The type and the frequency of output-based activities in Finnish upper secondary

school EFL textbooks:

An overview of modern textbooks

Bachelor's thesis
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Tiivistelmä – Abstract

Tutkielma analysoi suomalaisia lukion englantia vieraana kielenä opettavia (EFL) oppikirjoja. Se pyrkii luomaan yleiskuvan siitä kuinka paljon ja minkä tyyppisiä kielen tuottamiseen perustuvia tehtäviä kahdessa eri oppikirjasarjassa on. Analysoitavana on kahden eri kurssin oppikirjat. Tutkielman tavoitteena on ottaa selvää, onko oppikirjojen tehtävätyyppien edustuksessa aukkoja, joita opettajat voivat paikata nähdessään sen tarpeelliseksi. Samankaltaisia tutkimuksia ei löytynyt, joiden kautta tutkittavaa ilmiötä olisi voinut lähestyä niin, että se olisi antanut tutkielmalle lisäarvoa. Oppikirjan tehtävistä koostuva tutkimusaineisto analysoidaan ja kategorisoidaan teoriaohjaavan sisällönanalyysin metodin mukaisesti. Tehtävät jaetaan pääkategorioihin riippuen siitä ovatko ne kielen tuottamiseen perustuvia vai eivät, ja ovatko ne suullisia vai kirjallisia tehtäviä. Sen jälkeen ne jaetaan alakategorioihin riippuen siitä, minkä tyyppisiä suullisia tai kirjallisia tehtäviä ne ovat. Analyysistä saaduista tuloksista kävi ilmi, että ensinnäkin kielen tuottamiseen perustuvia tehtäviä on verrattain paljon kyseisissä oppikirjoissa. Lisäksi selvisi, että tehtävätyyppien edustuksessa on aukkoja. Tekstikirjoissa on varsin vähän yhteistoiminnallisia keskustelutehtäviä. Lisäksi kaikissa neljässä tekstikirjassa on vain yksi tekstin funktion oppimiseen suuntautuva kirjoitustehtävä. Analyysin tuloksia verrattiin Lukion opetussuunnitelman perusteiden (LOPS) asettamiin vaatimuksiin lukiolaisten kielitaidolle. Vaatimukset pohjautuvat Yhteisen eurooppalaisen viitekehyksen asettamiin taitotasoihin. Vertailu tehtiin, jotta saataisiin selville, vastaavatko oppikirjojen kielentuottamisen tehtävät LOPSin ja Yhteisen eurooppalaisen viitekehyksen vaatimuksiin. Suurimmaksi osaksi oppikirjat onnistuivat vastaamaan näihin vaatimuksiin, mutta on mahdollista, että tietyt aukot tehtävätyyppien edustuksessa hankaloittavat oppilaiden mahdollisuuksia vastata heille ylhäältäpäin asetettuihin odotuksiin.

Asiasanat – Keywords *output, interlanguage, sociocultural theory, second language learning, language acquisition, output-based activity*
Säilytyspaikka – Depository
Muita tietoja – Additional information

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1 INTRODUCTION

The reason for studying textbooks stems from my own experience of English classes from primary school to upper secondary school. I have always felt that there is not enough language production, or real language use, taking place in language classes. It has been as if English and other foreign languages have been taught as something that is outside of the real world, rather than as a means of real communication. In other words, students are taught how to use language, but they rarely actually get to use it. This is why I was interested in finding out if today's English as a foreign language textbooks contain activities in which students use language as a means of communication. This is, after all, the primary function of all languages. According to Vygotsky (1978), language is a tool for human beings to further cultural evolution through means of communication.

At the centre of the present study is the term *output*, which means language production. It is the product of the learner's *interlanguage*. Interlanguage is the learner's present, often in many ways incorrect, conception of the language being learned with its forms and structures. Output can be written or oral, which means that oral and written activities are of interest for the present study. The analysis of the study will search for output-based activities in Finnish upper secondary school English as a foreign language (EFL) textbooks. An output-based activity is a unit of activity whose primary aim is to teach second language through output. The analysis will then find out what type of written or oral activities they are. This way, the study will provide a clear picture of how many and what kinds of output-based activities there are in the textbooks, and what these results imply in terms of teaching English. The study will also look at the aims and goals that the National core curriculum for upper secondary schools (2003) sets for upper secondary school English teaching, and see how the results of the analysis correspond to them.

