and King show strong self-efficacies in specific domains. Kristel considers herself a successful poet and an author as she uses the internet to self-publish both poetry and prose. She receives good feedback from readers and other users of the sites where she publishes her writing and has won competitions. She also enrolls in courses for creative writing, however, is frustrated by the limitations created by the teachers losing motivation to work hard for the course, simultaneously writing a 26-chapter novel. (Brown T. M., 2014, pp. 860-862) Similarly, King portrays strong self-efficacy beliefs in planning and working for a career in music. He also shows positive attitudes towards school in suggesting peers to waste the possibilities offered by school but fails to see a future in academics for himself due to poor school performance. King states mathematics as his favorite subject in school and claims to be good in it, despite struggling enormously to pass courses and fulfilling the lowest requirements of high school in mathematics. (Brown T. M., 2014, pp. 865-867) Both King and Kristel portray strong efficacy beliefs in certain domains, they both create both long-term and short-term plans adhering to the domains. Kristel is writing a long novel, only attempting to write one or two chapters at a time. Whereas, King wants to get a career in music working hard to make connections to individual people he thinks can help him get individual gigs or otherwise further his plan in any way. They both work hard to fulfil their short-term

goals they set in order to eventually reach their ultimate goals. Although these cases are qualitative and cannot be generalized, their cases strongly support the underlying theory of self-efficacy and its impact in behavior suggested by Bandura (Bandura, *Self-efficacy : the exercise of control*, 1997). They also persevere through failure and keep trying.

Students with weak self-efficacy beliefs tend to avoid tasks altogether (Brown T. M., 2014, p. 855) in order to explain their lack of accomplishment by lack of trying. Weak self-efficacy beliefs also have negative effects on individuals' motivation and goal orientation. Weak self-efficacy beliefs have also been linked to self-doubt. (Brown T. M., 2014, p. 855) A connection with attempting suicide has even been found with general self-efficacy. Weak self-efficacy beliefs have been found to correlate with suicidal tendencies, aggressive behavior and impulsivity. (Pompili, et al., 2007, pp. 2053-2054).

Self-efficacy beliefs are structured from the information available to people by our senses. The information alone however is not itself enough to provide structure to self-efficacy which has to be interpreted cognitively by the individual in order to form said beliefs. (Bandura, 1997, p. 79) When interpreting the information individuals acquire experiences that operate as the foundations to self-efficacy. Bandura (1997, p. 79) also posits that the experiences that found self-efficacy can also be sourced by both individual experiences (*mastery experiences*) and social experiences (*vicarious experiences*) which will be delved in in more detail in section 3 in the corresponding subsections. According to Schunk and Meece (2006, p. 73) self-efficacy beliefs are either strengthened or weakened depending whether the experiences are deemed achievements or failures.

Finally, as self-efficacy can be seen to affect behavior in general some considerations will be given to how it affects school performance. Pupils with high self-efficacy beliefs have been shown to persist longer and tend to work harder in order to achieve a positive outcome whereas, pupils with low self-efficacy beliefs tend to avoid difficult tasks and working altogether (Bandura, 1997). Since learning is a cognitive function, requiring effort, it is obvious how avoidance or unwillingness would change performance. In fact, not only is learning affected but children who have comparable

skills succeed differently when their skills are tested with pupils with low self-efficacy beliefs scoring lower than the ones that have high self-efficacy beliefs (Bandura, 1997, p. 37; Schunk, 2012, p 147). Strong efficacy beliefs appear to have many positive influences on behavior and ultimately school performance. The present thesis will aim to produce a material package which will naturally enforce strong efficacy development in order to help pupils feel assured in their communicational skill and to produce positive learning environments and outcomes. However, self-efficacy and school, Finnish school, in particular, will be discussed to some extent in section 2.4 where self-efficacy is discussed from the point of view of the national core curriculum.

2.2. Self-efficacy in adolescents

The present thesis will provide a teaching material package to be used in Finnish middle school on the 8th grade. Therefore, it is important for the present thesis to consider some aspects of adolescence. Also, as the material package seeks to strengthen the self-efficacy beliefs of the pupils, it will be helpful for the present thesis to look into the effects self-efficacy has on adolescents. First of all, it is necessary to note that adolescence is considered a stage of transition from childhood to adulthood (Bandura, 2006, p. 1). The transitional nature of adolescence is a multifaceted one as the transitions individuals make during adolescence are both biological and cultural (Bandura, 2006, pp. 1-2) which do not always coincide (Rantamaa, 2001) (Bandura, 1997, p. 162). As Rantamaa points out, the transitions individuals make do not have the tendency to happen uniformly and the biological, cognitive and social transitions from being a child to being an adult do not happen simultaneously and at similar speeds. Bandura (1997, pp. 162-163) also points out that people are active in producing their life courses, however, the interplay of biological changes, the individuals' roles and the time in which these changes happen produces unique outcomes.

According to Rantamaa (2001, pp. 51-52) age can mean one of 15 different individual and distinct ages. These ages can be different considerations of an age of an individual having different implications to the life of the individual. Such cases could be the chronological age – the age represented as years from birth, which has implications in the social order of things such as education or adulthood (Rantamaa,

2001, pp. 52-55) and the biological and psychological age – the age determined by cognitive and biological factors such as the developmental stage of the body (Rantamaa, 2001, p. 55). These ages progress at different rates and even the psychological age may veer from the biological age of an individual (Rantamaa, 2001, pp. 52,55). As the rates in which individuals develop both biologically vary, it may cause problems later on in life due to the rigid development of social age. The rigidity of social age can be seen in the Finnish core curriculum, where the age when education begins and how long it lasts have been cemented as the age of educational duty. The notion of education being a duty at a certain age is widely contradictory to the simultaneous assertion the Core Curriculum makes for education being a human right. (The Finnish National Board of Education, 2014, p. 14). The present thesis aims to resolve this issue of age by giving the pupils more material than necessary to aid in learning and by allowing the pupils to regulate their work themselves. Therefore, the pupils can find engaging work no matter how mature they are.

Also, from the point of view of the age of education adolescent's lives are changed by the choices and actions adolescents make. The changes may also have long-lasting effects to the adolescents' lives, even outlasting adolescence itself. Bandura (2006, p. 10) argues that schools have faced fundamental changes in the roles they have in societies and how they change human lives. According to Bandura schools have changed from teaching basic skills to allowing access to many careers and academic opportunities. The social role of education is asserted in the Finnish Core Curriculum (The Finnish National Board of Education, 2014, p. 18) as being the foundation of knowledge aiming to include individuals into society as living and functioning parts. In addition to the many decisions made for them, adolescents have to make many decisions in school which affect their lives. Self-efficacy beliefs may alter these decisions both in positive and negative ways, possibly preventing later access to some life opportunities. (Schunk & Meece, *Self-efficacy Development in Adolescence*, 2006, pp. 71-72). Also as adolescents are in transition from the dependence on others of childhood to the relative freedom and independence of adulthood (Zimmerman & Cleary, 2006, p. 45) and as the adulthood with its needs being perhaps far in the future obstructed from the adolescents view by insecurity of events it may be hard for the adolescents to see what it is they need in the future. Bandura (2006, p. 165) argues that already from the onset of building personal agency, the further the desired

outcome is from the actions taken by an individual, the harder it is to understand the causality of the behavior and the reaction it produces. Also Brown and Lent (Preparing Adolescents to Make Career Decisions - A Social Cognitive Perspective, 2006, p. 201) argue that making long lasting career decisions may be hard to make for some adolescents, as they may feel powerless in creating career paths for themselves. They argue that especially adolescents who are from less financially stable families or do less well in school suffer from perceived self-inefficacy and do not feel able to change their behavior or circumstances in order to overcome obstacles (Brown & Lent, 2006, p. 201). Brown and Lent also posit that another source of insecurity for adolescents is the fact that many skills required today in many careers are new and have been developed for those careers (Brown & Lent, 2006, p. 201). Thus, the present thesis aims to aid pupils retain personal efficacy at least in English allowing them to function in and use English far in their futures.

Not only is adolescence the age of transition, but the concepts of childhood and adolescence are in a state of transition (Alanen, 2001, p. 163). Alanen (Alanen, 2001, pp. 163-164) suggests that the notion of children as children has emerged during the 20th century, and has taken the form of children being in a state of growing into and being in the protection and subordination of adults. However, adolescents are also socially expected to rebel against pre-existing social structures (Raitanen, 2001, pp. 187-188) and may feel required to protest education and school. Research also suggests that adolescence is no-longer only an age of transition but also a state of being (Alanen, 2001, pp. 161-162) (Raitanen, 2001, p. 187). It seems that the 'state of being' is a concept originating from a minority of researchers and more importantly the adolescents themselves, who are often overseen or misrepresented in scientific communities. Modern views on adolescence as a state of being are somewhat undermined and debated by the majority of researchers, who themselves are adults and reflect on the period of adolescence as a transition to who they are. (Alanen, 2001, p. 161) The variation between individuals' ages and their stages of adolescence and transition bring problems to education and child rearing and may make finding sources of motivation and constructing courses and course content suitable for every individual within any given group problematic for teachers. Especially as group sizes have been reported to be growing on many levels of education. Many projects have been emerging in the United States trying to limit the amount of pupils in both

schools and classrooms (Weiss, Carolan, & Baker-Smith, 2010, p. 164) suggesting national concern in the US due to increasing class sizes. Class sizes have been reported to have steadily increased in universities and colleges in the US (Guder, Malliaris, & Jalilvard, 2009, p. 83) and on a global scale (Allais, 2014, p. 721). Increasing class sizes seem to be an outcome of increasing number of people having access to education with funds with which to provide education simultaneously not increasing at the same rate. This has resulted in a need of save funds by decreasing staff. (Allais, 2014, pp. 721-722) Currently there is no absolute consensus in the scientific community on whether class size affects individual school performance. Weiss, Carolan and Baker-Smith argue that the measures taken in the United States to provide smaller high schools and reducing class sizes may even prove detrimental for some individuals if the group size grows too small. Weiss, Carolan and Baker-Smith report smaller class sizes to promote pupil engagement. According to them the increased engagement, however, does not provide consistently better achievement. (Weiss, Carolan, & Baker-Smith, 2010, p. 173) Krassel and Heinesen, however, argue that the relationship between class size and school achievement may be biased by various factors (Krassel & Heinesen, 2014, p. 412). Wößmann and West suggest that two characteristics involved in biasing the relationship the designed distribution of pupils into smaller or larger classes by achievement level (Wößmann & West, 2006, p. 723) or due to teacher capability, with more capable teachers being able to proficiently teach larger groups (Wößmann & West, 2006, p. 728).

With concerns of class sizes and the problematic nature of motivation with adolescents in school, it is vital to find new ways in which to organize education. The present thesis aims to give pupils more agency in school requiring less oversight from a teacher. Furthermore, as self-efficacy being a driving force for behavior, pupils may be able to find motivation in learning and subsequently better life trajectories. With individually working pupils who are able to regulate their own learning with effective materials schools can, perhaps facilitate, education to slightly larger groups with the same number of teachers. Moreover, Finland and Europe have been experiencing an influx of refugees from the Middle East further increasing the need for an increase in groups sizes. Thin influx of refugees is straining the relationships between the EU-countries and having financial implications (Holmes & Castañeda, 2016). However,

the effects the refugee crisis will have on the educational system of Finland have yet to unfold and the future impact on class structures remain a question unanswered at the time of writing the current thesis.

Studies have shown that the efficacies of adolescents grow similar to their peers and closer friends and social relationships pupils have with one-another in school seem to have more of an effect than the familial backgrounds even beyond the limits of economic and cultural backgrounds. Baysu, Phalet & Brown (2014, p. 343) suggest that minorities benefit from being in school with majority pupils. However, they also argue that the benefit is limited by the relative group size and only benefit if they are a minority both in the school and class (Baysu, Phalet, & Brown, 2014, p. 345). They suggest that the benefit originates from contact to majority pupils and being limited to build friendships with majority students. Baysu, Phalet & Brown (2014, pp. 332-333) suggest that the minority pupils' familial backgrounds reduce their academic self-efficacy, which is built stronger by strong relationships to majority pupils who do not share a familial background of lower levels of education. They also found that the pupils who had more friend relationships with majority pupils had stronger perceived academic self-efficacies and portrayed signs of following educational tracks further than their parents had (Baysu, Phalet, & Brown, 2014, p. 341). These findings depict similar results as other familial background research. Family efficacies have been shown to have significant effects on the development of adolescents (Caprara, Scabini, & Regalia, 2006).

Adolescents' familial background in education and the resulting socioeconomic status has been shown to affect adolescent's orientation towards both planning and organizing their own futures (Nurmi, 1991, pp. 48-49). Similarly, Kerpelman and Mosher (2004) found similar characteristics in minority adolescents. According to the two studies adolescents, whose parents had higher educational backgrounds and better financial status, tended to make plans to educate themselves further to gain access to better career opportunities. (Nurmi, 1991) (Kerpelman & Mosher, 2004) Furthermore, McLoyd, Kaplan, Purtell and Huston (2001, p. 124) have found that even financial aid for low income parents has moderate effects even after 8 years on how adolescents view their future and what procedures they take in shaping their futures. They also argued that the children of parents chosen into the economic relief trial had shown

signs of reduced aggressive behavior during school and worked harder both in school and at work. (McLoyd, Kaplan, Purtell, & Huston, 2001, p. 115) Kerpelman and Mosher also suggested that one of the factors by which familial background affect adolescents' choices was self-efficacy (Kerpelman & Mosher, 2004, p. 193). Moreover, lower educational backgrounds of parents have been linked to unhealthy food habits, however, the educational levels of the adolescents themselves have been suggested to be a more significant factor in drugs and alcohol abuse. (Vereecken, Maes, & De Bacquer, 2004, p. 335)

Therefore, it seems that stronger efficacies in education can spread to friends and family, making it vital for efficacy beliefs to be addressed in education. Pupils have also been studied to benefit from observing others' behavior and beliefs of self-efficacy (Joët, Usher, & Bressoux, 2011, p. 2). Joët, Usher & Bressoux (2011, p. 7) also found that mastery experiences proved the most significant factor in constructing self efficacy in both mathematics and french, they also found that the pupils' class significantly affects individual beliefs of self-efficacy.

Another transitional aspect of being an adolescent is the development of identity. Identity development, however, is not isolated to adolescence and identity could be seen as being subject to constant development throughout peoples' lives (Lawler, 2014, p. 68). However, as some related terms have a lot to do with building or valuing one's self (self-esteem or self-concept) (Bandura, 1997, pp. 10-12) and as such important aspects such as the emergence of sexuality appear usually in adolescence (Bandura, 2006, p. 6) being one of the more important aspects of identity (Lawler, 2014, p. 95). Identity is already in great upheaval during adolescence. Due to its unstable property identity may not be the most stable of sources for self-regulation and forcing identity through school success may also hinder the future of the pupils' identity development. However, as Bandura (1997, p. 10) suggests, self-efficacy and personal agency are rather free from value and may provide for a more stable foundation to build understanding on.

2.3. Self-efficacy and other important terms

Many terms are either related or confused with self-efficacy. This section will aim to clarify some of those terms and express the relationships and differences between the

terms and self-efficacy. In terms of understanding how the present thesis aims to teach language, it is vital for these terms to be distinguished from one another. Many of the terms are rather well-established in the representative scientific communities surrounding the ideas, just as is the notion of self-efficacy. It is also vital to understand that while the present thesis does not aim shed any new light to most of the aspects discussed here, it is helpful to realize that these notions do not exist separately but have reciprocal relationships with each other and self-efficacy.

2.3.1. Personal Agency

The notion of personal agency is similar with self-efficacy, and they are sometimes understood as interchangeable or as synonyms. To avoid confusion the present study views the two terms as separate and different. While there are similarities between the two, they are in fact very different. For the present study human agencies are seen as the origin of self-efficacy beliefs, agencies are the capacity to act in the environment, which are then realized as self-efficacy beliefs (Bandura, 1995, s. 1). While there are problems with defining agency, it is generally understood as the capability to act as an agent, hence agency. It is also usually understood in a sociocultural construct where people act among other people influencing each other's agencies. (Ahearn, 2001, s. 112) Moreover, Campbell, Carrick & Elliot (2014, pp. 596-600) argue that agency and the perception of agency is characteristic to the human experience changing how people experience their existence even in the face of illness and death. Agencies, however, do not only influence our perception of ourselves when faced with illnesses or any other crisis. According to Mercer (2012, p. 41) people rely on their agencies to learn languages for example. Agencies alone, however, are not enough for people to function as an agent as they need to realize their agencies in order for their behavior to change. (Mercer, 2012, p. 41)

The difference between personal agency and perceived self-efficacy can be realized with an example of a locked door. Imagine wanting to get into a room which has a locked door. Personal agency would be defined by the individuals' capability of opening the door: having the key and understanding how the mechanics of the lock function, i.e. being able to open the door or not being able to. The individual can implement agency by opening the door. Where the key to the lock is the most significant element of getting into the room for the perspective of personal agency,

the key has little to do with the strength of self-efficacy beliefs. With strong efficacy beliefs, an individual would persevere even without the key, and would likely work their way into the room eventually. They would try other ways of opening the door, asking for help, looking for an open window etc. If asking for help would produce the desired effect it would mean they had no personal agency in opening the door, as someone else did it, however, asking would have resulted from a belief in one's capability to get help from someone. Personal agency is one's own ability change something, self-efficacy relies on one's ability to trust in their capability to complete an objective.

The present study sees personal agency as the capability to act in an environment originating from individual capabilities and the environment. In case of the present study personal agency is viewed as the origin for self-efficacy beliefs. Agency in its simplicity is a yes-no question where the individual is either able or not able to act in a meaningful way to produce change in its reality and regardless of what the individual thinks of the situation. Strong efficacy beliefs can be seen as to lead to agency and agency leading to strong efficacy beliefs.

2.3.2. Self-confidence

During the production of the present thesis self-efficacy became the topic of multiple conversations, where many people often inquired whether self-efficacy was something similar to self-confidence. Again, like was true with the previous topic, self-confidence is only apparently similar to self-efficacies and they are in fact very different. However, as the distinction between the two terms has proven helpful in understanding self-efficacy, perhaps due to the familiarity of self-confidence. Also, self-confidence is discussed mainly to help understand self-efficacy as the two are contrasted with each other. The notion is not otherwise significant to the material package and any influences on the confidence of pupils is a byproduct of the material package instead of a goal.

