A comparative study of teaching methods in first language and second language teaching

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Tiivistelmä – Abstract

Äidinkielen ja vieraan kielen oppitunnit ovat tuntuneet keskenään hyvin erilaisilta, vaikka molemmat ovat kielen oppitunteja: täten herää kysymys, mikä tekee oppitunneista niin erituntuisia. Tämä on vertaileva tutkimus, jossa tarkastellaan opetusmetodeja, joita äidinkielen ja vieraan kielen opettajat käyttävät oppitunneillaan. Tarkoituksena on tarkastella samanlaisuuksia ja eroavaisuuksia opetusmetodeissa ja tavoissa opettaa. Tutkimuksessa hyödynnetään sekä laadullisia että määrällisiä menetelmiä. Aineisto tutkimukseen kerättiin sähköisellä kyselylomakkeella, joka lähetettiin julkisena linkkinä äidinkielen ja englannin kielen opettajien facebook-ryhmiin. Kyselyyn opettajat listasivat lyhyesti käyttämiänsä opetusmetodeja. Tutkimuksen tulokset osoittivat opetusmetodien olevan kielestä riippumatta samanlaisia.

Asiasanat – Keywords L1, L2, teaching methods, the National Core Curriculum

Säilytyspaikka – Depository JYX

Muita tietoja – Additional information

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1 INTRODUCTION

I am interested in comparing the teaching methods of L1 and L2 from the point of view of a teacher. In this case, L1 is Finnish and L2 is English. When starting school, one already knows L1. One starts to build L2 knowledge later. Therefore, the settings for these language classes are quite different to begin with. They are still language classes so there must be similarities to some extent. I remember Finnish class always being rather different from English classes, but I never paid attention to the methodology used in teaching and learning which is why I am intrigued to dig deeper. All language classes include communication, grammar and literacy. I am interested in how differing language levels of L1 and L2 affect the methods used for teaching each language.

My thesis focuses mostly on standard school teaching methodology. In the theory parts of both first (L1) and second (L2) language acquisition, I will also discuss earlier years because they are key in developing the basis for later language learning. In the present study, L1 stands for Finnish and L2 for English.

Finnish National Core Curriculum sets basics for teaching in Finland. It defines goals, values, content, working habits, and means for giving feedback (Luukka, Pöyhönen et al. 2008). Each subject has its own set. Since these are presets for actual classroom situations, they automatically guide the ways of teaching subjects in different directions. (ibid. 2008) There are clear differences in Finnish and English basics. For example, English as an L2 has ten different goals whereas Finnish as an L1 has seventeen. The goals of English focus more on creating and supporting linguistic, multicultural, and communicational knowledge. The goals in Finnish teaching relate more to understanding and functioning in the fields of communication, Finnish culture and literature, and textual competence. (Finnish National Core Curriculum, 2014: 287–288)

In teaching, L2 learners should be guided to communicate in authentic situations (Finnish National Core Curriculum 2014: 348). However, L1 teaching focuses more on creating different, meaningful situations as much as possible to create variation in learners' L1 abilities (Finnish National Core Curriculum, 2014: 287–288). There may be discussion about the

possibilities of creating faux authentic situations in class. How authentic can simulated issues feel? Classroom action in itself is an authentic situation, but it does not offer tools for other real-life actions. To what extent do L1 and L2 teaching create similar or different learning environments using choices in classroom methodology?

2 L1 AND L2 ACQUISITION AND TEACHING METHODOLOGY

Language learning is a key issue in the present study. The focus is on two areas: First language (L1) and second language (L2) comprehension and how they are seen in teaching. The viewpoints for these are quite different. L1 acquisition is a part of our natural development as humans, and L2 can be seen as something extra, something that challenges our cognition to a new extent and broadens our sophistication. L1 and L2 are my key concepts as well as teaching methodologies. Teaching methodologies are looked into from teachers' perspective.

In Finland, our national core curriculum sets basics for teaching. The core curriculum defines goals, values, content, working habits, and means for giving feedback (Luukka, Pöyhönen et al. 2008). Each subject has its own set. Since these are presets for actual classroom situations, they automatically guide the ways of teaching subjects in different directions. There are clear differences in Finnish and English basics. For example, English as an L2 has ten different goals whereas Finnish as an L1 has seventeen. The goals of English focus more on creating and supporting linguistic, multicultural, and communicational knowledge. The goals in Finnish teaching relate more to understanding and functioning in the fields of communication, Finnish culture and literature, and textual competence. (Finnish National Core Curriculum, 2016)

