

**SUPPORTING STUDENT AGENCY WITH FUNCTIONAL
VOCABULARY TEACHING:**

Material package for 5th grade EFL classrooms in Finnish primary schools

Sara Pasanen
Master's Thesis
Languages and Communication
University of Jyväskylä
Autumn 2024

UNIVERSITY OF JYVÄSKYLÄ

| | |
|--|---|
| Faculty Humanities and Social Sciences | Department Languages and Communication |
| Author Sara Annika Pasanen | |
| Title SUPPORTING STUDENT AGENCY WITH FUNCTIONAL VOCABULARY TEACHING: Material package for 5th grade EFL classrooms in Finnish primary schools | |
| Subject English | Level Advanced studies |
| Month and year 09/2024 | Number of pages 40 + 77 (the material package) |
| <p>Perusopetuksen opetussuunnitelman perusteissa (POPS, 2014) painotetaan oppilaiden aktiivisuuden lisäämistä. Kielen opetuksen keskeisimpiä tavoitteita on toiminnallinen oppiminen ja oppilaslähtöinen toiminta (Lehtomaa, 2018). Toiminnallisuuden käsitteeseen sisältyy laaja-alaisia teorioita, mutta yhtenäistä ymmärrystä siitä mitä toiminnallisuus konkreettisesti tarkoittaa ei ole. Muun muassa oppilaslähtöisyys, oppilaiden aktivointi, liikuntaa sisältävä oppiminen, monipuoliset toimintamallit sekä oppijan toimijuuden ja yhteistyön merkitys korostuvat toiminnallisuuteen keskittyneissä tutkimuksissa. Tässä maisterintutkielmassa toiminnallisuuden käsitettä tarkastellaan yleisesti opetuksen työkaluna ja toimintamallina. Tutkielmassa reflektoidaan myös, miten toiminnallisuuden eri ilmentymiä pystytään hyödyntämään englannin kielen sanaston ja rakenteiden opetuksen kontekstissa. Maisterintutkielmani on näitä ilmiöitä käsittelevä teoreettiseen viitekehykseen perustuva materiaalipaketti,</p> <p>Toimijuuden käsite ja sen kehittäminen saattavat olla joillekin opettajille vieraita. Oppijan toimijuus koostuu oppijan omista kyvyistä, tahdosta, mahdollisuuksista ja halusta ottaa oma oppiminen haltuun sekä kyvyistä muokata omaa toimintaa oman kehityksen parantamiseksi. Tässä tutkielmassa pohdin, voiko oppijan toimijuutta kehittää toiminnallisuuden avulla. Tämä opinnäytetyö koostuu kahdesta osasta, käsitteellisestä viitekehyksestä, jossa esitellään englannin kielen sanaston opetuksen tutkimusta, oppilaan toimijuuden käsitettä ja toiminnallisuutta omilla luvuissaan. Opinnäytetyön toinen osa on konkreettinen materiaalipaketti, jossa 5. luokan oppilaiden opettajille tarjotaan sanaston oppimistehtäviä, joissa hyödynnetään toiminnallisia työtapoja. Lisäksi itse aktiviteetit on tarkoitettu englannin kielen oppijoille, jotka voivat kehittää toimijuuttaan mainittujen aktiviteettien avulla.</p> | |
| Keywords: EFL, functionality, student agency, vocabulary teaching, material package, toimijuus, toiminnallisuus | |
| Depository University of Jyväskylä | |
| | |

TABLE OF CONTENTS

| | | |
|---|---|----|
| 1 | INTRODUCTION..... | 5 |
| 2 | TEACHING AND LEARNING VOCABULARY | 7 |
| | 2.1 Developing vocabulary in a foreign language education | 7 |
| | 2.2 Pedagogical practices of vocabulary teaching..... | 9 |
| 3 | CONCEPT OF STUDENT AGENCY..... | 11 |
| 4 | FUNCTIONALITY AS A METHOD FOR LEARNING..... | 14 |
| | 4.1 Definitions of functionality..... | 14 |
| | 4.1.1 Action-based learning..... | 15 |
| | 4.1.2 Physically active learning..... | 17 |
| | 4.1.3 Task-based language learning..... | 18 |
| 5 | FRAMEWORK OF THE MATERIAL PACKAGE | 21 |
| | 5.1 Target group(s)..... | 22 |
| | 5.2 Aims and objectives..... | 22 |
| | 5.2.1 Transversal competencies based on the FNCCBE (2016) | 23 |
| | 5.3 Objectives for using functionality..... | 27 |
| | 5.4 Choosing target vocabulary..... | 30 |
| 6 | DISCUSSION..... | 32 |
| | 6.1 Process of planning the material..... | 32 |
| | 6.2 Accomplishment of the aims | 33 |
| | 6.3 The advantages and the usability | 34 |
| | BIBLIOGRAPHY | 36 |
| | THE MATERIAL PACKAGE | 41 |

1 INTRODUCTION

The concept of student agency and how to develop it might be unfamiliar to some teachers. With this thesis, I wanted to create a material package for teachers that offers some insight to this issue. This thesis consists of two parts. The first one is formed by a conceptual framework, which presents research on vocabulary education, concept of student agency and functionality in their own chapters. The second part of this thesis is a concrete material package, where vocabulary learning activities that utilise functional working methods are provided to teachers of 5th grade students. Further, the activities are designed for learners of the English language, who can develop their agency through said activities.

In the first chapter, vocabulary education is discussed from a pedagogical point of view. The way vocabulary is taught is evolving all the time. Previous research has evidence of decades worth of debates of what kind of pedagogy is the best kind and what kind of teaching styles are the most successful in language learning. A pedagogical overview of vocabulary teaching and learning practices are introduced in the first section of this thesis and then later connected to a material package. The material package itself demonstrates new innovative ways to teach vocabulary, which utilize functionality and support the agency of the students.

In the second chapter of this thesis, student agency is explored and introduced as a multicomplex entity, which combines individual's abilities, awareness, knowledge, self-consciousness and -efficiency. Agency identifies the learner as a significant player in their own learning process and it is developed in social and cultural interactions through effective and subjective activities (Eteläpelto et al., 2013; cited by

Jokinen, 2021: 16). The purpose of this thesis is to seek ways to incorporate and connect student agency to foreign language learning and aims to provide insight into how student agency relates to vocabulary teaching and learning.

The third section of this thesis presents functionality as a way to teach and learn foreign languages and subsequently vocabulary. As the Finnish National Core Curriculum for Basic Education (2016) emphasises student agency and participation, it is beneficial to study further how functionality can be implemented in different school functions. The core curriculum mentions several aspects of promoting student activity and the concept for all learning is based on developing student agency (FNCCBE, 2016). In addition, the Common Framework of Reference for Languages (CERF, 2020), a policy set by the Council of Europe, accentuates that using functional teaching methods directs teachers to create holistic learning experiences for their students (Leskinen, Jaakkola and Norrena, 2016). In this thesis, multiple aspects of functionality are demonstrated as a method to teach vocabulary and simultaneously a medium through which agency can be developed.

In the fourth chapter, the framework for the concrete material package is outlined, and its aims, objectives and target groups are explained further. In this chapter, objectives for functionality, the choices behind the target vocabulary selection are also explained. In the final chapter of this thesis, reflection to the writing process of the whole thesis project is discussed.

Finally, the material package is included in the attachment. There you can discover innovative activities that are designed for 5th grade teachers and their students. The material is created in a ready-to-use format, which is free to print and use in language learning environments.

2 TEACHING AND LEARNING VOCABULARY

In this section, the key concepts of English vocabulary education are presented. The abbreviation EFL is used throughout this paper to mean “English as a foreign language”. The FNCCBE positions English language within “foreign languages”, and therefore this stance is taken in this thesis. For the context of this thesis, all references to vocabulary are meant to be related to the concepts of EFL education. The material package focuses on vocabulary teaching and offers practices based on research about vocabulary and EFL education presented in this section.

2.1 Developing vocabulary in a foreign language education

Vocabulary is an essential component in all language learning contexts. Vocabulary, or a lexicon, defined by Merriam-Webster Dictionary (n.d.), refers to the set of words that exists in a particular language. In addition, within languages, a vocabulary can indicate a collection of words of a certain subject, e.g. education, which has its own vocabulary (Cambridge dictionary, n.d.). These were definitions from dictionaries, but perspectives from research is also equally important. As stated by Pavičić Takač (2008: chapter 1), defining vocabulary as lists or sets of words in this manner is a very traditional way, which might be limiting and disadvantageous to language acquisition. Then again, one aspect of language and vocabulary acquisition, as presented by Schmitt (2008: 332), is that in order to operate with the target language, learners must learn a large number of lexical items, e.g. words. These lexical units, i.e. words,

according to by Pavičić Takač (2008: chapter 1) are abstract units that have various orthographic, phonological, grammatical, and semantic characteristics, which all affect to the definition and usage of a “word”. Notably, to achieve the objectives of this thesis, it is necessary to understand what is involved in and what is the difference between learning a word and knowing a word.

Pavičić Takač (2008: chapter 1) reminds that there is no general agreement for the definition of a word, and vocabularies in all languages consists of extensive spectrum of lexical forms and meanings. Further, the meaning can vary depending on the lexical items and how they occur with each other, thus having multiple relations with each other. From the perspective of vocabulary acquisition, Schmitt (2008: 333) states that usually a word is considered “learned” if the correct form (spoken or written, accordingly to the target language) and meaning is known by the learner. On the other hand, Schmitt (2008: 333) states that a learner needs to understand the lexical items they are using in more depth, particularly in order to use the target language effectively. This is supported by the research of Nation (2008: 5) who emphasises that knowing a word involves knowing a range of aspects of the word, including its meaning, form and use. Karlsson (2023: 17) explains that *form*, according to Nation (2001), focuses on the ability and knowledge of pronunciation. *Meaning*, in contrast, refers to the knowledge of the connections between the form and meaning of a word. In addition, *meaning* also concerns what concept a word refers to and what kind of semantic connections certain words can have. Finally, *use* explains the knowledge of grammatical features of lexical items and the contexts in which they can be implemented. In addition, use relates to collocational profiles of lexical items and their recurrence (Nation 2001; cited in Karlsson, 2023: 17).

According to Nordlund and Norberg (2020), learning vocabulary is fundamental for successful foreign language acquisition. Further, as highlighted by Webb and Nation (2017: 21) expanding lexical knowledge is necessary for language development. Webb and Nation (2017: chapter 1) give examples of why learning new vocabulary is important, and using vocabulary as a tool for communication is also emphasised. In

language learning contexts, vocabulary is the medium for learning contents and structures of the target language. Subsequently, Bogaards (2001: 5) states that different words are used in a particular context and in particular manners. Therefore, it is important that in vocabulary acquisition, learners are not just learning new words but will also learn the new forms attached to a certain word (Bogaards 2001: 6).

2.2 Pedagogical practices of vocabulary teaching

There is relatively large amount of literature (e.g. Nation 1990; 2008; 2013, Bogaards, 2001, Webb and Nation, 2017) that has been published on vocabulary teaching. These studies present various ways to teach (and learn) vocabulary, but a precise “correct” approach has yet to be discovered and probably will not be due to versatile contexts and aspects of an individual learner. In addition, as pointed by Webb and Nation (2017), there are many ways to learn words and certain vocabularies are presented differently in materials. For this reason, it is important to consider what kind of vocabularies are chosen, what purposes certain methods might have and what kind of benefits versatile pedagogical practises can offer and why.

Usually, vocabulary education and its practices are divided into two categories, direct and indirect methods of practice (Wu 2018: 786). Further, Wu (2018: 786) explains that depending on where the learner is focusing their attention, the learning occurring within the two categories can be explicit or implicit. For instance, when the focus is on conscious and subjective activities that are directly related to the target vocabulary, a direct method is used and thus learning is explicit. On the other hand, with indirect methods, vocabulary is not the direct object of study, but part of the whole learning process, where e.g. with vocabulary acquisition, the focus is on the messages conveyed with and by the target language (Wu, 2018: 786).

Another key points regarding pedagogy in vocabulary education are vocabulary learning strategies, operating in both meta cognitive and cognitive levels (Wu, 2018: 786). Demonstrated by Wu (2018: 786) meta cognitive layer of learning requires

preparation, self-evaluation and prioritizing attention of the learner. This can mean structuring the language lessons or involving students to lesson planning and orientation. Likewise, the cognitive level of learning involves concrete practices of language use, such as spelling, reading, listening, using versatile lexical chunks, guessing, doing exercises and so on (Wu & Wang, 1998; Zhang, 2006, cited in Wu: 2018: 786). Correspondingly, Zhang's research (2006: 33) suggests that the meta cognitive layers of learning strategies are crucial to the success of vocabulary learning and using context-oriented sources is more beneficial for the learning process than other learning strategies.

One example of a learning strategy used in vocabulary acquisition is Task-Based language teaching (TBLT), which focuses on authentic language usage and students participating in meaningful tasks (e.g. Willis 1996, Van den Branden 2000, Shehadeh and Coombe 2012 & Wu 2018). On the context of vocabulary acquisition, teaching should start from practice of language forms in non-communication positions, and with progression, aim to real-life communication situations (Littlewood 2004, cited in Wu 2018: 785). As a result, teachers ensure that their students use their communication skills regardless of their limited language ability and simultaneously guide the students to improve their ability to participate in authentic communications (Gong and Luo 2006, cited in Wu 2018: 785). This is important, because as mentioned by Wu (2018: 785), vocabulary knowledge can be expanded not only when the learner knows the word but also when they know how to use the word accordingly.

Finally, Wu (2018: 787) states that learning strategies and teaching strategies should not be distinguished from another, as they are the same thing observed from different standpoints. By directing students towards the usage of a certain strategy in a learning situation, the teacher uses a teaching strategy while the students are using a learning strategy (Wu, 2018: 787).

3 CONCEPT OF STUDENT AGENCY

Being an autonomous and independent learner is crucial for the development of learning. Nation (2008: 7) stated that learners need to take responsibility for their own learning to use language effectively and to make the language use productive. This involves reflection of one's own learning process and participating to language learning opportunities inside and outside the classroom (Nation, 2008: 6-7). This is where agency enters the picture.

A considerable amount of literature (e.g. Eteläpelto et al., 2013; Jääskelä et al., 2020; Mercer, 2012; Skinnari, 2014; van Lier, 2008) has been published on student agency, especially in the educational field. Most recent perceptions of agency have been connected to the sociocultural approach (Vygotsky, 1978), which emphasizes the individual's interpretations of the world and their process of acting according to their own motivation, meaning making and cognition. Likewise, the sociocultural theory underlines an individual's own perception of their capacities to develop and act as a learner (Vaughn, 2020; cited in Stolp et al., 2022). However, Stolp (2023: 20) states that a consensual definition of agency has yet to be discovered among scholars, which creates deficiency. This is a large issue, as stated by Eteläpelto et al. (2013), because the lack of clarity brings up confusion and misunderstandings surrounding the whole concept.

Many scholars accentuate the standpoints of Eteläpelto et al. (2013) who demonstrate that individual agency is constructed with the process of cognition, self-reflection and self-management towards learning improvement. Generally, this means that agency is something everyone can achieve and develop, through engaging with

different contexts. Therefore, agency is not something a student just has, and is permanent, but rather a reflection of the willingness and capacity to act in terms of needed learning objectives (Eteläpelto et al., 2013; Stolp, 2023: 17).

Explicitly, Stolp's recent analysis (2023:17) indicates that agency should not be studied only through events of visible actions of what the students do, but also through the processes behind the action, resistance, and purposeful maintenance of a present activity in a learning environment. Skinnari (2014) also points out that student agency is sometimes realized from negative signals such as reluctance and withdrawal from joint activities, which should alert the educator to modify the working practices to avoid experiences of meaninglessness and loss of motivation towards the activities. This is important to point out, as teachers should try to understand the emotional and inner interpretations along with the visible indications of agency (Eteläpelto et al., 2013). As stated by Eteläpelto et al. (2013) agency should be viewed from a life-long learning and developmental perspective, not merely from a momentary and cross-sectional point of view. Furthermore, one of the main reasons why agency is an important factor for an individual, suggested by Eteläpelto et al. (2013) and Stolp (2023: 18) who propose that engagement in school functions and contexts is directly correlated to their learning and participation in working life. Agency supports not only the effective learning of new knowledge, but also advances the competence to act and be a part of the surrounding society. Additionally, Jääskelä et al. (2020: 3) present student agency as a longstanding educational aim, that connects individual resources to an multicomplex entity, where life-long learning and professional development are highlighted.

Agency is also visible in international instructions for education. Common European Framework of Reference for languages (CEFR) is a comprehensive guideline for foreign language education that is used across European schools. It was developed by the Council of Europe and published in 2001. In the publications of CEFR, the concept of learning is based on the idea that learning "active agents", who are responsible for their learning and seeing learners as social agents implies involving them in the

learning process” (CEFR 2020: 30). Another key point underlined in CEFR (2020: 30) is that learners should be seen as language users, with the implication that the target language is used extensively inside and out classrooms. Learning by using one’s own active agency means learning to use the language rather than just learning a language (CEFR, 2020: 30). This can be applied to the theoretical basis of this thesis, that agency can be developed through functional practices during classroom

Equally, regarding the theme of this thesis, van Lier (2008: 164) proposes three core features of agency, that also support the idea that functionality can enhance agency. Van Lier (2008: 179) demonstrates that agency requires self-management and initiative by the learner group, it is transmitted in socio-cultural contexts, such as interaction with others and finally being aware of how our own actions affect ourselves, the environment and others in in. Engagement is a central part of developing agency (van Lier, 2008: 179). Later research supports van Lier’s suggestions, as Jokinen (2021: 17) explains that agency manifests through participation, feeling of being heard and working both individually and collectively within a community. Further, Jokinen (2021: 17) explains that agency can be developed with shared learning outcomes of a group or community, in this context a shared classroom of learners of English. Subsequently, Jokinen (2021: 21) states that when instruction is participatory, e.g. learners are guided to participate to the development of their own learning, it will help them to identify their own knowledge in more depth and they become more aware of the effectiveness of certain practices for their improvement (Jokinen, 2021: 21).