Traditionally confidence is understood as how an individual views their abilities in a certain domain. One way by which a distinction has been made is whether measurements are made before or after task execution. Morony, Kleitman, Lee & Stankov (2013) argue that self-confidence is usually measured by a percentage

gradient questionnaire after a given performance, where the individual is asked to evaluate the strength of their task execution. Self-efficacy, on the other hand is usually measured before the performance, and individuals are typically asked to evaluate their possibility of task completion (Morony;Kleitman;Lee;& Sankov, 2013, p. 81). One function of this before-after performance distinction in terms of significance to the present study is that, as confidence is mainly determined by past performance and therefore perhaps less likely to change suddenly, whereas self-efficacy looks forward and is determined by the task at hand. Morony et al (2013) also argue that self-confidence is a better predictor of achievement. In their study they found that learners are typically able to predict whether their answers had likely been right or wrong when tested for mathematics skills in PISA 2003 test. They only attributed minor variation in achievement prediction to self-efficacy. They hypothesized that this may be due to self-efficacy beliefs being task-specific and self-confidence as item-specific. (Morony;Kleitman;Lee;& Sankov, 2013, p. 94) While self-efficacy may predict achievement marginally, it has been found to predict behavior consistently (Bandura, 1997, p. 37). Thus, even if an individual has previously performed poorly in similar task and having poor self-confidence, by changing either the task, or the state (see section 2.5.4) of the individual the self-efficacy beliefs towards the task at hand can be altered promoting favorable behavior.

Furthermore, as self-efficacies are a better indicator of behavior than self-confidence the present study sees self-efficacy as a key to change pupils' behavior in school to better suit the tasks at hand. The present study aims to change behavior in class to promote learning and not to help pupils build confidence through better achievement.

2.3.3. Self-regulation

As self-efficacy has been defined as a predictor of future behavior it is vital to consider also self-regulation which is the act of changing one's behavior to fit specific requirements. It is vital for individuals to distinguish and maintain what behavior is important for the task and what behavior or information is non-important which can be dismissed. According to Gestsdottir and Lerner (2008, p. 220) self-regulation not only affects activities during life, but also develops during adolescence predicting future self-regulation skills. As it is vital for directing behavior towards certain outcomes, it is important to offer assistance for adolescents who have yet to develop

fully. By guiding adolescents to develop themselves towards adulthood and providing them with schooling they require as an adult they have more opportunities to develop further, which one of the goals of the Finnish school system (The Finnish National Board of Education, 2014). One way this can be achieved is by building self-efficacy beliefs as they build motivation and change behavior resulting in self-regulation (Bandura, 2006).

2.3.4. Self-esteem

Another concept that has to be discussed in order to determine self-efficacy is self-esteem. The two terms are related by the fact that perceived self-efficacy is often confused with self-esteem and the misunderstanding causes confusion (Bandura, 1997, p. 11). Therefore, it is helpful to differentiate the two terms from one another. Both perceived self-efficacy and self-esteem are built on how people evaluate their capabilities and agency, however, they are vastly different in how people's capabilities are perceived relate to the two terms. (Bandura, 1997, pp. 11-13) Self-esteem evaluates one's abilities and is therefore a more stable concept. In contrast self-efficacy does not evaluate the skills and only allows the individual to determine whether the individual is able to posit change on something and is therefore less universally stable and may be undergo change of attitude from one activity to the next. Ritchie (2016, pp. 31-32) distinguishes the difference by separating ability and capability from each other. She argues that ability may be something one can either have or not have and the view of whether one does or does not have the ability is a question of self-concept. How a person sees oneself and their abilities. Self-efficacy, however, is determined by capability, and vice versa. One may not be capable to complete a task currently but may be capable to change something in either oneself, their behavior or their environment to receive the capability to complete the task. (Ritchie, 2016, pp. 31-32) Therefore, self-efficacy should be differentiated from self-concept and should be seen as something that offer a more neutral sense of an individual's capacities and their ability to change any circumstances connected to failure. Self-efficacy also allows individuals to take matters into their own hands and shows them the relationship with the individual, their behavior and the environment. In contrast self-concept determines whether a person is able to do something or not allowing a skill to be interpreted by the individual as something they possess or as

something forever out of their reach. (Bandura, 1997, pp. 11-13) (Ritchie, 2016, pp. 31-32)

One way of looking at the difference between self-efficacy and self-esteem is to think of a football player. This player might be considered a top player in their team in a lower league. However, if the team should rise to a better league the opponents would suddenly become vastly more difficult to beat. In this case, faced with sudden failure, depending on whether the individual perceives their football skills through self-esteem or self-efficacy their view in the sudden change in results may change how the individual reacts to the situation. If the aspect of 'great footballer' is evaluated through self-esteem, the new result of 'loss' may be difficult to come to terms with. If instead the results are seen through self-efficacy the player may be more able to react to the new situation through the need to change behavior or themselves to start winning again.

2.4. The Finnish school system and self-efficacy

The Finnish educational system functions under the government and is governed by law on a national scale. The Finnish *Basic Educational law* posits the National Board of Education as the authority, which oversees education. Which in turn is organized according to the *National Core Curriculum*. The document is written by the Board of Education and it functions as basic guidelines for schools to follow in terms of subject content, the desired level of proficiency for students to reach by partaking in education and the actual individual subjects and their amounts required for schools to educate pupils in. (Parliament of Finland, 1999) The core curriculum (The Finnish National Board of Education, 2014) is the foundation on which education has to be based on and is vital for the present study to adhere to. Therefore, this section will discuss some points why the teaching method provided is applicable to the Finnish education system.

The core curriculum (2014, p. 15) declares the value foundations of the education in Finland. According to the curriculum education must be provided so that pupils feel secure in the school system and have realized that their needs are met and that the system cares for them. More importantly to the present thesis, it states that the pupils should have a strong sense of efficacy within the school system realizing that together

they can develop how their community functions and their own well-being. (The Finnish National Board of Education, 2014) The present thesis aims to meet the requirements of the core curriculum by providing stronger self-efficacy beliefs in learning English, thus providing efficacy within the educational system. Some methods how this will be done will be discussed in section 2.5. The core curriculum also states that education in Finland should provide foundations for life-long learning (The Finnish National Board of Education, 2014, p. 15), which can also be achieved by stronger self-efficacies as they allow the individual to realize and plan plausible trajectories themselves, making smaller goals in order to reach a larger objective (Bandura, Self-efficacy : the exercise of control, 1997).

When discussing how learning is defined and what it truly means for the Core Curriculum (2014, p. 17) two things emerge as important in the core curriculum. Firstly, it states that learning is a social activity where individuals learn both alone and together with others. It also highlights the various environments where the social activity of learning happens. (The Finnish National Board of Education, 2014, p. 17) This kind of definition for the system is largely similar to the triadic reciprocal system Bandura (Bandura, 1997) describes. As suggested earlier triadic reciprocal system sees the individual, social environment and behavior as planes influencing each other in all directions (Bandura, 1997, p. 5). Thus, learning as described by the most recent guidelines upon which the teaching is devised in Finland is similar to how behavior and the linked systems are seen by the present thesis. Secondly, learning outcomes and how they are reached are seen as an outcome or influenced by how the individuals see their own ability to learn and the processes used by the learner (The Finnish National Board of Education, 2014, p. 17). This too is indicative to self-efficacy which is the realization of one's agency in their behavior and its outcomes in the environment. Therefore, the present thesis argues that the teaching or learning methods suggested in the thesis meet the requirements of the Core Curriculum.

The most significant way in which self-efficacy building adheres to the national Core Curriculum is perhaps in how evaluation is described in it. According to the Curriculum the pupils should receive evaluation that allows them to realize their learning and providing experiences of success where possible, however, where success is not met the pupils should not receive a sense of failure (The Finnish

National Board of Education, 2014, p. 47). As has been discussed earlier strong self-efficacy beliefs result in being able to persevere failure and to work harder to succeed. In addition, experiences of success, or mastery experiences build self-efficacies. (Bandura, 1997, p. 80) Mastery experiences are the most effective in building self-efficacies and will be considered in detail in the next section among other self-efficacy fostering aspects. In addition to the previous aspects, agency is tightly knit into the document. While no clear definition is provided agency is something that according to the Core Curriculum facilitates learning, results in certain behavior, is a goal of teaching and results in lifelong education (The Finnish National Board of Education, 2014). From the point of view of self-efficacy agentic behavior is the source of it, as in its simplest description self-efficacy is the perception of one's agency (Bandura, *Self-efficacy : the exercise of control*, 1997). Therefore, the teaching methods provided in the present thesis will not only take into account pupils agencies but will attempt to drive the pupils by promoting agentic behavior that is beneficial for learning but also to make it explicit for the pupils themselves.

Another aspect highly indicative of fostering self-efficacy and agentic functioning is the special education and the instruction afforded there. The goal of instruction is for the pupil to take learning into their own hands by coming up with goals for their learning (The Finnish National Board of Education, 2014, p. 62). According to Statistics Finland the percentage of children in special education in Finland has risen from 2011 to 2015 and accounted for 8,4% of all children in basic education. Out of all children 40,000 received special support accounting for 7,3% with the rest receiving intensified support. (Tilastokeskus, 2016) Also as the Core Curriculum mandates that the primary educational environment in which children with special needs should be taught is among their appropriate age cohort (The Finnish National Board of Education, 2014) the present thesis aims to meet those demands also, however, it should not be seen as the foremost objective. In contrast, as self-efficacies have been proven to predict more persistent work (Schunk & Meece, 2006) (Bandura, 2006), and being linked to better motivation (Walls & Little, 2005) and better self-regulation (Bandura, 1997) the present thesis aims to use methods that work well with special needs and aims to equip all students with improved self-efficacy beliefs regardless of being in need of special support.

2.5. How to Boost Self-Efficacy

To understand how self-efficacy beliefs can be boosted or made stronger, it is necessary to understand how efficacy beliefs come to be. The following section will first provide the four cornerstones of self-efficacy: *mastery experiences*, *vicarious experiences*, *verbal persuasion* and *psychological and emotional states* as described by Bandura (Bandura, 1997, pp. 78-115). It may be also helpful to understand that the four constructs do not provide efficacy uniformly and that there are wide variations among the strength of their effect on perceived self-efficacy. Furthermore, it is worth to note that the four aspects have not been described in the order of efficacy, but rather as a nod to the original author of the theory behind them (see Bandura, 1997). In fact according to Bandura (1997, p. 80) the most effective source for self-efficacy is mastery experiences, but research has shown a combination of mastery experiences and verbal experiences to have the most significant effect on perceived self-efficacy. It is also worth a mention that the four sources of efficacy beliefs are not separate from each other and often change each other.

2.5.1. Mastery experiences

As stated earlier, mastery learning may be the most effective way through which pupils gain information on their efficacy (Bandura, 1997). Mastery experiences require two conditions to happen, the first condition is behavior and the second: the behavior to be acknowledged by the individual a success (Bandura, 1997, p. 80). In physical education mastery experiences have been found to increase situational interest, attention, effort and enjoyment (Huang & Gao, 2013). Huang and Gao argue that previous mastery experiences had an enormous effect on how the pupils perceived the activity and their behavior around the activity. The pupils who had reported previous mastery experiences attempted more difficult tasks by playing more difficult songs, providing them with a larger catalogue of songs available, however, there was little evidence of novelty being a source for the interest, as the game offers a huge library of songs each with multiple difficulty levels keeping the game novel for anyone regardless of skill-level. (Huang & Gao, 2013, p. 239) While Huang and Gao report that their study was too short to see whether the mastery experiences provided strong efficacy beliefs to the pupils, they do maintain that the pupils in the study seemed more motivated to learn. One of their findings showed that the amount of time they exercised during the lessons was not affected by mastery experiences

they did work harder during that time as they tried out harder songs (Huang & Gao, 2013) which would suggest better outcomes and more mastery experiences over time and might help self-efficacy building. Moreover, according to Bandura (1997) easily acquired results do not account as mastery experiences as they only amplify an expectancy of quick and easy results and that working harder to gain a mastery experience will have more effect on one's self-efficacy than an easily acquired result.

Unlike Huang and Gao, Bautista (2011) researched whether mastery experiences, along with vicarious experiences are able to increase self-efficacy. Her findings in whether preservice teachers' self-efficacies and outcome expectancies in teaching science changed after a course specifically designed to give the teachers mastery experiences and vicarious experiences. She found both self-efficacy beliefs (how well they would be able to teach) and outcome expectancies (how well they thought their pupils would learn) changed to the better and 93% reported gaining stronger self-efficacy beliefs because of the course. Bautista's findings support both Bandura's (1997) theory and other research in the field. (Bautista, 2011, pp. 346-347)

As mastery experiences are shown to be the greatest source of self-efficacy (Mullholland & Wallace, 2001, p. 258) and having an effect on behavior (Huang & Gao, 2013), the present thesis will attempt to do so by giving pupils some agency over optional exercises. The hypothesis here is that by allowing pupils to choose exercises from a topic they will moderate their activity and attempt to work on exercises they feel comfortable with allowing them to experience mastery experiences and driving them then to attempt harder exercises.

2.5.2. Verbal Persuasion (Feedback)

Feedback is already governed to some extent by the Finnish national core curriculum (The Finnish National Board of Education, 2014) which provides teachers with guidelines for giving feedback and evaluation. Moreover, feedback or verbal persuasion is also a feature of school which, to some extent, influences self-efficacy development. While verbal persuasion does not affect self-efficacy to the same extent as actual success (mastery experiences) does (Ritchie, 2016, p. 28) but as giving feedback (and evaluation) are some of the more frequent activities teachers are faced with in their work, it has to be considered. Feedback has many implications to the

self-efficacy beliefs of learners and it can be used both, to build, or to undermine the effect personal success has on learners' self-efficacy beliefs (Ritchie, 2016, pp. 28-30). While verbal persuasion may be weaker in its effect over self-efficacy development overall, a study found that when verbal persuasion was used during or close to the actual task it had stronger effects to self-efficacy development. It was found that positive persuasion would strengthen the development which originated from the outcome of the task, i.e. positive persuasion met with failure weakened self-efficacy more and positive persuasion with success strengthened the self-efficacies of the subjects more than the task outcome did by itself. (Cassé; Oosterman; & Schuengel, 2015, p. 27) These findings are corresponding to both Bandura's hypothesis (1997) and the consensus of the educational community.

The consequences of verbal persuasion suggest that it can result in various effects. Verbal persuasion can be used by the teacher to initiate work, if the pupils have low efficacy beliefs towards a specific task as low self-efficacy may cause avoidance and verbal persuasion can strengthen self-efficacy. It is vital, however, that the verbal persuasion will initiate work on a task appropriate to the pupil as failure met with unwarranted persuasion will result in weakening self-efficacy beliefs.

Verbal persuasion is difficult to control within the constraints of a written material package; however, feedback is not. The present study will attempt to give clear guidelines on how to evaluate pupils work and how to make pupils learning outcomes explicit to the pupils themselves. Furthermore, teachers should automatically take part in verbal persuasion.

2.5.3. Vicarious experiences

Along with mastery experiences Bandura (1997) argues that vicarious experiences are the most effective way by which self-efficacy beliefs are built. Research has found vicarious experiences to be very influential in building self-efficacy (Mullholland & Wallace, 2001; Bautista, 2011). Essentially vicarious experiences can be defined as perceptions and comparisons between one's capabilities to those of peers (Schunk & Meece, 2006, p. 82). With vicarious experiences individuals perceive whether peers find something easy or difficult and compare that to how they feel about the topic. This offers individuals information about their capabilities compared to others, and

therefore, whether or not others find something difficult which is easy to the individual. Schunk & Meece (2006) argue that for adolescents, vicarious experiences are especially important in their development as youths tend to enjoy similar things to their friends. Similarly, school achievement is something that is shared to some extent between friends possibly due to discussions the adolescents have producing learning between friends in the topic. (Schunk & Meece, 2006, pp. 82-84) Mullholland and Wallace (2001, pp. 258-259) found that even with the limited possibilities for observing other teachers' work the discussions their preservice teacher had with more experienced teachers and how they experienced teaching, the subjects and the pupils provided the subject information on her performance, thus building her self-efficacy through vicarious experiences.

The present thesis will aim to provide vicarious experiences in order to help pupils build their self-efficacies. The pupils will be evaluated both independently and together, providing vicarious experiences. In addition to feedback the final assignments will be seen by all pupils and mostly done in groups to share the learning experience and help pupils realize how other people work towards a goal.

2.5.4. Physiological and Emotional states

According to Bandura (1997) Physiological and emotional states are all the factor that are not conscious but warrant cognitive processing power, such as hunger, tiredness, anger, anxiety etc. Pupils in school are often instructed to sleep and eat well and in some cases are required to spend recess outside to provide fresh air. The reasoning behind these instructions for proper physical and emotional states has been proven to work towards more effective schooling (Amsterlaw;Lagattuta;& Meltzoff, 2009, p. 115). For example, the effects of sleep have been found to greatly affect functioning during the day (Alapin, ym., 2000, p. 387). According to Bandura (1997) these internal states effect performance and therefore may result in more frequent failures causing self-efficacy to weaken. He also states that the states may change how efficacy is perceived briefly changing behavior. Davis, Kirby and Curtis (2007, pp. 34-35) argue that mood affects perceived efficacy by either increasing self-efficacy resulted in poor judgements and attempts on goals too difficult and failures or underachievement, which also resulted in poorer performance.

It may be hard for a teacher control such parameters as sleep and food in their pupils, however, according to the effects physiological and emotional states have on individual's performance and functioning the present thesis suggest implementing some tasks only to alter the physiological and emotional states of pupils. Some exercises will be included in the final material package solely produced to help pupils gain a positive state for the lesson. While these exercises are in no way novel, they do have a vital role in self-efficacy building and will be included.

2.6. Problems with self-efficacy and learning

Bandura's Social Cognitive theory along with the notion of self-efficacy derives from the tradition of behavioral psychology, which itself was the out-going paradigm. Therefore, self-efficacy was not originally grounded in the more modern notion of cognitive psychology, however, it attempted to combine aspects of the then trending paradigm to fill in some deficiencies of the behavioral tradition. (Woolfolk, 2010, p. 17) While parts of the foundations may have been set in an old paradigm many aspects of Bandura's social-cognitive theory have lasted and are widely implemented in research.