Noam Chomsky has built some remarkable theories concerning language acquisition, the process of creating one's linguistic knowledge, and the connection between linguistics and language usage. He states that language is learned through imperfect real-life stimuli for humans are wired to learn language in order to reach goals. Thus, vocabulary and peculiar grammar patterns are seen as additions to a core language one forms from significant situations concerning language use and survival. (Leiwo, 2002)

Writing is seen as a creative process where one combines their internal thoughts and realities with external input. External input includes teaching, the goal of which is to reassure the

inclusion of pupils' self into all aspects of writing. (Sarmavuori, 1993: 110) In L1 teaching, writing methods can be divided into synthetic and analytic methods. Synthetic methods focus on motoric skills whereas analytic methods focus on practicing producing content. (Sarmavuori, 1993: 119-120) In L1, teaching of writing focuses mostly on creating content, and polishing the layout and language. L2 teaching may use writing itself as a method. It is easier for some to contextualize vocabulary by writing words into full sentences a couple of times and creating flashcards of their written material (Oxford, 1990: 68).

2.1 First language acquisition

L1 acquisition is a unique process that happens only once in a lifetime. Acquiring L1 happens quite naturally but it does not happen on its own: One needs their environment in order to form functioning language skills (Sarmavuori, 1993: 171). L1 acquisition is an extremely complex achievement that seems to include very little contribution from children. Children do not need to be taught their first language, but they need opportunities to use the language (Rice, 1989: 153).

L1 acquisition begins at an early stage of one's life. A child's voice evolution starts at birth, right at their first scream. That first scream defines the functionality of their breathing, which is key in speech development. Children become sensitized to human voice, and a few-week-old baby already smiles and reacts when hearing a person's voice. Infants develop early understanding of connections between sounds and issues in immediate surroundings. (Sarmavuori, 1993: 171)

Children have a natural ability to acquire language merely from their surroundings. Rice (1989: 153) states that Children learn languages in order to communicate and share their thoughts, and thus to reach social goals that they find important. Children discover language from the world around them. Therefore, at this point, language acquisition is a creative process because children create their own grammar (Sarmavuori, 1993: 170). Child's play is an excellent method to enhance learning. It does not matter how much linguistic knowledge a child has: learning happens through experience (Lenneberg 1967: 6). Adults' constant interference would possibly complicate the natural learning process of a child because it stops the flow of authentic

situations. Children acquire language through dialogue: language acquisition is a result of reinforcement from surroundings, personal growth and conceptual learning. At first, acquisition is built through conditioning learning, and at approximately the age of 10 years, conceptual learning takes over as a main form of learning (Sarmavuori, 1993: 178).

Children start to understand speech much earlier than they begin producing it: they gather a passive vocabulary. At around the age of 1 to 2 years, children form an understanding of words as symbolic representatives of issues (Sarmavuori, 1993: 170). When reaching 3 to 4 years of age, children are able to form sentences nearly as well as adults in every-day situations (ibid. 1993: 171). However, children easily form different analogies between familiar issues. For instance, when a they want to open a wrapper, they might ask: "Where is the door of this?" (ibid. 1993: 172). For children, opening something equals opening a door. They draw a conclusion that the wrapper must have a "door" implying a mean of access.

A stage of understanding abstract language begins somewhere around the age of 10 years, meaning one's linguistic knowledge broadens significantly (Sarmavuori (1993: 172). From then on, language keeps developing as the brain evolves in intelligence (ibid. 1993: 171). L1 is special, since its development is a lifelong process. Life experiences are enough to make language flourish.

2.2 Second language acquisition

Second Language Acquisition (SLA) is a complicated field for it has various settings where it may begin. In addition to a pupil learning L2 at school, there are, for instance, migrants, adopted children, bilinguals, and speakers of dialects (Kootstra et al., 2015). In my society, in Finland, the most classic setting is beginning L2 learning at primary school, and that is where I will keep my focus on for it is most relevant concerning my thesis.

When beginning SLA, one already handles basic motoric language skills, such as speaking, listening, reading, and writing. All that is learned while developing L1. There is also no need to learn any new alphabet because, in this case, Finnish and English have similar alphabets, though English is missing some letters Finnish has. All of these already known language skills

are built upon while learning L2. SLA can be seen as interactive and dynamic (Kootstra et al., 2015). There is constant interaction between a new language and the learner's native language. L1 has a great effect on L2 learning, and the level of firmness in L1 strongly defines how L2 is learned. When beginning SLA at a young age, L1 is not yet firmly established, so L2 learning does not depend as much on the knowledge of the native language. Dynamic SLA means that one's language system is in constant change throughout their life (ibid., 2015). For instance, words become faster or slower to access in spontaneous usage depending on the frequency of encounters.

