TEACHERS' EFFECT ON LEARNERS' WILLINGNESS TO COMMUNICATE IN L2

Bachelor's thesis

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Tiivistelmä – Abstract

Kielenopetuksen tutkimuksessa sekä pedagogiikassa on viime vuosina korostettu merkityksellistä viestintää, minkä johdosta myös oppijan halu viestiä vieraalla kielellä on noussut alan tutkimuksessa keskiöön. Kasvavasta kiinnostuksesta huolimatta on opettajan käytöksen ja opetusmenetelmien vaikutus oppilaiden kielenkäytön halukkuuteen toistaiseksi melko vähän tutkittu tekijä. Tästä syystä tämä tutkielma selvittää suomalaisten kielenoppijoiden käsityksiä siitä, kuinka opettajien käytös ja opetusmenetelmät vaikuttavat heidän valmiuteensa käyttää englantia opetustilanteessa. Lisäksi tutkimuksessa raportoidaan oppilaiden ajatuksia siitä, millä tavoin opettaja pystyy käytöksellään nostamaan oppilaiden halukkuutta käyttää englantia, sekä millaiset tehtävät kannustavat kielenkäyttöön eniten. Lopuksi tutkimuksessa esitellään muita kielenkäytönhalukkuuteen vaikuttavia tekijöitä joita vastaajat pitivät merkittävinä.

Tutkimusaineisto kerättiin 16- ja 17-vuotiailta suomalaisilta lukiolaisilta kyselyn muodossa. Vastaajia oli 22, joista 14 oli tyttöjä ja 8 poikia. Keskimäärin vastaajilla oli kouluvuosiensa aikana ollut viisi englannin opettajaa ja halukkuus käyttää englantia oli vaihdellut eri opettajien välillä. Opettajan käyttämät opetusmenetelmät oli tähän merkittävin vaikuttava tekijä, mutta myös opettajan käytös nähtiin merkittävänä osasyynä. Suurin positiivinen vaikutus oppilaiden kielenkäytön halukkuuteen oli kun opettaja oli kannustava sekä innostunut ja käytti monipuolisia, kohderyhmälle sopivia opetusmenetelmiä. Haittavaikutus oli merkittävin silloin, kun opettajan käyttämät opetusmenetelmät olivat jatkuvasti samanlaisia tai kun opettaja itse ei osoittanut kiinnostusta oppilaita tai oppiainetta kohtaan. Sekä suullisesti että kirjallisesti toteutettavat ryhmä- ja parityöt koettiin kielenkäyttöön kannustavimpina tehtävätyyppeinä. Opettajan käytöksen ja opetusmenetelmien lisäksi iso osa vastaajista oli sitä mieltä, että ryhmään liittyvät tekijät vaikuttavat heidän valmiuteensa käyttää kieltä oppitunneilla. Näitä ovat esimerkiksi luokkahenki ja se, kuinka hyvin he tuntevat ryhmän. Monet kokivat myös, että oppilaan oma asenne kieltä kohtaan vaikuttaa merkittävästi kielenkäytönhalukkuuteen.

Asiasanat – Keyword
Willingness to communicate (WTC), English as a foreign language (EFL), second language (L2), teaching methods, teacher behavior

Säilytyspaikka – Depository

Muita tietoja – Additional information

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1 INTRODUCTION

A strong movement has been established in the field of foreign language learning and pedagogy of increasing emphasis on meaningful communication. As a consequence of this development, the concept of willingness to communicate[1] has become progressively more essential in second language learning studies and, therefore, an increasing number of studies have been made on the different variables that may affect second and foreign language learners' willingness to communicate (e.g. Alemi et al. 2013, Cao and Philip 2006, MacIntyre et al. 2011, Wen and Clement 2003). Despite the growing interest in willingness to communicate, teachers' influence on learners' WTC is a variable that has yet to be thoroughly researched. Of the studies that have looked into teachers' effect on learners' WTC, most have regarded it as one of several variables and therefore have not given the matter the necessary focus in order provide substantial information. What is more, research on the matter in a Finnish context is practically obsolete. Therefore, additional research is needed to determine whether teachers actually have an effect on their students' WTC in a Finnish classroom and if so, what the pedagogical consequences of the phenomenon are.

The current paper will attempt to answer to the demand of knowledge in the area of teacher effect on learners' WTC. This will be done, firstly, by providing information on Finnish students' perceptions of the extent of teachers' effect on learners' willingness to communicate and, secondly, by specifying in more detail the elements considered to be most influential on WTC, both in a positive manner and in a negative one. Possible influential factors paid the most attention to are the effects of the teacher's behavior and teaching methods. In addition, for the purpose of future studies in the field, an attempt will be made to narrow the scope of influential variables of WTC to a few that the respondents of the present study regard as having the most significant impact.

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[1] Willingness to communicate will from now on often be abbreviated as WTC.