3. GUIDELINES FOR THE MATERIAL PACKAGE

This section will describe the outlines according to which the material package is devised. The present thesis will first discuss the guidelines set in the national core curriculum that are prevalent for the material package. In addition, this section will provide the goals for the material package and descriptions of how self-efficacies are to be taken into account in the material package.

3.1. Transversal learning objectives for English education according to the Core Curriculum

The material package within the present study is designed to be used in Finnish secondary schools and therefore has to follow the guidelines of the national core curriculum (The Finnish National Board of Education, 2014). The material package is meant to be used not as a single source of material for EFL classrooms but an additional aid for a specific purpose: the building of efficacy beliefs within the EFL classroom. The core curriculum contains the framework according to which local curriculums are to be made for cities or schools, which in turn dictate how education

is implemented (The Finnish National Board of Education, 2014, p. 9). The present study does not attempt to override any local curriculums and is devised on the same groundwork stated in the core curriculum. The present study should be viewed as an independent material package used in parallel with any material in use in any individual school to help pupils gain stronger efficacy beliefs while learning English. The main objective of the material package is to change pupils' efficacy beliefs and their behavior in class towards English as a language and as a school subject with the methods by which having been discussed in section 2. This section will discuss the guidelines stated in the national core curriculum are discussed in detail to make clear the foundations on which the material package has been devised.

The national core curriculum states that pupils should be seen as individuals with their own personal needs to be met (2014, p. 15), a goal to which the material package aims to meet with useful and engaging material for a wide range of ability and interests. Moreover, the foundation of the core curriculum is the pupil is able to set goals for themselves and able to solve problems alone and together with others. The objective of education is for the pupil to be able to learn more throughout their life and to understand their own influence on what is learned and how it affects others. (The Finnish National Board of Education, 2014, p. 17) While the core curriculum does not mention agency or efficacy per se, it heavily implies similar notions. Therefore, the present study with the included material package is already adhering to the foundations of the core curriculum.

Furthermore, the national core curriculum posits 7 goals of transversal competence, which are labeled L1 through to L7. These units form the basis on which teaching is organized to reach the overall goal of the educational system. (The Finnish National Board of Education, 2014, pp. 20-24) Specific viewpoints are offered in the national core curriculum for the seven goals for each age group in the basic education, which are described in the curriculum. For the present study the prevalent age group is school years 7 through 9. As the goals are described for three years and the material package is meant to be used as an additional package it is not meant to fulfill all 7 goals. Therefore, this section will describe the central goals stated in the core curriculum, which the material package aims to reach. The prevalent units are L1, L3 and L4.

3.1.1. Transversal competence goal: L1 Thought and learning to learn

For this unit the objective is for the pupil to take responsibility in the planning and executing of their learning. They should also find ways of evaluating their own learning and what it is that works for them. The unit also states that pupil's own experiences should be taken into account along with domains in which they act outside of school. Furthermore, emphasis is put on the teacher's status as a director of focus and concentration giving way for the pupils to realize the effects their own actions have for the improvement of their skills. (The Finnish National Board of Education, 2014, pp. 281-282) The present study aims to build efficacy-beliefs, amongst other things, by giving pupils more agency in the classroom being devised so that the material package has plenty of options in tasks for the pupils to use ones they find engaging.

In addition, the two main units one of which uses the domain of social media and the internet as a platform for language learning with the other being the domain of travel. By providing the pupils with optional tools for language learning in domains either familiar or otherwise clearly connected to their experiences and attitudes towards English as a language and school subject, the present study aims to fulfill the aim of L1 following the guidelines set in the national curriculum.

3.1.2. Transversal competence goal: L3 Taking care of one's self and skills for everyday life

This unit describes the everyday life skills pupils should be able to acquire throughout grades 7-9. It describes a broad range of skills to do with healthy living, sustainable living, safety and technologies related to the modern experience, including the evolution of the technologies we use today. Most notably, the core curriculum unit L3 describes that pupils should be taught to take care of themselves and provided with skills they might need in their everyday lives. (The Finnish National Board of Education, 2014, p. 283)

The two units have been devised to teach language adherent to operational environments with clear links to English and the lives of the pupils. The first unit included in the material package aims to teach pupils skills to plan and execute their own holiday trips either in Finland or abroad. It also directs pupils to use technologies online, that help book and plan holiday destinations, travel and accommodation. The

material package will also provide linguistic skills for situations such as booking, dates, checking for details, making a phone call and being polite. While not everyone may have a chance to or be interested in travelling abroad it is likely that everyone will have to make a phone call to check details on something that has been planned and will certainly have to be polite while having exchanges with unfamiliar people.

The second unit uses the operational environment of social media. In this unit the pupils evaluate their own media usage and learn vocabulary connected to the environment. In addition, the pupils may have pre-existing knowledge on language characteristics connected to and the environment itself, providing them with mastery experiences as they may be to some extent more adept at using or more familiar to different sites and platforms as the teacher.

3.1.3. Transversal competence goal: L4 Multiliteracy

The fourth unit of transversal competence is Multiliteracy. This section describes a need to teach languages as being similar to the description in discourse analysis, where pictures and icons, along with traditional language, are a part of language. The objective for the 7-9 grade pupils is to practice skills to be able to convey messages in various situations to many kinds of people using all forms of discourse and to help them understand how these different forms of discourse function culturally. (The Finnish National Board of Education, 2014, p. 283)

The second unit of the material package aims to teach language use online. A part of this unit is for students to consider and practice using language along with pictures, search words (colloquially: hashtags) and short online comments. This kind of text, while probably familiar to the pupils, requires multiliteracy skills from the pupils for them to be able to communicate effectively and politely. Furthermore, the pupils will have put themselves in the perspectives of other people, both in terms of gender and culture.

3.2. Objectives for teaching

The National Core Curriculum also states 10 distinct learning objectives which English education in Finland has to meet and which are used as guidelines for evaluation in the Finnish education system. This section will describe those

objectives. These objectives also lead to set content fields, which constitute as three separate areas; becoming a functional part of multicultural and global language competence (S1) gaining skills for language education (S2) and emerging language capabilities for interaction, interpreting and constructing texts (S3). The relationships between transversal objectives, the objectives for education and content areas are all described in a table on p 349 in the National Core Curriculum (The Finnish National Board of Education, 2014). The learning objectives are set for the entire duration of grades 7 through 9 and do not have to be met instantly during one course. However, as the objectives for the basis of evaluation, most of, if not all, formal education should aim to lead up to these objectives.

The most prevalent objectives for English are listed below.

3.2.1. T2

Objective T2 requires education to be structured so that pupils are encouraged to find language contexts and contents interesting to the pupils themselves broadening their understanding of the globalized world and their own agency in it.

3.2.2. T4

According to Objective T4 the pupils should be encouraged to set goals and to utilize different ways of learning for their individual language skills and their development. The pupils should also be encouraged to evaluate the development of their language skills themselves individually and in groups. Pupils are guided towards positive interaction in English emphasizing on the message being conveyed.

3.2.3. T5

According to T5, pupils' independence in using their linguistic capabilities creatively is developed allowing the pupils to reach capacity to build language competence throughout their lives.

These three objectives (T2, T4 & T5) are the foundation on which the objectives of the material package are based upon and which the material package aims to reach through the completion of the two units. The objectives of the material package are also devised according to these guidelines and are exhibited in table 3.2 along with

the transversal learning outcomes and content areas stated in the National Core Curriculum.

| Course objectives | Content areas | Transversal learning outcomes |
|---|---------------|-------------------------------|
| O1 – develop pupils self-efficacy beliefs to change their behavior in class to allow for more effective and independent work | S2 | L3 |
| O2 – help pupils realize real life uses for English structures using operational environments familiar to the pupils from outside the school environment and encourage pupils to use language and other forms of discourse independently and creatively to convey meaning | S3 | L1, L4 |
| O3 – Practice real life situations and everyday environments where English is used for a specific purpose, and help pupils realize any linguistic area they need to develop and have to use and understand the effects those areas have in expression | S1, S3 | L1 |

Table 3.2. – Course description and objectives

These objectives are the ones set for the material package and follow the guidelines and are based on the national core curriculum. The following section will discuss how self-efficacy can be altered during the course and how the objectives are realized through the background and theoretical framework discussed in this thesis. Moreover, the material package itself also has descriptions of the exercises and other guidelines that ordain the use of the material package.

3.3. The specific outlines of Self-Efficacy building

Having established the background for self-efficacy, the goals for education mandated by the core curriculum and having established independent goals for the package itself, the following section will provide the basic outline of how self-efficacy can be built in language learners. The specifics of this outline adherent to the material package is described in the material package itself. However, this section should be seen as the theoretical framework or outline for the material package and the choices made developing it. There are three main points which seem to form a foundation to

self-efficacy, according to the theoretical background. Each will be discussed separate sections.

3.3.1. Forming Mental and Physiological States

The fundamental starting point of self-efficacy building is the realization that the Mental and Physiological states of pupils have to be built upon to facilitate conscious learning. These states are the state in the pupil is within the classroom and how they experience the domain in question (Language Learning). These states have to be taken into consideration by the teacher and the teacher must try to maintain a fertile state within the pupil for facilitating LL.

The material package aims to change the mental and physiological states by various ways. Some ways in which these states can change are discussed further in experiences and agency and will be discussed in the two subsequent units. In addition to those ways, the material package has chosen operational environments for language use that the pupils find engaging. Especially Unit 2, which constitutes using English in the context of social media should be engaging to the pupils, as most of them already possess experiences and talents in said environment.

Furthermore, the material package also implements the use of other skills than just English, such as arts and outspokenness, for example. The pupils can therefore implement more skills they possess to the ones regularly required for LL. By drawing on these skills the material package aims to provide pupils with more opportunities for positive experiences. The material package also provides extra exercises, that only function to change the state in which the pupil is by focusing on skills in use in LL, however, not from an LL standpoint (listening exercise) or a purely mechanical exercise of pronunciation where no human gets to hear you speak and instead uses a clear evaluation of pronunciation with a machine (pronunciation exercise).

Finally, the material package also aims to change certain pupils' attitudes from 'being forced to learn' to 'being offered' linguistic competence to specific situations by the choice of the two language environments of the two units, which have subsequently been mimicked in the final assignments.

3.3.2. Mastery and Vicarious experiences

As indicated earlier, the most beneficial aspect of self-efficacy belief building is the overcoming of obstacles. The present study aims to help pupils overcome obstacle again in multiple ways. These ways can be divided into two distinct categories: realizing and overcoming a knowledge-gap and realizing and evaluating achievement. Which will be discussed next.

It is necessary for the pupil to be aware of an obstacle to attempt overcoming it and to be able to know when they have overcome it. Specific fault lines have been devised into the material package, which make the insufficiency of language skill clearer to the learners. By realizing that some simple language tasks are not completable for the pupils they will realize a need to practice the skill.

In addition to making the knowledge gap clearer, the material package aims to help pupils evaluate their learning more independently. The package offers forms to be used in learning to help pupils evaluate their skills, achievements and effort to make their relationship clearer. In addition, the package offers the correct answers close by to the exercises themselves to provide ease in evaluating their progress.

It has to be noted, that the checking of answers may not be enjoyable or engaging to most pupils and for this aspect of the material package the teacher is mostly needed. The teacher should make sure that the pupils are checking their answers in addition to completing the tasks. The teacher should also provide extra information on the language structures should there be need for it.

In addition to personal evaluations the pupils need feedback from the teacher. When using the material package two types of feedback should be given to the pupils: *encouraging feedback* and *remedial feedback*. For the purpose of the main goal of the material package, it is suggested that encouraging feedback be private and written and remedial feedback be vicarious and focus on fixing issues most have. Encouraging feedback should be given at the end of each part of the final assignments to provide pupils with more verbal persuasion on their mastery experiences. With this feedback the teacher should focus on telling the student everything they did well and make the obstacles overcome by the pupil explicit to themselves as well. Contrastingly remedial feedback should be given to the entire group at once not singling out any

pupil, while telling everyone what most pupils found difficult providing the pupils with a vicarious experience.

Feedback itself should always focus on specific language characteristics and topics to help the pupil focus on the topic itself rather than their own capacity with it. This is done so to help pupils realize language as being a skill always in a state of change and always imperfect.

3.3.3. Agency

Agency is vital for personal agency, be it perceived or actual agency. The material package has been devised to allow as much agency to the individual pupil as possible. The objective of this is for the pupil to enjoy what they do, and more importantly to feel in charge of their learning and behavior.

The material package has been devised to have many different kinds of exercises and many in multiple levels of difficulty to allow the pupils to choose ones they enjoy or feel helpful. Working with the material package the pupils can themselves evaluate the efficacy of the tasks and work on ones they feel confident in working with. In addition to helping pupils function more independently in class and to change their mental and physiological states, agency has been shown to be linked to self-efficacy beliefs (Bandura, Adolescent Development from an Agentic Perspective, 2006).

4. MATERIAL OUTLINES

Having discussed the theoretical background and objectives according to which the material package has been devised, the present section will discuss aspects of the material package itself.

4.1. Description of the course and materials

The present thesis aims to produce a material package to be used in basic education in Finland. The age group suggested is grade 8 as they are midway through their junior high school and are in need of assistance. I have observed 9th graders to find agency and change their behavior as the school year is ending and they come to realize that their time in free education is coming to an end. Also, the initial piloting experiences were done with ninth graders and the results seemed positive. Therefore, I suggest

advancing the use of the material package to the halfway point in order for any positive outcomes in agentic behavior or self-efficacy beliefs to help pupils achieve more language resources.

The course consists of three types of tasks and three types of forms the pupils use as they learn. The focus of the course is the final assignments, which mimic real-life situations in language use and rely heavily on overcoming obstacles and creative language use. The other types of exercises are vocabulary and grammar exercises which build language skills required for the final assignments. Where the exercises build skills, the forms aim to make the construction visible. The Forms are designed to help pupils understand the language level they are on more clearly, and then see the effort they put in to learning said skills and having put them to the test in the final assignments. By seeing how much has been done, what level they started on and what was the end result, through the forms and feedback, and how others did, the pupils should be able to see their behavior as the direct cause for what they learned themselves.

As the package has also been devised so that the pupils can proceed through exercises independently, the pupils should have a stronger sense of agency, again to help them realize that success in language is down to behavior, not who they are. There are many kinds of exercises, with multiples in a few different difficulty levels. The exercises also teach different language skills as some are directed very heavily on specific vocabulary revision and others build more varied skills and a broader understanding of language structures. The pupils should go through the exercises from easier to more difficult tasks and then focus on a part at a time, vocabulary, grammar and lastly final assignment. While the grammar and vocabularies provide freedom of choice, examples or wholes of all different types (vocabulary, grammar, final assignment) of task should be completed by the students. The package also provides material for individualized curriculums, as any parts can be done in isolation if some tasks are too high a level for a pupil.

The exercises themselves are mostly games and regular exercises that the pupils would find familiar, in most cases, however, as there are more exercises than is usual for the extent of time, the pupils can skip exercises they do not find engaging.

Furthermore, with many options of difficulty the pupils can regulate their work and the difficulty to suit their perceived skills. They can also complete all multiples of any task should they find an individual exercise type more engaging. Therefore, the pupils will be working on a level comfortable to them and a level they feel confident with.

The described outline aims to achieve the National Core Curriculums (The Finnish National Board of Education, 2014) subject objectives T2, T4 & T5 and the objective O1 of the material package completely and O2 and O3 partially (see 3.2.).

4.2. Final assignments

The final assignments form the foundation of the material package. Alongside the forms and feedback the final assignments are devised on the basis of the theoretical framework discussed in 3.3. to reach the objectives stated. There are two final assignments, one focusing on travelling abroad and the other focus on social media. The final assignments require the pupils to use creative language in functional skills in situations mimicking real life.

The first unit is focused on the learning of vocabulary connected to going abroad and situations connected to it. The final assignment itself aims to help pupils devise a trip abroad and make reservations connected to it. The main focus of this unit is *the phone call task* where pupils make a phone call to a teacher posing as the receptionist of the hotel they are supposedly going to, having first planned their trip and filled in a sheet signaling their plans. They are instructed to make sure everything is in order, however, the teacher should have made changes to their reservation to force pupils to use language in order to fix details in their reservation, such as dates, room details etc. After the reservation has been checked the pupils proceed onto make presentations and correspondence from their trip.

The final assignment for this unit consists of 4 parts. The first three parts are completed in groups, with the final part being a task completed by every individual. The first is a form where the pupils devise imaginary holidays abroad. The second is the phone call task. Here the teacher makes changes to the details on the pupils' forms on a copy in order to create a problem the pupils must overcome. The pupils will then call an assumed hotel receptionist to make sure their booking is in accordance to their

plans and try to fix details that have been implanted by the teacher. The pupils will then use online sources to create presentations of their travel destination showcasing culture and points of interest in the destinations. Finally, the pupils will write correspondence to someone not on their trip, where they will imagine being abroad and writing what is essentially a fictional synopsis of a vacation.

The second unit is based on the pupils use of social media and they are to devise posters with the look of their favorite social media sites. They will also have to assume personalities based on pictures cut out from magazines and distributed randomly. The pupils will end up creating social media pages for those characters. They will have to be creative in coming up with details about their characters and assuming their role as they devise comments and take part on assumed mockup online communications. Their posters will also remain in the classroom, which should implement some restrictions on how pupils act on the supposed social media sites and regulate their behavior. They should also be able to realize how widely their comments will be seen online even as they are privately using social media.

The final assignment of the second unit consists of three parts. Firstly, the pupils will receive a picture cut out from a magazine and they will come up with a character who might have posted the image they received online on a social media platform. They also present their characters and photos to the group. They will then devise social media pages for their characters on posters and they include the picture as a post their character did. Finally, they will go around the class commenting on other peoples' pictures as their characters.

The material package also offers opportunities to use other skills to language ability, as some pupils may have been abroad or may own a social media page for themselves being familiar with some aspects of the material package. Some pupils may also be artistically inclined allowing them to showcase that ability in a few assignments in particular. Some pupils might also be more willing to take part in discussion and may not shy away from having to talk to an assumed stranger and some pupils may be creative and find it engaging to plan out imaginary holidays or create imaginary characters.

The choice of the operational environments for the final assignments are aimed to fill the requirements of the objectives O2 and O3 described in 3.2.

4.3. Feedback

With the present material package mainly aimed at the building self-efficacy beliefs and new behavior in class, it is not advised that traditional grading be implemented for this package. Instead, it is suggested for pupils to be helped to start evaluating their skills and how they work themselves and with the teacher giving verbal feedback only for as specifically as possible.