Language is learned through imperfect real-life stimuli for humans are wired to learn language in order to reach goals (Leiwo, 2002). Thus, vocabulary and peculiar grammar patterns are seen as additions to a core language one forms from significant situations concerning language use and survival (ibid. 2002). Meaningful language use happens in authentic situations that are important to us – especially when there is a goal one must reach using some language, and where the goal is not merely language use. Young L2 learners have a strong need to communicate, and when they attempt doing so in L2, they are not afraid of making mistakes for the goal of communication is more important to them (Kootstra et al., 2015).

Learning L2 language skills is complex for there are at least two languages present at the same time. New learners need the support on their L1 in order to begin understanding anything about L2. Language learning happens in a process where a feature of language is detected, and then abstracted and internalized. Features must occur regularly and with enough frequency to build cumulative language mapping. (Koda 2012: 303)

2.3 L1 and L2 teaching methods

L2 teachers may have a tendency to think that learning features of a language happens only when the learner has noticed a certain form, and reflected an example to their own work. Therefore, repetition including form highlighting is easily a central method of teaching L2. Learners of L2 should, however, learn spontaneous language use in order to use the language effectively. Their knowledge of forms should be shifted into practice somehow. (Hall, 2018: 73) Drills do not comprehend that. In L2 learning, there is a need for practicing in order to

merge form and function. Furthermore, function is to be merged with spontaneous, real-life situations. Classroom actions are real-life situations but they easily offer repetitive functions, and there is not much variation in surroundings. In L1, spontaneous language use already exists. Later L1 teaching focuses on rehabilitating phenomena related to the already known language.

One of the most traditional approaches to L2 learning is the Grammar-Translation Method. It was the central method in the nineteenth century. In this method, learners focus on e.g. grammar issues by translating individual examples from and to L2 using their own L1. This method has been vastly discussed and criticized. Purpose and learning goals are the main concerns, since the method's aim seems to be grammar learning itself. It is argued that learners do not learn communicative language use. The translation method has been updated throughout the years to fit current views on the goals of language learning and today it includes e.g. whole text translations and translation-related discussions. The Grammar-Translation Method is not versatile enough on its own. Relying too much on one's L1 creates interference, and the development of thinking in L2 does not get a chance at all. (Hall, 2018: 91–94)

As a contrasting force, the Direct Method relies on a belief that language learning happens naturally, meaning that L2 learning would be similar to L1 acquisition. This method is fulfilled by pursuing classroom interaction mostly in the L2, avoiding the usage of L1. New language features are introduced orally, and communicative language skills overall are central. Classes built around the Direct Method are small, and they are focused on more basic structures of language. Phonetics and pronunciation are emphasized, and grammar is taught quite inductively. This method is strongly teacher-centered, so teachers' abilities mostly define how successful classes following the Direct Method are. A teacher has much room within this method to create opportunities for pupils. For instance, task-based teaching with visual aids and clues can make pupils active operators in the classroom. (Hall, 2018: 94–96)

The Audiolingual Method focuses its methodology on creating mechanical memory of the L2. The method is quite intense in its practice, as it relies on practicing conversational patterns through repetition and drills: forming habit. The Audiolingual Method is based on the belief that one learns language skills more efficiently when they are taught in spoken form before presenting them in written form. Oral input and output is of paramount importance. This method presents that it is effective for one to form analogies and connections themselves before any

analysis is made. This method is rather inductive with very little explanations on language features, and teaching happens mostly in the L2, since L1 is believed to create too much interference. This teaching method offers little opportunities for practicing spontaneous language use. However, creating mechanical speech memory helps with, for instance, forming correct pronunciation even when speaking spontaneously. (Hall, 2018: 96–98)

L1 teaching methodology focuses on advancing students' linguistic abilities and cultural knowledge. Teaching methods commonly integrate, and therefore skills develop in tandem. Different kinds of process and project work are used in L1 classes for they offer chances to enhance many skills at the same time. (National Core Curriculum, 2014: 288)

Practicing speech abilities in L1 is mainly supportive to existing skills of speech. Pupils must learn to use their speech clearly and with courage in order to express themselves. The methods used for speech comprehension are quite similar to the ones used in L2 classes. Speech is taught through multiformed conversational exercises in both pairs and groups. Individual presentations and performances are used carefully and very rarely, but they are seen as important factors to practice in L1 classes. Pupils are encouraged to use their natural spoken language, e.g. dialect, in their speech (Sarmavuori, 1984: 41). In L2 classes, the focus of speech is mostly on standard English.

Teaching listening in L1 is merged into all other teaching. Some listening comprehension is done a few times a year, yet however, listening skills are seen as important for listening is a requirement for efficient and successful learning overall (Sarmavuori, 1984: 48–49).