Finally, agency in the context of this thesis is constructed from van Lier’s perceptions of self-management and interaction and is connected to the views of Mercer (2012: 17). Mercer (2012:17) states that student agency evolves collectively and reflects the expectations and imaginations a learner has for themselves. Additionally, Mercer (2012: 17) highlights that the concept of agency is always contextually situated and reflects the relationship between an individual learner and the learning group in which the learner is interacting with.

4 FUNCTIONALITY AS A METHOD FOR LEARNING

In this section, theories of functionality are introduced, and the key term is explained for the purposes of this thesis. Three pedagogical approaches, such as Action-based Learning, physically active learning, and Task-Based Language Teaching are presented as methods of functional language learning. Benefits of utilising functional language learning practises, particularly in vocabulary teaching are also discussed.

4.1 Definitions of functionality

The foundation for this thesis is the Finnish educational concept of *“toiminnallisuus”*. Notably, a number of educational aspects have been incorporated into the term, which emphasises physical activity, versatile learning styles, meaning making and the agency of students (e.g. Mäntylä, 2021; Leskinen, Jaakkola and Norrena, 2016; Maunu, 2020). However, the closest equivalent within the English language, *“functionality”*, does not necessarily convey the same meaning. The term is typically applied to action-based learning, physically active learning or task-based learning. Consequently, there are no clear or specific definition of what the term indicates or includes, and it depends on the context (Töhönen, 2016: 5). Adopting a functional approach to learning must be purposeful and appropriate, not just doing things for fun (Öystilä, 2003: 71; Töhönen, 2016: 6). Regarding language learning contexts, functional practices highlight the use of language in authentic situations and in interactions (Leimu, 2021).

Leskinen, Jaakkola and Norrena (2016) present functional learning as the medium to active thinking and participation of the learner during the learning process. Within the learning opportunities, the learner should be provided with a variety of experiences, sensations, and insights (Leskinen, Jaakkola and Norrena, 2016). This can be implemented to language learning processes as well. Subsequently, Mäntylä (2021: 21) states that the premise for functional teaching in language lessons is that language is not separate from the surrounding world – all language acquisition happens in interaction between the learners and their environment. In fact, interaction is not isolated but surrounds all those who use language as a tool to communicate (Mäntylä, 2021: 21).

Overall, as Rautio (2024) states, functionality can be understood as a combination of various educational theories where theories such as learning-by-doing, experiential learning and action-based approaches are highlighted (Rautio, 2024). Moreover, functionality in the context of this thesis is understood to represent activity that is connected to the learning process, and in which movement, mobility and learner-centred interactions are highlighted. Throughout the present study, “functionality” refers to combinations of practises and methods used in classrooms that activate the learner in versatile manners and utilise interaction with other. From the works of Leskinen, Jaakkola and Norrena (2016) who promote physically active lessons, to Grosu (2019) and Vronskaya (2008) who underline social interactions, this thesis connects their research to the theory of TBLT and the works of Nunan (2004) and Ellis (2003). In this thesis, functional practices or the term functionality are understood as both the phenomenon of language usage in active manners but also as the working medium for learning languages.

4.1.1 Action-based learning

As it was mentioned in the previous subchapter, understanding the concept of “functionality” depends on the context in which it is meant to be applied. Action-based

learning is one standpoint, through which functionality can be viewed. Grosu (2019: 253) introduces action-based learning as derivative from communicative approach, a methodology once viewed the most popular (Didenko & Pichugova, 2016). Unlike the communicative stance, in which language learning is generated from the individual learning process and where communication is used for the purpose of transmitting information in a touristy-kind-of way, learning through the action-based approach happens through networking with others and interactions are used to understand others (Grosu, 2019: 254). While aspects of the communicative approach are still highly appreciated among linguists and educators alike, as its main principle is to develop communication, it has been also criticized among scholars for its one-dimensional perspective to social interaction. For example, Didenko and Pichugova (2016) mention that the communicative approach is not able to promote authentic communication situations, whereas the action-based approach is based on authentic dialogues created in interaction with others (Grosu, 2019: 256). The main standpoint, which is in correlation to this thesis, is that action-based approach identifies language learners as social actors (Grosu, 2019: 258).

Specifically in language learning contents, students are required to modify their own knowledge of language in the interest of enhancing their language learning process (Grosu, 2019: 258). Similarly, this view is the standpoint in the Common European Framework of Reference for language learning (CERF, 2020), where learners are considered social agents and users of language. This is one of the principles of this thesis also. According to CERF (2020: 29), language learning should be viewed as a tool for communication rather than a subject to study, and as a result the aim for learning should be being able to express oneself and being able to act in real-life context situations. Along the same lines, Grosu (2019: 259) explains that action-based practices are not just simple exercises or communicative tasks, but an activity that has genuine action-based reasoning, that relates to common features of everyday life. Grosu (2018: 259) also states that connecting action-based approach to foreign language learning highlights the learner's initiative and responsibility for their own learning process and

individual development. Ultimately, action-based stance to functional learning acknowledges the social aspect of language learning and places learners as the main contributor for their own learning progression (Grosu, 2018: 259).

4.1.2 Physically active learning

Another aspect of functionality in school contexts is physically active learning. School and its learning environment are recognised as optimal settings for the promotion of children's physical activity (Watson, 2017: chapter 1) As it is stated by the Finnish National Agency for Education (EDUFI, 2021:19) all young children and adolescents, from ages seven to seventeen, should participate in physical activities that vary in forms and level of exertion for at least one hour a day, every day of the week. This recommendation acknowledges the physical activity of youth in general but can be applied to school functions likewise. According to the recommendation (EDUFI, 2021: 19) extended and excessive sedentary inactivity, e.g. sitting too long, should be avoided. This is something that can be addressed and influenced by the teacher at school. Further, as teachers cannot affect to the physical activity that their students engage in outside school hours, it is significant to implement physical activity to the learning opportunities and to the working methods used in classrooms. Explicitly, this is supported in the recommendation cited above. EDUFI (2021:19) emphasises that schools should support physical activity of its students, for example with teaching methods that highlight and promote physically active learning. Correspondingly, these methods can be advancement of teamwork, active-based learning and task-based- learning when choosing activities and tasks for the classrooms (EDUFI, 2021:19).

Classroom-based physical activity, according to Watson (2017) refers to any activity, implemented during regular school lessons, that involves physical movement. These physical activities can occur either inside or other learning environments outside the classroom, e.g. in hallways (Watson, 2017: methods). Further, according to

Schmidt, Benzing & Kamer (2016), physically active lessons and classrooms refer to any physical activity that is incorporated into the learning process e.g., having students trying to solve a math puzzle while balancing on one foot. Similarly, in the context of this thesis, in language learning contents, this could refer to learning vocabulary while participating in a treasure hunt game.

Of course, students can engage in physical activity in school functions outside actual learning situations. This might occur in breaks during classrooms or during intermission (EDUFI: 2021: 19; Watson, 2017: methods). However, as suggested by Erwin et al. (2011: 245) physical activity that has a pedagogical purpose, and that is incorporated within the curriculum content can help the teacher to support the learning process improvement. Furthermore, as Vronskaya (2008: 59) states, specific meaning for communication can be conveyed through language, especially when using language as a tool in active learning. Vronskaya (2008: 60) supports the idea that a meaningful context must be present for young learners to use functionality as a tool to improve effectively. Similarly, by involving the students in the planning and operating their own language learning activities, the students acquire ability to use versatile language forms in an appropriate context or situation (Vronskaya, 2008: 60). Altogether, Vronskaya (2008: 60) states that the most significant matter is that the situation of the activity should not an imaginary one but a real-life situation, where the functional aspects of the language use are demonstrated.

4.1.3 Task-based language learning

Next let us consider task-based language teaching (TBLT), which is another language teaching method regarding functional practices. For us to understand the benefits behind TBLT- method the definition of a “task” is needed. Ellis (2003) reflects the previous definitions of the term and explains that some scholars (e.g. Long 1985) have defined a “task” in a way that can be performed either with or without language usage and cannot be applied to linguistics. However, there are more definite presentations

of the term, that emphasise language inclusion within the tasks. Researchers such as Richards, Platt, and Weber (1986), Nunan (1989; 2004) and Willis (1996) emphasise that a “task” necessarily needs to involve language to make progress as a learner. In these definitions tasks are defined as classroom actions or activities where the target language is the means for comprehension, understanding, production and communication. As the purpose in language learning is to be able to use the target language in various contexts as a tool to communicate, interact and express oneself, it is not beneficial nor coherent to exclude language from the term “task” (Ellis 2003).

As a teaching method, TBLT highlights naturally occurring language acquisition that happens in situations where learners use the target language to complete tasks (Wu, 2018: 785). According to Wu (2018: 785) knowledge of language in the context of TBLT is acquired through interaction and negotiation, and when student focus on learned forms of language. Similarly, Benson (2016) describes TBLT as promotion for learning by doing. Benson (2016) also highlights that with task-based approaches, students develop their language knowledge with engagement to relevant pedagogical tasks, in which the target language itself is not the object of study, but the medium for study. In the same vein, Benson (2016) reminds that “tasks” should be comparable to real-world activities that students should be able to perform outside of the classroom, such as having a conversation with a customer service worker. These kinds of tasks, according to Benson (2016) are target tasks.

The other concept of a tasks are pedagogical tasks, which as defined by Nunan (2004:2) refers to tasks that are defined by what the learners do in a learning environment rather than in the world outside the classrooms. Pedagogical tasks, according to Richards et al. (1986: 289; cited in Nunan, 2004: 2) necessarily do not need to involve language production. Rather, tasks require specific learning goals that determine whether a task is successfully completed or not. The most important aspect of both target and pedagogical tasks is that the learners use different kinds of tasks in order to make the language teaching more communicative (Richards et al., 1986: 289; cited in Nunan, 2004: 2).

Finally, concrete principles of TBLT education, as demonstrated by Nunan (2004: 35-37), include scaffolding, language recycling and active learning. Scaffolding, in the context of TBLT, implies that the pedagogy and materials used during language lessons should support the learning process of student (Nunan, 2004: 35). Language recycling, on the other hand, activates natural learning, in which learners are provided with wide range of opportunities, environments and contexts to use the language (Nunan, 2004: 36). Similarly, Nunan (2004: 36) notes that by activating the learner the teacher ensures that the learning is maximised. In this way, the learner actively constructs their own knowledge to improve when using the target language (Nunan, 2004: 36).

5 FRAMEWORK OF THE MATERIAL PACKAGE

In this section firstly, the two target groups are introduced; EFL teachers in Finnish primary schools and 5th grade students of said educators. In addition, how the material can be applied to both target groups are demonstrated in the first subsection. In the following subsection, the aims and objectives for the material package are introduced and defined. The basis for all the objectives in the material package is the Finnish National Core Curriculum for Basic Education (2016). Subsequently, and the abbreviation “FNCCBE” is used from now on. To clarify, the FNCCBE was originally published in 2014, but it was translated into English in 2016. The contents in both versions are identical, and the English version is also an official document.

In the following sections, objectives for using functional practices are presented to promote the overall well-being of students. Notably, in the final subsection, the decision and the background behind the chosen target vocabularies are presented in detail. References to theory and practice are also presented in the fourth section of this chapter.

5.1 Target group(s)

The material package has two separate target groups; the first target group includes teachers and educators who want to use my materials, and the second their students. The presented activities are designed particularly for 5th grade students, but if needed the materials can be adjusted and modified to other grades. In the teacher's guide, the material introduces ready-to-use activities for teachers to include in their vocabulary teaching. PDF-files are designed and presented so that a teacher can just copy them and follow the instructions on how to conduct the activities / functions of a certain vocabulary task. Further, direct reference to the objectives of instruction for EFL are presented with clear connections to the activities and contents of the material package. Additionally, concrete examples and suggested tips regarding differentiation and assessment issues are implemented within the teachers' guide.

As mentioned above, the second target group is 5th grade students, who are the performers of the activities and tasks of the materials. Their part of the material package includes instructions for the assignment and self-evaluation formats. In the context of Finnish primary school education, English as a foreign language is classified as an A1 language (CEFR, 2020) in grades 3-6 (FNCCBE, 2014/2016: 236). Therefore, with 5th graders, their language skills are developed at the basic language level (CEFR, 2020; FNCCBE, 2014/2016: 219) and the chosen practices in the material package reflects this.

5.2 Aims and objectives

The material package is designed to use as a teaching tool alongside existing textbooks in the EFL classrooms. The material package focuses on offering adaptable ways to teach vocabulary in the EFL classrooms in Finnish primary schools. Teachers and educators alike can implement the activities to their language lessons, not only to

support the agency of their students but also to increase functional practices to the learning methods. The FNCCBE (2016: 218) states that the principle for learning foreign languages is that the students develop their language identity by extending their vocabulary and engaging to versatile functional working methods where interaction and cooperation are highlighted. Correspondingly, this is the foundation for my material package also. Nevertheless, The FNCCBE (2016) is a national regulation issued and administered by the Finnish National Board of education. It contributes the foundation for basic education in Finland, and all local curricula are also based on it (FNCCBE, 2016). For the purposes of this thesis, transversal competencies presented in the FNCCBE are introduced as the objectives through which agency can be developed.

When comparing to previous theses, functionality and utilising functional practices have been very popular topics, and there have been a few material packages created also regarding the concept of student agency. However, to the best of my knowledge, there are no theses where those two themes were combined, which is why in this thesis and material package, the development of agency is supported by and connected to functional language learning methods. Further, Stolp (2023: 19) states that there is a high demand for understanding how agency can be applied in different learning environments. For this reason, also, there is a need for a material package like this one.

In conclusion, there are two main functions and purposes for this material package and its contents:

1. to provide teaching materials that utilize functionality in vocabulary teaching.
2. to provide functional vocabulary learning exercises & activities that support the agency of the students.

5.2.1 Transversal competencies based on the FNCCBE (2016)

As stated in FNCCBE (2016: 21) transversal competences connects students' knowledge, skills, values, and attitudes and will to an adaptable entity that aims to

support the students' growth as human beings. The demand for transversal competencies is the consequence of the changes in the surrounding society and planet. Transversal competencies are the comprehensive principles for learning in Finland (FNCCBE, 2016: 21). For this thesis and material package, transversal competencies are included and connected to the activities thoroughly as the means to develop student agency. As supporting student agency is one of the aims of this thesis, connecting transversal competencies to the objectives is important

In short, each area of competence is tied to a certain objective in a particular school subject, and within the context of my thesis, objectives for learning foreign languages. Aiming for transversal competence is established and developed through the contents of each subject and with the working methods and interactions between learners and the learning environment (FNCCBE, 2016: 21). Transversal competencies in all grades of Finnish education are divided into seven categories: "thinking and learning (T1)", "cultural competence, interaction and self-expression (T2)", "taking care of oneself and managing daily life (T3)", "multiliteracy (T4)", "ICT competence (T5)", "working life competence and entrepreneurship (T6)" and "participation, involvement, and building a sustainable future (T7)" (FNCCBE, 2016: 165-168). Altogether, these categories compile development of learning and growth as a human being extensively, thus affecting one another and simultaneously advancing the student agency (Stolp, 2023: 19). For this reason, citations from the transversal competencies are tied to this material package's aims and objectives. Additionally, the use of functional working methods can as well be justified by setting transversal competencies as objectives for learning. Almost all seven categories emphasise cooperation and promotion of versatile learning practices.