The pupils are instructed to go over their initial expectations, keep track of what they are doing and finally evaluate their learning themselves with the use of forms and answer sheets. The material package has been devised so that the pupils are given the forms used as work proceeds with the answers to all the exercises being provided with the tasks themselves. The teacher should guide the pupils to evaluate their answers themselves in order to allow them to realize how they are doing. The forms, themselves, have been devised so that the pupils get a chance to evaluate their abilities themselves and to see how truthful their expectations have been. They also get more tangible evidence of their actual skills by checking their work.

It is, however, counterproductive to not give any professional feedback to the students and the Core Curriculum (The Finnish National Board of Education, 2014) also has set requirements that feedback be given to the pupils. The objective for the material package is to strengthen the pupils understanding of their ability and give them vicarious experiences by seeing how others are doing and what effect it has on their abilities.

The present thesis suggests that feedback should be for specific instances of success and any failures be evaluated vicariously in order to show that everyone does mistakes. Any mastery the pupils have should be given as written feedback for the final assignments, focusing heavily on as tangible examples as possible. Examples of ability can be given for how they worked, pronunciation, writing, spelling, grammar, salutations, behavior etc. Anything the teacher makes note of a pupil (or group) pertaining to the execution or learning of the language. For mistakes, the teacher

should give a short statement of common mistakes in the entire group without singling out any student. Again, this feedback should be directed to specific behavior or things done by the pupils (pronunciation, dates, etc.). Collective feedback on mistakes is given in order to provide the pupils with a vicarious experience and soften the blow of not being able to do something.

The next section describes the pilot experiences of using the material package. It will also describe the feedback given and how the pupils reacted to it.

4.4. Pilot Experiences

The material package has been used twice. During these instances the package consisted mainly of the final assignments largely as they appear in the material package, as more material has been devised afterwards. It was executed as two distinct workshops in Finnish EFL classrooms during four work experience weeks when teaching groups were divided into two. During those weeks half of the pupils went to experience working life outside school and the other half stayed in school. The exercises were done with 6 groups in total simultaneously being taught by 3 teachers working together. The time frame was chosen deliberately as it allowed for trying out the material package for smaller groups at a time.

The two units were both held in their entirety in a single week each with two repetitions for both halves a week being the time frame available. There were 3 lessons per week during which the assignments were held. The first lesson was an introductory one. Where the materials and assignments were explained. The pupils worked mainly independently in groups with little need for the teacher to direct focus.

The evaluation forms had not been devised by that time, so the only feedback the pupils received was the written and verbal feedback similar to what was discussed in 4.3. The pupils worked well, as the situation was different to the usual, the groups were much smaller than what they were used to, there was more freedom, and they were only doing 3 exercises for the whole week. The execution of the assignments went well with little problems. The pupils themselves also spontaneously gave feedback on the work others had done seeing their presentations and posters for the specific units.

One additional difference to what is available and described in the material package is that the phone call task was executed by one teacher to all groups. Therefore, most of the pupils did not realize who they were talking to. However, similar experiences were common even in the groups the teacher who was receiving the phone calls regularly taught. This was most likely a consequence of the groups being told that their teacher was away and that they would be looked after by the teacher in the next classroom and having been given instructions for independent work creating the presentations about their trip. Another being the execution of the presentations of the assumed trips abroad, as they were done so that each group visited the classrooms of other classes and were able to see what pupils in other classes had done in addition to the ones their classmates had been working on.

The experience was largely positive as the groups worked well and more autonomously than normal. The pupils' feedback was largely positive, however, they felt that using a phone to call a hotel was something that they felt "weird". This was anticipated and the pupils made the phone calls as groups using the speaker function of the phone used. In most cases an individual pupil took control of the discussion, however, the group could be heard discussing the details in Finnish, thus participating in the task on their level.

In most cases the execution of the assignments went well. In the travelling abroad final assignment, the pupils worked hard creating a travel plan, they were able to make a phone call in English and were very interested in seeing the destinations and presentations of all groups.

The execution and feedback most interesting were those of the phone call task. Most individual feedback revolved around being able to convey meaning, or finding out mistakes in the booking, however, a few groups had created creative plans, for example, one group had stated that they wanted the already deceased rap musician Tupac to collect them from the airport with a limousine, and when they were informed that it could not be done because the person was dead, the pupils made a polite argument for trying to do so anyway, and later agreed to be picked up by Biggie Smalls, another dead rapper. This group was congratulated for their imagination and polite manner of arguing.

Surprisingly, a common mistake the pupils did was the absence of salutations when answering a phone call. Almost no group were able to state their name or to even say a simple greeting in the beginning of the phone call. The second common mistake was not fixing the dates of the booking. In all instances the pupils had written the dates in the Finnish stylization on their copies of their forms and were unable to realize the wrong months told to them through the phone. The third was the inability to state their own names letter by letter in English, as in all cases the assumed hotel receptionist could not recognize the Finnish name spoken and asked for the written version of said name. The teachers chose these mistakes as the focus of the remedial feedback. The pupils found the feedback funny as they realized that had this been a real situation their bookings would have been in the wrong months, how they sounded rude on the phone and, even as this was a regular environment and behavior familiar to the pupils they were unable to perform the most basic aspect of a phone call: stating your name. The pupils also found funny what the teachers showed the pupils to have said as being their name. This again being a simple skill the pupils expect they possess with no foundation in reality. In no instance did a pupil state that the feedback was somehow disagreeable.

All in all, the assignments proved to be eligible materials for education and the overall experience of both teachers and pupils was positive.

4.5. Further Development

While the initial experiences have been largely positive more work can be done to create more effective learning experiences and stronger self-efficacies. Firstly, it is obvious that the next step in the development of this or a similar material package would be to make it electronic. Pupils are familiar using electronic devices and they are ubiquitous in most Finnish households. Furthermore, any extra effort put in to filling in the exercise forms would be cut out with the use of an electronic package. Checking answers would also become more connected to the work as electronic platforms are usually capable of checking most simple exercises automatically. Whether taking effort away from checking and following up on effort would have a positive or negative effect on efficacy beliefs, however, is unclear.

Further development could also be done in how the material package looks. As all exercises are on separate sheets and just the exercises are on the otherwise blank pages and would become more appealing if pictures and color were added or the exercises were in a more cohesive unit. While the exercises may be bland to look at, the main focus of the material package are the final assignments where the pupils are indeed encouraged to use their artistic skills in more ways than one. With the pupils creating the artwork for their presentations, postcards and social media accounts, the execution of the package is not in fact as bland looking as it might at first seem. However, with initial reactions forming a baseline with mental and physiological states, more development could go ways to make for a better first experience and a stronger effect in the long run.

Another aspect of further development is the size of the package. As there is mandates for using similar evaluation methods and teaching strategies as the package and a need for helping pupils build their efficacy in an EFL classroom, the two interventions offered by the material package may be insufficient in changing the behavior of all pupils. More final assignments with similar pedagogical goals should be developed with smaller exercises paving the road towards the larger assignments. Furthermore, more vocabulary and grammar exercises could be developed for the existing units, however, the focus should be on making more exercise types and difficulty levels to give more opportunities for choice.

Finally, the grammar topic of the present material package being the representations of dates in written and spoken English, the present package rather expects the pupils to be familiar with ordinal numbers. It perhaps is not necessary for this package to teach ordinal numbers as well as most existing materials already teach this topic. In fact, the existence of ordinal numbers in almost every material in use is the reason why they were cut from the present package, however, it remains something that should be taken into consideration when using the present package.

5. DISCUSSION

Perhaps one of the most notable strengths of the present thesis and the teaching material included is the relationship with the predictive power of self-efficacy beliefs and their relationship with the core curriculum. As self-efficacy beliefs will predict

future behavior with stronger beliefs predicting more persistent work in the field and as a life-long continuum of development is the objective of any subject within the Finnish core curriculum, the present study seems to provide eligible tools for teachers to provide incentive to the students to behave in a way that will allow them to develop their skills in the subject even after leaving school.

5.1. Applying the methods from this paper to other material

While ambitious pedagogical goals have been set for the present material package, they do seem to be achievable through rather simple choices, at least, as far as the pilot experiences are concerned. The main result of the pilots was that it does in fact help pupils to divert more effort in learning the topics if they are aware of their inability to already use those language capacities. Furthermore, modern pupils do also seem to enjoy working on familiar environments such as social media. Therefore, the present study would suggest the use of pretesting similar to the grammar section, where applicable.

Furthermore, being devised as extra material the present package should be usable as an intervention to change the self-efficacy beliefs of pupils alongside almost any material package. It has to be admitted that the package is not likely to be more effective in teaching English with its exercises being fundamentally similar to any package, however, the final assignments should at least provide for varied learning experiences and more understanding of how language can be used. Furthermore, the pupils' behavior did change in the pilot instances and the pupils reported enjoying the work suggesting cautious success regarding the goals of the material package.

5.2. Criticism

The present study will most likely not answer all problems of language teaching and will certainly add no new information of either language learning or self-efficacy. However, research into new aspects has not been the objective of the present thesis. The objective, hopefully reached to some extent was to combine some already established theories to provide new ways in which teachers can approach language teaching, course and material design and evaluation in a modern end ever changing world.

5.3. Conclusion

The present thesis has aimed to produce a material package to help junior high school children to build self-efficacy beliefs in English. While the package may not be completely revolutionary, initial experiences are positive and the final assignments have been seen to work in changing attitudes towards schoolwork. Of course, further testing needs to be done to see the scope of such material. However, as group sizes seem to be on the rise and agency being one of the objectives in Finnish education there certainly seems to be a need for such materials. Furthermore, as the individual exercises are types already in use, teachers might find it easier to incorporate the methodology of the present thesis also into regular existing materials. Finally, the material package also has room for expansion as computer mediated language learning may offer new platforms for educational usage.

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MATERIAL PACKAGE

SELF-EFFICACY INTERVENTION

ROOPE JOENSUU

TO THE TEACHER

The following material package was designed as a part of a master thesis in the University of Jyväskylä for the Department of Languages and. It was designed to be used in a Finnish EFL or ESL classroom on grade 8. Moreover, the following material package aims to build pupils' self-efficacy beliefs in English learning.

The material package is based on the theoretical framework presented in Roope Joensuu's Master Thesis. The core concept is for pupils to ordain their work themselves working on a level they feel comfortable seeking more complex tasks once they start building stronger self-efficacies.

Thank you!

1. LEARNING OBJECTIVES

This material package consists of two units, which both have a set of exercises to develop certain grammar constructs and vocabulary entities. The two units also aim to build specific linguistic competencies for certain language contexts. The first unit aims to build language skills for travelling abroad, which provides concrete competency with hopefully apparent real-life usage. The other takes advantage of modern pupils' media usage and familiarity with the context of social media to facilitate the building of multimodal linguistic language competency. In addition, social media is a context where the pupils would find linguistic agency immediately useful and helpful.

The basis of this material package is the Finnish Core Curriculum (Opetushallitus, 2014) which gives seven core objectives of all education in Finland. The objectives this material package aims to reach are L1, L3 and L4, which have been divided into the two units and will be discussed in detail in the subsequent chapters. The national core curriculum also states the content areas, which constitute the goals to be met by English as a foreign language subject. These content areas are labelled as T2, T4 & T5. (Opetushallitus, 2014, s. 349) All these objectives are to be fulfilled by completing both units, however, the units don't have to be completed back to back as this material package is meant to be used as additional workshops alongside regular schoolwork. Furthermore, being an additional material, the present package aims to only fulfil the specific course objectives set in table 1.1. The background for the goals of the present material package has been discussed in the theory section as well.

| Course objectives | Content areas | Transversal learning outcomes |
|---|---------------|-------------------------------|
| O1 – develop pupils self-efficacy beliefs to change their behavior in class to allow for more effective and independent work | S2 | L3 |
| O2 – help pupils realize real life uses for English structures using operational environments familiar to the pupils from outside the school environment and encourage pupils to use language and other forms of discourse independently and creatively to convey meaning | S3 | L1, L4 |

| | | |
|---|--------|----|
| 03 – Practice real life situations and everyday environments where English is used for a specific purpose, and help pupils realize any linguistic area they need to develop and have to use and understand the effects those areas have in expression | S1, S3 | L1 |
|---|--------|----|

Table 1.1. – Course description and objectives

In addition to the linguistic goals of the material package attempts to create a learning environment and experiences that change the pupils' behavior to better suit language learning according to self-efficacy theories. The background behind the structure and content of the material package in this respect is detailed in the theory section of the present thesis. However, they will briefly be discussed here in order to help understand the underlying concept.

Essentially, self-efficacy is the ability of an individual to recognize the power they have to affect their themselves and their environment through behavior. A strong sense or belief of self-efficacy signifies that the individual realizes that the relationship between effect and behavior is strong making for a more willing individual to put in effort to change themselves and the environment to better suit their needs. Contrastingly weak beliefs result in an individual not realizing that their behavior can have or has had an effect on the environment. (Bandura, 1997) This material package aims to change those beliefs to allow the pupils themselves to understand that what they do in class results has an effect on the outcome of learning.

Self-efficacy is built through psychological and physiological states, which themselves are built from previous experiences and constantly change and evolve as new experiences are gained (Bandura, 1997). As self-efficacy is something that predicts behavior, (Bandura, 1997) this material package aims to give tools to strengthen the efficacies of pupils. These tools are discussed next.

The first tool offered for efficacy building is agency in the free choice for the pupil in both the exercise type and level of an exercise. Both vocabulary and grammar exercises in this material package are divided into multiple difficulty levels to choose from. If a pupil enjoys a type of exercise they can, in most cases, complete the easier options first proceeding then to more difficult ones. Pupils can also choose the order

in which they go through the exercises, apart from a few exceptions discussed later on.

The second tool is the attempt to make the reason for learning as clear as possible. The two workshops have been devised so that the skills taught are to the pupil, skills they can foresee themselves needing in the future. Furthermore, in the grammar section (dates) the first task is a task that most pupils wouldn't be able to do thinking they can as the topic is familiar to them from their first language. Therefore, it makes little sense to them to practice such a skill. Thus, the first task should prove to the pupils that they do not yet know this and need to, in fact, learn this skill. If the teacher wanted to, they could complete the first task as a graded test offering a stronger emotional reaction. As a strong emotional reaction of failure is not advised for all groups, however, the material package offers the exercise as an exercise or a quiz as labelled instead of a test.

With the previous tools mentioned leaning towards changing the initial psychological and physiological states, it coheres that the present material package also aims to change the final states as well. With the forms being a tool aimed at changing both initial and final states and are discussed in section 2, other tools will be discussed next.

The final tasks function as a test of sorts as the skills the pupils have been practicing are put to the test. The pupils are allowed to use the language they have learnt and hopefully succeed in a situation they might find themselves in. The task is also something that implements what has been learned helping the pupil come out of the workshop realizing the taught topics to be of value to the individual. Subsequently, the feedback given is of vital importance and should be carried out so that the pupils get information on all of the things they managed to do well, and then collectively on things that still have to be practiced. This way the pupils get feedback on what they themselves were good at and what everyone found difficult hopefully resulting in a positive experience and a more suitable physiological and mental states in the future.

In brief, the present material package aims to give the pupils as much agency as possible, as positive an experience as possible and a better understanding of mastery

resulting, at least in theory, in stronger self-efficacies. All this alongside with easily graspable, real-life situations and needs for the language being taught.

The following sections will discuss the workshops independently in more detail as they have their own distinct goals. The workshops have also been devised as separate wholes, which do not have to be taught or implemented back to back. For more information on how to use the material package and descriptions of individual exercise types, more information is detailed in section 3. For an example of course structure and lesson plans, details are given in section 3.6.

1.1 Unit A – Travelling Abroad Workshop

The first unit in this package aims to help pupils realize a need for English as they work with language linked to an obvious situation in which foreign languages may be used: travelling. This unit aims to teach students both vocabulary adherent to the topic and a vital grammar skill in how to write and say dates. With the obviousness of needing a foreign language abroad, the vocabulary exercises should seem relevant to any student expecting to travel abroad at some point. Contrastingly, the grammar topic is something that is not immediately obvious to Finnish pupils as most are familiar with dates from Finnish, however, as the two languages have dramatically different ways of expressing dates, there certainly is a need for practice. Therefore, this unit should offer students with skills they recognize important and useful.

The unit consists of what is essentially three types of tasks: vocabulary, grammar and a final assignment, which itself is also divided into many distinct exercises. The first part, vocabulary tasks, largely consists of games and familiar exercise types similar to any language textbook. With the topic being travel the need for acquisition of the vocabulary should already seem necessary to the pupils. The grammar, however, is structured so that the topic, if done in order, starts with an exercise resembling a test. The first exercise is labelled ‘quiz’ and is devised so that it seems easy, however, failure is devised into the task being something the pupils will have little odds passing. Failing at a task should make it immediately obvious to the pupils that they do not yet possess this skill in English. Subsequently, having realized a need for learning the grammar topic, they are offered traditional grammar exercises and games

to help them learn to use dates. With these choices an attempt has been made to achieve objective O2 as stated before.

Having realized a need to practice and having practiced the vocabularies and grammar topic, the vocabularies and pupils' mastery of dates are put to the test in a situation mimicking real-life in the final task. In this task the pupils work as groups and they will devise vacations for themselves. They will use online sources to plan out their vacation and they will make a mock booking in a hotel. They will also envision the trip supposedly taken by them and create presentations of the countries and devise letters or other correspondence in English, all of which will allow the pupils to use what they have previously learned. Their skills are also put to a test with a phone call exercise where the teacher has planted incorrect details to their booking which they should try to fix. The mistakes should be devised so that there are one or two more obvious ones in order to hint at the actual objective of the phone call and then more on dates and number and other details relevant to their booking. For the most effective lesson they should not be advised to listen for any mistakes and should be told to verify their booking via phone call. Written feedback should be given on what went well and what did not. A short collective oral feedback session is also in order to show that everyone made mistakes, not just individual groups, again, to help build the efficacies of the pupils.

Furthermore, as the phone call exercise is a mock-up of a situation the pupils might find themselves in and are allowed to make mistakes here in order to understand what they will have to do and how they should behave to achieve a goal the objective O3 of this material package should be met with it.