In L1 classes, reading focuses mostly on reading strategies. Methods for practicing reading include reading exercises with relevant questions, keeping reading diaries, and analyzing what is read. The teacher chooses the reading material and questions. Teachers' questions and guidelines are paramount in guiding the pupils' thinking abilities when it comes to reading (Sarmavuori, 1984: 56). L1 teaching should reinforce reading strategies to accelerate efficiency of reading and understanding (National Core Curriculum, 2014). Pupils are expected to learn to interpret underlying issues presented in the texts they read. They are required to form enough reading abilities for deeper analysis (Sarmavuori 1984: 56). Literature is often learned in

tandem with reading exercises for they are both practiced easily at the same time. Then, the focus shifts towards literary analysis and interpretation (National Core Curriculum, 2014: 288).

Writing is seen as a creative process where one combines their internal thoughts and realities with external input. External input includes teaching, the goal of which is to reassure the inclusion of pupils' self into all aspects of writing. (Sarmavuori, 1993: 110) In L1 teaching, writing methods can be divided into synthetic and analytic methods. Synthetic methods focus on motoric skills whereas analytic methods focus on practicing producing content. (ibid. 1993: 119–120) In later L1 learning, teaching of writing focuses mostly on creating content, and polishing the layout and language. Writing is practiced through all kinds of writing tasks: creative, formal, and analytic (Sarmavuori, 1984: 35). In today's L1 classes, writing is practiced alone and in groups, and information technology is utilized (Finnish National Core Curriculum, 2014: 288). Analytic writing focuses on analyzing content and giving reason. It is quite effective, since it practices meta-linguistic knowledge.

2.4 Previous research

International empirical research has been conducted concerning L2 teaching methodology. Finnish L1 teaching has not been researched empirically that much in the field of methodology, but there is research that can be adapted for they relate to the subject matter rather well.

Teachers and students have been contrasted in previous research of L2 methods. The beliefs and expectations about teaching methods seem to differ between them both. Students value more straightforward and practical teaching approaches than teachers do (Brown, 2009). As an example from Brown's (2009) survey on perceptions of effective language teaching, students agree more on using activities instead of explanations and getting immediate corrections, whereas teachers agree on doing tasks in class and leaving tactical information gaps. Students seem to have a rather traditional view on teaching and they implement errors and corrections strongly into their idea of classroom action. They might not be able to understand the underlying pedagogy of teachers' methodologies and thus do not agree on creative solutions or information gaps.

Teachers' perceptions on the effectiveness of SLA teaching has been surveyed by Bell (2005). This vast study of 457 respondents, all of which are L2 teachers, charted attitudes towards teaching and methodologies. The respondents strongly agreed on some Standards for Foreign Language Learning: "theories related to communicative approaches to foreign language teaching, small group work, negotiation of meaning, strategies for foreign language learning, and teacher qualifications" (ibid. 2005). Disagreement arose around the subjects of teaching linguistic knowledge, and learners' individuality. For example, error correction was not seen as an effective contribution to language learning. It was found questionable among respondents how grammatical forms should be implemented and when it should be done. (ibid. 2005)

It seems teachers and students have quite different perceptions and expectations about L2 teaching, although at school they work together intensely for many years. Teachers have pedagogical proficiency and therefore, are familiar with teaching methodologies and their effectiveness. However, students are the ones implementing the methods used in class, and if students do not believe in the effectiveness of used methods, they are possibly less motivated to carry out and thus, effectiveness deteriorates. Based on these studies, it can be stated that teachers believe in methods that do not include straightforward error correction, but still, students expect teaching to be more straightforward and to be more effective that way.

Expectations and attitudes of students and teachers have been researched in the field of Finnish L1 teaching as well. Research has previously shown that L1 and literacy class in one of the least popular classes amongst both girls and boys. This research did not study why certain subjects are unpopular but many respondents stated that along with physics and chemistry, L1 classes are not being taught in a preferred manner. Maybe there is fault in the National Core Curriculum of L1, or alternatively, teaching is executed in a way that does not suit the learners. (Pirttiniemi, 2000: 88)

Finnish students seem to have a rather traditional view on L1 and literacy teaching: They tend to see grammar, writing, and literature as the main content of the subject (Junkkarinen, 2006). All in all, according to the study's students' perceptions, Finnish teaching includes everything it should, but the media is somehow not seen as a part of L1 class. It was only brought up as a random pastime allowed by the teacher. Otherwise, L1 teaching is receiving negative light from students. They see many aspects of L1 as useless. For example, teaching grammar is important

to students, but labels and terms related to grammar seems vain to most learners. In addition, Finnish language history, and literacy in its entirety are perceived as unnecessary. (ibid. 2006) Does L1 teaching lack functionality?