In the table down below, excerpts from each category of transversal competencies are accentuated and connected to the contents of the material package's activities. As each transversal competence category holds a wide range of content related to multidimensional development, each excerpt includes only certain parts related to the topic of this thesis.

| Transversal competence | Excerpts relating to the material package (FNCCBE 2016: 165-168) | How these reflect in the contents |
|--|--|--|
| Thinking and learning (T1) | <p>“Learning based on interaction, especially peer learning, is used in many ways, which strengthens the pupils’ group work skills. Thinking skills are practised by using working approaches that utilise learning by doing”</p> | <p>The contents in the material package utilises functionality as the base for versatile working practices.</p> <p>Almost all activities presented in the material package are designed for peer learning and the learning goals in said activities require interaction and communication.</p> |
| Cultural competence, interaction and self-expression (T2) | <p>“The pupils are encouraged to try different modes of expression and to enjoy being active and expressing themselves.”</p> <p>“The pupils are encouraged to use even limited language proficiency to express themselves. Interaction, social skills and good manners are practised in versatile ways.”</p> <p>“The school creates inspiring opportunities for practising social skills. The pupils are encouraged to appreciate and use their whole body to express emotions, opinions, thoughts and ideas.”</p> | <p>Activities and practices presented highlight participation and using whole body as a tool to improve learning. This also reflects to development of agency.</p> <p>In all themes of the material package, interaction and cooperation are incorporated to the activities. The contextual learning goals in almost all themes focuses on specific interaction and managing own self in different communication situations.</p> |
| Taking care of oneself and managing daily life (T3) | <p>“As part of schoolwork, the pupils have opportunities to rehearse time management, good behaviour and other practises that promote the well-</p> | <p>Activities promote the agency of students, which correspondingly promote growth as a human being in a society.</p> |

| | | |
|--|--|---|
| | <p>being and safety in their own lives and community. When working together, the pupils can develop their emotional and social skills. While engaging in games, play and teamwork, the pupils learn to understand the significance of rules, agreements and trust and practise decision-making. “</p> | <p>Activities of the material promote self-efficiency in real-life communication situations that are practiced in a safe learning environment. One theme highlights individual responsibility and taking care of oneself.</p> |
| Multiliteracy (T4) | <p>“The pupils are guided to develop their multiliteracy by interpreting, producing and evaluating an increasingly wide variety of texts in different contexts and environments. In this context, texts mean information expressed by systems of verbal, visual, auditory, numeric and kinaesthetic symbols and their combinations.”</p> <p>“The pupils are encouraged to use versatile information sources, including oral, audiovisual, printed and digital sources as well as search engines and library services.”</p> | <p>Vocabularies presented in the activities in the material package utilise multimodal and versatile textual combinations that promote multiliteracy.</p> |
| ICT competence (T5) | <p>“...opportunities are created for the pupils to seek, explore and use the working practices and tools that are best suited for their personal way of learning and working. “</p> | <p>Versatile working practices are considered with the activities present in the material package. One main activity in the material package requires the use of ITC tools and thus ITC competence can be developed.</p> |
| Working life competence and entrepreneurship (T6) | <p>“The pupils are guided in working systematically and persistently and in taking more responsibility for their actions. They practise project and group work and cooperation. When</p> | <p>Cooperation and group work are highlighted within the activities and vocabulary practices in all themes of the material. Versatile working practices are divided</p> |

| | | |
|---|--|---|
| | working together, the pupils can learn reciprocity and negotiation skills as well as striving to attain a common goal.” | into groupwork, pair work and individual work. |
| Participation, involvement, and building a sustainable future (T7) | “The pupils have opportunities for practising cooperation, addressing conflicts and seeking solutions as well as making decisions both in their own class and in different study situations as well as in the entire school community. Having opportunities for and positive experiences of participation and involvement enhances togetherness in the school. Experiences of equality, inclusion and togetherness create trust. “ | The material package emphasises participation to develop student agency. Then again, participation to the activities is underlined as the core concepts of student agency. All main activities promote student agency, participation, cooperation and being responsible about your own learning process. |

Table 1: Objectives of transversal competence (FNCCBE, 2014/2016: 165-168)

5.3 Objectives for using functionality.

Utilising functional practises have a long-lasting positive impact on many issues. Leskinen, Jaakkola and Norrena (2016: 14) give explicit examples of the benefits of using functional working methods in versatile learning environments. The benefits can be divided into physical, cognitive, psychological, and social benefits.

To begin with, the most familiar benefits recognised in previous research are the physical benefits. Jaakkola and Norrena (2017) give examples of the clear physical benefits that young learners gain while moving during learning: physical movement increases pupils’ mobility and reduce sitting. Jaakkola and Norrena (2017) demonstrated that the effectiveness of functional learning is based on the fact that they increase pupil mobility and as mentioned in previous subsections, they reduce

immobility, such as sitting too long. Consequently, as Jaakkola and Norrena (2017) reminds, long-term sitting has damaging health effects that are widely recognised by researchers. The negative health effects can be, as demonstrated by Lurati (2018: table 1), decreased blood flow, sleep deprivation, muscle fatigue, joint stiffness, increasing glucose intolerance, weight gain and osteoporosis to name a few. For these reasons also Jaakkola and Norrena (2017) stress the importance of connecting physical activity to school functions. Not only does it help maintaining a healthy body, but also it also has positive effect on learning, learners' alertness, concentration and attention which are examples of cognitive benefits (Jaakkola and Norrena, 2017).

Another dimension of the benefits of functionality is the development of cognition. Observations by Strong et al. (2005: 735) demonstrated positive associations between academic performance and physical activity done during classroom time. In their study (Strong et al., 2005: 735) it was discovered that physical activity had a significant effect on concentration and memory and on classroom behaviour. Strong et al. (2005: 735) also demonstrated that other mechanistic studies produced positive increase in cognitive functions and intellectual performance.

Likewise, using functional practices have psychological benefits. These, for instance are effects on mood, stress relief, reduced anxiety, reduced risk for depression, and self-esteem improvement (Kramer, 2019: section 2.2-2.4). According to Janisse et al. (2004) the state of one's mood is "an important predictor of psychological well-being." Correspondingly, mood, as explained by Kramer (2019: section 2.4) refers to state of mind or feeling an individual has. Mood can positively be affected by versatile activity types, in fact, participation in light activity, such as leisurely walking, may increase mood positively (Janisse et al., 2004; cited in Kramer, 2019: 2.4). Other psychological benefit of functional learning is reduced stress. Kramer (2019: 2.4) reports that participation in versatile types of functions that promote physical activity may effectively reduce stress of students and help their abilities to cope with inconveniences or difficulties (Nguyen-Michel et al. 2006: cited in Kramer, 2019: 2.4). Finally, according to Kramer's study (2019: 2.4), other psychological benefits of utilising

functionality are reduced risk for depression, reduced anxiety and improvement of self-esteem.

Finally, utilising versatile functional working methods, not just physical activity in language learning contexts have genuine impact on students' social skills. As Jaakkola and Norrena (2017) states, using functional practices is a great way to develop students' cooperation and problem-solving skills. With functional practices students should be instructed to discuss, agree and negotiate with each other while learning together (Jaakkola and Norrena, 2017). Additionally, Jaakkola and Norrena demonstrates that working in versatile groups and with changing pairs always involves practising communication skills that require listening to others even when the students do not agree with each other while being able to modify their own thinking and perspectives. In the same manner, Jaakkola and Norrena (2017) underlines that functional learning acknowledges the individual learning styles of learners. This is important, as giving the learner versatile working methods and opportunities to express themselves is the key for a holistic learning experience (Jaakkola and Norrena, 2017; Leskinen, Jaakkola and Norrena, 2016: 14).

To sum up, functionality increases the student's own activity and makes learning more comprehensive. It gives students more experiences of success, while increasing their enjoyment of learning and motivation to go to school. Successes and experiences bring self-esteem and self-awareness to a new level. At the same time, learning skills, creativity, imagination, and life skills are developed (Leskinen, Jaakkola and Norrena, 2016: 14).

One additional reason why functionality was chosen as a base for this thesis and material package is the fact that these methods connect versatile working methods to every subject, not only physical education. As this thesis focuses on language learning, it was natural to research versatile ways to learn languages. EDUFI (2014: 238) highlights that the objective for learning languages is that the language use is "as appropriate, natural and meaningful for the pupils as possible". This indicates versatile learning environments where working in different sized groups, in pairs, and

altogether learning with one another (EDUFI, 2014: 238). The practices inside the material package supports these views.

5.4 Choosing target vocabulary

When designing new materials for vocabulary teaching, it is important to consider thoroughly on what basis the target vocabularies are chosen. As I want this material package to be coherent and easy to use for everyone, the chosen vocabularies must be appropriately selected. Equally, as the target groups for the activities include young learners, who are at the basic user level of language (CEFR, 2020), the chosen vocabularies must be equivalent to their language proficiency. Nation (2008: 7) divides vocabulary into four categories based on how often and widely they occur within the language; high frequency words, academic words, technical words and low frequency words. According to the target group, the chosen vocabularies are based on high frequency words. Nation (2008: 7) distinguishes high frequency words as the most frequently used and appeared words within a language, needed in all uses of the language; in variations of speech and communication, writing and hearing, occurring in novels, newspapers, movies and so on. Hence, these words are the most common words that are needed in day-to-day conversations (Nation, 2008: 7-8). According to Nation (2008: 8), there are several lists existing of high frequency words, and most of those consist of around 2000 words. High frequency words consist of content words (nouns, verbs, adjectives and adverbs) and function words, which according to Nordquist (2020) means a word that correlates the grammatical and structural relationships between words in a sentence, e.g. "because" & "at". For these reasons, the chosen vocabularies are based on high frequency word lists.

Additionally, the contents and the key vocabulary of the activities are chosen by comparing the most frequently occurring vocabulary presented in existing textbooks for the target grade group. These books are Go for it! 5 (SanomaPro publishing, 2017)

Come with me! 5 (SanomaPro, 2023), High five! 5 (Otava publishing, 2018). These are also the most used EFL textbooks in Finnish primary schools. The contents are also mentioned in the FNCCBE, in the objectives for instructions, and therefore the foundation of the vocabularies chosen is also connected to FNCCBE. Main purpose is to learn vocabulary by practising different phrases used in social situations and versatile contexts where students interact with each other and with the teacher.

6 DISCUSSION

In this final section, reflection about the writing and planning of the thesis and material are presented.

6.1 Process of planning the material

From the very start of this process, I knew immediately that I wanted to design concrete materials for teaching that I could use myself. I got the idea to write my thesis as a material package way before I started this process, from my dear friend who last year also wrote her thesis as a material package. I only started writing my thesis in January of 2024, but had an idea ready in late autumn of 2023 when I wrote the first rough sketch of my thesis ideas to my phone's notes app. At that time, the basis for my thesis was ready: how to implement and utilise functional methods in language learning. From then on, as I started the master's thesis seminar, I simply added more details and clarified my terms as I moved towards the niche of my thesis. Countless hours of research were put on finding the right standpoint. For a long time, I had my mind set with grammar and structures, and long story short, it was exhausting to decide what kind of direction I was going to follow. Finally, after great feedback from my peers and teachers, I settled on vocabulary teaching and how to support student agency. I am more than happy with my choices, as student agency is a very current topic within the field of education.

Personally, planning and designing teaching materials are one of my biggest strengths. It was also very motivating to be my own challenger, as I wanted to create material that not only was for myself but also for my colleagues. Therefore, it was important for me to design and create a material package that would work flawlessly as it was, but also in a way that would allow modifications due to individual need of students.

From the start I knew I wanted to create visually pleasing and coherent package, and this was successful! On my mind, by binding a set of four colours to represent a specific thematic vocabulary was a logical choice and it functions pleasantly. Not only does it make it easier to navigate between the different themes of the material package, but also helps the viewer differentiate between the five themes. I also wanted to have a diary kind of vibe with my materials visualisation, just because it pleased me. It was a great feeling to find the right colours for my material and in my opinion, I successfully was able to create an easy to manage, visually pleasing entity.

I admit, my schedule with this thesis got rushed out in the last months as my life situation got turned upside down as I got offered a full-time teaching position. Originally, this thesis was supposed to be finished in December, but now it is finished already in early September. Nevertheless, I feel like I was able to pull myself through the anxiety and stress over the changed schedule. I can admit I did not use as much as time with each theme of my material than I originally thought, but still overall I am very pleased with the final product. This whole process has been rewarding, surprising in both negative and positive way and very long. After nine months I feel like I have given birth. Jokes aside, the journey from the first thought to the final project is now complete and I am very proud of myself.

6.2 Accomplishment of the aims

When I started writing this thesis, I had two main purposes: to be able to provide new teaching materials that utilize functionality in vocabulary education. At the same time,

the purpose was to research student agency and create materials that would support it. The first goal for my thesis was to create and design my own teaching materials that I can be proud of and can utilise in my own teaching. This is something that was important to me from the very beginning. After planning and then creating the concrete materials, I can confidently say that all the exercises in my material highlight functionality in their core. All activities and materials inside this thesis are created with student-centredness and activating the learner in mind. The only thing that I would have changed would have been the scope of the materials. Originally, I planned to create a 10- theme package, that could be used during the whole academic year of 5th grade. But, as time run short, I decided to shorten my package quite a lot. However, as the material package is designed to work alongside existing learning materials, English workbooks and curricula, I think the four themed package suits for its purpose. Regarding functional practices I succeeded on implementing versatile aspects and different forms in all themes. Some themes and their contents focused on the TBLT methods of practice, while others focused on interaction and communication-

The second purpose for this thesis focused on student agency, and how an English teacher can support the agencies of their students with their chosen practises for language learning classes. As all main activities highlight the responsibility of your own learning process, the contents of the materials are correlated with the objectives of the material package and the theory base alignment. Behind the structural design of a certain task or activity were the theories that were mentioned in the background chapter. After reflecting the whole process, believe I have successfully managed to achieve both aims of this thesis.

6.3 The advantages and the usability

With this kind of material package there are endless advantages, as its contents can be incorporated into several lessons and teachers who wish to take advantage of the ready to use materials can choose whatever they or their students are interested in. It

is not necessary or mandatory to go through the whole package and its contents, but rather a teacher can pick and choose their desired activities.

On the effectiveness of my material, I would say that there is a great need for more versatile working methods, that can be utilized in English language classrooms and especially in vocabulary teaching. One disadvantage that my material has, is that I was not able to provide auditory materials for more multimodal approach to the material package. However, I feel that this is a problem for a lot of people working in the educational field and for those who create their own materials. I would argue that the material I was able to produce, and design enhances educational and pedagogical innovation. As I am introducing new ways to teach and specially creating connections to the agency and functional practices, I would suggest it can be innovative and motivating. Regarding how my material could be applied or developed further, I am going to publish it to somewhere where its contents are free to use by anyone.

BIBLIOGRAPHY

- Benson, S. D. (2016). Task-based language teaching: An empirical study of task transfer. *Language Teaching Research*, 20(3), 341-365. [retrieved 06.09.2024]
- Bogaards, P. (2001). LEXICAL UNITS AND THE LEARNING OF FOREIGN LANGUAGE VOCABULARY. *Studies in Second Language Acquisition*, 23(3), 321-343. [retrieved 27.05.2024]
- Cambridge Dictionary (n.d.) "Vocabulary". In dictionary.cambridge.com [retrieved 05.05.2024]
- Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)* [retrieved 15.04.2024 & 27.05.2024]
- Didenko, A. V., & Pichugova, I. L. (2016). Post CLT or Post-Method: major criticisms of the communicative approach and the definition of the current pedagogy. In *SHS Web of Conferences*. Vol. 28: Research Paradigms Transformation in Social Sciences (RPTSS 2015). – Les Ulis, 2016. [retrieved 27.05.2024]
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- for basic education. Finnish Board of Education. Helsinki. Pp 16-426.
- Erwin, H. E., Abel, M. G., Beighle, A., & Beets, M. W. (2011). Promoting children's health through physically active math classes: a pilot study. *Health Promotion Practice*, 12(2), 244-251. [retrieved 27.05.2024]
- Eteläpelto, A., Vähäsantanen, K., Hökkä, P., & Paloniemi, S. (2013). *What is agency? Conceptualizing professional agency at work*. *Educational research review*, 10, 45-65. [retrieved 03.03.2024]
- Finnish National Agency for Education (2016). *National core curriculum for basic education 2014*. Finnish National Board of Education. 7- 238

- Finnish National Agency for Education (EDUFI) (2021): Recommendation on physical activity for children and adolescents aged 7 to 17 years. 2021. Report series of the Ministry of Education and Culture, Finland p.19. [retrieved 19.03.2024]
- Gong, Y & Luo, S (2006). Task-Based Language Teaching. Beijing, China: People's Education Press. [retrieved 27.05.2024]
- Grosu, M. (2019). Decentralization–A Fundamental Principle of the Action-based Perspective on Foreign Language Teaching. *Philobiblon*, 24(2), 249-263. [retrieved 27.05.2024]
- Harjula, S., et al. (2023). *Come with me!: Textbook : A1-englanti*. 5 (1st edition). Sanoma Pro Oy Publishing Company
- Harjula, S., et al. (2023). *Come with me!: Workbook : A1-englanti*. 5 (1st edition). Sanoma Pro Oy Publishing Company
- Janisse, H. C., Nedd, D., Escamilla, S., & Nies, M. A. (2004). Physical Activity, Social Support, and Family Structure as Determinants of Mood Among European-American and African-American Women. *Women & Health*, 39(1), 101–116. [retrieved in 26.08.2024]
- Jokinen, K. (2021). *Toimijuuden tukeminen opiskelijan ohjauksessa. Opiskelijoiden kokemukset minäpystyvyydestä ja toimijuutta tukeva ohjaus sosiaalisena tukena Keudaattorissa*. Pro Gradu tutkielma. Kasvatustieteiden ja kulttuurin tiedekunta. Tampereen yliopisto. 17-20 [retrieved 27.05.2024]
- Jääskelä, P., Heilala, V., Kärkkäinen, T., & Häkkinen, P. (2021). *Student agency analytics: Learning analytics as a tool for analysing student agency in higher education*. *Behaviour & Information Technology*, 40(8), 790-808. [retrieved 04.04.2024]
- Kalaja, M., et al. (2018). *High five!: 5, Activities* (1st edition). Otava Publishing Company Ltd.
- Kalaja, M., et al. (2018). *High five!: 5, Texts* (1st edition). Otava Publishing Company Ltd.
- Kanervo, P., Laukkarinen, A., Paakkinen, J., Sarlin, H., & Westlake, P. (2017). *Go for it!: 5, Textbook* (1st . edition). Sanoma Pro Oy Publishing Company
- Kanervo, P., Laukkarinen, A., Paakkinen, J., Sarlin, H., & Westlake, P. (2017). *Go for it!: 5, Workbook* (1st edition). Sanoma Pro Oy Publishing Company
- Karlsson, M. (2023). Advanced students' knowledge of vocabulary in a first and second language. *Multilingual Matters*. [retrieved in 26.08.2024]

- Kramer, E. (2019). 2.2-2.4 Psychological Benefits. *A Guide to Physical Activity*. [retrieved in 26.08.2024]
- Lehtomaa, S. (2018). Enkku ulos luokkahuoneista – toiminnallisia ratkaisuja kielenopetukseen koko koululle. *Kieli, koulutus ja yhteiskunta*, 9(4) [retrieved in 27.8.2024]
- Leimu, I. (2021). *Kieli tarttuu leikiten: Varhennettu kielenopetus*. PS-Kustannus.
- Littlewood, W. (2004). The task-based approach: some questions and suggestions. *ELT Journal*, 58.4, 319-326 [retrieved in 27.05.2024]
- Lurati, A. R. (2018). Health issues and injury risks associated with prolonged sitting and sedentary lifestyles. *Workplace health & safety*, 66(6), 285-290. [retrieved 27.8.2024]
- Mercer, S. (2012). *The Complexity of Learner Agency*. Centre for Applied Language Studies at the University of Jyväskylä. [retrieved 06.09.2024]
- Merriam-Webster. (n.d.). Vocabulary. In Merriam-Webster.com dictionary. Retrieved from <https://www.merriam-webster.com/dictionary/vocabulary> [retrieved 05.05.2024]
- Mäntylä, K. (2021). *Toiminnallisuus kielen opettamisessa*. Turun yliopisto. [retrieved 13.03.2024]
- Nation, I. S. P. (2008). *Teaching vocabulary: Strategies and techniques*. Heinle. pp 1-30
- Niemi, R., Kumpulainen, K., Lipponen, L., & Hilppö, J. (2015). *Pupils' perspectives on the lived pedagogy of the classroom*. *Education 3-13*, 43(6), 683-699. [retrieved 04.04.2024]
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Nordquist, R., (2020) *Definition and Examples of Function Words in English*. 28.01.2020. ThoughtCo.com [retrieved 10.04.2024]
- Nordlund, M., & Norberg, C. (2020). Vocabulary in EFL teaching materials for young learners. *International journal of language studies*, 14(1), 89. [retrieved 07.05.2024]
- Norrena, J., Jaakkola, T., Kauppinen, M., Leskinen, E.,... (2016). *Ryhmä oppimaan! Toiminnallisia työtapoja ja tehtäväkehyksiä*. PS-kustannus.
- Pavičić Takač, V. (2008). Vocabulary learning strategies and foreign language acquisition. *Multilingual Matters*.