1.2. Unit B – Social Media Workshop

The second unit of this exercise package is aimed to help students realize and learn language in a context familiar to them: social media. The pupils will look at some social media cites, language relevant to social media usage. They will also evaluate their own social media usage and compare it with other pupils. The goal is for the students to create a poster of their own design which resembles online content on a social media cite of their own choosing. This way the genre of their product is more

or less familiar to them and the students will hopefully feel more capable of producing language content.

In addition to vocabulary and phrases that are connected to the topic this aims to help pupils evaluate and think about how the internet is used and how the internet functions. The workshop consists of vocabulary exercises and a final task which, similar to the final task of the other unit, mimics real life situations. With social media and the internet surely being something that is familiar to the pupils, they should recognize a relationship between themselves and the vocabulary creating suitable initial states to help students direct their behavior.

2. SELF-EVALUATION FORMS

The basis upon which the present material package is built on aims to teach secondary school children to recognize their own skill acquisition while learning English. One such way is by forcing the pupils to do self-evaluation where the skills they are learning are explicitly stated. Another way is to help pupils build efficacy by helping them navigate the exercises themselves allowing them to reach the learning outcomes through a syllabus they themselves create by choosing tasks. This section will discuss the forms that help pupils use the package independently and recognize the effect their work has on their learning.

There are three forms included in the material package. The three different forms are *the exercise form*, *the initial form* and *the final form* all of which should be filled in and used by the pupil. The teacher should follow and instruct the pupils to keep filling in their forms to help make effort explicit.

2.1 Exercise form

The form which the pupils will be using most is the exercise form. While not the first to filled, this form is for the pupil to fill in as they progress with the topic. It will also be the form they come into contact with most frequently. The pupil should keep track what exercises they are doing as they work. They should also mark down both completion and evaluation (checking of answers). The point of this is to make working and effort absolutely explicit and help them realize the connection between

effort and success. This also helps the teacher to see what the pupils enjoy doing to help teachers plan out other courses to include more enjoyable work for the pupils.

2.2. Initial form

The first form they will be using is the initial form. The objective of the initial form is to help pupils evaluate what they already know and help introduce the new topic. The initial form is devised so that the pupils have a chance to verbalize their own expectations and any abilities they feel they already possess. In case pupils claim to be able to use language well in a particular scenario but it turns out not to be so, this tool is effective in showing something they have learnt and the teacher should instruct both detailed descriptions for the initial state and to have the pupils look at their initial state when the workshop finishes before writing the final form.

2.3. Final form

The last form of the three functions as a conclusion to the topic where the pupils can evaluate their skills and learning. They should also report on their feelings towards the topic and their learning to help them express themselves. The form aims to help pupils recognize the relationship between working with the vocabulary as they are asked to display the amount of exercises they went through in addition to their own evaluation of their learning.

All three forms should be filled in as a part of both workshops as they are a vital part of efficacy building. The forms help the pupils display and recognize their own behavior and see the effects it has on themselves and their relationship with the subject. With the addition of the phone call exercise which mimics a real-life situation, the pupils should also recognize a relationship between their abilities in English and the situation. Which, again, is something they will hopefully recognize as something they might have to handle in their future. In addition to the evaluation the pupils do themselves constant feedback is needed from the teacher and the written and verbal evaluations discussed in section 1.1 offered by the teacher help the pupils further.

3. HOW TO USE THE MATERIAL PACKAGE / EXERCISE TYPES

This material package consists of two topics which both have their individual learning objectives and exercises to help students learn both vocabulary and grammar. There are many types of exercises which all function differently. In addition, there are more than one version of most of the exercises so that pupils may choose the one they feel fits their skill level. Furthermore, with multiple novel exercises that share similarities between one another, a pupil can choose to do all levels of the exercise in case they find the exercise fun or engaging. After all, no matter how good the exercise is, it does not facilitate learning if the pupil does not engage and work on it or skips it entirely. While the exercises are not equal in facilitating learning and some are better than others, this material package aims to help students engage in learning by strengthening their self-efficacy in addition to teaching the vocabularies and grammar.

Furthermore, most of the exercises are offered as multiples, where the difficulty of the exercise varies between the versions. Some of these exercises are so different that the pupils may even complete all versions to revise vocabulary or grammar, however it is not the case in all exercises. The material package also includes the correct answers and notes to all exercise after each set of exercises.

While this section holds information on the exercise types, the final assignments are larger bodies of exercises and need more discussion they have been explained in detail in part 4. They are also the focus of the units themselves and are the goals towards which the rest of the exercises guide the pupils.

3.1. Course and lesson structure

The material package has been devised into two separate units that can be used as extra material alongside normal schoolwork. The two workshops should be managed as two wholes. As they both aim to change behavior in the language classroom by building pupils' self-efficacies, the two units should be held during the school year in between regular classes. By having the units further apart in the middle of the school year any positive effects they may have will help pupils change their behavior in the regular lessons as well and offer some variation to the school year. The units

themselves comprise of 2 or 3 sections which the pupils can work on independently helping pupils recognize their agency in school.

The courses have been planned to last 2 to 3 weeks if there are 3 lessons a week. Unit A is longer as it has a grammar section unlike Unit B. The units should be planned so that when starting the first lesson is used to introduce the topic. Discussion ideas and introductory topics are offered in the materials. After an introduction the initial form should be filled in by the pupils, which allows them to consider their skills. The next 2 to 3 lessons should be spent doing basic vocabulary exercises which introduce vocabulary for the pupils. They should work on their own pace choosing exercises they find suitable and helpful. The use of the forms should be overseen by the teacher as pupils often forget to follow up on what they are doing. Furthermore, the pupils should be reminded to keep checking their work to direct focus on what they know and what they do not know.

After the topic and vocabulary is introduced there is a lesson's worth of grammar exercises in Unit A, after which, the pupils should be instructed to move onto discussion exercises. These two sections last for 1 lesson, maybe in some cases 2, provided that the group is very prolific and want to practice speaking.

The last part of each unit is the final assignments which can last up to 4 lesson. First, they must start introducing themselves to the topic of the assignment. In Unit A looking at hotels and travel destinations and in B considering media and internet consumption. If possible, the teacher can host the phone calls of Unit A as the pupils work on their presentations to save time. Regardless, the parts of the final assignments are done in order.

Each lesson the teacher should encourage the pupils to keep working on their assignments helping individual pupils with any problems they may have. The pupils should be allowed to choose any exercise from the section the group is working on. Furthermore, in case there are faster pupils who are able to complete exercises really quickly they should also be able to proceed onto the next section allowing them more time to work on the final assignments or giving them something else to do in case they run out of work.

The following sections will provide individual explanations for the exercise types.

3.2. Vocabulary lists

The two topics are similar in structure as they both require the use of evaluation forms. The two units also have a similar structure in that they start with a vocabulary list with words tightly linked to the topic. These vocabulary lists function as the starting point as there is no actual text initially. 2 options are offered for the vocabulary list in both units. While many of the difficulty options in other exercises can be completed as separate exercises, this is not the case for these. A pupil may choose one or the other and fill in the words. These vocabularies also function as an aide for the rest of the exercises and should be seen as the starting point for the unit.

3.3. Vocabulary exercises / games

The material package offers many kinds of vocabulary exercises which mostly use the words from the vocabulary. The goal of the exercises is to repeat words from the vocabulary to help the pupil learn the vocabulary. They start from exercises that introduce the words as independent entities. Further the exercises start including the vocabulary in sentences and thus aim to make them an active part of the pupils' personal vocabulary.

The majority of the exercises can be completed in any order and as any compilation. They are not meant to be all completed by any individual pupil, instead they are options to choose from in order to suit the pupils' needs. Pupils should choose exercises they find engaging and relevant. Some exercises can even be completed more than once.

3.4. Grammar exercise “Dates 1 (quiz)”

The exercise marked “Dates 1” serves as a preliminary test. Unlike usually, however, this test is not meant to evaluate the pupils' skills. In fact, its purpose is to show the pupils a gap in their knowledge. The grammar topic of this unit is the use of dates in English. While not the most difficult grammatical topic, it posits problems to learners as it isn't inherently motivating or engaging. The reason for this is that Finnish secondary school pupils are already familiar with dates and are able to use them both verbally and in writing, however, their skills mostly adheres to the Finnish language

and they might not realize that the way dates are represented in different languages is different. As such, the topic of dates is not engaging and does not offer a clear reason to work hard to learn something. Therefore, this grammar topic begins by addressing this and showing that the pupils do not possess this skill before attempting to learn it.

This exercise should act as the starting point and the failure of not being able to represent dates in English as a base level. This exercise can be either completed and checked individually in their own pace, as are the other exercises, or it can be organized as a whole class activity, or even a quiz or test. When thinking about organizing this exercise, there are a few outcomes worth considering. If completed in individual pace, this exercise does not break the pace of the entire course and the teacher does not have to force pupils to take up a new topic before they feel comfortable with the previous, however, their realization of not knowing something may lack in severity and may not have long lasting positive consequences to the efficacies of pupils.

3.5. Grammar exercises / games

The rest of the grammar exercises function similarly to the vocabulary exercises. They can be done in any order the pupil wishes, however, unlike with vocabulary there is not as many to choose from, and all should be therefore completed for enough repetition. The quiz can also be retaken later on in order to really drive home the idea behind representing dates.

3.6. Extra exercises

There are two exercises in the end of the package that have no other benefit than to possibly build personal efficacy beliefs. One is a listening task, where a video is played and the pupils are instructed to listen to the sounds and to make a mental picture of what they think is happening on the video. This exercise only changes the beginning of the lesson to seem different to help pupils change their mental and physiological states.

The second exercise is a pronunciation task, where a pupil receives feedback from a machine about their pronunciation. This exercise provides a neutral interface with which to practice pronunciation. While not giving any information about the

pronunciation itself, this exercise does help pupils see what words they are able to pronounce and what they are not. Furthermore, as no-one is listening to the pupil speak, they feel more secure in their pronunciation practice as they are in fact receiving feedback.

4. FINAL ASSIGNMENTS

This section describes the final assignments in each Unit. Both assignments consist of more than one task and aim to reach goals set for the units.

4.1. Travel

The Final assignment of the second unit is for the pupils to plan a trip abroad for themselves. The final assignment is executed after the appropriate grammar, vocabulary, written and reading exercises have been done. The assignment itself has four phases which are as follows: *a travel plan* where pupils fill in form with a rudimentary plan consisting of details on their plans. The pupils should use English websites to find the appropriate information about their trip, such as flight schedule dates, hotel rooms, hotel transport and a rudimentary plan for activities the pupils would like to do while on their trip.

The travel plan will then be tested orally in the second phase: *a phone call to the reception*, where the teacher, or more desirably someone whose voice the pupils do not recognize, acts as a hotel receptionist only speaking English. The pupils are supposed to call the reception of their hotel to see if their travel plan has been booked appropriately in the hotel. Of course, it is not, and subtle mistakes should be included by the receptionist which the pupils should hear in and correct during the phone call.

While the groups make their phone calls the rest should start working on a *presentation on their trip*, where they present the country or city they are planning to visit, information about their desired hotel and travel destinations and possible activities during for them to partake on their trip. The presentations are held after everyone has made their phone call to the hotel and everyone has finished preparing their presentations.

Finally, the pupils prepare individual *postcards* which they write as if they were on the trip itself. The pupils should state what they have done, what the weather has been like and what they are planning to do for the rest of the trip. Here the pupils need to be able to write in the past tenses as well as the future tenses to show what happened during the previous days of travel and what they are hoping to do for the rest of duration of their fictional trip.

4.2. Social Media

The first topic of this material package has to do with social media and language. This topic has been chosen for its familiarity to the pupils. Most adolescents will be familiar and will use a social media in their free time and will therefore be able to apply their abilities from their previous usage on a familiar medium.

This section will aim to teach students the following content: social media vocabulary, social media etiquette and multi-literacy skills between different linguistic mediums, (words, pictures, etc.)

The pupils will first list all social media platforms they use in small groups. After which, the platforms will be combined in a larger list by the teacher. After the pupils have seen which platforms are used in their group, they will be asked to mark which ones they use, for them to realize which ones are more widely used and which ones are not. The teacher will then ask the groups to think of a definition for social media and what it is mainly used for. The definitions are unlikely to be easy for the pupils to write in English

5. EVALUATION & FEEDBACK

In terms of evaluation and feedback the pupils should be taking part in the evaluation themselves receiving feedback both from the answer sheets and from the feedback described in the thesis section. It is not advised that the pupils be given grades for the two units provided in the material package as it is so closely connected to regular schoolwork and might undermine the effect of the intervention.

The goal of this package is for the pupils to realize that they can affect whether or not they learn English and whether or not they feel capable of using the linguistic

structures provided in the package. Feedback should be given according to the guidelines of the thesis section, as feedback is mandated by the Core Curriculum as well, however, the main evaluation should come from the pupil themselves as they know if they were able to succeed in the way they expected or not, and whether their behavior affected the outcome.

BIBLIOGRAPHY

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TRAVEL WORKSHOP
Unit A

SELF EVALUATION FORM (initial)

NAME: _____

INITIAL (what do I already know, how good am I with language linked to the topic:

Write down any English words you didn't know that come up in the exercises:

SELF-EVALUATION FORM (final)

Number of exercises I completed: _____

Grade I'd give myself for effort: _____

What did I learn:

What I found difficult:

What I found easy and what did I enjoy:

VOCABULARY (easy)

Täydennä seuraavien sanojen suomenkieliset käännökset. Saatat tarvita sanastoa jatkossa, joten pidä se tallessa. Voit käyttää internetiä apuna niihin, joita et tiedä.

- _____ a car
- _____ first aid
- _____ a connecting flight / train / buss
- _____ a train
- _____ a train station
- _____ cash
- _____ a platform
- _____ a ship
- _____ an airplane
- _____ a bus
- _____ a credit (card)
- _____ departures (departing flights/trains/busses)
- _____ check-in
- _____ a ticket (train / buss / flight ticket)
- _____ luggage
- _____ Metro / subway / underground
- _____ a (Bank) card
- _____ a passport
- _____ a bicycle
- _____ a gate

_____ a tram

_____ food

_____ arrivals (arriving flights/trains/busses)

_____ a taxi

_____ a terminal

_____ a security check

_____ a booking

_____ book, booked, booked (make a booking)

_____ a boat

VOCABULARY (hard)

Find the English translations of the following words. you might need this vocabulary in the future so keep it somewhere where you can find it.

Auto _____

Ensiapu _____

Jatkolento / -juna / -bussi _____

Juna _____

Juna-asema _____

Käteinen _____

Laituri (juna- /bussiasemalla) _____

Laiva _____

Lentokone _____

Linja-auto _____

Luotto (kortti) _____

Lähtevät (lennot / junat / bussit) _____

Lähtöselvitys _____

Matkalippu _____

Matkatavarat _____

Metro _____

Pankkikortti _____

Passi _____

Polkupyörä _____

Portti (lentokentällä) _____

Raitiovaunu

Ruoka

Saapuvat lennot

Taksi

Terminaali

Turvatarkastus

Varaus

Varata

Vene

VOCABULARY (answers)

| | |
|------------------------------------|--|
| Auto | a car |
| Ensiapu | First aid |
| Jatkolento / -juna / -bussi | a connecting flight / train / buss |
| Juna | a train |
| Juna-asema | a train station |
| Käteinen | Cash |
| Laituri (juna- /bussiasemalla) | a platform |
| Laiva | a ship |
| Lentokone | an airplane |
| Linja-auto | a bus |
| Luotto (kortti) | a credit (card) |
| Lähtevät (lennot / junat / bussit) | Departures (departing flights/trains/busses) |
| Lähtöselvitys | Check-in |
| Matkalippu | a ticket (train / buss / flight ticket) |
| Matkatavarat | luggage |
| Metro | Metro / subway / underground |
| Pankkikortti | a (Bank) card |
| Passi | a passport |
| Polkupyörä | a bicycle |
| Portti (lentokentällä) | a gate |
| Raitiovaunu | a tram |
| Ruoka | Food |

| | |
|-----------------------------------|---|
| Saapuvat (lennot /junta / bussit) | Arrivals (arriving flights/trains/busses) |
| Taksi | a taxi |
| Terminaali | a terminal |
| Turvatarkastus | a security check |
| Varaus | a booking |
| Varata | Book, booked, booked (make a booking) |
| Vene | a boat |

VOCABULARY CARDS

On the following pages you can find printable vocabulary cards. You can use these cards for two separate exercises, however, they must be printed differently: for exercise 1, print the pages double sided and for exercise 2 print the pages one sided. For both exercises cut out the cards.

EXERCISE 1: Print the two following pages out as a double-sided print and cut out the cards. You will find the English and Finnish translations on the opposing sides. By looking at one side, try to remember the translation to the word. Check by turning the card over. Start by looking at the English side and remembering the Finnish translation. If this is too easy, start with the Finnish side and try to remember the English translation of the word.

EXERCISE 2: Print the following two pages out as one-sided prints and cut out the cards. With words on one side and a blank space on the other, you can use the cards as pairs and play a memory game by trying to find the pairs. Play with a friend and use the vocabulary list (*tukisanasto*) to check that you have the correct pairs.

| | | | | | |
|---------------------|-------------|---------------|-----------------------|------------|-------------------------|
| a train station | a bus | luggage | a gate | a terminal | |
| a train | an airplane | a ticket | a bicycle | a taxi | vene |
| a connecting flight | a ship | check-in | a passport | arrivals | book, booked, booked |
| first aid | a platform | departures | a bank card | food | a booking |
| a car | cash | credit (card) | subway underground | a tram | a security check |

Flip on the long side for double sided cards

| | | | | | |
|------------|-----------------------------|---------------------------------|---------------------------|----------------------------------|----------------|
| auto | käteinen | luotto (kortti) | metro | raitiovaunu | turvatarkastus |
| ensiapu | laituri (juna- asemalla) | lähtevät (lennot /junat jne) | pankkikortti | ruoka | varaus |
| jatkolento | laiva | lähtöselvitys | passi | saapuvat (lennot / junat jne) | varata |
| juna | lentokone | matkalippu | polkupyörä | taksi | vene |
| juna-asema | linja-auto | matkatarvat | portti (lentokentällä) | terminaali | |

Flip on the long side for double sided cards

TRANSPORT JUMBLE (EASY)

Find the following vocabulary for transportation from the box. Words can be found in two directions: left to right and down.