3 THE PRESENT STUDY

3.1 Research aim and questions

In the present study, the purpose is to find out what methods are being used in both L1 and L2 teaching in reality and how these methods differ. Data is collected from teachers in order to achieve a true teacher's point of view. The Finnish National Core Curriculum (2016) is used as one of the main sources to contrast L1 and L2 teaching methodology in reality.

3.1.1 Research questions

1. What kind of teaching methods are used for L1 and L2 teaching, respectively?
2. How do L1 and L2 teaching methods differ from each other?
3. How do L1 and L2 teaching methods reflect the goals set in the national core curriculum?

3.2 Expected outcomes

I expect to find out differences and similarities in L1 and L2 teaching methods. I also expect to see how methodologies reflect the national core curriculum and the goals it has set.

I see possibilities in how the results may be implicated into teaching. Since L1 and L2 classes are both language classes, they may offer each other great support in developing their methodology further. It is valuable to compare and see how methods differ and what they have in common, and what is emphasized or more valued in teaching in the light of whether or not the class is about L1 or L2.

This information would be beneficial in both L1 and L2 classrooms for teachers and pupils. By understanding methodologies and being able to combine features of different language

teaching, teachers have more to offer for different learners. For instance, in L2 class, teachers tend to use various means to help pupils understand and remember: photos, songs, sounds and actions. In L1 class everyone easily is expected to understand all speech and writing, so no other means may not feel necessary. However, for different learners, different means are of paramount importance whether or not they already know the language.

4 DATA AND METHODS

4.1 Participants

Multiple choice questions were used to chart what kinds of teachers have responded to the present study's questionnaire. The questionnaire was in Finnish, so the target group of respondents were mostly Finns. The respondents were at least expected to understand Finnish, but responses were not anticipated to be written in Finnish. There were responses from L2, English, teachers and L1, Finnish, teachers.

4.2 Data

Data was collected using an online questionnaire (see Appendix) as a singular arbitrary sampling during October 2019. The questionnaire consisted of four (4) questions and an extra question confirming the participants' agreement for using their data. The respondents answered anonymously. No personal information was necessary to collect in order to fulfill the present study's purposes. The online questionnaire was publicly sent out as a link into English (L2) and Finnish (L1) teachers' unofficial facebook groups.

The variables in the questionnaire were what languages the respondent teaches, on which level they teach, and what kinds of methods they use in their teaching. The present study is both quantitative and qualitative depending on the nature of the variable. These variables are to examine the reality of language teaching methods in use in L1 and L2 teaching.

From the 64 responses, 5 could not be included. These 5 responses had irrelevant answers to question number 4 about teaching methods, and therefore they cannot be used in the present study. One response only claimed that the question is too broad and therefore they won't answer

it. One response was submitted twice, and one response was from a Finnish as a second language teacher, which does not fulfil the purpose of the questionnaire. Two others did not include any kind of answer: they only had two characters written on them due to a fault in the questionnaire's technicalities.

There were 59 accepted responses: 29 from Finnish teachers and 30 from English teachers. The responses were accepted on the basis of relevance to the present study's questions. As mentioned above, the rejected responses do not offer any relevant response to the present study's questions.

4.3 Methods

The data consists of responses to multiple choice questions and responses to open-ended questions. Quantitative methods are used to consider responses to multiple choice questions as numerical components to create comparison between responses. Qualitative methods are used to examine open-ended questions, and to compare and contrast methodological choices L1 and L2 teachers report to make.

The form of analysis focuses on comparison: finding similar and different features in L1 and L2 teaching. Analysis reflects the data with previous research and the National Core Curriculum (2016) of Finland as well in order to discuss some issues that may arise and need some explanation. The analysis' goal is not to explain the present study's data, but to discuss the possibilities and reasons for L1 and L2 teaching similarities and differences.

5 RESULTS

The present study's data consists of responses from Finnish L1 and L2 teachers. The only criterion for qualified respondents was that they are a teacher of either L1 or L2 and that they have responded in a manner suitable for the present study.

The first question of the questionnaire is merely about what the respondent teaches. The choices were either Finnish as a first language or English as a second language, including a possible

second non-native language. Of the qualified responses, the division was 31 Finnish teachers and 30 English teachers.