- Schmidt, M., Benzing, V., & Kamer, M. (2016). Classroom-Based Physical Activity Breaks and Children's Attention: Cognitive Engagement Works. *Frontiers in psychology*, 7, 1474. [retrieved in 27.05.2024]
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language teaching research : LTR*, 12(3), 329-363. [retrieved in 24.05.2024]
- Skinnari (2012). "Tässä ryhmässä olen aika hyvä": Ekologinen näkökulma kielenoppijaidentiteetteihin peruskoulun viidennen ja kuudennen luokan englannin opetuksessa. Jyväskylän yliopisto. [retrieved 18.03.2024]
- Stolp, E. (2023). *Student agency in whole-class playing in music education*. Jyväskylän Yliopisto [retrieved 03.03.2024]
- Stolp, E., Moate, J., Saarikallio, S., Pakarinen, E., & Lerkkanen, M. (2022). Teacher beliefs about student agency in whole-class playing. *Music education research*, 24(4), 467-481. [retrieved 03.04.2024]
- Strong, W. B., Malina, R. M., Blimkie, C. J., Daniels, S. R., Dishman, R. K., Gutin, B., ... & Trudeau, F. (2005). Evidence based physical activity for school-age youth. *The Journal of pediatrics*, 146(6), 735 [retireved 26.08.2024]
- Töhönen, H. (2016). *Luokanopettajien näkemyksiä toiminnallisista oppimisympäristöistä*. Kasvatustieteen pro gradu -tutkielma. Jyväskylän yliopisto. Opettajankoulutuslaitos. [retrieved 20.03.2024]
- Van Lier, L., (2008). Agency in the classroom. In Lantolf, J. P., & Poehner, M. E. (2008). *Sociocultural theory and the teaching of second languages*. Equinox. (2008). pp. 166-188 [retrieved 05.04.2024]
- Vronskaya, I. (2008). Teaching English to young learners through different kinds of activities. In *Seminar Papers on Early Foreign Language Education* pp. 57-60. [retrieved 27.8.2024]
- Watson, A., Timperio, A., Brown, H. et al. (2017) Effect of classroom-based physical activity interventions on academic and physical activity outcomes: a systematic review and meta-analysis. *Int J Behav Nutr Phys Act* 14, 114 [retrieved 27.05.2024]

- Webb, S. and Nation, P. (2017). *How vocabulary is learned*. Oxford: Oxford University Press
- Wu, R. (2018). The Effects of TBLT's Strong Form and Weak Form on ESL Students' Vocabulary Acquisition. *Theory and practice in language studies*, 8(7), 785-787 [retrieved 25.07.2024]
- Zhang, Tao. (2006). An investigation into vocabulary learning strategies used by non-English majors. *Teaching English in China*, 33 [retrieved 25.07.2024]
- Öystilä, S. (2003). Toiminnallisen opetuksen perustan rakentajia-John Dewey, Kurt Lewin, Jacob Levy Moreno, David Kolb ja Jack Mezirow. *Yliopistopedagogiikkaa kehittämässä-kokeiluja ja kokemuksia*. [Retrieved 04.04.2024]

THE MATERIAL PACKAGE



MATERIAL PACKAGE:

Vocabulary activities for 5th grade
english language lessons

SUPPORTING AGENCY WITH LANGUAGE LEARNING

→ Functional methods and practises

Dear reader / fellow teacher!

I warmly welcome you to my material package! This teaching material is designed for you as an assistance and as a toolkit to support your vocabulary teaching! Whether you have a desire to elevate your lessons with functional practices or want to guide your students to more independent learning experiences this material and its contents are for you! It is designed to work alongside existing learning materials, textbooks etc. so feel free to modify the contents for your students' needs. The activities, games and all the practices introduced in this material package are ready-to-use and free to print.

The material is created for enhancing vocabulary acquisition and learning! In the material, you'll find 4 themes and objectives for learning within each theme. Each theme has a thematic vocabulary, which includes words that can be connected to the theme, and should be learned within the theme. The main goal for this material package is to offer practices and activities for students that not only improve their vocabulary knowledge, but also promote their well-being with functional learning and finally support their own agency and self-sufficiency in language learning.

Sincerely

Sara Pasanen 2024

1: The four vocabulary themes

Each color represents a certain theme. All pages marked with a certain color are connected to the same theme. Here are short introductions to each theme and their contents:



1. “Food and Beverages, please”:
 - Meals and Courses, dishes & drinks
 - Restaurant and cafe terminology
 - Ordering phrases / making reservations



2. “City around us”:
 - Places and locations
 - Vehicles and transportation
 - Maps, asking and giving directions



3. “Well being and health”:
 - Body parts
 - Symptoms of an illness, diseases
 - Expressing oneself, reporting an injury



4. “My house, my home”:
 - Furniture and housework activities
 - Home environments and rooms
 - Talking about responsibilities

2: Instructions of usage:

The contents inside the four themes are:

- **Contextual learning goals marked for the whole theme**

→ What is expected for the students to learn

→ Communication situations what the students practice by using the lexical items included in each theme.

- **Thematic vocabulary**

→ Lexical items and phrases that are connected to a certain theme.

- **Multipurpose word cards**

→ Chosen items from the theme that are related to the main activity.

→ Examples of how the word cards can be used for more than just the main activity

NB! Not all lexical items from the thematic vocabulary are available as word cards.

- **Notebook page**

→ For your students to make notes and practice writing the lexical items in each theme

- **One main activity (game, task, group exercise etc.)**

→ the activity utilizes functional working methods and promotes the agency of the students

(NB! Even though the main activity focuses on the word cards, all items in the thematic vocabulary should be studied beforehand, as the main activity applies all contextual learning goals.)

How to use the materials and games:

- All contents are ready to use and can be printed as they are
- Modifications are allowed for your students' personal needs
- Each activity has a teachers guide and possible instructions for students
- The different elements of the material work as a coherent whole, but can also be applied individually
- As the contents are connected to functional working methods, this author recommends to use versatile learning environments while teaching and encourages you to use the material package outside the classroom walls.

3. Symbols and their explanations

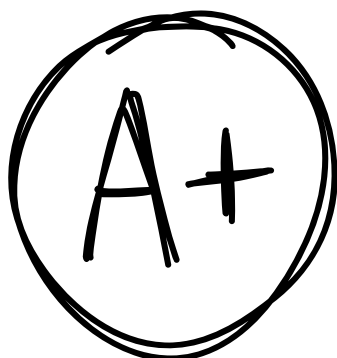
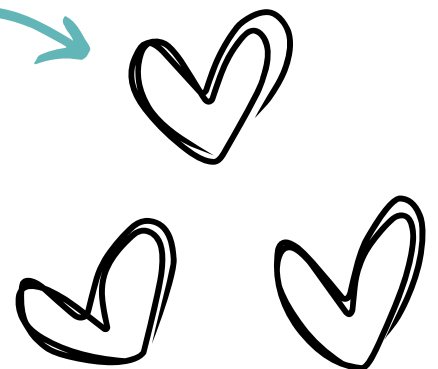
To make it easier to navigate the materials, there are symbols alongside the color coding to explain:

- To whom the certain pages are aimed for
- Which pages are connected to the main activity
- Which pages are connected to the word card activities



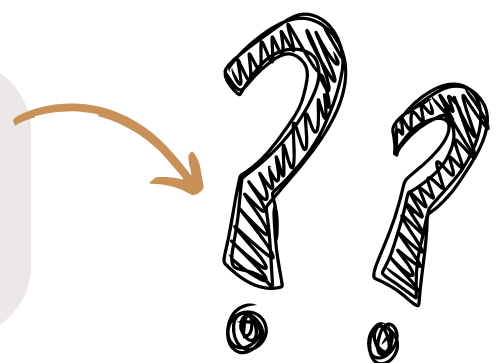
This symbol indicates the teacher's guide or the teacher's instructions. It appears always on the top corner of the left side of the page. If there are other symbols within the same page, this is always the closest one to the left corner.

This symbol indicates material for the students. It appears always on the top corner of the right side of the page. If there are other symbols within the same page, this is always the closest one to the right corner.



This symbol indicates materials regarding the main activity. This symbol is always paired up with either the teacher or the student symbol.

This symbol indicates materials regarding activities for word cards. This symbol is always paired up with either the teacher or the student symbol.



The background features several large, light green, organic, wavy shapes in the corners, resembling stylized leaves or water droplets. Scattered throughout are smaller, light green circles, some with a slight shadow, giving a sense of movement or bubbles.

**Theme 1:
Food and
beverages,
please**

Contextual learning goals:

- understanding mealtimes and being able to discuss differences that breakfast, lunch, snack time and a dinner have
- being able to navigate different dining experiences / contexts
- being able to make reservations
- ordering in at a restaurant / cafe
- being able to understand menu items and discuss own preferences

Thematic vocabulary:

Meals and Courses:

- breakfast, lunch, dinner, snack, appetizer, dish, starter, main course, entrée, side dish, dessert, beverage, drink

Common dishes and drinks:

- soup, salad, steak, pasta, burger, pizza, sandwich, seafood, vegetarian, vegan, gluten-free, noodles, milk, coffee, soda, tea, milkshake

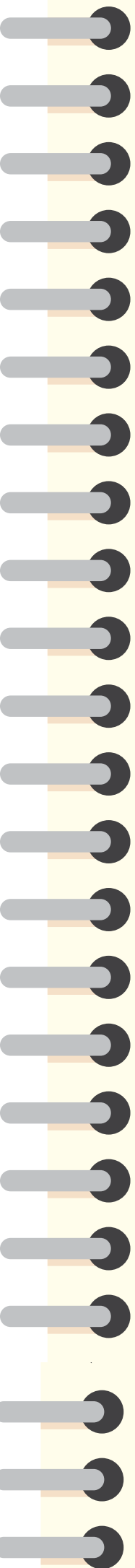
Restaurant and cafe terms:

- menu, bill, check, reservation, table for two, waiter/waitress, chef, special of the day, tip, dietary restrictions, allergies, cafe, bistro, cafeteria, ingredient, customer, order, delivery, napkin, halal, kosher

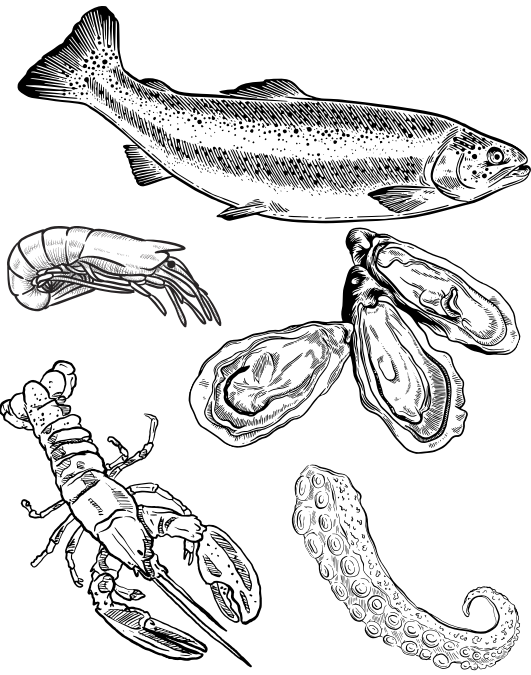
Ordering Phrases:

- I would like.., Can I have.., I'll take...,What do you recommend?, Is this dish spicy?, Can you make this without...?, For a starter..., Can I make a reservation?, Can I see the menu?, Is this dish suitable for...?, Excuse me...?

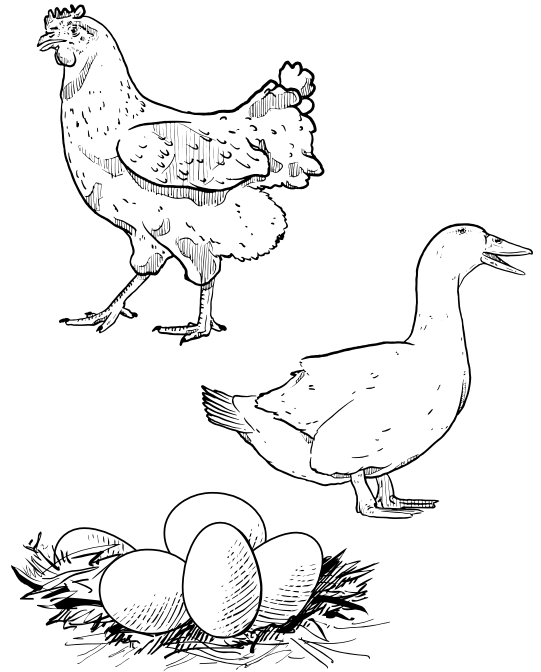
Food and beverages



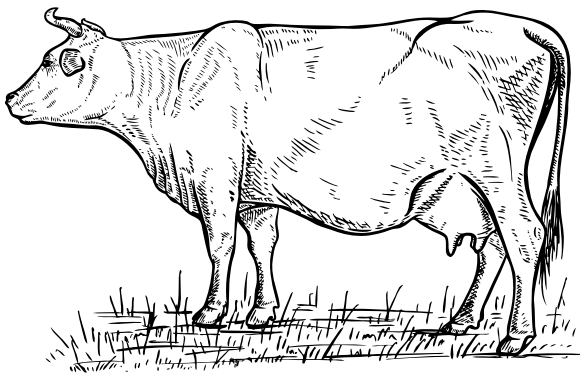
A series of 20 horizontal grey lines for writing, spaced evenly down the page.