1. LENTOKONE
2. MATKALIPPU
3. RAITIOVAUNU
4. LINJA-AUTO
5. PASSI

6. AUTO
7. LAIVA
8. VENE
9. JUNA
10. TAKSI

11. VARAUS
12. MATKATAVARAT
13. PORTTI
14. LAITURI (JUNA-ASEMALLA)

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| a | a | e | r | o | p | l | a | n | e |
| b | x | c | u | t | r | a | i | n | p |
| u | t | a | x | i | c | z | a | p | a |
| s | a | r | q | c | o | g | n | l | s |
| b | o | a | t | k | t | v | p | a | s |
| w | y | f | i | e | g | g | m | t | p |
| t | h | u | e | t | r | a | m | f | o |
| w | d | e | r | f | a | t | o | o | r |
| l | u | g | g | a | g | e | o | r | t |
| b | o | o | k | i | n | g | p | m | l |

TRANSPORT JUMBLE (EASY)

Find the following vocabulary for transportation from the box. Words can be found in two directions: left to right and down

- | | | |
|----------------|-----------|-----------------------------|
| 1. LENTOKONE | 6. AUTO | 11. VARAUS |
| 2. MATKALIPPU | 7. LAIVA | 12. MATKATAVARAT |
| 3. RAITIOVAUNU | 8. VENE | 13. PORTTI |
| 4. LINJA-AUTO | 9. JUNA | 14. LAITURI (JUNA-ASEMALLA) |
| 5. PASSI | 10. TAKSI | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| a | a | e | r | o | p | l | a | n | e |
| b | x | c | u | t | r | a | i | n | p |
| u | t | a | x | i | c | z | a | p | a |
| s | a | r | q | c | o | g | n | l | s |
| b | o | a | t | k | t | v | p | a | s |
| w | y | f | i | e | g | g | m | t | p |
| t | h | u | e | t | r | a | m | f | o |
| w | d | e | r | f | a | t | o | o | r |
| l | u | g | g | a | g | e | o | r | t |
| b | o | o | k | i | n | g | p | m | l |

TRANSPORT JUMBLE (MEDIUM)

Find the following vocabulary for transportation from the box. Words can be found in two directions: left to right and down.

- | | | |
|----------------|---------------------|-----------------------------|
| 1. LENTOKONE | 7. TAKSI | 13. TERMINAALI |
| 2. MATKALIPPU | 8. VARAUS | 14. JUNA-ASEMA |
| 3. RAITIOVAUNU | 9. MATKATAVARAT | 15. LAITURI (JUNA-ASEMALLA) |
| 4. PASSI | 10. SAAPUVAT LENNOT | 16. TURVATARKASTUS |
| 5. LAIVA | 11. LÄHTEVÄT LENNOT | 17. LÄHTÖSELVITYS |
| 6. POLKUPYÖRÄ | 12. PORTTI | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| f | y | t | r | a | i | n | s | t | a | t | i | o | n | l |
| a | r | v | y | c | i | b | e | a | w | q | d | j | k | u |
| a | l | t | a | x | i | f | c | t | r | r | e | o | l | a |
| f | u | g | k | f | v | b | u | u | t | j | p | y | h | i |
| h | g | d | y | b | d | a | r | r | i | v | a | l | s | r |
| l | g | j | r | b | b | g | i | s | c | o | r | c | w | p |
| p | a | s | s | p | o | r | t | i | k | x | t | t | m | l |
| l | g | y | c | f | a | q | y | i | e | v | u | p | i | a |
| a | e | e | h | i | m | f | c | h | t | t | r | a | m | n |
| t | r | u | e | p | g | k | h | t | h | f | e | g | r | e |
| f | g | g | c | g | a | t | e | b | k | i | s | h | i | p |
| o | d | l | k | o | b | i | c | y | c | l | e | l | w | a |
| r | g | k | i | r | e | a | k | t | l | i | p | u | b | v |
| m | b | n | n | c | t | e | r | m | i | n | a | l | g | r |
| j | b | o | o | k | i | n | g | g | d | h | f | n | j | i |

TRANSPORT JUMBLE (MEDIUM)

Find the following vocabulary for transportation from the box. Words can be found in two directions: left to right and down.

18. LENTOKONE
19. MATKALIPPU
20. RAITIOVAUNU
21. PASSI
22. LAIVA
23. POLKUPYÖRÄ

24. TAKSI
25. VARAUS
26. MATKATAVARAT
27. SAAPUVAT LENNOT
28. LÄHTEVÄT LENNOT
29. PORTTI

30. TERMINAALI
31. JUNA-ASEMA
32. LAITURI (JUNA-ASEMALLA)
33. TURVATARKASTUS
34. LÄHTÖSELVITYS

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| f | y | t | r | a | i | n | s | t | a | t | i | o | n | l |
| a | r | v | y | c | i | b | e | a | w | q | d | j | k | u |
| a | l | t | a | x | i | f | c | t | r | r | e | o | l | a |
| f | u | g | k | f | v | b | u | u | t | j | p | y | h | i |
| h | g | d | y | b | d | a | r | r | i | v | a | l | s | r |
| l | g | j | r | b | b | g | i | s | c | o | r | c | w | p |
| p | a | s | s | p | o | r | t | i | k | x | t | t | m | l |
| l | g | y | c | f | a | q | y | i | e | v | u | p | i | a |
| a | e | e | h | i | m | f | c | h | t | t | r | a | m | n |
| t | r | u | e | p | g | k | h | t | h | f | e | g | r | e |
| f | g | g | c | g | a | t | e | b | k | i | s | h | i | p |
| o | d | l | k | o | b | i | c | y | c | l | e | l | w | a |
| r | g | k | i | r | e | a | k | t | l | i | p | u | b | v |
| m | b | n | n | c | t | e | r | m | i | n | a | l | g | r |
| j | b | o | o | k | i | n | g | g | d | h | f | n | j | i |

TRANSPORT JUMBLE (HARD)

Find the following vocabulary for transportation from the box. Words can be found in two directions: left to right and down.

- | | | |
|----------------|---------------------|-----------------------------|
| 1. LENTOKONE | 10. POLKUPYÖRÄ | 19. LÄHTEVÄT LENNOT |
| 2. METRO | 11. JUNA | 20. PORTTI |
| 3. MATKALIPPU | 12. TAKSI | 21. TERMINAALI |
| 4. RAITIOVAUNU | 13. RUOKA | 22. JUNA-ASEMA |
| 5. LINJA-AUTO | 14. VARAUS | 23. LAITURI (JUNA-ASEMALLA) |
| 6. PASSI | 15. ENSIAPU | 24. TURVATARKASTUS |
| 7. AUTO | 16. MATKATAVARAT | 25. LÄHTÖSELVITYS |
| 8. LAIVA | 17. JATKOLENTO | |
| 9. VENE | 18. SAAPUVAT LENNOT | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | D | W | Q | T | T | T | E | R | M | I | N | A | L | W | E | C | V | U | T |
| S | E | A | E | R | O | P | L | A | N | E | A | R | E | U | F | I | H | B | R |
| G | P | H | G | A | T | E | T | H | D | C | E | R | S | B | O | A | T | O | A |
| R | A | J | P | I | M | P | C | G | H | J | G | I | D | U | O | E | E | L | I |
| B | R | K | L | N | H | K | A | B | M | B | U | V | F | U | D | H | F | I | N |
| O | T | Y | F | Y | J | E | R | Y | D | X | I | A | C | C | P | B | Z | X | S |
| K | U | E | J | H | K | T | I | O | C | J | U | L | U | H | O | U | E | U | T |
| I | R | V | N | B | O | O | K | I | N | G | N | S | U | E | L | S | R | Y | A |
| G | E | B | N | M | S | E | Q | A | U | T | J | K | T | C | K | | F | H | T |
| W | S | H | I | P | R | T | F | G | Y | B | C | M | A | K | I | P | D | F | I |
| R | T | U | L | U | G | G | A | G | E | Z | X | A | X | I | U | A | V | R | O |
| E | M | E | R | G | E | N | C | Y | A | Z | S | X | I | N | J | S | B | D | N |
| A | P | Q | E | W | S | D | R | F | A | Z | X | A | V | H | N | S | H | C | P |
| Z | L | O | P | L | M | E | T | R | O | L | J | K | N | M | B | P | U | V | O |
| R | A | L | A | S | F | E | I | T | H | Y | J | K | I | L | G | O | I | B | L |
| Y | T | U | H | F | B | I | C | Y | C | L | E | P | L | I | V | R | K | A | T |
| V | F | B | N | M | E | R | K | M | U | H | J | T | F | H | V | T | M | A | Y |
| B | O | A | C | O | N | N | E | C | T | I | N | G | F | L | I | G | H | T | H |
| T | R | A | M | D | F | H | T | D | F | G | T | Y | U | E | R | A | A | L | Y |
| J | M | S | E | T | S | E | C | U | R | I | T | Y | C | H | E | C | K | A | S |

TRANSPORT JUMBLE (HARD)

Find the following vocabulary for transportation from the box. Words can be found in two directions: left to right and down.

- | | | |
|----------------|---------------------|-----------------------------|
| 1. LENTOKONE | 10. POLKUPYÖRÄ | 19. LÄHTEVÄT LENNOT |
| 2. METRO | 11. JUNA | 20. PORTTI |
| 3. MATKALIPPU | 12. TAKSI | 21. TERMINAALI |
| 4. RAITIOVAUNU | 13. RUOKA | 22. JUNA-ASEMA |
| 5. LINJA-AUTO | 14. VARAUS | 23. LAITURI (JUNA-ASEMALLA) |
| 6. PASSI | 15. ENSIAPU | 24. TURVATARKASTUS |
| 7. AUTO | 16. MATKATAVARAT | 25. LÄHTÖSELVITYS |
| 8. LAIVA | 17. JATKOLENTO | |
| 9. VENE | 18. SAAPUVAT LENNOT | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | D | W | Q | T | T | T | E | R | M | I | N | A | L | W | E | C | V | U | T |
| S | E | A | E | R | O | P | L | A | N | E | A | R | E | U | F | I | H | B | R |
| G | P | H | G | A | T | E | T | H | D | C | E | R | S | B | O | A | T | O | A |
| R | A | J | P | I | M | P | C | G | H | J | G | I | D | U | O | E | E | L | I |
| B | R | K | L | N | H | K | A | B | M | B | U | V | F | U | D | H | F | I | N |
| O | T | Y | F | Y | J | E | R | Y | D | X | I | A | C | C | P | B | Z | X | S |
| K | U | E | J | H | K | T | I | O | C | J | U | L | U | H | O | U | E | U | T |
| I | R | V | N | B | O | O | K | I | N | G | N | S | U | E | L | S | R | Y | A |
| G | E | B | N | M | S | E | Q | A | U | T | J | K | T | C | K | | F | H | T |
| W | S | H | I | P | R | T | F | G | Y | B | C | M | A | K | I | P | D | F | I |
| R | T | U | L | U | G | G | A | G | E | Z | X | A | X | I | U | A | V | R | O |
| E | M | E | R | G | E | N | C | Y | A | Z | S | X | I | N | J | S | B | D | N |
| A | P | Q | E | W | S | D | R | F | A | Z | X | A | V | H | N | S | H | C | P |
| Z | L | O | P | L | M | E | T | R | O | L | J | K | N | M | B | P | U | V | O |
| R | A | L | A | S | F | E | I | T | H | Y | J | K | I | L | G | O | I | B | L |
| Y | T | U | H | F | B | I | C | Y | C | L | E | P | L | I | V | R | K | A | T |
| V | F | B | N | M | E | R | K | M | U | H | J | T | F | H | V | T | M | A | Y |
| B | O | A | C | O | N | N | E | C | T | I | N | G | F | L | I | G | H | T | H |
| T | R | A | M | D | F | H | T | D | F | G | T | Y | U | E | R | A | A | L | Y |
| J | M | S | E | T | S | E | C | U | R | I | T | Y | C | H | E | C | K | A | S |

VOCABULARY EXERCISE (easy)

1. Use suitable words from the vocabulary to fill in the blanks in the story.
2. Translate the underlined words into Finnish.
3. Translate the story into Finnish with a friend

When I went Interrailing with a friend, _____ (laiturit) and rail-way stations became very familiar to me. I enjoy looking at people at stations as they are odd places. People carrying or pulling their _____ (matkatavarat) with them. Some running to catch a train, others waiting for trains that have been delayed. People looking at the _____ (saapuvien) and _____ (lähtevien) signs to see where they can find the train they have _____ (liput) for.

You might also see long lines for _____ (takseille) or, if you are in Denmark or the Netherlands, hundreds of _____ (polkupyöriä) chained to holders outside of the stations. Quite often there are people eating some take-away _____ (ruokaa) as they are walking amongst other passangers.

Odd: _____

Delayed: _____

Take-away: _____

food

bicycle

platform

taxi

platform

arrivals

departures

luggage

VOCABULARY EXERCISE (medium)

1. Use suitable words from the vocabulary to fill in the blanks in the story.
2. Translate the underlined words into Finnish.
3. Translate the story into Finnish with a friend.

When I went Interrailing with a friend, _____ (laiturit) and rail-way stations became very familiar to me. I enjoy looking at people at stations as they are odd places. People carrying or pulling their _____ (matkatavarat) with them. Some running to catch a train, others waiting for trains that have been delayed. People looking at the _____ (saapuvien) and _____ (lähtevien) signs to see where they can find the train they have _____ (liput) for.

You might also see long lines for _____ (takseille) or, if you are in Denmark or the Netherlands, hundreds of _____ (polkupyöriä) chained to holders outside of the stations. Quite often there are people eating some take-away _____ (ruokaa) as they are walking amongst other passangers.

Odd: _____

Delayed: _____

Take-away: _____

VOCABULARY EXERCISE (hard + answers)

1. Make a mind map of the story and retell it in as much detail as possible with a friend.

When I went Interrailing with a friend, **platforms** and rail-way stations became very familiar to me. I enjoy looking at people at stations as they are odd places. People carrying or pulling their **luggage** with them. Some running to catch a train, others waiting for trains that have been delayed. People looking at the **arrivals** and **departures** signs to see where they can find the train they have **tickets** for.

You might also see long lines for **taxis** or, if you are in Denmark or the Netherlands, hundreds of **bicycles** chained to holders outside of the stations. Quite often there are people eating some take-away food as they are walking amongst other passangers.

Odd: Outoja / erikoisia

Delayed: Myöhästyneet

Take-away: Mukaan otettava (ruoka)

DATES 1 (quiz)

Write down the following dates in English.

1.1. = _____

3.4. = _____

17.2 = _____

31.7. = _____

24.12. = _____

8.8. = _____

10.6. = _____

Check your answers from the next page.

Write down the English names for the months and put them in order.

Maaliskuu = _____

Elokuu = _____

Kesäkuu = _____

Marraskuu = _____

Helmikuu = _____

Syyskuu = _____

Tammikuu = _____

Joulukuu = _____

Lokakuu = _____

Heinäkuu = _____

Huhtikuu = _____

Toukokuu = _____

After finishing check your answers from a dictionary or from the internet.

DATES (easy)

Here you can see the answers to the test. If you had any mistakes practice dates and months with the exercises here.

1.1. = 1 January

3.4. = 3 April

17.2 = 17 February

31.7. = 31 July

24.12. = 24 December

8.8. = 8 August

10.6. = 10 June

Miten suomalainen päivämäärä eroaa englannin kielisestä?

Here is how to say the same dates in English. NOTE: the written and spoken versions differ a lot. Use a tablet computer or your phone to record what you say.

The first of January

The third of April

The seventeenth of February

The thirty-first of July

The twenty-fourth of December

The eighth of August

The tenth of June

DATES (hard)

With a pair, read through these dates out loud, with the pair checking your answers. In note A, the A answers are how they would be written and in note B the A answers are how they would be said, and vice versa.

NOTE A (translate A into English)

A1: 3. tammikuuta

B1: The eighth of March

A2: 10. kesäkuuta

B2: The nineteenth of November

A3: 13. joulukuuta

B3: The twenty-third of September

A4: 7. heinäkuuta

B4: The thirty-third of May

A5: 22. huhtikuuta

B5: The twenty-seventh of February

A6: 12. maaliskuuta

B6: The ninth of August

NOTE B (translate B into English)

A1: The third of January

B1: 8. maaliskuuta

A2: The tenth of June

B2: 19. marraskuuta

A3: The thirteenth of December

B3: 23. syyskuuta

A4: The seventh of July

B4: 31. toukokuuta

A5: The twenty-second of April

B5: 27. helmikuuta

A6: The twelfth of March

B6: 9. elokuuta

In your pair ask when each of your family members were born. Find out both the dates and years for each family member. You can also find out the birthdays of any celebrities you think of. Use the internet if you don't know.

REMEMBER TO USE THE CORRECT VERSION WHEN SPEAKING.

MONTHS MEMORY GAME

On this page you can find printable vocabulary cards. You can use these cards for two separate exercises, however, they must be printed differently: for exercise 1, print the pages double sided and for exercise 2 print the pages one sided. For both exercises cut out the cards.

EXERCISE 1: Print the two following pages out as a double-sided print and cut out the cards. You will find the English and Finnish translations on the opposing sides. By looking at one side, try to remember the translation to the word. Check by turning the card over. Start by looking at the English side and remembering the Finnish translation. If this is too easy, start with the Finnish side and try to remember the English translation of the word.

EXERCISE 2: Print the following two pages out as one-sided prints and cut out the cards. With words on one side and a blank space on the other, you can use the cards as pairs and play a memory game by trying to find the pairs. Play with a friend and use the vocabulary list (*tukisanasto*) to check that you have the correct pairs.

| | | | |
|--------------------------------|--------------------------------|----------------------------------|---------------------------------|
| Tammikuu 1. kuukausi | Helmikuu 2. kuukausi | Maaliskuu 3. kuukausi | Huhtikuu 4. kuukausi |
| Toukokuu 5. kuukausi | Kesäkuu 6. kuukausi | Heinäkuu 7. kuukausi | Elokuu 8. kuukausi |
| Syyskuu 9. kuukausi | Lokakuu 10. kuukausi | Marraskuu 11. kuukausi | Joulukuu 12. kuukausi |

Flip these pages along the long page when printing!

MONTHS MEMORY GAME

On this page you can find printable vocabulary cards. You can use these cards for two separate exercises, however, they must be printed differently: for exercise 1, print the pages double sided and for exercise 2 print the pages one sided. For both exercises cut out the cards.

EXERCISE 1: Print the two following pages out as a double-sided print and cut out the cards. You will find the English and Finnish translations on the opposing sides. By looking at one side, try to remember the translation to the word. Check by turning the card over. Start by looking at the English side and remembering the Finnish translation. If this is too easy, start with the Finnish side and try to remember the English translation of the word.