2 WILLINGNESS TO COMMUNICATE

2.1 Definition of WTC

Willingness to communicate (WTC) in the native language can be conceptualized as the likelihood of a person participating in communication when presented with the opportunity to do so (McCroskey and Baer 1985, cited in MacIntyre et al. 1998:546-547). Therefore, in L1 WTC can be seen as a relatively stable predisposition in essence a personality trait. A distinction is, however, made between WTC in the native language and in the second language. MacIntyre et al. (1998:547) have defined WTC in L2 as "a readiness to enter into discourse at a particular time with a specific person or persons, using a L2". Therefore, instead of being a simple indicator of the person's personality, willingness to communicate in a second language can be seen as a manifestation of a number of different variables. The difference between second language WTC and first language WTC may be caused by the inherently different natures of L1 and L2, as there is a level of uncertainty in L2 that interacts in a more complex manner than the variables influencing L1.

In addition to being applicable to situations where verbal or written communication takes place, the definition of willingness to communication includes situations where communication does not actually take place but where the person possesses and expresses the willingness to communicate (MacIntyre et al. 1998:547-548). A classic example of such situation is students raising their hand in class when a teacher asks a question. In this type of scenario verbal communication might only occur with some of the students, but all the students that raised their hand expressed their willingness to partake in communication and therefore are seen as having WTC.

2.2 The pyramid model and the situational WTC model

A distinction is made by MacIntyre et al. (1998:547) between two different types of affecting factors: *immediate situational factors* that are more temporary and dependent on the context of the communication, and *enduring factors* that are relatively stable and that would be applicable to almost any situation the person in question encounters. Examples of such factors

could be, on the one hand, the desire to speak with a specific person and knowledge of the topic in question as more context-related factors, and, on the other hand, personality and intergroup relations as long-term, enduring factors. In order to visually explain the different variables affecting WTC in L2, MacIntyre et al. (1998:547) have created a pyramid model (Figure 1) with altogether six different levels and twelve different variables. In that model they have included both situational factors as the first three layers and enduring factors as the three lower layers. The higher the factor is in the pyramid, the more situation-specific it is. Consequently, the factors that are regarded as the most stable are at the very bottom of the pyramid. As the model illustrates, personality is considered to be a part of willingness to communicate, in fact, it is at the very foundation of it, but there are many other factors that come into effect as well.
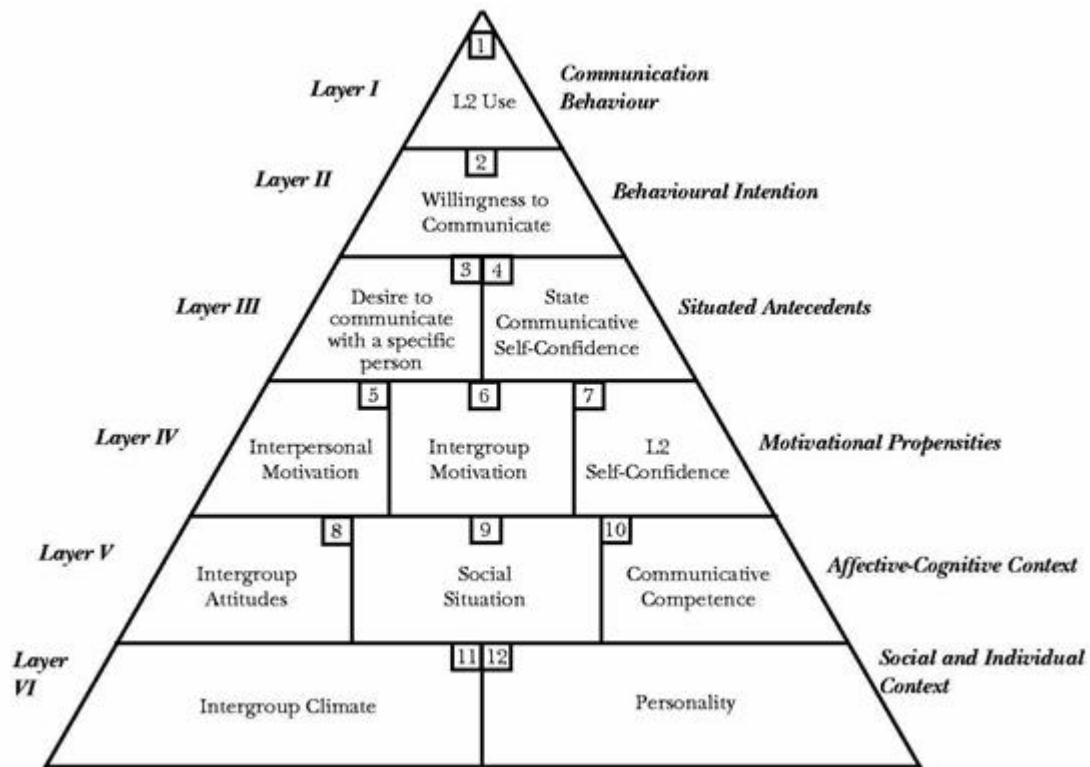
Figure 1 Pyramid model of WTC (MacIntyre et al. 1998:547)