The second question asked where and at what level the respondent is teaching. There were four ready choices: primary school, secondary school, upper secondary school, and vocational school. One more choice was for others, and a small elaboration was necessary. From the respondents, most of English teachers were primary school teachers (53%). Amongst the Finnish teachers, most of the respondents were secondary school teachers (45%). One Finnish teacher (3%) was a teacher for immigrants and two English teachers (7%) were community college teachers. In addition to the choice "other", vocational school had the lowest response rate from English teachers (10%) and primary school was the lowest for Finnish teachers (13%). See Chart 1.
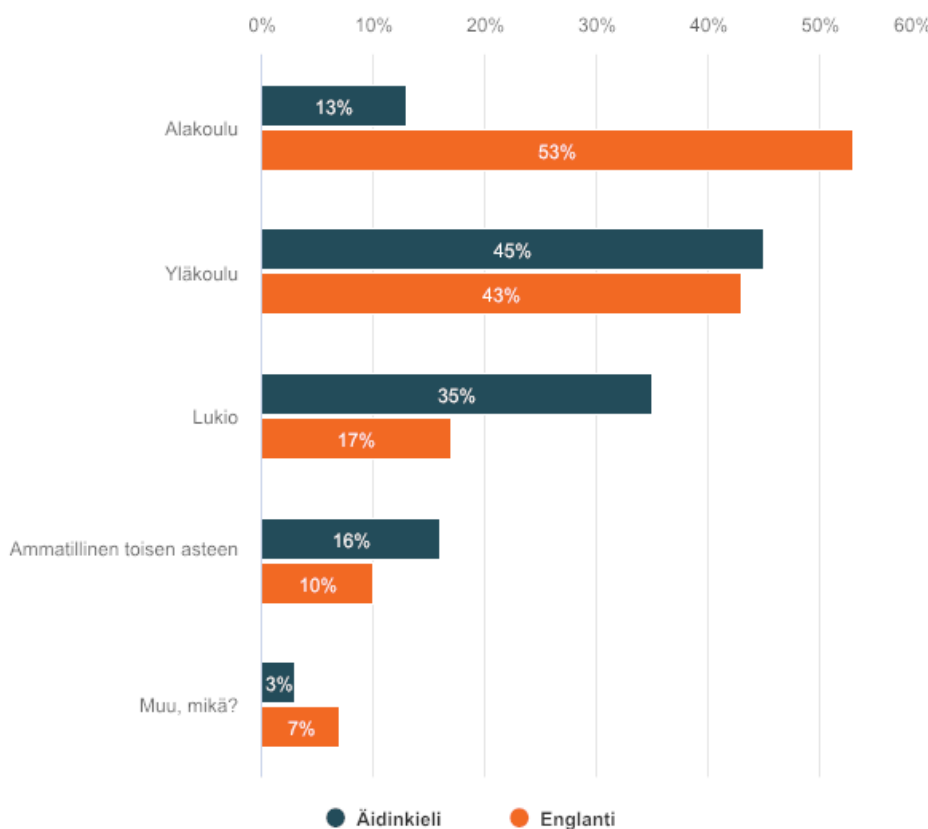

Chart 1

The third question asked the amount of time the respondent has been teaching. This question was open-ended. The answers vary from less than a year to 38 years.

The fourth question was about teaching methods. The respondents were asked to list the teaching methods they mostly use. There were many similar responses, such as pair and group work, oral practice, task-based teaching, and teacher-centered teaching.

5.1 Data description

In this part of the present study, I focus on different school levels and juxtaposition the teaching methods the teachers of each level have mentioned in question 4. The purpose of this is to establish a deeper view of the responses and to create an overall understanding of the links between pupils' level and teaching methodology.

5.1.1 Primary school

20 of the total 59 respondents claimed to be primary school teachers of which 4 were L1 teachers and 16 were L2 teachers.

(1) "Alakoulussa homma on opejohtoisempaa, mutta sielläkin parityönä tehdään paljon. Toiminnallista yritän keksiä ja käyttää." – an L2 teacher

(2) "Suullista, toiminnallista, kirjoittamista, myös tvt:tä hyödyntäen. Yleensä virittelyä aiheeseen (laulu, video, omat kokemukset oppilailta), open alustus asiaan, heti perään jotain toiminnallista (pareissa/ryhmissä), jos aikaa niin jokin kirjallinen tehtävä tunnin lopuksi tai kotona." – an L2 teacher

Both L1 and L2 teachers seem to use teacher-centered teaching quite a lot, especially when introducing a new, unfamiliar issue to the pupils. L2 teachers mostly explain using teacher-centered methods when teaching grammar, whereas an L1 teacher mentions teaching and practicing anything new in a teacher-centered manner before applied practice. Pair and group work is frequently mentioned on both sides, which is perfectly in line with the national core curriculum. Both L1 and L2 teachers use their selected study books as the main source of material, but information technology is much applied to their teaching. Games (both digital and traditional), play, and songs are on nearly every respondent's list for they create possibilities for action-based learning, which is a central theme in the primary schools national core curriculum. A quizzing website called "Kahoot.it" seems to be used frequently to create a little competition as well.