EXERCISE 2: Print the following two pages out as one-sided prints and cut out the cards. With words on one side and a blank space on the other, you can use the cards as pairs and play a memory game by trying to find the pairs. Play with a friend and use the vocabulary list (*tukisanasto*) to check that you have the correct pairs.

| | | | |
|-----------------|-----------------|-----------------|------------------|
| April | March | February | January |
| August | July | June | May |
| December | November | October | September |

Flip these pages on the long edge when printing

GRAMMAR TASK (easy)

Cut the paper in half and take one half and give the other to a friend. Read the **bolded** text out loud and your partner checks your reading from their half.

Hello! My name is John and I was born 10/6/1989. I have two brothers: William and Stephen. William was born 24/1/1991 and Stephen was born 7/7/2005. Our mother, Mary was born 28/9/1969 and our father Archie was born 3/3/1967.

CHECK: Good afternoon! My name is Cindy and I was born on the sixteenth of May nineteen-eighty-nine. Sam and Thomas are my brothers and they were born on the twelfth of March nineteen-seventy-four and tenth of July nineteen-seventy-nine. Our parents are Anne and Morty who were born on the third of May nineteen-fifty-four and first of November nineteen-fifty-two.

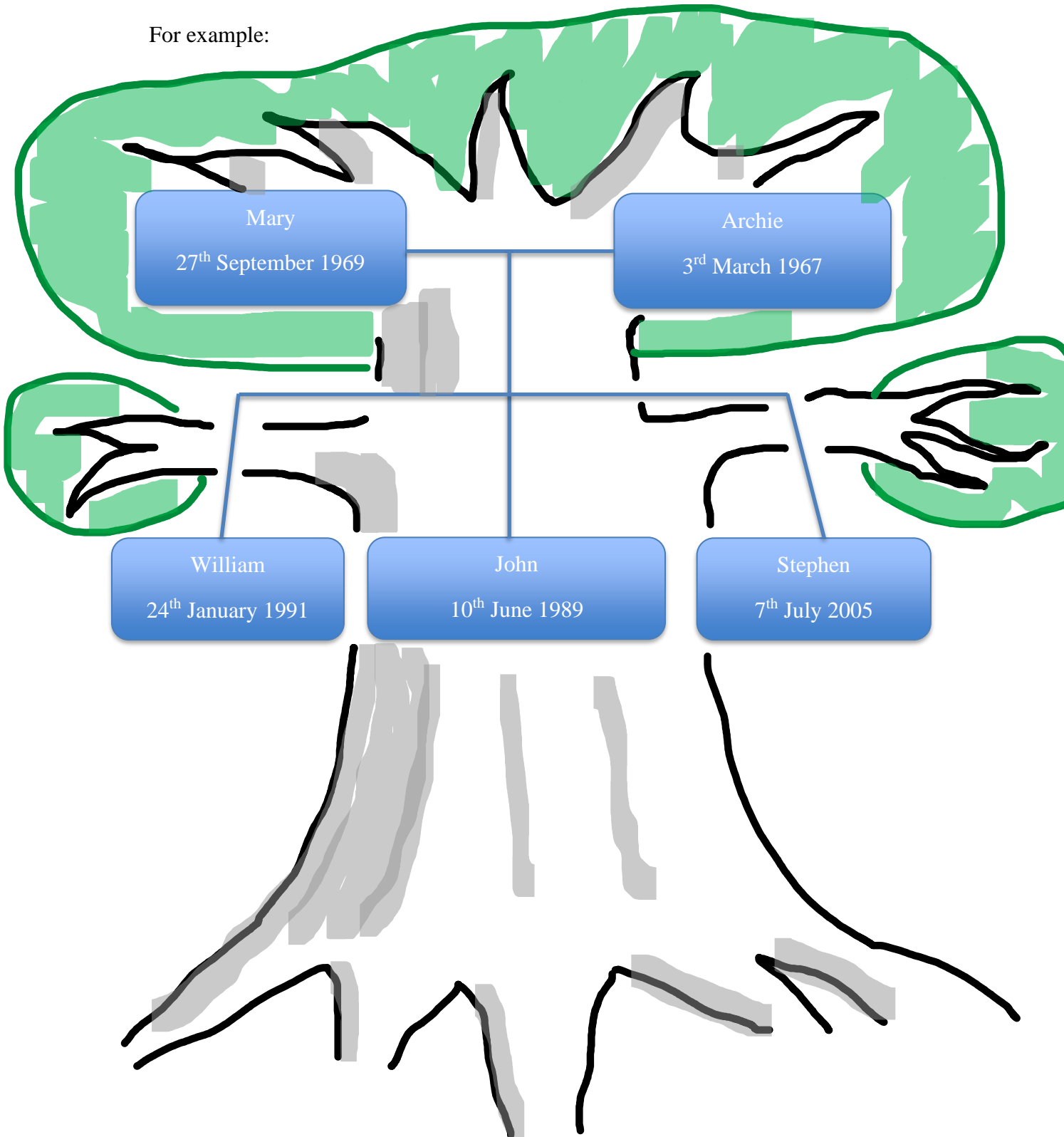
Good afternoon! My name is Cindy and I was born 16/5/1989. Sam and Thomas are my brothers and they were born 12/3/1974 and 10/7/1979. Our parents are Anne and Morty who were born 3/5/1954 and 1/11/1952.

CHECK: Hello! My name is John and I was born on the tenth of June nineteen-eighty-nine. I have two brothers: William and Stephen. William was born on the twenty-fourth of January nineteen-ninety-one and Stephen was born on the seventh of July twenty-five / two-thousand-and-five. Our mother, Mary was born on the twenty-eighth of September nineteen-sixty-nine and our father Archie was born on the third of March nineteen-sixty-seven.

GRAMMAR TASK (difficult)

Find out the dates of birth of as many of your family members as you can and share them with a friend **in English**. Draw family trees for each other on a piece of colored paper. You can describe your family members and draw pictures based on those descriptions. Write down the dates with months as words and names of each family member.

For example:



CONVERSATION TASK: POLITENESS

A Finnish man has travelled to Wales and has rented a car. He has never driven a car in Great Britain before and does not know that they drive cars on the left side of the road. A police officer has stopped the man and is about to ask questions from the man. The man is being extremely Finnish and is only replying to what the officer asks.

Act this scene out with a friend. Make changes to the man's lines to make them more polite and help him avoid getting a ticket. Then act out the scene again. Decide if he should or should not get a ticket.

Police officer: Good evening. May I have your driver's license and registration please?

The Man: Yes.

The man gives the papers to the officer.

Police officer: Thank you.

The Man: -

Police officer: You are not from around here are you? Are you aware we drive cars on the left?

The Man: No.

Police officer: Are you aware that driving on the wrong side of the road is dangerous?

The Man: Yes.

Police officer: This is a very serious incident. You could have been hurt!

The Man: I know.

Police officer: Here is your license and registration. Goodbye and drive safe!

The Man: Bye.

USEFUL PHRASES: "Good evening, I am sorry, Thank you, Goodbye". Ask your teacher for more.

CONVERSATION TASK (EASY)

Cross out all of the wrong answers. Then go over the conversation with a friend changing roles. Be as polite as possible.

- Good afternoon / Good evening / Good day / Hi!. How may / can I help you?
- Good afternoon / Good evening / Good day / Hi!. I would like / want to buy two train tickets / train flags from Berlin to Bern.
- Would you like to travel today?
- No. I would like to travel on March the 3rd / 3.3.
- At what time would you like to leave?
- I was thinking of leaving in the afternoon. Are there any trains leaving after half past three pm / half four. (puoli neljältä)
- A moment please. I'll check. There is a train leaving 4 minutes past 4 pm. There are two connecting / switchin trains and the trip takes eight and a half hours. The price of one ticket is 120 €. Would you like to make a booking on this train?
- That sounds wonderful. I would like to make a booking. Thank you / -.
- The total is 240 €, thank you. Would you like to pay by card or by cash?
- By card thank you. Credit please / -.
- Thank you. And here are your tickets. Have a nice trip!
- Thank you and good bye!
- Good bye!

CONVERSATION TASK (EASY)

Key: “Hi” on liian puhekielinen vieraan kanssa jutusteluun. “Want” puolestaan on tönkyä kun tarvitaan palvelua. “Thank you” -sanontaa ei voi käyttää liikaa, samaten “Please” -sanaa. Muut vastaukset tarkoittavat puolestaan väärää asiaa.

- Good afternoon / Good evening / Good day / Hi! How may / can I help you?
- Good afternoon / Good evening / Good day / Hi! I would like / want to buy two train tickets / train flags from Berlin to Bern.
- Would you like to travel today?
- No. I would like to travel on March the 3rd / 3.3.
- At what time would you like to leave?
- I was thinking of leaving in the afternoon. Are there any trains leaving after half past three pm / half four. (puoli neljältä)
- A moment please. I'll check. There is a train leaving 4 minutes past 4 pm. There are two connecting / switchin trains and the trip takes eight and a half hours. The price of one ticket is 120 €. Would you like to make a booking on this train?
- That sounds wonderful. I would like to make a booking. Thank you / X.
- The total is 240 €, thank you. Would you like to pay by card or by cash?
- By card thank you. Credit please / X.
- Thank you. And here are your tickets. Have a nice trip!
- Thank you and good bye!
- Good bye!

CONVERSATION TASK (MEDIUM)

Fill in the correct words according to the clues.

- _____(kohtelias tervehdys). How may I help you?
- _____(Vastaa tervehdykseen) I would like to buy two _____(kaksi junalippua) from Berlin to Bern.
- _____(Haluaisitko) to travel today?
- No. I would like to travel on _____(Maaliskuun 3.)
- At what time would you like to leave?
- I was thinking of leaving in the afternoon. Are there any trains leaving after _____(puoli neljältä)
- A moment please. I'll check. There is a train leaving 4 minutes past 4 pm. There are two _____(vaihtoa) and the trip takes eight and a half hours. The price of one ticket is 120 €. Would you like to make a booking on this train?
- That sounds wonderful. I would like to make a booking. _____(kohteliaisuus)
- The total is 240 €, thank you. Would you like to pay by card or by cash?
- By card thank you. Credit _____(kohteliaisuus).
- Thank you. And here are your tickets. Have a nice trip!
- Thank you and _____(kohtelias hyvästi)
- _____(Vastaa hyvästeihin)

CONVERSATION TASK (MEDIUM)

Key:

- **Good afternoon / Good evening / Good day** How may I help you?
- **Good afternoon / Good evening / Good day.** I would like to buy **two train tickets** from Berlin to Bern.
- Would you like to travel today?
- No. I would like to travel on **March the 3rd**
- At what time would you like to leave?
- I was thinking of leaving in the afternoon. Are there any trains leaving after **half past three pm.**
- A moment please. I'll check. There is a train leaving 4 minutes past 4 pm. There are two **connecting trains** and the trip takes eight and a half hours. The price of one ticket is 120 €. Would you like to make a booking on this train?
- That sounds wonderful. I would like to make a booking. **Thank you.**
- The total is 240 €, thank you. Would you like to pay by card or by cash?
- By card thank you. Credit **please.**
- Thank you. And here are your tickets. Have a nice trip!
- Thank you and **good bye!**
- **Good bye!**

CONVERSATION TASK (HARD)

This task requires you to work with a pair. Pretend to buy a train ticket. One is buying the other acts as a train station cashier. The two of you have different prompts (finnish clues) what to say. Follow the guidelines to buy a train ticket. Remember to be polite!

EXTRA! Look up train tickets online with your pair. The train ride should be abroad, for example Berlin (Germany) to Bern (Switzerland) or other locations of your choosing. Look at the prices, duration and changes in trains.

A. CASHIER

- *Hyvää iltapäivää (tai haluamasi KOHTELIAS tervehdys) Kuinka voin auttaa?*
- (Pari vastaa)
- *Matkustatteko tänään?*
- (Pari vastaa)
- *Mihin aikaan haluaisitte lähteä?*
- (Pari vastaa)
- *Pieni hetki. (Tarkista sovitun junamatkan tiedot ja ilmoita ne parillesi, TAI:) Kello 16:04 lähtevään junaan on vielä paikkoja tarjolla. Matkalla on 2 vaihtoa ja se kestää kahdeksan ja puoli tuntia. Matkan hinta on 120 €. Varaanko paikat?*
- (Pari vastaa)
- *Se tekee 240 €. Maksatteko kortilla vai käteisellä (By card or by cash)?*
- (Pari vastaa)
- *Kiitos! Tässä lippunne, olkaa hyvä! Hyvää matkaa!*
- (Pari vastaa)
- (Vastaa parin toivotukseen)

CONVERSATION TASK (HARD)

This task requires you to work with a pair. Pretend to buy a train ticket. One is buying the other acts as a train station cashier. The two of you have different prompts (finnish clues) what to say. Follow the guidelines to buy a train ticket. Remember to be polite!

EXTRA! Look up train tickets online with your pair. The train ride should be abroad, for example Berlin (Germany) to Bern (Switzerland) or other locations of your choosing. Look at the prices, duration and changes in trains.

B. Traveller

- (Parisi esittää kysymyksen)
- (Vastaa parisi kohteliaaseen tervehdykseen sopivalla tavalla) *Haluaisin ostaa 2 junalippa Berliinistä Berniin (tai parisi kanssa selvittämämme matka)*
- (Parisi vastaa)
- *En matkusta. Haluaisin matkustaa Maaliskuun kolmantena.*
- (Parisi vastaa)
- *Ajattelin lähteä iltapäivällä. Onko puoli neljän jälkeen lähtöjä?*
- (Parisi vastaa)
- *Kuullostaa mahtavalta. Kyllä, haluaisin varata liput, kiitos.*
- (Parisi vastaa)
- *Kortilla. Luotto (Credit), kiitos!*
- (Parisi vastaa)
- *Kiitos! Hyvästi*
- *Hyvästi!*

CONVERSATION KEY (HARD)

Here is an example of how the conversation should have gone.

- **Good afternoon / evening / day.** How **may / can** I help you?
- **Good afternoon / evening / day.** I **would like to buy** two train tickets **from** Berlin **to** Bern.
- Would you like to travel / Are you travelling / Will you be travelling / Are you going to travel today?
- No. I would like to travel on **March the 3rd.**
- At what time would you like to leave?
- I was thinking of leaving in the afternoon. Are there any trains leaving after **half past three pm.**
- A moment please. I'll check. There is a train leaving 4 minutes past 4 pm. There are two connecting trains and the trip takes eight and a half hours. The price of one ticket is 120 €. Would you like to make a booking on this train?
- That sounds amazing / wonderful. I **would like to make a booking. Thank you.**
- The total is 240 €, thank you. **Would you like to pay** by card or by cash?
- By card thank you. Credit please.
- Thank you. And here are your tickets. Have a nice trip!
- Thank you and good bye!
- Good bye!

FINAL ASSIGNEMENT
Travel workshop

TRAVEL PLAN (part 1)

PASSENGERS:

FLIGHTS:

Date _____ Flight number _____
From (City, Airport, Country)

Departure time _____
Destination (City, Airport, Country)

Arrival time _____

Date _____ Flight number _____
From (City, Airport, Country)

Departure time _____
Destination (City, Airport, Country)

Arrival time _____

AIRPORT TRANSPORTATION:

ACCOMMODATION:

Name of the hotel / hostel

Arrival:

Date _____ Time: _____

Departure:

Date _____ Time: 12:00 / other _____

Room(s): _____

Including _____

Amenities (= Services)?

PROGRAM:

TRAVEL PLAN (directions)

Fill in all the information needed in your travel plan following these directions. Write the information in English. You will use this plan as the basis of other tasks that relate to this trip. Keep this paper safe.

1. Passengers

- a. Write down the names of the people in your group. You will pretend to book a trip to yourselves using information online. Use your real names.

2. Flights

- a. Using an online source find flight you would like to use on your trip. Write down the details of those flights.

3. Airport transportation

- a. Many hotels will provide airport transport for an extra fee. Find out how much such a service would cost you and decide if you want to use it. If not, find out how much a cab ride would cost or if there are buses or trains you could use. Write down which mode of transport you would like to use if you went on the trip.

4. Accommodation

- a. Write down the details of your Hotel / Hostel / Bed and Breakfast or such. you can find most of this information online, however, the dates of your trips are for you to decide. Try to find accommodation, that is free over the duration of your trip.

5. Program

- a. Here you will plan out any places you would like to visit during your trip. Write down museums, sports events, concerts or any other things you would like to do during your trip. The whole group doesn't have to take part in all activities, however, every activity needs to be written down.

- b. Plan the days on which you would be doing the activities in question. Make a timetable.

- c. If you have time, you can also find out how you could get around during your trip. Find out about local transport, which buses, trains, metro lines or trams you would take, what times they go or prospective cab prices or if you would like to hire a car. You can use the back side of your travel plan to fill in all the information.

PHONE CALL TASK (to the teacher)

Follow these instructions to help pupils realize their ability in this language environment.

1. Take a copy of the travel plans for each group.
2. Make changes to the details in the plan, such as dates, number of persons or rooms.
3. Instruct the groups to start working on their presentations as you take calls from the pupils.
4. Answer the phone as a receptionist. **DO NOT BREAK CHARACTER!**
5. Fein miscommunication when they state the name the reservation is under and ask them to spell out their name.
6. If they are rude, tell them and claim to deny them their reservation and hang up the phone.
7. Write down everything they say, so you can give back the copy of the plan showcasing them their mistakes and successes.

PHONE CALL TASK (part 2)

After you have finished making a travel plan to a destination of your choosing you will confirm your booking by pretending to call the travel agency or hotel. The teacher will give you the number where to call. You can make the phone call as a group. Remember to be polite and speak in English.

Take your travel plan with you, so you can look for any details about your booking from it.

Some pointers for phone calls:

1. Say “Hello”, “Thank you” and “Goodbye”
2. Introduce yourself and why you are calling.
3. Listen carefully to any details given.
4. Be polite!

You will receive feedback on your phone call.

PRESENTATION (part 3)

After making your travel plan design a power point presentation about your trip. These presentations will be shown to the other groups during the next lesson.

Go online and search for pictures and information about the places you listed in the 'Program' section of your travel plan. Write down any information about the places you find interesting or important.

Try to make your presentation as interesting as possible. A good way to make sure this happens is by finding out what you yourself find interesting.