In this model, willingness to communicate is on the second layer, right before the actual use of the second language because it represents the likelihood of a learner using the language in interaction with another person or persons when the opportunity arises. It has been suggested that increasing WTC should be a goal of L2 learning and teaching, as only by creating *willingness* to communicate can authentic communication in L2 occur (MacIntyre et al. 1998:547).
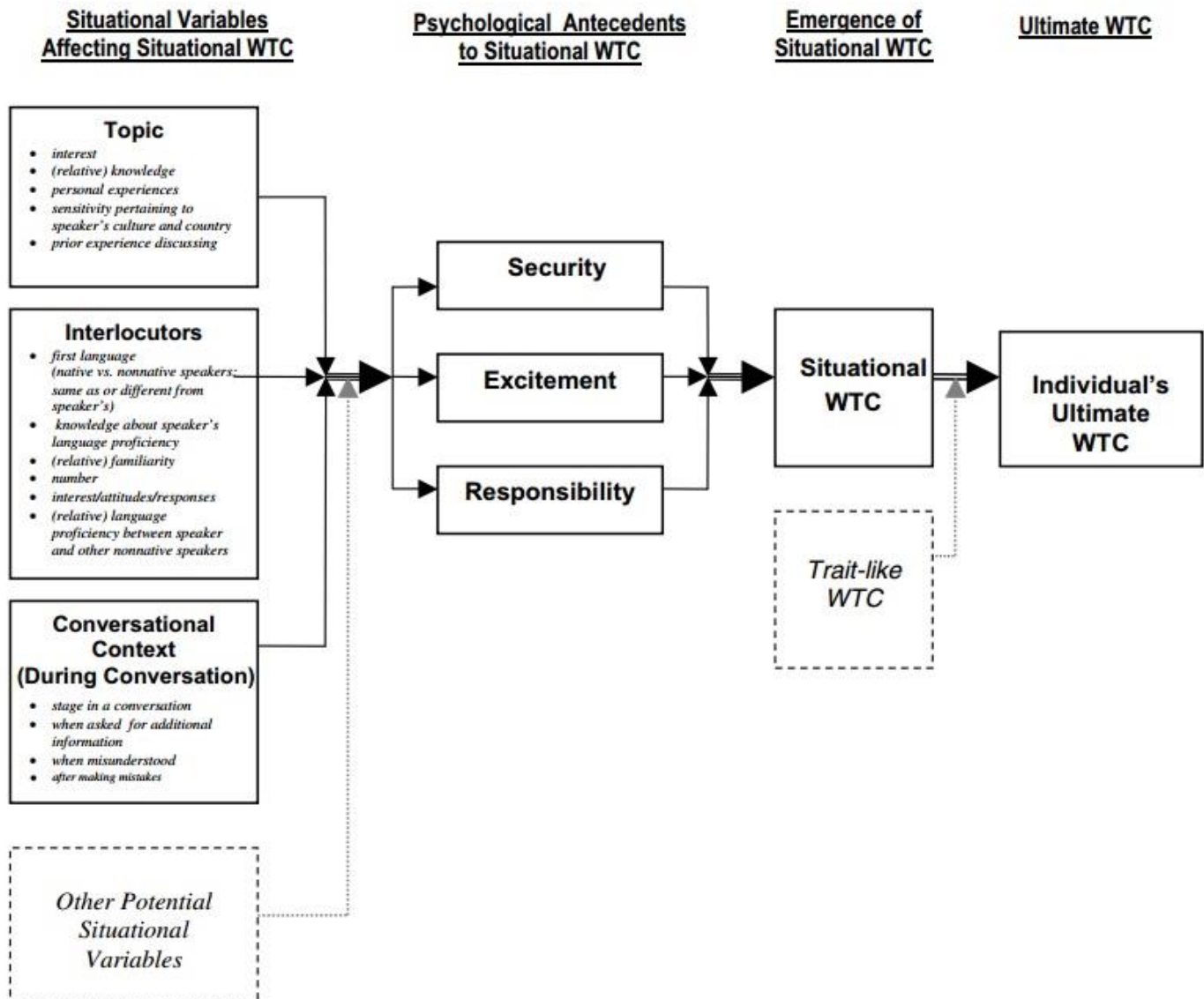

Figure 2 Preliminary construct of situational WTC (Kang 2005:288)

Kang (2005:288) has proposed that the situational nature and the dynamic emergence of WTC in L2 could be emphasized even more than it is in the model by MacIntyre et al. (1998:547) and has therefore created a preliminary construct of situational WTC. In this model (Figure

2), the layers of the construct are 'Situational Variables Affecting Situational WTC', 'Psychological Antecedents to Situational WTC', 'Emergence of Situational WTC' and 'Ultimate WTC'. In the construct, the solid line boxes and the solid lines demonstrate how situational WTC develops through the joint function of multilayered variables. The dotted lines and boxes illustrate the potential factors affecting WTC.