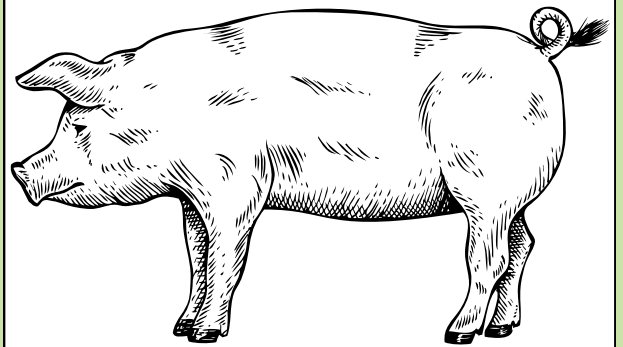
seafood



poultry



beef



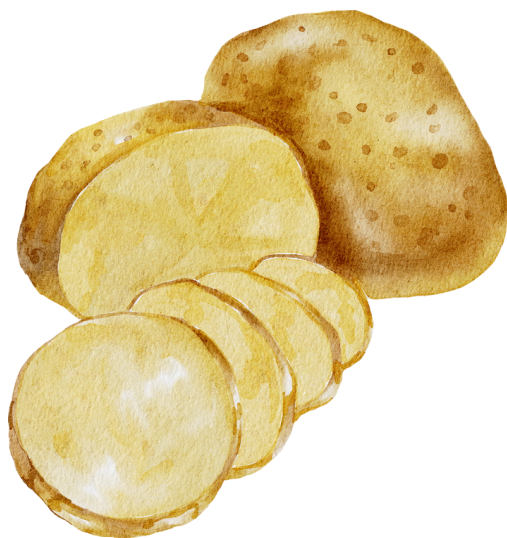
pork



a carrot



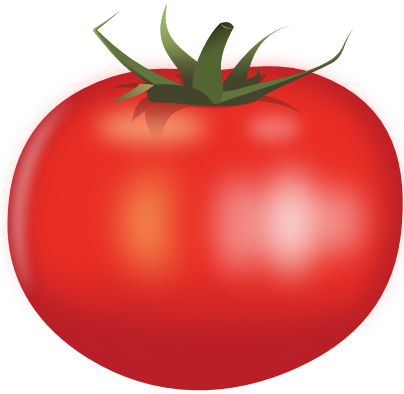
a broccoli



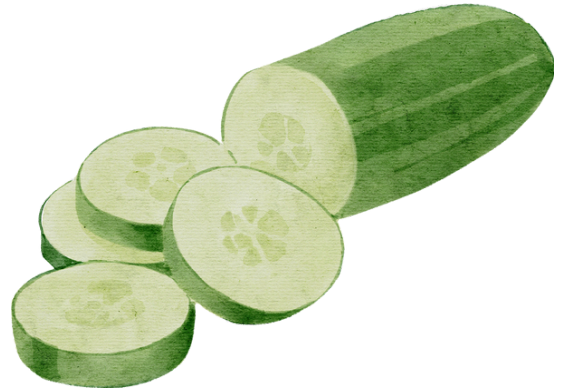
a potato



an onion



a tomato



a cucumber



a mushroom



a pumpkin



herbs



spices



olive oil



garlic



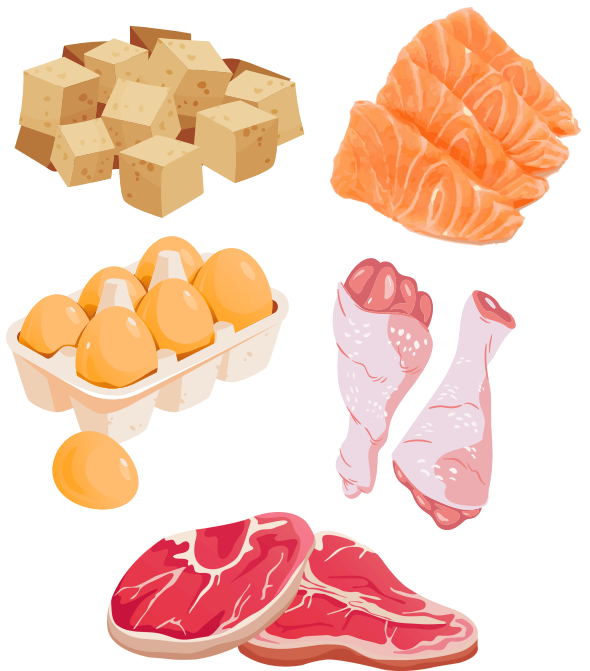
fruits



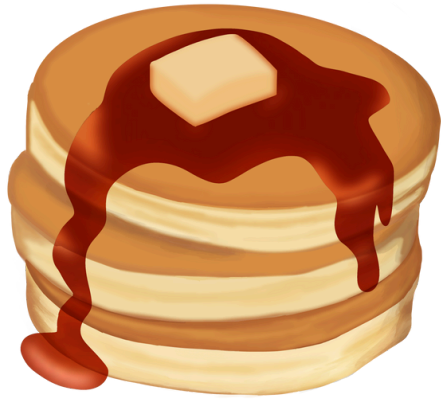
vegetables



berries



protein



pancakes



yoghurt



a bowl of cereal



a box of juice



a hamburger



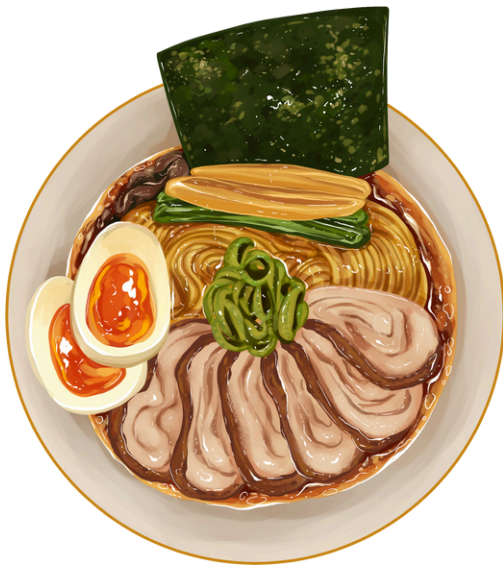
a bowl of pasta



a pizza



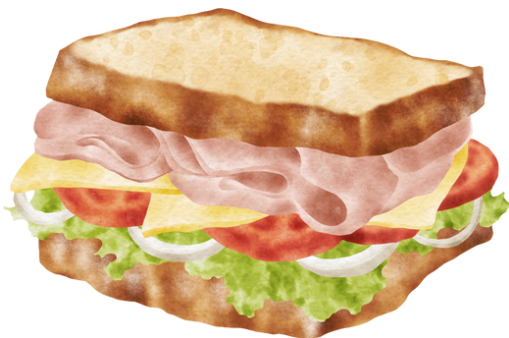
a bowl of salad



a ramen bowl



fish and chips



a sandwich



sushi



Example activity for the word cards

What you will have?

Students work in pairs or in small groups. They take turns and pick word cards blindly, three cards in each round. Once they have 3 cards, they decide what they'll pick for breakfast, what they are going to eat as dinner and finally what they have as a snack. There might be weird combinations, but the weirder the funnier it will be! The pair or small group then takes turns to tell and ask each other out loud: e.g. "For breakfast I'll have a spoonful of salt, how about you?"

1,2,3 BANANA HAMBURGER!

Place the word cards on the walls of your own classroom. Have one student be the director of the game. The students walk in a circle and go past different cards while listening what the director says. The director reads out loud all the items in the word cards in a random order, e.g. "a carrot, a hamburger, a bowl of ramen.." After some time, the director shouts numbers 1, 2, 3 and picks two random word cards such as "1, 2, 3 BANANA HAMBURGER". All other students who are walking have to find the same items that were shouted after 1,2,3 and go touch them. After this, the director changes and the walking starts again. (The teacher can also work as the director. Students practice pronunciation, listening skills and matching the said items to the corrects cards.)



Main activity: **“What’s for dinner?”**

Preparations:

→ This is an arts and crafts project, so you’ll need craft supplies, scissors, stick glues etc.

→ This activity can be modified to utilize ICT skills, so you can decide whether you want your students to make an online version of the menus or handmade posters

→ Print out or have the example menus ready, so you can show them to your pupils.

NB! Which ever you choose, online or handmade posters, searching for ideas from the internet is highly encouraged.

Learning goals:

→ Students use their creativity, cooperation skills, and self-management to plan and create a themed restaurant menu.

→ Expected elements, which the pupils should include to their creations are: menu structure, dish names, descriptions, prices, and visual aesthetics that align with their chosen theme.

Important points to note:

→ You can modify the instructions, if you need more difficulty to the assignment, have each group decide a different restaurant type, so there won’t be 6 similar pizzerias.

→ There should be enough time for doing the whole planning and creating process, so schedule as much time as possible for doing the activity.

→ This assignment can be divided to separate sessions and classes, preferably so that the students have enough time to plan, make preparations, research and create the menus.

→ Depending on whether your medium is online or handmade posters, make sure your students are able to use the working tools appropriately

→ If possible leave or put the menus to the walls of your classroom or the hallway afterwards, so other students can admire them!



Main activity: “What’s for dinner?”

Assignment idea:

→Let’s create a restaurant menu, where there is a specific theme

→Divide your students preferably to more than 4 groups and have them plan and create a menu.

First part of the assignment:

- Students discuss and set a theme for their restaurant (e.g. breakfast cafe, bites & snacks bar, gelateria, pizzeria, Italian restaurant, Asian BBQ..)
- You can go through versatile restaurant types and themes beforehand, and the more creative your students are, the better.
- Only sky is the limit! If your students want to create a wizard’s potion pub or a medieval tavern, be our guest!

Second part of the assignment:

- Each menu is presented by the creators to their classmates. Those who view the presentation can pretend to visit each restaurant and tell the menu owner what foods they would prefer to order.

Assignment instructions:

- The menu should have a clear and unique theme (e.g., spooky, fantasy, futuristic).
- At least three sections should be included in the menu (e.g., appetizers, main courses, desserts, drinks etc.).
- Include at least 10 items in total, with creative names and descriptions that match the theme.
- Include prices and ensure they are either realistic or fit for the type of restaurant chosen.
- Pupils plan the menu first, then create a concrete menu poster, using either digital tools (e.g., word, canva) or physical materials (paper, markers, etc.)

**Below you can find 5 example menus that you
can present to your students.**



Spice Guys
Restaurant

BITES'N BITS' MENU

SNACKIES

Cheese Burger

Delicious beef burger with melted cheese on top. Served with smoked garlic mayonnaise, lettuce and tomato

\$8,00



French Fries

+ dip (smoked garlic, sweet chili, basil & lime)

\$5,00



Crispy chicken nuggets

meal with fries + 3€

\$7,00



Beef Sausage

Amazing Texas BBQ style sausages (2) with roasted potatoes

\$9,50



DRINKS

Lemon Tea

Ginger lemon tea with fresh citron slices

\$2,00

Raspberry lemonade

Summery and sparkling! Fresh raspberries, orange and lemonade

\$5,00

Blueberry Milkshake

Dreamy and delicious! Available as vegan

\$5,00



Delivery Order



123-456-7890

Tavern open for thy:
when sun is up

Tilly's tavern

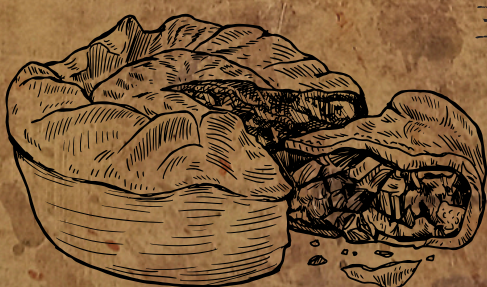
Bean and flour soup..... 6 silver coins
green beans and flour mixed in water

Potatoes (raw and moldy)..... 12 copper coins

Mrs Lovett's meat pie..... 3 gold coins and a cow
some parts of pork, poltry, potatos and lard

Ale of old town.....5 copper coins
served in pints

Elevensies and luncheon.....4 gold, 4 silver coins
served daily, after second breakfast



Granny's bakery



10€

Tiramisu

Decorated with chocolate swirls, cocoa or shaved chocolate sprinkles.



20€

20 berry biscuits

Biscuits are made with love and filled with raspberries and jelly.

30€



Strawberry Cheesecake

It has a soft texture and sweet taste with a light touch of strawberry and the creaminess of the cream cheese filling.



ESPRESSO CASA

COFFEE MENU

HOT COFFEE

| | | |
|------------------------|-------|-------|
| Macchiato Vanilla Brew | ..... | 3.50€ |
| Americano | ..... | 2.50€ |
| Espresso | ..... | 1.50€ |
| Creamcaffe | ..... | 3.25€ |
| Nutella latte | ..... | 4.50€ |

COLD COFFEE

| | | |
|--------------------------|-------|-------|
| Toffee Temptation | ..... | 2.90€ |
| Coconut Cream Concoction | ..... | 3,80€ |
| Almond Amore | ..... | 3.50€ |
| Maple Mocha Madness | ..... | 2.75€ |
| Spiced Chai Delight | ..... | 4.30€ |

TO EAT

| | | |
|---------------------|-------|-------|
| Chocolate Croissant | ..... | 1.75€ |
| Mozzarella Sandwich | ..... | 2.90€ |
| Tiramisu | ..... | 4.50€ |
| Melon and Ham | ..... | 3.80€ |

MENU: ASIAN FUSION

Roasted mushrooms and ginger rice 15,80€

Warms your tummy and heart! Delicious glazed mushrooms roasted with caramelized onions! Served with ginger rice

Slow-cooked pork curry, with jasmine rice. 23,50€

Thick and creamy pork curry, with cashews, carrots and paprika on it. Sause is made from butter and spices.

Next level chicken pie 18,00€

If something feels like grandma made it, it definitely is amazing! Chicken pie, with cheese, tomatoes and spinach.

Smoky spiced veggie rice 16,50€

It's colorful, full of fiery and smoky flavors and bursting with vegetables. It's healthy, low in fat and calories, yet your taste buds will sing after tasting it. Vegetables include onions, beets, avocado, gabbage, carrots ans seawheat.

Sides & sliders: 1 = 9,50€

- Kimchi flavoured fries 2 = 16,50€
- Bao buns w/ beef , chicken or tofu (3) 4 = 32€

- Crispy dumplings + peanut sauce (4)

- Spicy korean tacos w/ shrimp, mushrooms or pork



Group instructions:



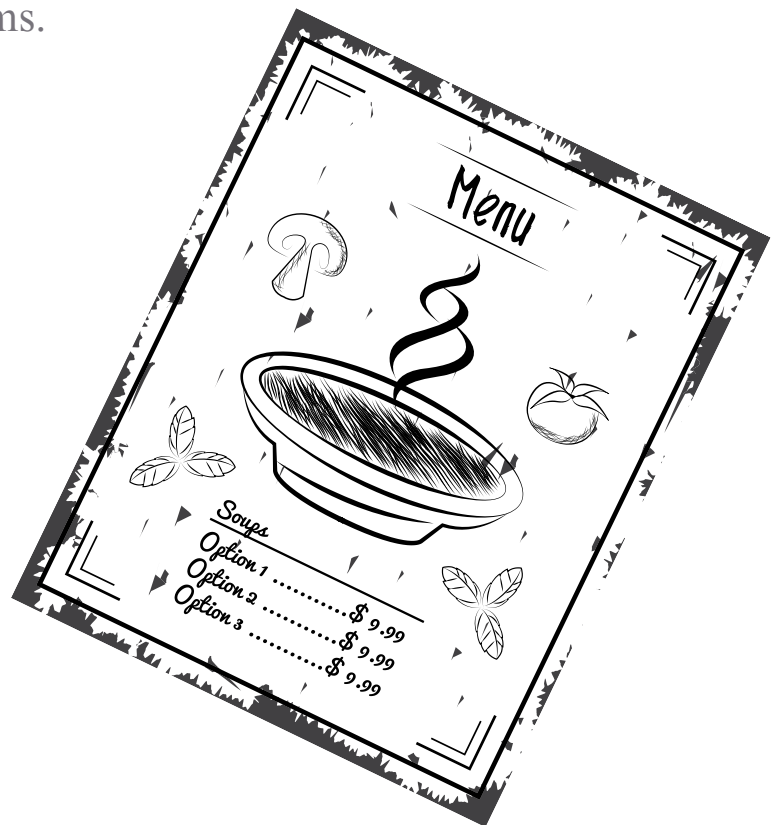
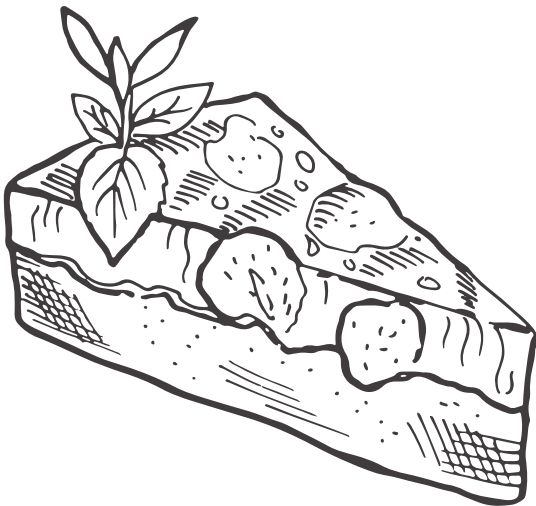
- Suunnitelkaa ryhmänä ravintolan tai kahvilan ruokalista eli menu. Nyt saa laittaa luovuuden valloilleen ja tehtävänä on toteuttaa menun posterit.
- Tarkoituksena on harjoitella yhteistyötä, omatoimisuutta ja kommunikointia.

Työvaiheet (in english)

1. Choose a theme for your restaurant. Think outside the box!
2. Brainstorm at least 10 menu items (e.g., appetizers, main courses, desserts, drinks etc.). Name them creatively and write fun descriptions.
3. Decide on prices for each item.
4. Design the menu poster
5. Present your group's menu to the other groups. Explain your theme and menu items

What has to be in the poster:

- A total of at least 10 menu items.
- Unique names for each item.
- Prices for each item.



The background features several teal-colored abstract shapes and circles. In the top-left and top-right corners, there are large, irregular, wavy shapes. Scattered throughout the page are several smaller circles, some solid teal and some with a white outline. The central text is contained within a teal rounded rectangle.

Theme 2:
City around
us

Contextual learning goals:

- asking directions and advising the road
- being able to navigate and describe urban environments and key places in a city
- identifying and discussing different modes of transportation
- understanding traffic signs and signals

Thematic vocabulary:

Places:

- train station, museum, restaurant, hotel, park, hospital, police station, sports stadium, movie theatre, library, bank, grocery store, museum, gas station, harbour, church, school, police station, fire department, main street, attraction, sightseeing, cafe, bridge, boulevard, theatre, zoo.