The aim of the study is to provide an overview of the type and the frequency of output-based activities in Finnish upper secondary school English as a foreign language (EFL) textbooks. This is done by counting the units of activity, and categorizing them according to their type. Lastly, the results will be examined in the context of the guidelines set by the national curriculum.

Because of the nature of the present study, there are no previous studies that examine the same phenomenon. Firstly, among a wide variety of EFL textbook series, the study takes two specific *Finnish* textbook series under scrutiny. No study has examined these two particular textbook series together. Secondly, it aims to provide an overview of the content of these textbooks through a certain theoretical framework that has been chosen to best represent the varieties output. Similar studies usually concentrate on a certain type of activity or either on reading or writing, whereas the present study aims to create an overview of all kinds of output that takes place in the textbooks under scrutiny. In the research that has been conducted previously that comes close to the present study, none could be found that would provide continuity on examining output in this specific context.

2 LANGUAGE PRODUCTION AND THE NATIONAL CURRICULUM

2.1 Output

Output is the language that the speaker produces in any form, written or spoken. Its counterpart is **input**, which is the written or spoken language that the learner receives. Input and output are both parts of the second language acquisition (SLA) process. For decades, it was thought that input alone was the key to successful second language learning (SLL). Stephen Krashen's (1985:79-97) input hypothesis states that comprehensible input is the most vital part of second language learning. Comprehensible input is received language that is right above the learner's language competence level. This, according to Krashen (1985), is what second language learning constitutes of. Studies by Swain (1985) and Swain and Lapkin (1995), however, show that output as well is a contributing factor to second language learning in several ways.

Swain and Lapkin (1995:371-372) studied French immersion classes in Canada, and noticed that while the students scored equivalently to native-speakers in listening and reading tests, their language production was trailing behind. Even though they were constantly being exposed to comprehensible input, it did not translate into their language production. Swain concluded that the learning environment did not encourage a *push* for the students to develop their interlanguages; the communication that took place in the class was not enough to push the students to focus on form. Thus, the development of their interlanguages seemed to slow down and come to a halt at a certain point. Swain (2000:99-102) illustrates the push through an example dialogue between two students who are engaged in doing a grammar activity. The activity is focused on form. The aim of a form-focused activity is to direct a learner's attention to understanding and producing a certain form, while the aim of a meaning-focused activity is to direct a learner's attention to understanding and producing meaning. It is arguable that activities that are focused on form have a stronger impact on the push from meaning-based to syntactical based language processing than meaning focused activities.

The push from meaning-based to syntactic-based language processing means that when producing output, the learner has to shift his/her thinking from semantics to syntax in order to deliver a comprehensible message. While producing output, the learner is pushed to think about a proper

sentence structure that fits the context. In order for the push to happen, the student needs to notice a knowledge gap in his/her interlanguage. The process of noticing the gap is called **noticing**. It triggers the learner to modify his/her output to correct the produced messages. This interplay of the push and the noticing function is in the core of Swain's (1985) theory, which she calls **the output hypothesis**. In other words, it is vital to notice a gap in one's interlanguage, and to be able to push for a meaning-based production in order to benefit from output.