Kang (2005:288) has divided the situational variables affecting situational WTC into categories of topic, interlocutors and conversational context. This categorization is supported by the findings of other studies and these variables have been found to have relevance in the context of a classroom setting as well (e.g. Cao and Philip 2006, MacIntyre et al. 2011). The psychological antecedents to situational WTC have been divided into three: security, excitement and responsibility and each of these variables are interacting with the situational variables as well as each other. The result of the co-construction of these multiple variables will lead to situational WTC and eventually ultimate WTC.

2.3 WTC in EFL classrooms

Teacher's effect on learners' WTC in L2 is a strand of research that has not yet been studied very thoroughly on its own, as most of the studies that have paid attention to this topic have viewed teacher's effect as one of several factors (e.g. Alemi et al. 2013, Cao and Philip 2006, Kang 2005, Wen and Clement 2003). Still, some findings have been made about variables contributing to and reducing WTC in the context of classroom and several of those variables are in teacher's control. For instance, research has indicated a substantial impact on students' WTC made by teacher's methods, attitude and involvement (Kang 2005, MacIntyre et al. 2011, Wen & Clement 2003). Wen and Clement (2003:28) point out that, at least in a Chinese EFL classroom students' engagement and willingness to communicate are influenced by teacher involvement and immediacy.

It has also been found that students' perceptions of topic and language, task types, familiarity of interlocutors and interaction between interlocutors affected learners' WTC in the context of EFL classrooms (Cao and Philip 2006, Kang 2005, MacIntyre et al. 2011). Cao and Philip (2006: 487-488) concluded that, for instance, the effect of group size, interlocutor familiarity and interlocutor participation on occurring WTC could be explained by the situational nature of WTC. Kang (2005:290) suggests that teachers should seek to create a supportive

environment for students so that the fear of making mistakes would be minimized. This could be done by paying attention to what students are saying, smiling and by responding actively. More recently, Zarrinabadi (2014:294) concluded that teachers can influence their students' willingness to communicate and participation in classroom activities by giving more power to students to negotiate topics, focusing more on students' knowledge, being aware of and adapting methods of error correction, giving more time for consideration and reflection before answering questions, and by creating a learning environment where the learners' feel supported.

As teachers traditionally have the right to select how topics and tasks are chosen and they are the ones who manage how they are carried out in the classroom, teachers have the power to create opportunities for learners to communicate. MacIntyre et al. (1998:548) stress that willingness to communicate alone cannot produce behavior, but there must also be an opportunity to communicate. Therefore, without opportunities for communication, learners will be unable to do so even if they had the willingness and the intention to communicate. In this way, the teacher may have an influence on whether communication takes place or not, and that is why more research is needed on the teacher's effect on students' WTC.

3 THE PRESENT STUDY

3.1 The research questions

The primary research questions of the present study are:

1. How great is the teacher's influence on students' willingness to communicate in an EFL classroom in the students' own opinion?

2. In students' opinion, what are the best ways in which a language teacher can increase their willingness to communicate?

Firstly, the research questions were specified to determine how much emphasis Finnish students put on their teacher's behavior and methods in connection to their willingness to communicate, as there have been very few studies on this topic and point of view in Finland.

If it came to light that students find the teacher to be a great influence on their WTC, then it is an aspect teachers should pay attention to in their teaching, as WTC can be seen to have a powerful effect of students' learning. Secondly, the aim of the study is to provide helpful information for practicing teachers on the topic of WTC; hence, the second research question shows the interest of the study in determining how students themselves think the teachers could affect their WTC in a positive way.

The secondary research questions that were present in the data collection questionnaire were:

1. How willing are students to communicate in their EFL classroom?

2. Is there something else students think has more weight on their WTC than their teacher's behavior and methods?

These were of interest for the present study for the following reasons: firstly, determining how willing students are to communicate has a bearing on the analysis process, as it provides a way of analyzing the answers. Secondly, in order to provide a direction for future studies on the topic, it is meaningful to see what other factors the respondents consider to influence their WTC.

3.2 Data collection methods and participants

The data collection was done through a questionnaire about students' personal experiences and opinions about their English teachers' effect on their willingness to communicate. In the questionnaire it was specified that in their answers the students should consider all the English teachers that have taught them during their time in school and not limit their answers to their current teacher. For the data collection, a questionnaire was chosen as an appropriate method as it, along with the method of interviewing, is the sensible choice when the interest is in determining what people are thinking or why they choose to behave as they do (Tuomi and Sarajärvi 2009:72). It was decided to be conducted as an online questionnaire so that the answers would be easily accessible and analyzable. Before conducting the study, the questionnaire was piloted with two participants and appropriate changes were made according to the feedback of the respondents in the pilot study.

The qualitative questionnaire (appendix 1) used in the study included six closed questions and eight open ended questions. The closed questions were chosen as they were effective for evaluating the students' level of interest and their willingness to communicate. Moreover, the open-ended questions offered the students a chance to explain in their own words what their experiences have been and how they think teachers could affect their WTC in a positive way. Alanen (2011:151) points out that open-ended questions may be difficult to analyze statistically reliably and it is necessary to keep in mind that, due to the small sample size, the reliability of the data cannot be ensured. However, as the current study is a bachelor's thesis and thus limited in its resources, being statistically reliable or significant was not necessarily the goal. For the present study, it was more important to provide a thorough, qualitative explanation of the thoughts of the particular group being studied on their WTC.