Transportation

- vehicle, bus, taxi, train, subway, tram, car, scooter, pedestrian, ride-sharing, van, plane, lorry, ship, boat, bicycle, motorcycle, truck, helicopter

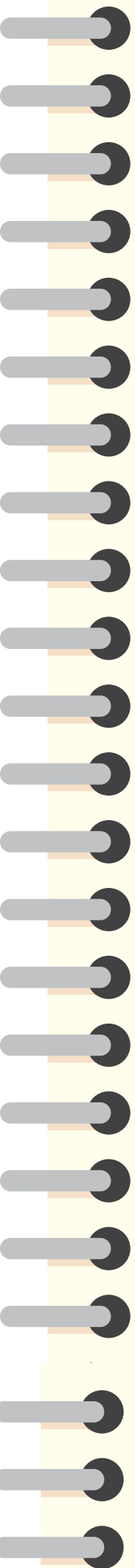
Directions and Locations:

- left, right, straight ahead, block, corner, intersection, next to, across from, in front of, behind, past, block, metre, turn, under, over

Traffic Signs and Signals:

- stop sign, traffic light, pedestrian crossing, bus stop, bike lane, one-way street, no parking, no trespassing, private area

City around us



A series of 20 horizontal grey lines spanning the width of the page, providing a space for writing.



a library



a school



a grocery store



a pharmacy



a church



a museum



a cafe



a restaurant



a hotel



a post office



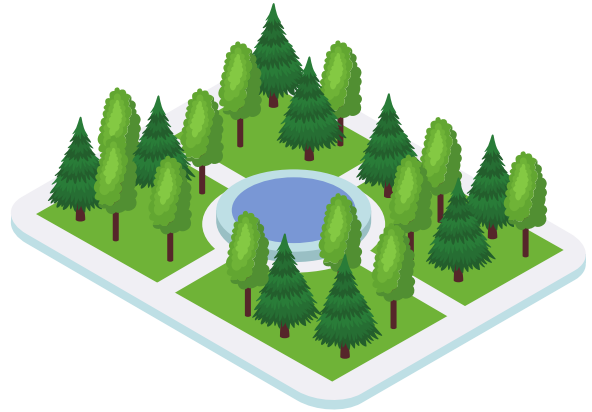
a movie theatre



a bakery



a harbour



a park



a hospital



a bank



a police station



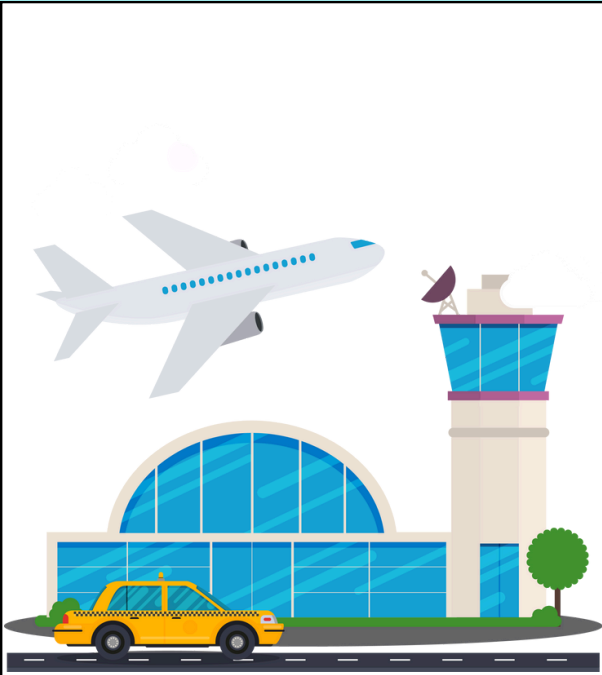
a sports stadium



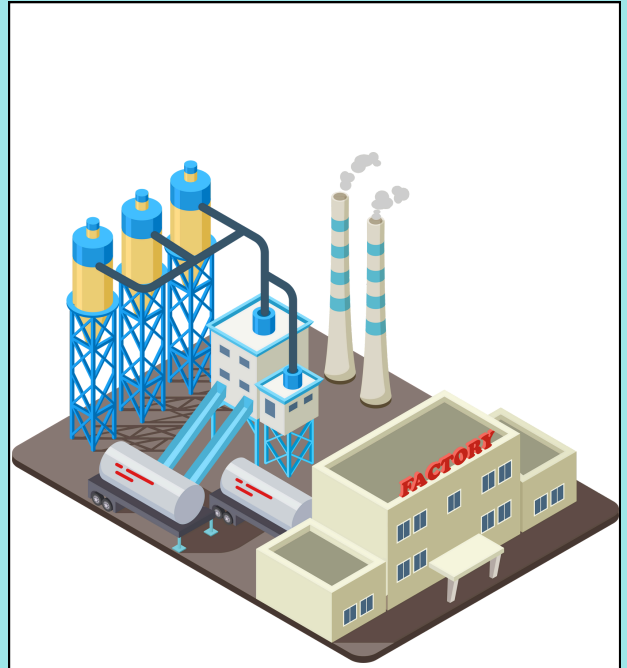
a bridge



a train station



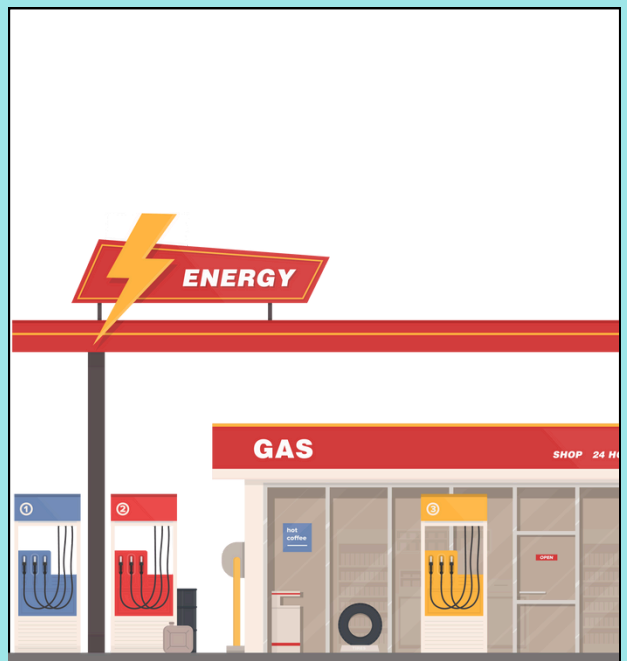
an airport



a factory



a fire station



a gas station



Example activity for the word cards:

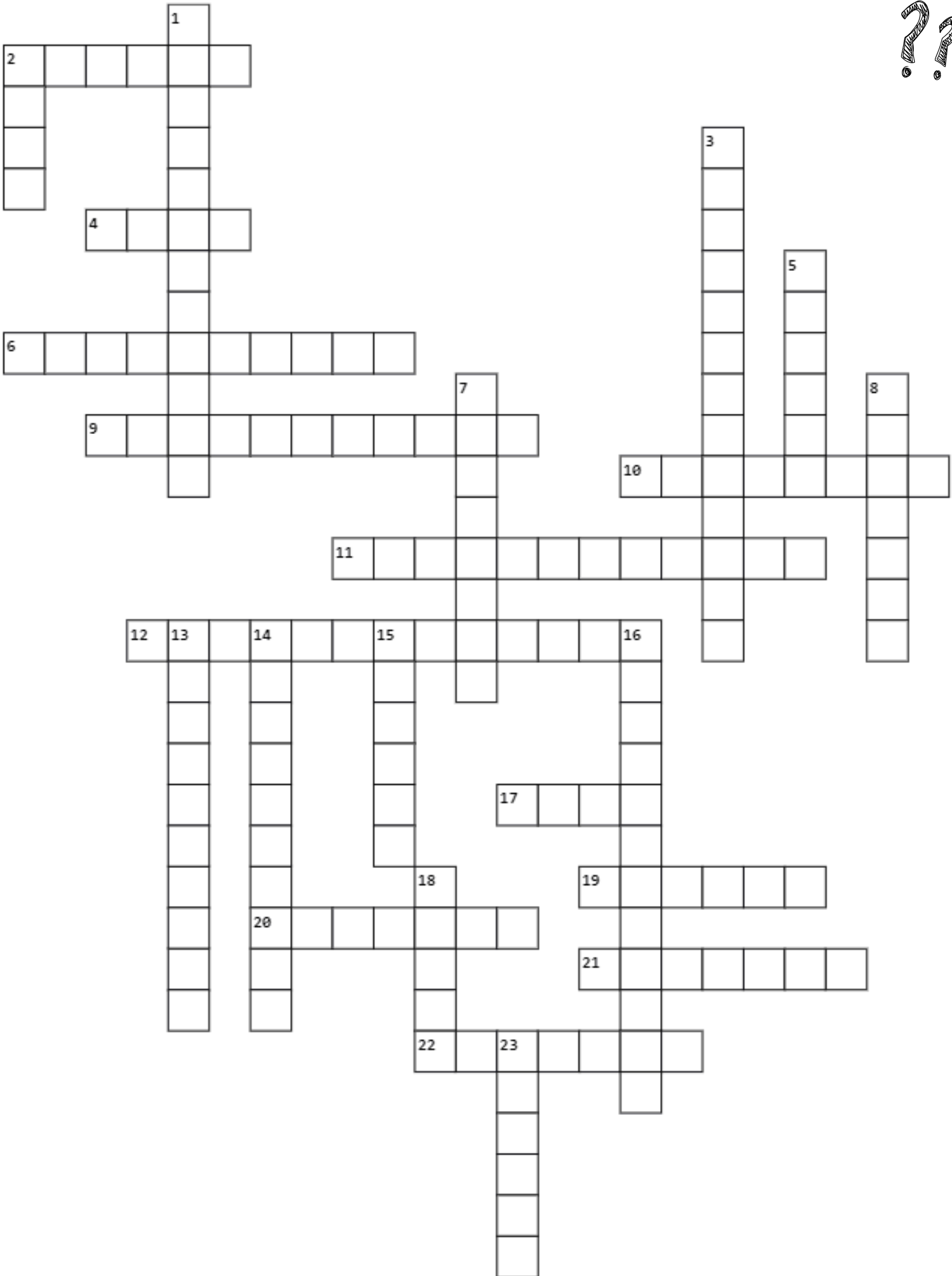
Crossword puzzles

Fun way to elevate a crossword puzzle to a functional practice! In this version, students work in pairs to fill the crossword. The idea is to have your students move around classroom, hallway or either outside on a school yard. Depending on the needs of your students and the level of their abilities, there are several ways you can execute this exercise.

1. Hand out the puzzle and divide the clues into two parts. The students read the clues out loud to their pair, and the other pair have to find the answer from the hallway. The answers are the word cards placed in the hallway or elsewhere.
2. Hand out the correct answers in a list, in a way that both student A and B have the answers for the other, but the correct placements are not told. Then by alternating who fetches clues, one of the students goes to the hallway, tries to remember the clue for certain number and then the pair can solve the answer together.

Where am I / Where I am going?

Place the word cards on the walls of a space, a classroom or a hallway. Read out loud sentences, such as “HURRY My sister broke her arm! We need to go see a doctor!” Then have your students walk to the card they think is the correct place.





A crossword puzzle grid with 23 numbered starting points for words. The grid consists of empty squares for letters, with some squares already filled with numbers. The numbers are: 1 (top center), 2 (top left), 3 (top right), 4 (middle left), 5 (middle right), 6 (middle left), 7 (middle center), 8 (middle right), 9 (middle left), 10 (middle right), 11 (middle center), 12 (bottom left), 13 (bottom left), 14 (bottom left), 15 (bottom left), 16 (bottom left), 17 (bottom center), 18 (bottom center), 19 (bottom right), 20 (bottom center), 21 (bottom right), 22 (bottom center), and 23 (bottom center).



A-side

1. _____
2. _____
3. _____
5. _____
7. _____
8. _____
13. _____
14. _____
15. _____
16. _____
18. _____
23. _____

B-side

2. _____
4. _____
6. _____
9. _____
10. _____
11. _____
12. _____
17. _____
19. _____
20. _____
21. _____
22. _____



DOWN

1. A place where you can buy food and things for your family
2. A place where money is head
3. A place where police cars and police forces wait missions
5. A public place that shows art and historical objects
7. A place where sick people can go get help
8. A place that can produce new things such as food & clothes
13. A place that sorts out packages and letters and sends them forward
14. A place where you go eat and try new things
15. A place where you come to learn new things
16. A place where you can watch new movies
18. A place where you can stay during a holiday
23. A structure that people can walk on and go over water

ACROSS:

2. A place where bread and cake and other goodies are made
4. A place where you can relax that has nature in it
6. A place where you get petrol or gas to your vehicle
9. A place that firemen and firetrucks wait their missions
10. A place where they sell medicine
11. A place where you can start travelling by land and arrive to a new city
12. A place where you can go watch a football match or big music concerts
17. A place where you can buy coffee or tea
19. A place that is a house for religion and people go to pray in
20. A place where you go when you want to travel on the sky
21. A place where ships and boats can enter in to a city
22. A place where you can borrow books with a special card



Where am I / Where I am going? - example sentences

1. I want to try this new dish that is only served at Alejandro's! It's the new Italian bistro in downtown. = **a restaurant**
2. Do you watch baseball? I got us tickets for the final match and we have to leave in 15 minutes before the game starts! = **a sports stadium**
3. I have to buy a birthday cake for my brother! I want it to be freshly baked, with chocolate and vanilla layers. = **a bakery**
4. Hey, we are out of petrol, you have to turn left from next stop. = **a gas station**
5. My father needs to buy cough syrup for my grandma, she needs to take her medicine everyday. = **a pharmacy**
6. Okay hurry up people, our plane is leaving in 4 hours and the taxi drive takes 45 minutes. LET'S GO = **an airport**
- 7 Hello, I would like to cash out this check that I got from my grandparents. It's a big amount of money so I want to put it into a safe. = **a bank**
8. I have to go walking with my dog and I feel like seeing trees and lakes. = **a park**
9. Have you seen the newest Disney movie? Do you want to go see it with me tomorrow? = **a movie theatre**
10. When does our cruise leave today? At what time we have to be at the port for our ship? = **a harbour**
11. I am very tired but I have a late night surgery scheduled, do you think there is espresso in the nearest Starbucks? = **a cafe**
12. Do you have some kind of worship services on Sundays too? Our priest always lets us pray as long as we want = **a church**



Main activity: “City masters”

It's a game with 50 % Taskmaster, 25% Amazing race and 25% life size Cluedo!

Preparations:

→ This activity should be operated on a wide area of space, either in school's sports hall, outside or within wide range of school hallways.

→ **Set all 24 location word cards on the walls of your chosen space.** There should be enough space between each card, so students will have plenty of room to move.

→ Print out group instructions, tasks and puzzle hints.

→ Carefully get to know the idea of the game beforehand, make notice on how the students will progress and be prepared for your role as the game manager.





City masters: game play

Game play:

→ Groups have to complete certain amount of tasks in different locations of a city. Each group has unique path to follow and the tasks depend on the route they are following.

→ The groups move from location to location, and in each location they have a different task to complete before they can move to a different location.

→ Once a task is completed by a group, they can come back to classroom, collect a puzzle piece from the game manager (the teacher) and move to the next location.

→ Each route has similar tasks and can be set beforehand, so the tasks are ready and waiting when the group arrives. You should instruct that the students bring each task back to you once they are finished, so you can keep everything safe.

→ There are different task types that are all included to each route; reading comprehension, discussion and exercises that apply the thematic vocabularies in versatile ways. The discussion and the reading comprehension depends on the location it is set. Otherwise you can vary the placement of the tasks however you want. Only rule is that there can't be a same task within the same route.

→ Once all tasks are completed, all groups can come back to classroom and solve the final puzzle.

→ The puzzle pieces are numbered words that form a sentence. You can reward puzzle pieces in a random order, and the final goal is to have all of the students solving the final puzzle.



“City masters”

Learning goals:

- Students are expected to work together for common goal = to solve the final puzzle
 - Cooperation skills, negotiation and communication skills are highlighted.
 - All tasks are related to the contents of “City around us” theme.
 - If the students are not doing tasks correctly, they won’t be able to solve the final puzzle
- (NB! you can modify this activity, the tasks, the overall game play or use differentiation for the needs of your students)

Important points to note:

- It can be overwhelming to try to explain or understand the game but sometimes doing and playing it will help.
- There should be enough time for doing this exercise, so use as much time as possible. Please make necessary preparations beforehand, not on the same time you are operating the actual game play.
- The game can be also played in separate sessions, if you don’t have time for coherent experience in one session.
- If possible, reward your students after completing the activity, no matter if the result is solved or unsolved puzzle!

Groups:

- Divide your students into 3-6 groups, depending on how large groups you want to make. Ideal would be 2-6 students in each group.
- Each group has a different path, which include only certain locations, all are selected beforehand!



City masters: example game

→4 groups, each go to 6 location

→Each 24 location are visited at least once, but not all groups visit every single location.

Starting points:

- Group A: Library
- Group B: School
- Group C: Grocery Store
- Group D: Pharmacy

Individual routes:

Group A (Starting: Library)

- Library →
- Museum →
- Park →
- Bank →
- Post Office →
- Bridge

Group B (Starting: School)

- School →
- Movie Theatre →
- Airport →
- Factory →
- Police Station →
- Gas Station

Group C (Starting: Grocery store))

- Grocery Store →
- Harbour →
- Sport Stadium →
- Train Station →
- Fire Station →
- Bakery

Group D (Starting: Pharmacy)

- Pharmacy →
- Cafe →
- Church →
- Hospital →
- Restaurant →
- Hotel



Tasks: general

What can you do in this location?:

Kirjoita vihkoon 5 asiaa, joita voit tehdä tässä paikassa. Kun kaikki ryhmän jäsenet on valmiita Käykää kirjoittamanne asiat suullisesti ääneen niin että yksi kerrallaan jokainen sanoo asian vihkosta, ja toiset toistavat.

Thematic vocabulary

Jakautukaa ryhmän kesken pareihin. Hyppikää parin kanssa vuorotellen ajoneuvosanojen päälle. Kun hyppät sanan päälle, sano sana englanniksi ääneen. Parisi sanoo sanan suomeksi ja sitten on hänen vuoronsa hypätä. Käykää kaikki sanat läpi.

Thematic vocabulary

Listaa ja kirjoita vihkoon sanat, joiden avulla voit neuvoa tietä.

Applied exercise:

Toimikaa parina, niin että toinen sanoo ohjeita ja toinen liikuttaa nappulahenkilöä. Päätä aluksi kartalta paikka, minne haluat nappulan päätyvän mutta älä kerro tätä parille. Parisi saa laittaa nappulan johonkin kartan osoittamaan paikkaan. Tämän jälkeen sano parille ohjeita, esim. "Move it 2 blocks to the left". Yritä saada nappula valitsemaasi kohteeseen niin, että käytät mahdollisimman vähän ohjeita. Sitte voitto.



Location dependent tasks: discussion

A bank

Kaksi ryhmän jäsentä on tämän paikan työntekijöitä, loput kaksi asiakkaita. Käykää pareittain seuraava keskustelu ja vaihtakaa rooleja.