Oral practice is different. Their focus and purposes understandably differ from each other. Where L1 practices conversation and content, L2 practices pronunciation and speech production. However, listening comprehension is used in similar manners. Dictation was mentioned in both L1 and L2 teaching methods.

5.1.2 Secondary school

27 of the 59 respondents were secondary school teachers. 14 were L1 teachers and 13 were L2 teachers.

> (3) "Tutkiva oppiminen, opetuskeskustelu, yhteinen tehtävä, itsenäiset tehtävät, ohjatut muistiinpanot, itsenäiset lukutehtävät, ope lukee ääneen, tekstin rakenneosiin pilkkominen, sanaston nostot, avokysymykset luetusta/kuullusta/nähdystä, gallupit, miellekartat, avainsanojen selittäminen, kaaviot, kirjoitusten suunnitelmat, kirjoittamistehtävät, tekstilajien tunnistaminen, verkkotehtävät, monivalinta" – an L1 teacher

> (4) "Puhun enimmäkseen opetettavaa kieltä tunnilla (englantia). Selitän kielioppirakenteet sekä englanniksi että suomeksi, jotta heikoimmatkin pysyvät kärryillä. Käytän tunneilla paljon puhumistehtäviä, dialogeja, a/b-lappuja, kuuntelutehtävä ja paritehtäviä sekä esitelmiä ja keskusteluja. Kotona tehdään enimmäkseen kirjalliset tehtävät. Luetutan englanninkielistä tekstiä/kirjoja tunneilla ja kirjoitutan tekstiä." – an L2 teacher

Teacher-centered learning is mentioned among secondary school teachers as well in both L1 and L2 teaching, but it is more conversational. In secondary school, teachers seem to rely more on the pupils' ability to work independently. Teachers mention project work, investigative learning, and "flipped learning", where pupils introduce themselves with the subject and then come to class to deepen their understanding of the issue. Both L1 and L2 teachers report listening to pupils' wishes and making their teaching so that everyone may proceed at their own pace. Digital learning environments arose as a tool for turning in independent work and evaluating.

Action-based learning was mentioned in nearly every response, but only L2 teachers reported using games in their teaching. L1 teachers listed writing long texts, such as essays, as one of their methods. L2 teachers only mentioned writing exercises.

5.1.3 Upper Secondary School

15 of the 59 respondents answered to be upper secondary school teachers. 10 of them were L1 teachers and 5 of them were L2 teachers.

> (5) "Lukion äikässä korostuvat tekstitaitojen syventäminen ja kirjoittaminen, joten ohjaan kirjoittamista koko ajan: kirjoitamme kurssitöitä (lukutaidon vastaukset, kirjoitustaidon vastaukset) paljon tunneilla ja seuraan edistymistä kierrellessäni. Annan vinkkejä sisältöön, neuvon keinoja edetä, keskustelen opiskelijoiden kanssa saadakseni heidät laajentamaan ajatteluaan aiheesta. Moni ei malta pohtia kovin laajasti ja näin kehittää ajattelutaitojaan, joten yritän antaa virikkeitä tähän. Toisilla on vaikeuksia pelkästään jo lauseiden tuottamisessa, joten heidän kanssaan katson aivan perusasioita, kuten 'miten tän voi sanoa' tai mikä on kappale." – an L1 teacher

> (6) "Pari- ja ryhmätekeminen, painotus suullisissa ja keskusteluharjoituksissa. Kielioppia usein ensin luennoiden ja sitten opiskelijat harjoittelevat suullisesti&kirjallisesti pareittain/ryhmissä. Pyrin käyttämään toiminnallisia menetelmiä (pelit, leikit, luokassa liikkuminen). Vertaisoppiminen siis isossa roolissa, ja opiskelijat saavat paljon mm. Vertailla kotitehtäviensä vastauksia keskenään koittaen löytää oikeat vastaukset. Painotus myös kommunikatiivisuudessa oikeakielisyyden edellä." – an L2 teacher

Real-life materials from media are commonly used in L1 and L2 classes in upper secondary school. Teachers apply digital learning environments in their courses for submitting material and receiving course tasks. Conversation is valued as a method: Students converse with each other in pairs or in groups, and then there is conversation with the whole class, including the teacher. In L2 classes, conversations are mostly in the target language for oral comprehension. Students are expected to come up with more content on their own instead of discussing ready formed sentences or topics, both in L1 and L2 classes. Peer learning was reported being used in upper secondary school teaching. This was explained as using peer feedback and students teaching each other. Writing long texts, such as essays is common in upper secondary school first and second language teaching. The main focus of these writing exercises is producing content and training thought processes.

In L2 teaching, communication was mentioned as a more important part of language learning than using forms correctly.