The participants of the study were 2nd year Finnish high school students taking part in course 4 in English. They were chosen because they have spent enough time in the school system to have accumulated an extensive experience of several teachers and their teaching methods. The sample size of the study was 22 participants, of whom 14 were female and 8 male. The sample was chosen to ensure the analyzability of the data with the limited resources available, but to still provide enough data for the analysis. The participants were aged 16 and 17, thus needing their guardians' approval for taking part in the survey (Kalaja et al. 2011:22-23). This was done by sending the guardians a message via the communication system used by the school, Wilma. In the message the purpose of the study was explained to the guardians and they were asked to respond to the message to confirm that their child was allowed to participate in the study. All the students attending the course were given their guardian's approval, thus making it possible for all the students to participate.

3.3 Methods of analysis

The questionnaire consisted of three types of data: nominal, ordinal and textual (Dörnyei and Taguchi 2009:92). For the nominal data, the values (1= female, 2= male) were assigned arbitrarily and the data was used to determine whether there was a difference between the female respondents and the male respondents. The ordinal data resulted from the questions where the respondents were asked to choose an answer from a multiple-choice scale, the object of which was to determine the respondents' attitudes toward the language and their

willingness to use the language in their EFL classroom. For the analysis of these answers, the descriptive statistics methods of mean, standard deviation and percentages were used instead of inferential statistics methods, as the sample size did not allow for the assumption of statistical significance (Dörnyei and Taguchi 2009:96-98).

Lastly, the textual data was a result of responses to the open-ended questions in the questionnaire. For the purpose of the analysis, most of the open-ended responses were converted to quantifiable categories (Dörnyei and Taguchi 2009:92). The specific open questions of age and the number of teachers the respondents had had were rather easily convertible into distinct categories and then treated as nominal data as they provided factual information of the respondents (Dörnyei and Taguchi 2009:98-99). For the analysis of the data provided by the short answer questions, the method of systematic content analysis, consisting of two phases, was applied. In the first phase the answers of each respondent were taken one at a time and the key points of those answers were raised from them. Secondly, in order to allow comparison between the answers of different respondents, broader categories were made to describe the content of the answers. After having completed the categorization, the categories were coded numerically in order to be treated as quantitative data (Dörnyei and Taguchi 2009:99).

4 FACTORS INFLUENCING FINNISH EFL LEARNER'S WTC

The following chapter will provide a detailed presentation of the results of the present study, discussion of those results as well as comparisons with findings of previous research. The first subsection will introduce the respondents' feelings toward English as a school subject and their perceived willingness to communicate in an EFL classroom. This is important, as it describes the participants' level of WTC, which naturally reflects on the responses of the respondents. In the three additional subsections of the chapter focus will be drawn on the following topics: perceived differences in the respondents' WTC between different English teachers, respondents' views on teacher behavior and teaching methods as influential factors of WTC, and other influential factors proposed by the respondents.