“Hello, I would like to cash out this check..”

“Great to hear. Do you need large bills or small?”

“Large ones please. Can I have a receipt for the transaction?”

“Yes of course! This check is 200 euros, can I give you four 50 euro bills?”

“Yes thank you. That is completely fine. Do I need to sign somewhere?”

“Yes, please sign your name on this receipt. Do you need anything else?”

“Thank you that will be all! If I need help in the future can I come back to you?”

“I am at your service. Have a wonderful day!”

“Thank you for great service! And you too!”

A movie theatre

Kaksi ryhmän jäsentä on tämän paikan työntekijöitä, loput kaksi asiakkaita. Käykää pareittain seuraava keskustelu ja vaihtakaa rooleja.

“Hello, I would like to buy a ticket for me and my sister.”

“Great to hear. What movie would you like to see?”

“Something funny and entertaining, please!”

“Okay, that could be this new comedy! Where would you like to sit?”

“I want to see everything so in the middle of the front row, please!”

“That will be fine. Do you need anything else?.”

“Thank you that will be all! How much are the tickets?”

“They are 20 euros, please. The movie starts in half an hour.”

“Here’s twenty! Thank you for great service. Bye bye!”



Location dependent tasks: discussion

A train station

Kaksi ryhmän jäsentä on tämän paikan työntekijöitä, loput kaksi asiakkaita. Käykää pareittain seuraava keskustelu ja vaihtakaa rooleja.

“Hello, I would like to buy a ticket for me and my sister.”

“Great to hear. Do you want one way tickets or round trip tickets?”

“Round trip tickets, please!”

“Okay, and where would you like to travel?”

“I want to go to Helsinki and I have a concert there tomorrow..”

“That will be fine, the train leaves today at four o'clock.”

“Thank you! How much are the tickets?”

“They are 20 euros, please. The train leaves from track 6.”

“Here's twenty! Thank you for great service. Bye bye!”

A hotel

Kaksi ryhmän jäsentä on tämän paikan työntekijöitä, loput kaksi asiakkaita. Käykää pareittain seuraava keskustelu ja vaihtakaa rooleja.

“Hello, I need a room for one night..”

“Great to hear. Are you staying by yourself?”

“Yes, I am. Can I have a room with a view to the park next to us?”

“Let me see what I can do. I am sorry I don't have a park side view, but I do have one with a balcony, would that be alright?”

“I'll take it. Is the breakfast included in the price?”

“Yes, the breakfast is added to the room price. Do you need anything else?”

“Thank you that will be all! How much is the price for the night?”

“That would be 100 euros, please. Do you pay with card or cash?”

“With a credit card! Thank you for great service!”



Location dependent tasks: reading comprehensions

A pharmacy

Lue 1 seuraavista lyhyistä teksteistä ääneen itseksesi. Kerro tämän jälkeen lyhyesti ryhmällesi mitä tekstissä sanottiin.

“If I have a sore throat and a flu, what kind of medicine do I need? I hope no cough medicine, it takes really bad.”

“When I grow up, I want to work in a pharmacy so I can give medicine and help people who are sick. And think of all the free vitamins I am able to get.”

“Do we have to go to the pharmacy? I think we only need patches and face cream, and I think we are able to find those in a grocery store.”

“My grandmother visits the pharmacy once every week. She has many symptoms and needs a lot of medicine to ease her and make her feel better.”

A fire station

Lue 1 seuraavista lyhyistä teksteistä ääneen itseksesi. Kerro tämän jälkeen lyhyesti ryhmällesi mitä tekstissä sanottiin.

Fire stations are a very important part of the city. It is good that our home is near the fire department, so if there ever is an accident, the help will arrive shortly!”

“When I grow up, I want to drive a fire truck! I want to save people and learn about fire safety. I already know how to light a fire, so it would be great to be able to shut it also!”

“Help! Call 911! There is an old woman stuck on their balcony and there is smoke everywhere. We need help from the fire department to check that everything is alright.”

“My mother is the chief of the fire department of our city! I am very proud of her and she is doing very important work.”



Location dependent tasks: reading comprehensions

A school

Lue 1 seuraavista lyhyistä teksteistä ääneen itsekseksi. Kerro tämän jälkeen lyhyesti ryhmällesi mitä tekstissä sanottiin.

“In schools pupils learn about languages, science and can learn to do art or even play an instrument. We also have lunch break and intermission where you have a break between classes.”

“My favourite school subjects are history and maths. I love to read about people and things that have happened in the past. Also with maths I am excited to solve problems!”

“I like school because I can see all my friends and can learn new things everyday! Our teacher takes us on trips to explore different places, and next week we are going sightseeing!

“My english teacher and biology teacher are retiring and we would like to make a gift for them! They both like sweet treats and flowers but mostly they like languages and animals.”

A museum

Lue 1 seuraavista lyhyistä teksteistä ääneen itsekseksi. Kerro tämän jälkeen lyhyesti ryhmällesi mitä tekstissä sanottiin.

“In the museum you can go watch amazing exhibitions of art and sculptures. One of the most famous museums is the Louvre in France. It was painted by Leonardo da Vinci.”

“Many tourists want to visit museums when they travel to a new city or country. It is a great way to get to know the history of a country or area in the city. “

“My favourite museums are the ones where you can touch and experiment with the art. For example last week I went to Heureka and I was able to experience what it feels like to be in a hurricane!

“I like museums because there is art everywhere and it is so quiet I can just go there to wander and walk around amazing paintings!



Puzzle pieces and final answer:

Each puzzle clue is numbered. Once a group is finished with a task, you / the game manager gives the group one puzzle piece. They can be given randomly as the final task is to join groups and solve the puzzle.

Final answer:

Always look left and right when crossing the road. Use public transport when possible. If you take the wrong turn, remember your route and the journey you have walked before.

1. Always

2. look

**3. left and
right**

4. when

7. use

5. crossing

6. the road

8. public

9. transport

10. when

11. possible

12. if you

13. take

**14. the
wrong**

15. turn

17. your

18. route

19. and

**20. the
journey**

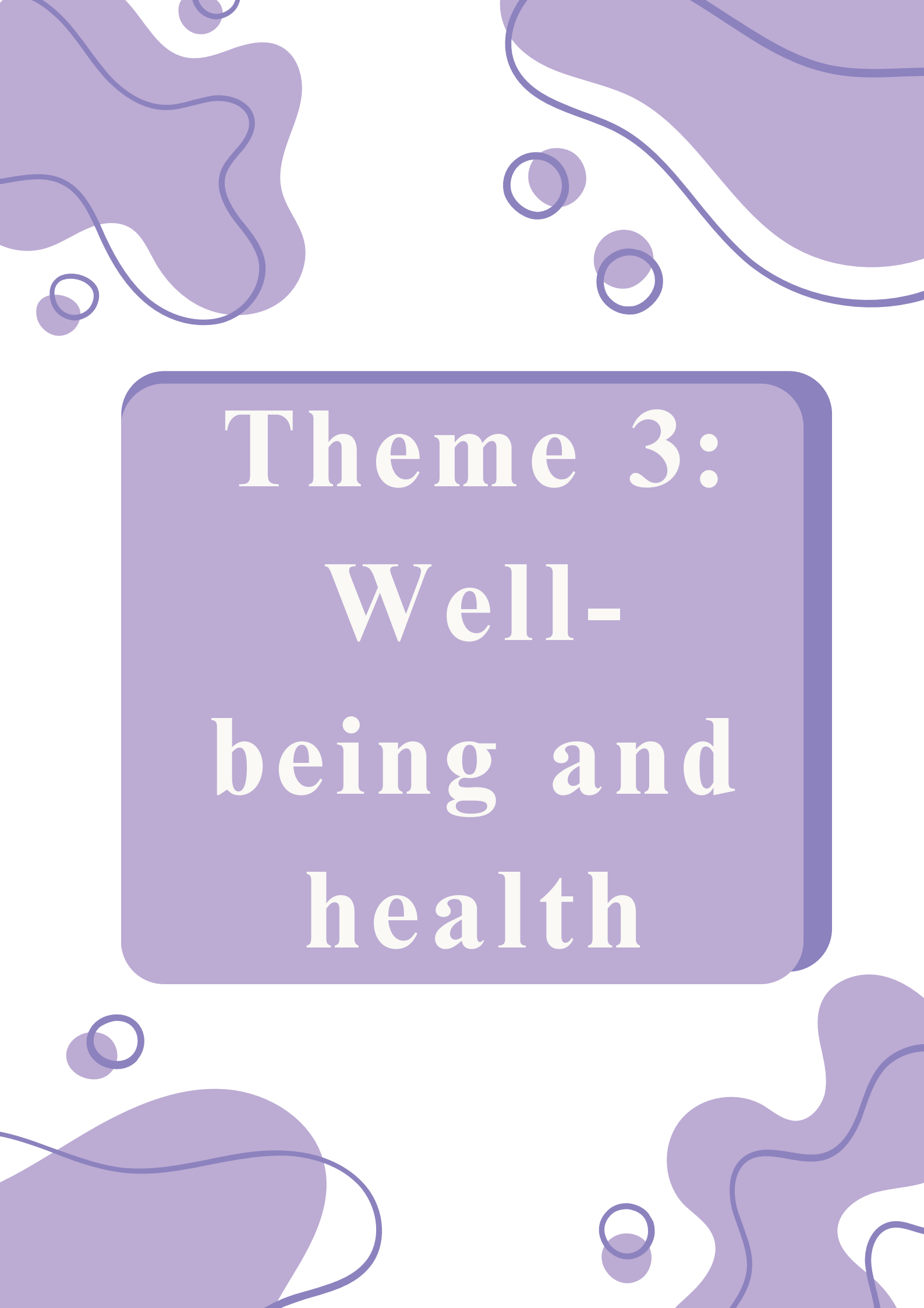
**16.
remember**

21. you

22. have

23. walked

24. before



**Theme 3:
Well-
being and
health**

Contextual learning goals:

- being able to name body parts and locate them
- being able to describe different symptoms of an illness
- expressing oneself and being able to give statements of own well-being
- being able to report an injury

Thematic vocabulary:

Body Parts:

- ears, nose, mouth, eyes, foot, hand, toes, fingers, head, tummy, arm, legs, chin, bum, tongue, neck, knee, ankle, elbow, shoulder, hair, back, teeth, cheeks, body, lungs, brain, heart

Symptoms of illnesses:

- headache, fever, cough, sore throat, nausea, dizziness, fatigue, pain, swelling, rash, shortness of breath, congestion, puke

Diseases and Conditions:

- cold, flu, infection, allergy, asthma, diabetes, hypertension, arthritis, migraine, stomachache, sprain, fracture

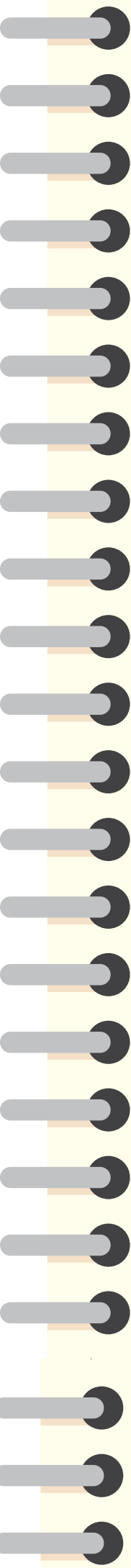
Medical Terms:

- diagnosis, treatment, prescription, medication, dosage, side effects, surgery, physical therapy, check-up, vaccination, diet, exercise

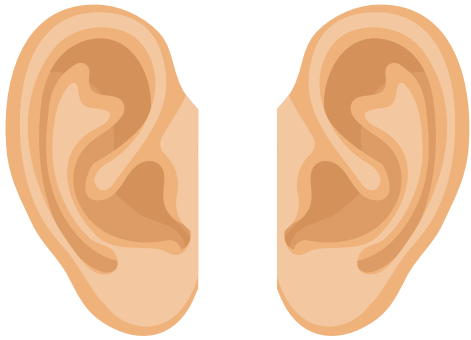
Expressing own health:

- I am feeling, under the weather, I am happy, I feel like, I am a bit tired, I have a feeling that...

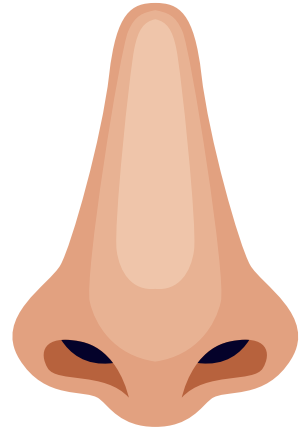
Well-being and health



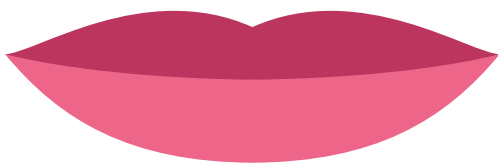
A series of horizontal grey lines spanning the width of the page, providing a template for writing. There are 20 lines in total, evenly spaced from top to bottom.