5.1.4 Vocational School

8 of the 59 respondents were vocational school teachers. 5 were L1 teachers and 3 were L2 teachers.

In vocational school, student-centered, task-based learning is the most common form of teaching. The focus is mostly in language's function. Most of the work in class is done in groups or in pairs. The materials used in teaching are authentic materials from the media and the internet. Project work is mentioned in both L1 and L2 teaching. Writing tasks are said to be done on the computer instead of writing by hand.

(7) "Olemme siirtyneet pajamuotoiseen opetukseen, jossa materiaali on digitaalista ja jokainen etenee omaan tahtiinsa. Ope tsemppaa, haastaa, antaa palautetta ja yrittää luoda keskustelutuokioita luokkaan." – an L1 teacher

In L1 teaching, it was reported that there are no textbooks. One L1 teacher explained that they have switched into workshop-formed teaching, where students can proceed at their own pace, and the teacher is simply guiding their learning. In L2 classes, teacher-centered teaching is only used when explaining, for example, grammar. L1 teachers include theory in their tasks and they report to rarely lecture about language forms. Conversation is said to be one of the main forms of teaching grammar, for example. Some of L1 teaching is fully independent for students for they only work online and turn in work into online platforms. L2 teachers mention flipped learning and games.

5.1.5 Other

3 out of 59 respondents claimed to teach somewhere else than what the listed options offer. A Finnish teacher teaches adults and immigrants, and 2 English teachers teach at community colleges.

The Finnish teacher's response cannot be considered for they are teaching Finnish as a second language for immigrants. The purpose is to look into Finnish L1 teachers.

(8) "Flipped learning, pari- ja ryhmätyöskentely." – an L2 teacher

The English teachers in community colleges explain the focus being on oral exercises that are done in pairs and in groups. The oral exercises are usually playful or games. Peer learning is reported to be one of the most important forms of teaching. Co-operation is seen as an advantage for learning when it comes to focusing on function before form.

6 DISCUSSION AND CONCLUSION

The present study shows teaching methodology in L1 and L2 teaching are similar. Therefore, methods are not creating difference between the two language classes. Teaching methods in L1 and L2 teaching have a different focus: as in *why* something is done in class. In addition, based on the present skills in the target language, the range, volume and expectations of exercises and results are either greater or smaller. There are possibilities for future research on the focus areas of both language classes.

The results of this study reflect the goals set in the National Core Curriculum (2016). Teachers report using methods that enable features set in the National Core Curriculum, such as authenticity, multisectorality, independence, and differentiating, in their language classes as well as necessary language learning outcomes. In the present study, respondents did not mention the National Core Curriculum at all, but their methods report the thought and presence of it, nevertheless.

The present study managed to grasp the reality within teachers' work and choices concerning teaching methods. Results reveal that methods are not the factor creating difference between the two language classes. Future research could look into the attitudes and opinions of teachers or pupils when it comes to differences between L1 and L2 teaching.

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9 APPENDIX

JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

Kysely kielenopetuksen opetusmetodeista

Opiskelen Jyväskylän yliopistossa englannin kieltä ja työstän kandidaatin tutkielmaani kyselytutkimusta vertaillen äidinkielen ja vieraan kielen (englannin) opetusmetodeja keskenään. Olisin todella kiitollinen, jos vastaisitte nopeasti muutamaan kysymykseen opetukseen liittyen. Kerätyt vastaukset käytetään ainoastaan tähän tutkielmaan eikä tietoja luovuteta toisaalle. Tutkimus tehdään nimettömästi eikä henkilökohtaisia tietoja kysytä lainkaan. Vastauksia käsittelee Jyväskylän yliopiston englannin kielen opiskelija Nina Ålander.

Lisätietoja saa kysymällä sähköpostitse nina.j.alander@student.jyu.fi.

Vastaamalla kyselyyn annatte luvan käyttää vastauksianne mainittuun tutkimustarkoitukseen. Kysely sisältää neljä (4) kysymystä, ja kyselyn täyttämiseen kuluu pari minuuttia.

1. Annan luvan käyttää vastauksiani ja jatkan kyselyyn *

   ◯ Kyllä

2. Mitä kieltä opetat? *

   ◯ Äidinkieltä

   ◯ Englannin kieltä (ja muita vieraita kieliä / toista kotimaista)

3. Missä opetat? *

   ☐ Alakoulu

   ☐ Yläkoulu

   ☐ Lukio

   ☐ Ammatillinen toisen asteen koulutus

   ☐ Muu, mikä? [_____]

4. Kauanko olet toiminut opettajana? *

100 merkkiä jäljellä

5. Miten opetat? Listaa alle yleisimmin käyttämiäsi opetusmenetelmiä. *

5000 merkkiä jäljellä