4.1 Feelings toward English and level of WTC

English was generally well liked as a school subject by the sample of the present study, as 82 percent of the respondents said they either liked English very much as a school subject or that they somewhat liked it. Only 18 percent said they barely liked English as a school subject or that they did not like it at all. A correlation between the respondents' feelings toward English and their level of WTC was only found with the respondents that reported to dislike the subject. All except one respondent that reported to have negative feelings toward the language stated that they are neutral in regard to using the language or unwilling to use it, in both oral and written from. However, positive feelings toward the language did not assure a high level of WTC.
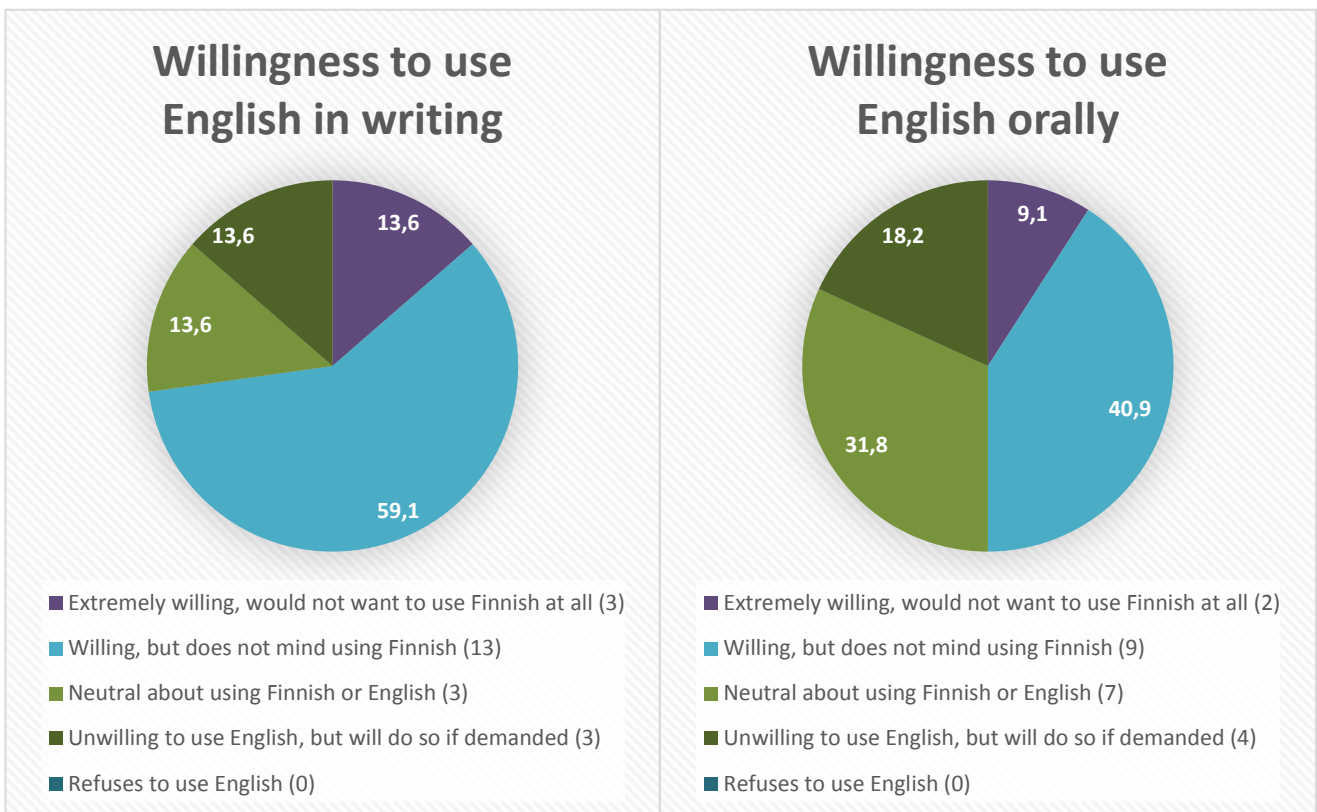

Figure 3 WTC orally   Figure 4 WTC in writing[2]

The percentage of the students eager to use English orally, either as the sole language used in the classroom or alongside Finnish was 50, while the other 50 said they were neutral about using English or Finnish or that they are unwilling to use English but will do so if it is

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[2] The percentages add to a total of 99.9 % as a result of rounding the figures.

required of them (Figure 3). Interestingly, the willingness of the students to use English in written form was significantly higher, 73 percent, as illustrated by the charts above (Figure 4). Only 28 percent were neutral or unwilling to use English in writing. None of the respondents said that they refuse to use English altogether, neither orally nor in writing.

4.2 Perceived differences between teachers

There was some variation in the number of teachers the respondents had had during their time in the school system. The maximum number of teachers during school years was eight, the minimum three and the mean was five teachers with the standard deviation between the answers being two. For 68 percent of the respondents, their willingness to communicate in English during their EFL classes had varied between different teachers. The reason for the variation in the respondents' WTC in English was most often related to the teaching methods used in the classes, as over half of the students that said that the methods used by the teacher had affected their WTC. The teacher's behavior was the second most common reason for the variations in WTC between different teachers. Common examples of affecting teacher behavior were, for instance, whether the teacher was enthusiastic and helpful or pressuring and focused strongly on errors made by the students. Other reasons given for this were the student's own level of knowledge and the amount of English used by the teacher.

Some correlation was found between the number of teachers and the perceived level of teacher's influence on WTC. Of the seven respondents that said there has not been a difference in their WTC, five had had four English teachers or less, which is lower than the mean number of the sample. This phenomenon could possibly be explained by the general reasoning that having a higher number of teachers exposes students to several types of teachers and, therefore, they might also have more variation in the level of attention paid to students' WTC. However, as the numbers are extremely small, this perception of a correlation is not generalizable in any sense.

4.3 The influence of teacher's behavior and teaching methods

When asked more specifically about the positive and negative impacts of the teacher's behavior in the classroom, 91 percent of the respondents said that teacher's behavior can have

a positive effect on their willingness to use English in the classroom, but only 64 percent said that it can have a negative one. Most answered that the teacher being encouraging, positive and enthusiastic are factors that have the biggest positive effect on their WTC. The same factors were found influential also in Zarrinabadi's (2014:294) study where he found that teachers' are able to increase students' WTC by creating an atmosphere that is encouraging and supportive. Moreover, this gives strength to Wen and Clement's (2003:28) supposition that teacher involvement and immediacy can increase learners' WTC.

Additionally, it was mentioned several times that whether or not the teachers use English themselves has an influence on whether or not the students are willing to use it. Other factors that affected the respondents' WTC positively were if the teachers were truly interested in teaching, if they were genuinely eager to help the students and if they were able to take into consideration the strengths and weaknesses of different individuals. Teachers' behavior was considered to have a negative influence if they draw too much attention to the students' mistakes or if they pressure or force the students into using the language. Awareness and adaptation of error correction was one of the factors that Zarrinabadi (2014:294) found influential to students WTC in his study as well. General negativity, lack of interest in students, teacher-centered teaching and favoring some students were also mentioned as decreasing factors of WTC by the respondents of the present study.