Gass and Selinker (2013:357) divide output into four categories that contribute to second language learning: The first one is *receiving feedback*. In this category, the factor that contributes to language learning is not in the imminent process of language production itself, but in the correction received from it. The learner can correct his/her following utterances according to the given feedback. The second one is *hypothesis testing*. When learners produce language, they have different ideas as to what is the correct way to communicate their idea. In a sense, they are testing their hypotheses of how to formulate, for example, a particular type of sentence. Hypothesis testing can be either conscious or unconscious. Students can correct their hypotheses themselves to an extent, but they may end up making incorrect judgements without feedback. According to Shehadeh (2003:165), however, hypothesis testing contributes to language learning even if students do not receive feedback from their production. The third category is *automaticity*. This is basically a feature of the human mind that occurs in any type of learning. A classic example of this is learning to drive a car: In the beginning, it takes significant effort to be able to operate the gear, the wheel and the pedals simultaneously, but as one learns it, the process becomes more and more automatized. In the end, there is no need to even concentrate on operating the driving mechanics. Similarly to any learning, by producing more and more output, the process of producing becomes more automatized. The fourth category is the *shift from meaning-based processing to a syntactic processing of the L2*, where the learner receives a push to focus on form rather than meaning. Another important function of output that Swain (1995:132-142) empasizes is the *metalinguistic function*. This is basically the idea that the language producer reflects his/her production, and consequently integrates new language forms and structures into his/her interlanguage.

Many studies have been conducted recently about the effect of output on second language learning. Studies about hypothesis testing (see, for instance: Shehadeh 2003, Swain et al. 2000), noticing (Swain and Lapkin 1995, Izumi et al. 1999) and metalinguistic function (Swain 1995) have yielded results that support the above mentioned categories of output functions. Izumi (2003:183-189)

incorporates output into Gass's (1988) second language acquisition model, and shows that despite contrary claims, output is an important part of the language acquisition process. SLA models show how language acquisition happens through input, intake and integration of received language. Intake is what the learner acquires of the received input. Integration is the portion of intake that the learner incorporates into his/her interlanguage. In these models, output is seen as the product of this process instead of a factor that contributes to it. Izumi (2003) shows that functions of output such as noticing, hypothesis testing and automatization support the processes of intake and integration. Therefore, output is not merely a result of the SLA process. However, he maintains that input plays an important role in second language acquisition, and that both input and output should be incorporated into second language learning.

2.2 Collaborative dialogue in language learning

Swain et al. (2011) have recently taken to examine output through the lens of the sociocultural theory. The main idea of the sociocultural theory is that learning is a cultural process, meaning that learning happens in collaboration with other people. The theory also states that all learning is mediated. That is, through cultural evolution, humans learn to use tools to be able to do more and more demanding activities. Vygotsky (1978) calls this process **mediation**. One of the tools that we use for mediation is language. Swain et al. (2011) integrate the notion of mediation into second language learning. In what they call **collaborative dialogue**, language learners work together to solve problems using the language they are learning.

Collaborative dialogue activities are output-based activities that include *problem-solving*, *knowledge-building* and *verbalization*. They can be focused on either form or meaning. Swain et al. (2011:41) point out that knowledge building should not be confused with the term negotiation of meaning that Krashen (1985) uses in the context of the comprehensible input hypothesis. Negotiation of meaning happens in verbal communication, when a participant has not understood a meaning conveyed by another participant, and the two come to a conclusion as to what the intended meaning was. In other words, a problem in understanding a message is corrected through comprehensible input. Knowledge building, on the other hand, happens when two or more participants use language to negotiate upon a meaning that is originally unknown to both of them. Verbalization is what happens in both form and meaning-focused activities. Basically, verbalization

is the thinking-aloud of what one is doing. In form focused activities, when a group of learners are trying together to form the English conditional, for instance, verbalization brings up the thinking process that underlies decision-making, that is, for example, the rationale for choosing a certain form in certain cases of sentence production. Swain (2000:110) reports on evidence that thinking aloud facilitates language learning. The aspect of problem-solving is what facilitates knowledge-building and verbalization. The problem itself might not even be of relevance to SLL, but it is required for knowledge-building and verbalization to happen.