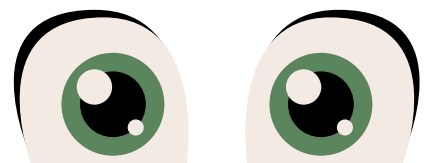
ears



a nose



a mouth



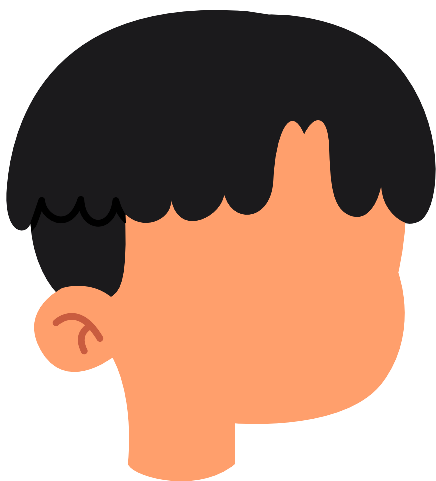
eyes



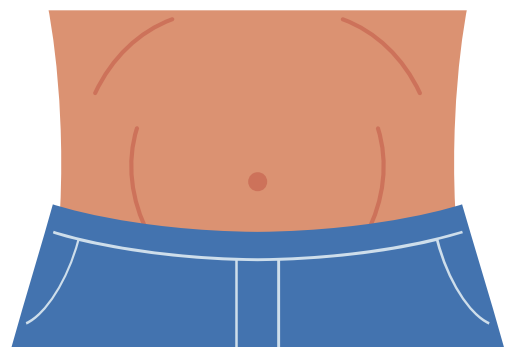
a foot



a hand



a head



a tummy



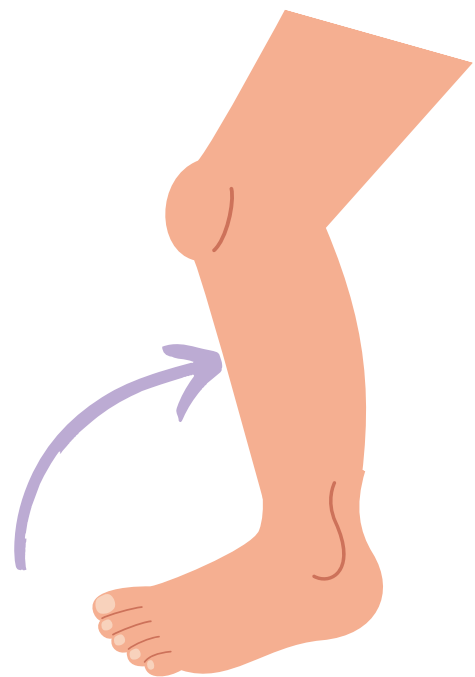
toes



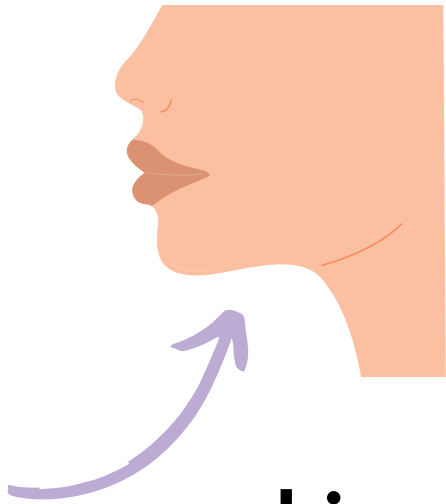
fingers



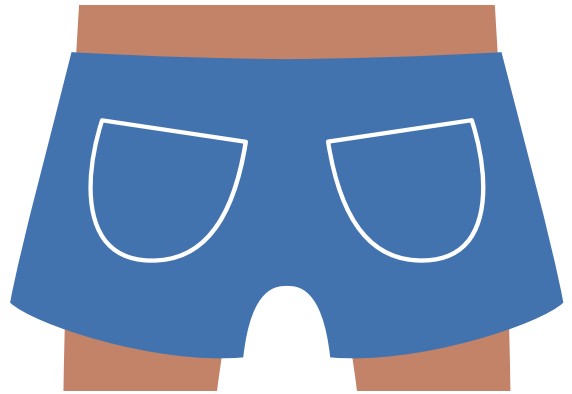
arms



legs



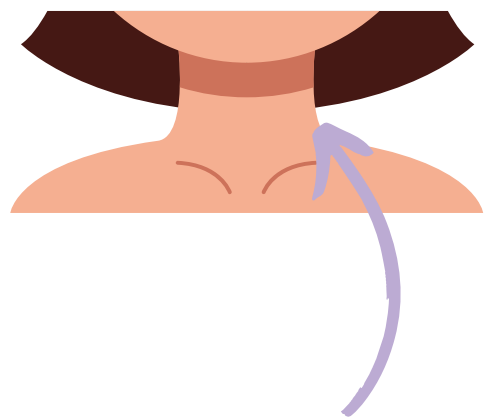
a chin



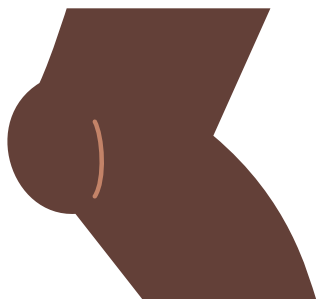
a bum



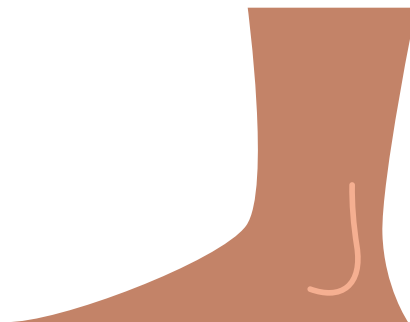
a tongue



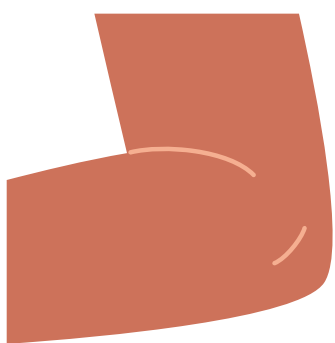
a neck



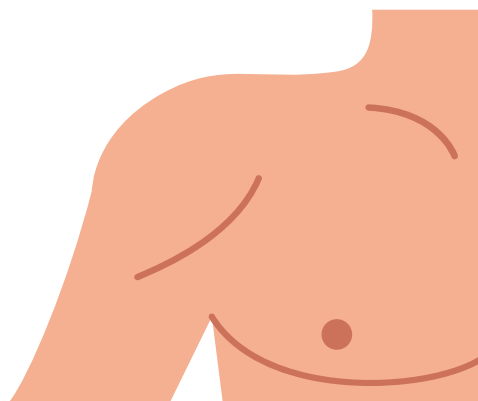
a knee



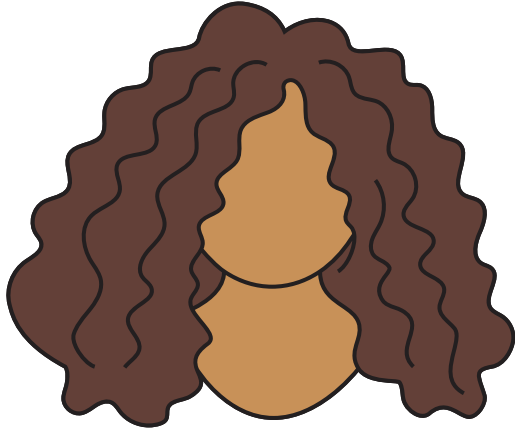
an ankle



an elbow



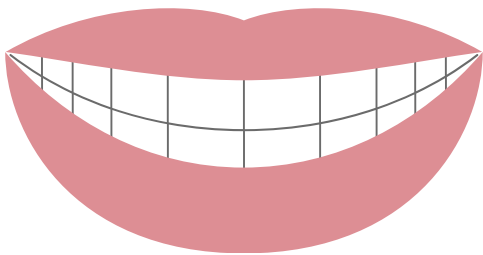
a shoulder



hair



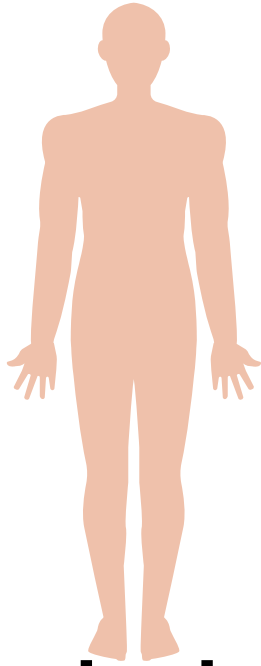
back



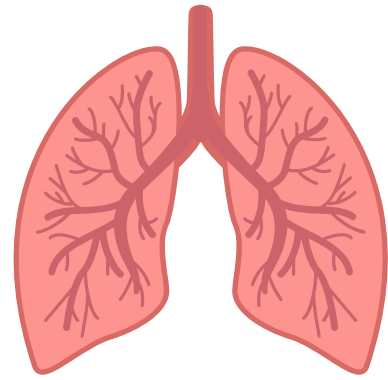
teeth



cheeks



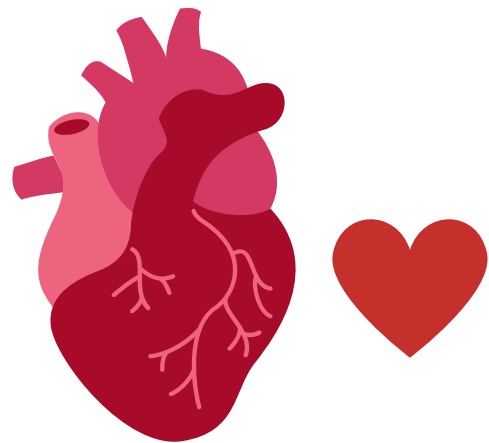
a body



lungs



a brain



a heart



Example activity for the word cards:

What is it- alias?

Divide students into groups of 3-4. Place all the cards on a table and have one student from each group pick up a random card. Then, students have to describe things you do with the body part they have picked. Their group has to try to figure out what body part is on focus. After the correct answer have been answered the team member with the card can go put a point to them. Then new person from each team fetches a new card for their team to guess.

What I am talking about?

Set all the cards on the walls of your learning environment, classroom etc. Read out loud symptoms and students must touch the body part where it hurts or where the symptoms affect. Examples:

“Oh no I can barely walk! I was running and stepped off the road and now I can’t move.”

“I have no voice and I have a sore throat!”

“Aah I puked again. I think I ate something bad.”

“I can’t breath. It is so hard getting air at the moment.

“I have cried so much, I can barely see anything.”

“Can you repeat? I didn’t hear you.”

“Have you always had curls? They are very thick and beautiful!”



Main activity 3: “Is there a doctor here?”

Preparations:

- This is a role-playing game, where students take turns being a patient and a doctor.
- For the exercise to go smoothly, all groups that are playing should have access to all 28 word cards, either on hand or in a way they are able to see all.
- Divide your students into groups of three where each takes either a role of a patient (A) or doctors (student B and C). Student A has access to the word cards, and B and C have their own print-outs.

Game play:

- In groups of three, students vary who is playing a patient and who are playing doctors.
 - The students act out a scenario where something has happened to student A, and student B and C asks questions and try to figure out where the student A is hurt.
 - The student A picks 4 random body parts from the word cards, but won't reveal them to the other two students. The students B and C try to guess the body parts by asking about symptoms and diseases. Student A answers truthfully to the questions.
 - B and C has a notes sheet, where they can mark what words they have already used and how the patient has answered.
- NB! You can play this either in a way, where all the 28 cards are on table and student A picks 4 cards randomly in each round, or in a way that all 28 cards are with the student A. Then you need multiple decks of the 28 cards.



“Is there a doctor here?”

Learning goals:

- Students are expected to use oral skills, communication and deductive abilities
- Cooperation skills, negotiation and communication skills are highlighted.
- Being able to report and injury, discuss about the state of own health

(NB! you can modify this activity, the tasks or overall game play or use differentiation for the needs of your students)

Important points to note:

- Encourage your students to use the target language even with limited abilities.
- There should be enough time for doing this exercise in one class session. but if more time is needed, you can divide the class in two; one side patients and one side doctors. Then you can have two separate sessions, where the roles change.
- Key is to go through the structure of the discussion beforehand, so the students know how the patient speaks and how the doctors reflect.



Doctor side: B



Olet lääkäri ja sinun tehtävänäsi on selvittää, mihin potilaalla sattuu. Potilas on valinnut 4 ruumiinosaa, joihin hänellä koskee. Käytä apuna taulukkoa, jossa on listattu eri oireita ja tauteja. Kysykää lääkäriparisi kanssa vuorotellen kysymyksiä kuten “Do you feel swelling?” Jos potilas on valinnut ruumiinosan, kuten esim. an ankle, joka sopii kuvaukseen hän voi vastata “Yes I do.” Jos hän on valinnut “hair” hänn vastaa “No I don’t.” Lopuksi merkkää mitä sanoja olet käyttänyt.

→Toisella lääkäriellä (B) on oireet ja taudit taulukossa ja toisella (C) on ruumiinosat. Voitte rastittaa molemmista taulukoista ne, jotka ei enää sovi kuvaukseen kun potilas on vastannut joko Kyllä tai Ei.

| | | | |
|----------|-------------|--------|-----------------|
| headache | sore throat | fever | cough |
| swelling | infection | pain | allergy |
| puke | fracture | sprain | cold |
| migraine | rash | asthma | dizziness |
| flu | ache | nausea | heart attack |


Doctor side: C



B ja C tekee yhteistyötä, sinulla on C osio. Kysykää vuorotellen potilaalta oireista ja taudeista mitä hänellä on. Yrittäkää arvata mitkä 4 ruumiinosaa potilas on valinnut. Tarkemmat ohjeet lukee B:n paperissa.

→ Toisella lääkäriellä (B) on oireet ja taudit taulukossa ja toisella (C) on ruumiinosat. Voitte rastittaa molemmista taulukoista ne, jotka ei enää sovi kuvaukseen kun potilas on vastannut joko Kyllä tai Ei.

| | | | |
|----------|------------|--------|----------|
| a tongue | a bum | teeth | ears |
| hair | a brain | a leg | fingers |
| an arm | eyes | a neck | an ankle |
| heart | a mouth | a knee | a foot |
| a body | an elbow | a nose | lungs |
| a hand | a tummy | a head | toes |
| a chin | a shoulder | a back | cheeks |



Theme 4:
My house,
my home

Contextual learning goals:

- Being able to describe and versatile home environment
- Identifying and recognising different rooms, furniture, and household items
- Understanding household routines and activities
- Talking about and taking responsibility regarding own home

Thematic vocabulary:

Rooms:

- Living room, bedroom, toilet/washroom/bathroom, kitchen, dining room, study, home office, garage, basement, attic, garden, balcony, hallway, gameroom, sauna, shower

Furniture:

- Bed, sofa, armchair, table, chair, wardrobe, dresser, bookshelf, curtain, rug, desk, coffee table, nightstand, pillow, lamp, bin

Household items:

- washing machine, television, refrigerator, fridge, oven, stove, microwave, dishwasher, dryer, computer, fireplace, mirror, painting, clock

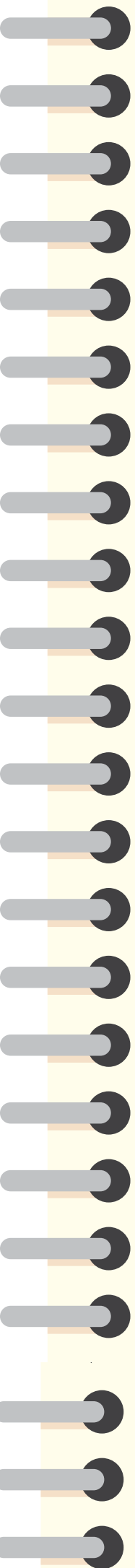
Descriptive Terms:

- cozy, spacious, modern, traditional, well-lit, airy, comfortable, furnished, decorated, tidy, organized

Housework and chores:

- Cleaning, cooking, making the bed, mopping, vacuuming, doing the dishes, doing the laundry, sweeping, ironing, taking out the trash, gardening, organising, grocery shopping, feeding pets, sleeping, watching the tv

My house, my home



A series of 20 horizontal grey lines spanning the width of the page, providing a space for writing.



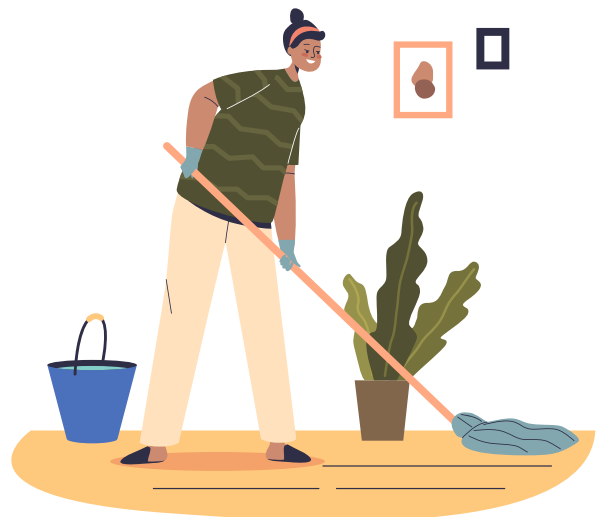
vacuuming



cleaning



sweeping



mopping



cooking



baking



making the bed



sleeping



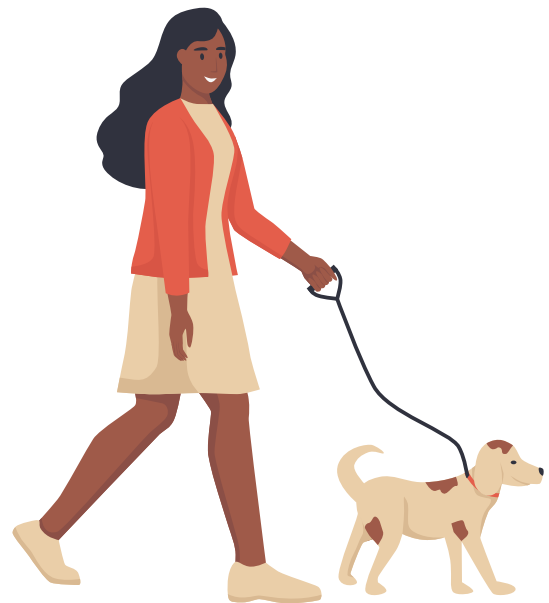
doing the dishes



doing laundry



**taking
the trash out**



walking the dog



ironing



**shovelling the
snow**



dusting



wiping



feeding the pet



scrubbing the toilet



grocery shopping



gardening



Example activity for the word cards

Chore charades

Students work in 2 or more teams. Place word cards on a deck and a student picks a card and have to silently act out it for their team. If they guess it correctly that team gets the card or a point. You can add a timer for each round if you want more challenge.

What should I do ???

Create scenarios that can happen in a house. Divide your students into teams of three, and give each team a different scenario. Each group that receives a scenario have to decide what chores must be done before the main scenario would happen. E.g. scenario X “Your birthday party is today evening”. Students can pick up the cards they need for that scenario, present it to others and then pick a new scenario.

More challenge for the students:

Have the students role-play the scenario with drama. In this way you the students can discuss why certain chores must be done and how.

Student X “I will start vacuuming the living room, and you can do the dishes at the same time.”

Student Y “Yes and I can also take the trash out the trash and then you can help me with mopping.”



What should I do? - scenarios

Preparing for a birthday party.
10 friends are coming and they
are very hungry!

You find that your pet has peed
on the couch and made a huge
mess in the living room.

You and your family are moving
to a new house next week.

You are hosting a sleepover.
There should be a movie night
and snacks!

Getting ready for winter, all
summer clothes are still in your
closet.

Holidays are over and you
must clean up the decorations.

You have a new sister or a
brother. Your mother says that
the baby moves in to your
room.

Grandparents are staying the
night, they will be visiting for
the weekend Friday to Sunday!



Main activity 4

“Funniest home videos”

Preparations:

- This is an exercise that utilizes ITC skills and to carry out the activity there needs to be access to tablets. Modification can be used with mobile phones.
- Make sure your students are able to use camera, and if necessary prepare them with video editing apps.
- Divide your students in 4-5 groups, so that all 20 word cards can be divided equally.
- Prepare enough working space for each group, they need a private space to film their videos.
- Please acknowledge, that students might have restrictions that prohibit filming them, so be aware of this.

Assignment instructions:

- Divide the 20 word cards to the groups, so that each groups has either 4 or 5 cards. The assignment is for the groups to film an instructional video of each card, in type of “dos and don'ts”.
 - The videos can be in style of the funniest home videos, but they need to be educational.
 - As each group films more than one video, the roles in each video must change
- NB! If 4-5 videos per group is too much for your students, you can always have more groups, thus lightening the workload.

Learning goals:

- Students work together as a team to film 4-5 housework chore instruction videos, that they
- The videos can be in style of the funniest home videos, but they need to be educational.
- Use of thematic vocabulary items introduced in the theme “My house, my home”
- Students take responsibility, decide roles themselves (director, photographer and those who act on the video) and are able to give instructions with correct terminology

Group instructions:



- Kuvaatte ryhmänä opetusvideoita mite neri kotitöitä tehdään.
- Suunnitelkaa ryhmänä yhdessä kunkin opetusvideon sisältö, mitä sanotaan, kuka kuvaa videon ja ketkä näyttelevät videossa
- Tarkoituksena on harjoitella yhteistyötä, omatoimisuutta ja TVT-työkalujen käyttöä.
- Jos tarvitset rekvisiittaa, sopikaa luokassa kuka käyttää mitäkin. Videot saa tehdä myös millä tahansa välineillä, esim. sähkömaila voi esittää imuria.

Työvaiheet (in english)

1. Pick the housework chore you are going to film.
2. Brainstorm what each video has in them (15 minutes)
3. Set your filming location that your teacher gives
4. Decide who films and who acts in each video
5. Film and edit the videos
6. Present them to your classmates!

What has to be in each video:

- Show clearly what chore you are talking about
 - At least one “do this” and one “don’t do this” tips for each chore.
 - All members of your group have to be in one video, but not all of you have to be in all videos.
 - Name a room where you do the chore, and name 2 household items that you can clean or use while doing the chore.
- Remember! You can be funny and use creativity!