Furthermore, 78 percent of the respondents said that the teaching methods used by the EFL teacher can have a positive impact on their WTC in English and, 64 percent said they can have a negative one. Using versatile teaching methods and ones that are suitable for the students of the specific group were seen as the most important positive factors, and, on the other hand, monotonous and unsuitable methods provided the most negative effects. In addition, giving students alternative methods of completion for the tasks so that they could choose the one they prefer was considered positive, and discussions were often mentioned as a task type that encourages communication in English. This is in accordance with the findings made by Zarrinabadi (2014:294) in that teachers are able to increase their students' WTC by giving students more power over their own actions in the classroom. The use of electronic materials, even if they were new and exciting, was said to produce negative effects on students' willingness to use the language if they are too complicated to use or when they simply do not work the way they are supposed to. It was also pointed out by one of the

respondents that if there is not enough to do in the classes, it is very easy to start chatting about something completely irrelevant in Finnish.

4.4 Other factors perceived influential for WTC

For the purposes of further research, the respondents were asked if there was some other factor that they considered to have more bearing on their WTC than the teacher's behavior and teaching method. In their answers the respondents were mostly in agreement: 64 percent of the respondents named some type of group-related issues as an influencing factor. These were, for example, atmosphere in the classroom, group pressure into using English or Finnish, how well the students know each other, or who the people are that belong to the group. This is consistent with the conclusions of Cao and Philip (2006:488) that the familiarity with interlocutors and interlocutor participation have a strong connection with increasing or decreasing WTC. Feelings toward the language was the second most common reason offered by the respondents. Of the respondents, 32 percent said that their willingness to communicate in English is connected to their attitude toward or interest in the language, how useful they find the language or how hard they think it is to learn. Other affecting factors given in the answers were the textbook used on the course and excessive noise in the classroom. It is necessary to point out that some of the factors (attitude toward the language, atmosphere in the classroom, textbook) were given as examples in the question as a way of clarifying what is meant by it. Therefore, some of these factors might not have been given as reasons or their frequency might not have been so high had it not been the perhaps poor formulation of the question.

The respondents were also asked about the types of tasks they find encourage them to use the language the most. 73 percent of the respondents mentioned some type of pair or group work, either oral or written. Discussions were found to be relatively easy communicational situations, but also written tasks, games, grammar and vocabulary exercises and reading comprehension were mentioned as tasks that encourage the use of English. It was also pointed out that practicing pronunciation in advance facilitates free production tasks. One person thought that authentic tasks that have a connection with real life language use are the most efficient in this respect.

Finally, the respondents were requested to explain how teachers, in their opinion, could make communication in English more enjoyable for the respondents themselves. For this question the answers varied enormously and several points were raised. Only the use of technology, for example the tablet computers given to the students by the school, varying teaching methods and the liberty to choose learning methods that suit the students themselves were mentioned by more than one respondent To attempt to provide more definitive and generalizable answers for this, the questionnaire should have been better formulated in this part, as the answers provided by the current formulation were highly subjective and situation specific. This does, nevertheless, shed light on the fact that, also according to the findings of the present study, willingness to communicate can be extremely situation specific, instead of being a stable, trait-like quality (MacIntyre et al. 1998, Kang 2005).

5 CONCLUSION

It can be concluded that, in the present study, both teachers' behavior and their teaching methods had an impact on the participants' self-reported willingness to communicate in English in their EFL classroom. According to the participants, teachers can contribute to their WTC by using appropriate and varying teaching methods, of most important being pair and group work in both oral and written form. It is also crucial that teachers themselves use English, as it makes a great difference in whether or not students feel comfortable using it. Moreover, teachers can increase learners' WTC by behaving in a supportive and enthusiastic manner and by being genuinely interested in their students and in the students' learning process. Consequently, by pressuring students into using the language, by showing a lack of interest in their students or by using monotonous task types, teachers can diminish learners' WTC. Teachers should also refrain from focusing too much on learners' mistakes, as this makes learners less eager to take the opportunity of using the language.

It is necessary to raise the question of limitations of the study, of which at least four can be identified. Firstly, as the sample size was rather small, it is impossible to make generalizable deductions from the results. Hence further research on the topic is necessary before making wider conclusions. Secondly, the questionnaire has its flaws in reliability, as it is not the same to think about the action of communicating and the factors influencing it than to actually communicate in L2. Thirdly, the formulation of some of the questions (questions 13 and 14)

in the questionnaire might have queued answers from the respondents that might not have arisen if the questions had been formulated slightly differently. Thus, the responses to these questions cannot necessarily be regarded as perfectly accurate. Lastly, the analysis method of the open-ended questions in the qualitative questionnaire required some interpretation on behalf of the analyst and therefore some variation might occur between the interpretations of different analysts.