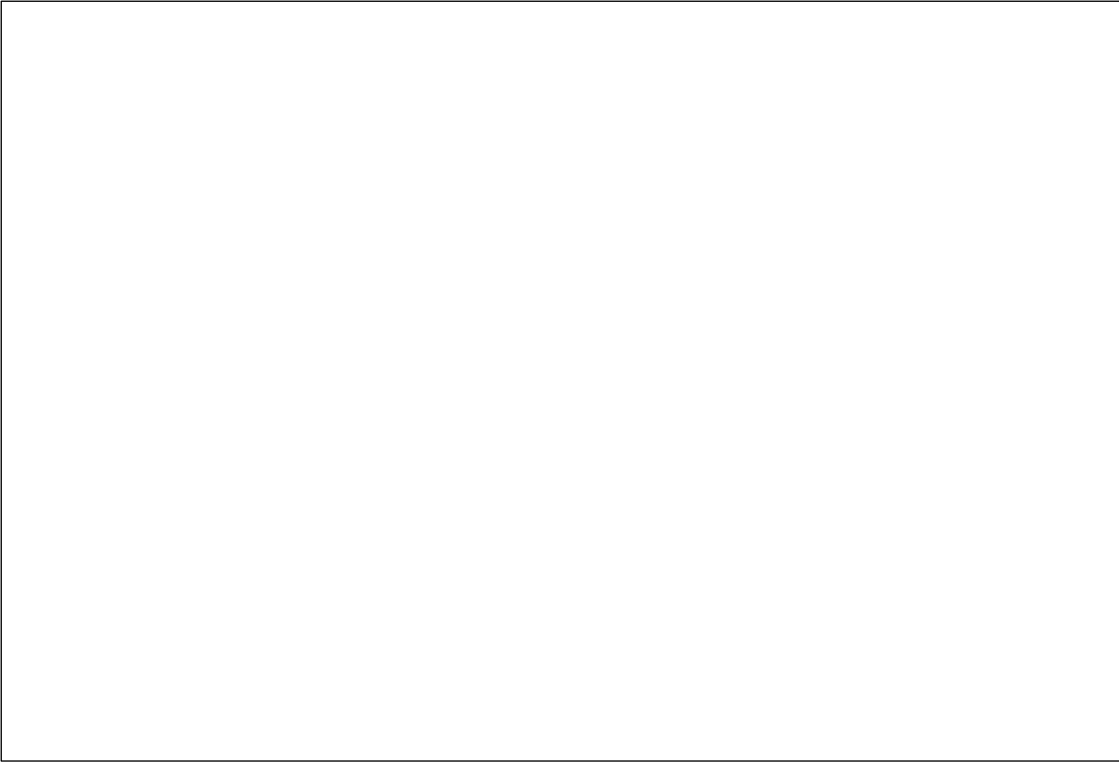
If you use pictures you found online remember to write down and show the source. Write down the web site and date of access.

Writing task – easy (part 4)

Draw a postcard and write down greetings as if you were on the trip you have designed. Address it to someone you know and find out their address. You can find a blank for a postcard on the next page. You can also use other paper you wish.

Choose three of the situations below that have happened to you on your trip:

- Jatkolentosi oli myöhässä (kerro kuinka paljon ja mitä siitä seurasi)
- Ruoka majoituksessa on erinomaista (ota selvää yhdestä paikallisesta ruokalajista ja kerro siitä)
- Varauksessasi oli virhe, mutta se saatiin onneksi korjattua (keksi virhe ja korjaus)
- Et löytänyt oikeaa porttia lentokentällä
- Odotit metroa väärällä laiturilla (keksi kehys, minne olit menossa, mitä tapahtui)

A rectangular box with a thin black border, occupying the bottom half of the page. In the lower right corner of this box, there are three horizontal lines stacked vertically, serving as a guide for writing.

WRITING TASK – hard (part 4)

Write an email or a letter to someone you know from your trip. The letter should be 100 to 250 words long and should have all the vital information of a letter or an email. Information shown below.

Describe your trip as if you are writing the email or letter on your trip. Describe what you have done, and what you are going to do on the trip. You can make up funny or annoying things that have happened to you: maybe you lost your phone, or were mugged, or maybe you met a new friend or the love of your life on your trip. Be creative! For help, you can look at the details given in the easy task for inspiration.

If you wish you can also draw a picture as if it were a photo you took on your trip.

INFORMATION FOR A LETTER:

- Person receiving the letter (name + address)
- Greetings:
 - Dear Mr McDougall
 - Greetings from sunny Spain!
 - Sincerely, (your name)
 - See you once I get back, etc.
- Date (when you are writing the letter)
- Your name

INFORMATION FOR AN EMAIL

- Email address of the person you are sending your email to
- Title
- Greetings (Similar to letter)
- Your name

SOCIAL MEDIA WORKSHOP
Unit B

SELF EVALUATION FORM (initial)

NAME: _____

INITIAL (what do I already know, how good am I with language linked to the topic:

Write down any English words you didn't know that come up in the exercises:

SELF-EVALUATION FORM (final)

Number of exercises I completed: _____

Grade I'd give myself for effort: _____

What did I learn:

What I found difficult:

What I found easy and what did I enjoy:

INTRO EXERCISE (for the teacher)

Discussion to be executed with every student all at once. The point of this exercise is to think about media use and see how other people use social media. You should conduct the discussions in English as much as possible to allow students to get input in English about the topic.

Ask your pupils to show by a raised hand if the following statements are true to them:

1. I use the internet more than once a month
2. I use the internet more than once a week
3. I use the internet every day
4. I use social media every day

Ask your pupils to discuss what they think is social media and what characteristics do social media sites have in common. Then write down what they think on the board.

Ask your pupils what sites they use and write the sites on the board as well.

By a show of hands ask them to show which sites they use. Likely popular sites are: Youtube, Instagram, Facebook, Snapchat, Tumblr and so on. Draw a line for every student who regularly uses the site next to the site in order for everyone to see the most popular sites.

Ask your students if they have set their usernames as private (only some people may see content) or public (anyone can see content). Ask your pupils to discuss what kind of comments they have seen on social media. Are the comments nice or mean?

Ask your students if they have ever written a comment on Youtube for a video whose uploader they don't know personally. Odds are only a few hands will rise. You can inform them that very few people usually take part in online discussion and that the comments, especially on public sites is often written by a minority of people and does not convey popular opinion.

As groups are not always the same, you can discuss any other topics with the pupils they find interesting or need focus.

VOCABULARY (easy)

| | |
|--------|----------------------|
| _____: | Platform |
| _____: | Hack |
| _____: | Mouse |
| _____: | Touch pad |
| _____: | Cursor |
| _____: | Laptop |
| _____: | Bio |
| _____: | Touch screen |
| _____: | Username |
| _____: | Site / website |
| _____: | Keyboard |
| _____: | Password |
| _____: | App / application |
| _____: | Browser |
| _____: | Email |
| _____: | Tablet computer |
| _____: | Social media account |
| _____: | Smartphone |

VOCABULARY (hard)

Alusta

Hakkeroida:

Hiiri:

Hiiri (kannettavassa tietokoneessa):

Hiiren nuoli näytöllä / kursori:

Kannettava tietokone:

Kuvaus:

Kosketusnäyttö:

Käyttäjänimi:

Nettisivu:

Näppäimistö:

Salasana:

Sovellus:

Selain:

Sähköposti:

Tablet tietokone:

Tili sosiaalisessa mediassa:

Älypuhelin:

VOCABULARY (answers)

| | |
|--------------------------------------|----------------------|
| Alusta | Platform |
| Hakkeroida: | Hack |
| Hiiri: | Mouse |
| Hiiri (kannettavassa tietokoneessa): | Touch pad |
| Hiiren nuoli näytöllä / kursori: | Cursor |
| Kannettava tietokone: | Laptop |
| Kuvaus: | Bio |
| Kosketusnäyttö: | Touch screen |
| Käyttäjänimi: | Username |
| Nettisivu: | Site / website |
| Näppäimistö: | Keyboard |
| Salasana: | Password |
| Sovellus: | App / application |
| Selain: | Browser |
| Sähköposti: | Email |
| Tablet tietokone: | Tablet computer |
| Tili sosiaalisessa mediassa: | Social media account |
| Älypuhelin: | Smartphone |

INTERNET PHRASES

Explain the following phrases in your own words and look-up what they mean if you don't already know them

YOLO:

Fail:

Troll / to troll:

Vlogger:

LOL:

Face palm:

IMHO:

CROSSWORD (easy)

Fill in the crossword according to the clues beneath it. Translate the Vertical word into Finnish.

| | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|--|--|
| 1. | l | a | P | t | o | p | | | | | |
| 2. | p | l | A | t | f | o | r | m | | | |
| 3. | | u | S | e | r | n | a | m | e | | |
| 4. | | c | u | r | S | o | r | | | | |
| 5. | | b | r | o | W | s | e | r | | | |
| 6. | | a | c | c | O | u | n | t | | | |
| 7. | | | h | a | c | k | e | R | | | |
| 8. | k | e | y | b | o | a | r | D | | | |

Password: _____

1. Kannettava tietokone
2. Alusta
3. Käyttäjätunnus
4. Hiiren nuoli tietokoneen näytöllä / osoitin
5. selain
6. tili
7. hakkeri
8. näppäimistö

CROSSWORD (hard)

Fill in the crossword according to the clues. Write down an explanation **in English** for the vertical word.

| | | | | | | | | |
|----|---|---|---|---|---|---|---|---|
| 1. | l | a | P | t | o | p | | |
| 2. | p | l | A | t | f | o | r | m |
| 3. | u | S | e | r | n | a | m | e |
| 4. | c | u | r | S | o | r | | |
| 5. | b | r | o | W | s | e | r | |
| 6. | a | c | c | O | u | n | t | |
| 7. | h | a | c | k | e | R | | |
| 8. | k | e | y | b | o | a | r | D |

Password: _____

1. A computer that is portable, or can be carried in a backpack
2. A place for discussion or a large website that host a number of smaller sites
3. The name you use online
4. The on-screen representation of your mouse
5. The application you use internet with
6. The collection of content you have uploaded onto a site and is in your control
7. Someone who is trying to steal your information or make changes or steal your content online
8. The collection of buttons used with computers to write

VOCABULARY EXERCISE (answers)

Here you can see the answers to both the easy and hard crosswords.

| | | | | | | | | | | | |
|----|---|---|----------|---|----------|---|---|----------|---|--|--|
| 1. | l | a | P | t | o | p | | | | | |
| 2. | p | l | A | t | f | o | r | m | | | |
| 3. | | u | S | e | r | n | a | m | e | | |
| 4. | | c | u | r | S | o | r | | | | |
| 5. | | b | r | o | W | s | e | r | | | |
| 6. | | a | c | c | O | u | n | t | | | |
| 7. | | | h | a | c | k | e | R | | | |
| 8. | k | e | y | b | o | a | r | D | | | |

Password: salasana

VOCABULARY EXERCISE (easy)

Your league of legends username has been hacked and you cannot access your game. You go online to get help from the service provider's website. An automated chat robot helps you get a hold of human assistance. Explain your issue as clearly as possible using words that the robot recognizes. Fill in the gaps according to the clues.

-Hello! I am an automated chat-robot and I am here to guide you with your problem. Can I be of assistance?

**-Hello, my _____ and I cannot access it with my regular _____.
What can I do? (käyttäjätunnukselleni on hakkeroitu... salasanaani)**

-Thank you. I am looking at options....Can you describe how this affects your gaming experience?

-_____! Someone is playing the game with my _____ and I'm losing league points my rank is already down to Gold III from Platinum IV. I have been playing the game for years to get to rank Platinum. (Kaikki on pilalla... käyttäjätunnuksella)

-Please wait. I am calculating possible options....Give me your username and the date when you last played and the rank you were on then and your email. I will send you a link where you can reset your password.

-Vastaa kysymykseen _____

-Can you give me the date when you last played.

-Vasta kysymykseen _____

-A new password has been sent to your email address. The account has been disabled until a new password has been given. Unfortunately your league points cannot be given back.

VOCABULARY EXERCISE (hard)

Your league of legends username has been hacked and you cannot access your game. You go online to get help from the service provider's website. An automated chat robot helps you get a hold of human assistance. Explain your issue as clearly as possible using words that the robot recognizes. Use whatsapp or another discussion platform with a friend to act out the conversation.

-Hello! I am an automated chat-robot and I am here to guide you with your problem. Can I be of assistance?

-Kerro jonkun hakkeroineen käyttäjänimesi ja ette pääse pelaamaan käyttämällä salasanaasi.

-Thank you. I am looking at options....Can you describe how this affects your gaming experience?

-Kerro kaiken olevan pilalla. Olet vuosia pelannut peliä ja viimein saavuttanut korkean tason pelissä. Nyt joku pelaa huonosti ja häviää pisteitä, minkä seurauksena tilastosi tippuvat.

-Please wait. I am calculating possible options....Give me your username and the date when you last played and the rank you were on then and your email. I will send you a link where you can reset your password.

-Vastaa kysymykseen

-Can you give me the date when you last played.

-Vasta kysymykseen

-A new password has been sent to your email address. The account has been disabled until a new password has been given. Unfortunately your league points cannot be given back.

VOCABULARY EXERCISE (answers)

Your league of legends username has been hacked and you cannot access your game. You go online to get help from the service provider's website. An automated chat robot helps you get a hold of human assistance. Explain your issue as clearly as possible using words that the robot recognizes. The correct key words have been underlined.

-Hello! I am an automated chat-robot and I am here to guide you with your problem. Can I be of assistance?

SUGGESTION: Hello, my username / account has been hacked and I cannot access it with my regular password. What can I do?

-Thank you. I am looking at options....Can you describe how this affects your gaming experience?

SUGGESTION: Everything is ruined! Someone is playing the game and I'm losing league points my rank is already down to Gold III from Platinum IV. I have been playing the game for years to get to rank Platinum.

-Please wait. I am calculating possible options....Give me your username and the date when you last played and the rank you were on then and your email. I will send you a link where you can reset your password.

SUGGESTION: Phaker, last Friday, Platinum IV, leeroy.jenkins05@gmail.com

-Can you give me the date when you last played.

SUGGESTION: The date of last Friday: 5th March etc.

-A new password has been sent to your email address. The account has been disabled until a new password has been given. Unfortunately your league points cannot be given back.

FINAL ASSIGNMENT
Social Media Workshop

FINAL TASK (part 1)

The teacher will provide you with a picture and you must create a personality or a character for the person or thing in the picture. You can work with a pair for the entirety (parts 1, 2 and 3) of this task if you wish.

Follow the instructions in the order written.

1. The teacher will provide you with a random picture of someone or something cut out from a magazine.
2. Create a personality and personal details for the character in your photo or connected to the photo. Come up with a name, an age, likes, dislikes, hobbies, family, job or education and any other detail you want to for the character.
3. Treat the picture as if your character had posted it online on a social media platform. **Write down** a description, or a comment your character has posted with the picture.
4. Present your character to everyone in your class and show the picture and the text you wrote.

FINAL TASK (Part 2)

For this exercise you will design and execute a social media account for a random character. You will need either a blank A3 paper or an online platform onto which you will create the account.

Follow the directions below in the order they are represented.

1. Choose a platform for the account (Youtube, Instagram, etc)
2. Your teacher will provide a picture from a magazine for you.
3. Devise a Username and a Bio for your character (the person or thing in the picture),
4. Create a page for your character on your chosen platform **IN DRAWING**. Draw as many details about the platform as you can.
5. Glue the picture you got from the teacher as a post onto the platform. Include the text for a picture from Part 1 as the description to that picture. Include any characteristics linked to the platform and social media into the comment. Aspects may include hashtags, smileys, tags, stickers or any other aspect of the social media site. Leave room for more comments.

FINAL TASK (part 3)

Hang your posters on the classroom wall and go around commenting on other people's pictures. Be polite and positive! Write down as many comments as you wish and reply to any comments left for your picture or your comment.

EXTRA EXERCISES

PRONUNCIATION EXERCISE

Harjoittele mahdollisimman monen tekemäsi tehtävän avulla lausumista. Sanele puhelimelle tai tabletti-tietokoneelle tehtävän sanoja, lauseita tai sanontoja. Yritä saada laite kirjoittamaan ylös mitä yrität sanoa. Mikäli laite kirjoittaa jotain muuta, harjoittele kunnes saat laitteen kirjoittamaan haluamasi.

Saatat tarvita joidenkin sanojen ääntämiseen apua. Kysy opettajalta tai käytä internetissä olevien sanakirjojen ääntämisohejeita apuna.

Ohje toimii useimmilla laitteilla, mutta ei kata kaikkia.

Tähän tehtävään tarvitset puhelimen tai tabletti-tietokoneen. Pyydä opettajalta apua, mikäli tarvitset laitteen, tai et osaa asettaa laitteeseen oikeita asetuksia.

Sinun on asetettava näppäimistön kieleksi englanti. Mikäli englannista on monta vaihtoehtoa kannattaa valita "ENG (US / United States / North America)" Riippuen laitteen vaihtoehtoista.

Kun olet saanut vaihdettua näppäimistön kielen avaa mikä tahansa kirjoitus appi. Esim. notes, pages tai docs käy hyvin. Aloita sanelu painamalla mikrofonin kuvaa "väli" näppäimen vieressä.

Nyt laitteesi kirjoittaa ylös mitä sille sanot.

LISTENING EXERCISE (to the teacher)

Start the lesson by ordering your class to be absolutely quiet when going to their tables and once there, to close their eyes.

When everyone has reached their place and have closed their eyes, tell them that you will do a mental exercise where based on sound the students have to visualize what is happening on screen.

The students should be instructed to keep their eyes closed as long as possible trying to listen to the sounds on the video. They should also try to create an image or scenario based on the sounds alone in their heads.

Once they have a clear idea they are free to open their eyes.

This exercise can be used with any video, where the sounds are either obscure or sound interesting. I have had good experiences with the video called *Wintergatan - Marble Machine (music instrument using 2000 marbles)*¹

The point of this exercise is to help start the lesson with a calm physiological state. It also helps students direct their focus onto listening, which in turn helps performance in lessons oriented towards listening exercises.

¹ *Wintergatan*, 1 March 2016, *Wintergatan - Marble Machine (music instrument using 2000 marbles)*, <https://www.youtube.com/watch?v=IvUU8joBb1Q>, Accessed 17 April 2020, Youtube