The present study encourages further research in the field of WTC in L2. The results should be confirmed quantitatively with a larger sample size, which would then allow for more generalization of the findings. Furthermore, the responses of the present sample raise interest in studying the effect of atmosphere in the classroom and attitudes toward the language on students' WTC. These areas of study have admittedly been studied more extensively than the effects of teachers, yet studies made in the Finnish environment are practically non-existent. Moreover, research could be taken outside the classroom by examination of WTC in various language use situations and perhaps by making comparisons between individuals' WTC inside and outside a classroom.

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APPENDIX

Englannin kielen käytön mielekkyys luokkahuoneessa

Tämän kyselyn tarkoituksena on selvittää kuinka halukkaita oppilaat ovat käyttämään englantia englannin kielen oppitunneilla. Tarkoitus on myös tutkia kuinka paljon oppilaat kokevat opettajan ja hänen käyttämiensä opetusmenetelmien vaikuttavan tuohon halukkuuteen. Opetusmenetelmillä tarkoitetaan kaikkia eri opetustapoja, joita tunneilla käytetään kappaleen läpikäymisessä, sanaston opettelussa ja kielioppitehtävissä, kuten esimerkiksi erilaiset pari- ja ryhmätehtävät, ääneen lukeminen, draama, kirjoitustehtävät, yms.

Kyselyyn vastatessasi toivoisin sinun laajentavan ajatuksiasi yhden tietyn opettajan sijasta kaikkiin opettajiin, jotka sinulla on englannin kielessä kouluvuosiesi aikana ollut. Vastaukset tullaan käsittelemään luottamuksellisesti ja nimettömästi. Ainoastaan tutkimuksen tekijällä ja hänen ohjaajallaan on mahdollisuus nähdä vastaukset, joten toivon sinun olevan mahdollisimman avoin vastatessasi kyselyyn.

Kyselyssä on yhteensä 14 kysymystä. Vastaamiseen menee noin 10-15 minuuttia. Kiitos osallistumisestasi!

1. Sukupuoli?

   1= nainen 2= mies

2. Ikä?

3. Montako englannin opettajaa sinulla on kouluvuosiesi varrella ollut?

4. Kuinka paljon pidät englannista oppiaineena

    1= pidän paljon

    2 =pidän jonkin verran

    3=en pidä juurikaan

    4= en pidä lainkaan

5. Kuinka halukas olet käyttämään englantia englannin oppitunneilla suullisesti?

    1=Käytän englantia suullisesti erittäin mielelläni, en haluaisi käyttää suomea englannin oppitunneilla lainkaan

    2=Käytän englantia mielelläni, mutta minua ei haittaa käyttää tunneilla suomea

    3=Ei ole väliä käytänkö suomea vai englantia

    4=En haluaisi käyttää englantia, mutta käytän sitä kuitenkin vaadittaessa

    5=En suostu käyttämään englantia lainkaan

6. Kuinka halukas olet käyttämään englantia englannin oppitunneilla kirjallisesti?

    1=Käytän englantia kirjallisesti erittäin mielelläni, en haluaisi käyttää suomea englannin oppitunneilla lainkaan

    2=Käytän englantia mielelläni, mutta minua ei haittaa käyttää tunneilla suomea

    3=Ei ole väliä käytänkö suomea vai englantia

    4=En haluaisi käyttää englantia, mutta käytän sitä kuitenkin vaadittaessa

    5=En suostu käyttämään englantia lainkaan

7. Onko halukkuutesi puhua englantia englannin tunneilla vaihdellut eri opettajien kesken? Jos kyllä, mistä ajattelet tämän johtuvan?

8. Vaikuttaako opettajasi luonne mielestäsi positiivisesti siihen, kuinka halukas olet käyttämään englantia oppitunneilla? Jos kyllä, millä tavoin?

9. Vaikuttaako opettajasi luonne mielestäsi negatiivisesti siihen, kuinka halukas olet käyttämään englantia oppitunneilla? Jos kyllä, millä tavoin?

10. Vaikuttavatko opettajan käyttämät opetusmenetelmät mielestäsi positiivisesti siihen, kuinka halukas olet käyttämään englantia oppitunneilla? Jos kyllä, millä tavoin?

11. Vaikuttavatko opettajan käyttämät opetusmenetelmät mielestäsi negatiivisesti siihen, kuinka halukas olet käyttämään englantia oppitunneilla? Jos kyllä, millä tavoin?

12. Minkälaiset harjoitukset mielestäsi kannustavat eniten englannin kielen käyttöön oppitunnilla?

13. Millä tavoin opettaja voisi mielestäsi tehdä englannin kielen käytöstä oppitunnilla sinulle mielekkäämpää?

14. Vaikuttaako englannin kielen käytön halukkuuteesi jokin muu tekijä enemmän kuin opettajasi ja hänen käyttämänsä opetusmenetelmät (esim. asenteesi kieltä kohtaan, luokkahenki, oppikirja) Jos kyllä, mikä/mitkä tekijät?

Kiitos paljon vastauksistasi!