Really close to collaborative dialogue is the recently popular task-based language learning. In fact, the two share the exact same building blocks, except that task-based language learning is always meaning-focused. There is evidence that shows a positive influence of task-based language learning on SLL. Robinson (2007:1-25) reports on evidence that task-based language learning can encourage more attention to using concepts and expressions required by the task context, and that way to focus more attention to grammar as well. He further argues that task demands may also encourage reconceptualization of known L1 concepts to the language being learned. This means that tasks may bring learners into contexts where they have to rethink their use of concepts to operate through the task. He draws on Vygotsky (1978), who stated that new concepts can only be learned in material contact with the event being contextualized, and in contact with an interlocutor. This is what Robinson argues that tasks can provide. Because of the similar nature of task-based language learning and collaborative dialogue, they need not be mentioned separately for the purposes of the present study. Task-based language learning is based on the idea of collaborative dialogue.

2.3 Orientations of written activity in language learning

Output can be either written or oral. Hyland (2003) has created categories to represent the principle orientations of writing activity that should be included in syllabi. He argues that the different orientations should be distributed evenly throughout the curriculum in order for students to be able to develop versatile writing skills. They can be roughly divided into writer-centered and text-focused. **Writer-centered** activities have a cognitive emphasis, which means that they concentrate on the skills that are required of the learner to produce text. Hyland (2003) divides writer-centered activities into *expressivist* and *process-oriented*. Expressivist activities concentrate on the learner's

self-discovery and individual creativity. Examples of such activities would be journals, story-writing and opinion-writing, which concentrate on the learner's own experience and require no external reading. Process-oriented activities draw the learner's attention to the writing process. Examples of such activities would be all kinds of writing activities that have a clear focus on the writing process in the rubrics.

Text-focused activities emphasize the role of the text as a written product. The attention is on the correctness of grammatical features, structure and content. These texts are written keeping in mind that they are meant to be read by someone, which is why attention is drawn to elements that make the text more readable. Hyland (2003) divides text-focused activities into *structure, function, content and genre oriented*. Structure oriented activities concentrate on language form, and are assessed according to the correctness of the language forms the students has produced. The meaningful content of the text has a minor role. Function-oriented activities come close to structure oriented. However, whereas structure oriented activities emphasize the use of grammatical forms, function-oriented activities emphasize delivering meaning through sentence level language production. The emphasis on assessment, therefore, is not on the correctness of individual forms, but on how the forms are being used in association with each other in order to deliver messages. Content oriented activities concentrate on producing writing through relevant external material. The aim of such activities is to raise students' awareness of the ways to present content in writing. Genre oriented activities concentrate on different text types, or in other words, genres. Genre knowledge includes rhetorical styles and structures specific for a particular type of text. The aim of genre oriented activities is to raise students' awareness on these genre conventions. Examples of genre oriented activities in EFL context would be writing a letter, an e-mail or a speech.

2.4 The national curriculum

Lastly, the results of the study will be compared to the guidelines set by the national curriculum (*National core curriculum for upper secondary schools* 2003) and the CEFR (*Common European framework of reference for languages: learning, teaching, assessment* 2001). The curriculum sets guidelines for upper secondary school English teaching, and it is the framework that all teaching is supposed to follow in Finnish schools. The national curriculum also sets goals for desired learner

proficiency in listening, reading, speaking and writing to be achieved by the end of upper secondary English education. The proficiency measures are in reference to the CEFR (See Appendix 7). The results of the study aim to shed light on the question whether the type or the number of output-based activities are sufficient for meeting these goals successfully.

In Finnish upper secondary schools, subjects are divided into several courses that include specific themes and topics set by the national curriculum. Because each course has its own themes and topics, each course requires its own study and teaching material. The subject English is divided into 8 courses of which courses 7 and 8 are voluntary. The present study will examine the English textbooks for courses 2 and 7. What is mentioned in the national curriculum in terms of output for course 2, is that it will involve "practicing writing through communicative activities" and "improving oral communication strategies and paying attention to self-confidence in communication". Course 2 has the greatest emphasis on output, which is why the course 2 textbook is included in the analysis in the present study. There is no particular emphasis for output set for the other courses, so course 7 was taken into examination only because it is a later stage course and provides a counterpart for couse 2 that is an early stage course.

The common European framework of reference for languages is a European Commission developed guideline that states the proficiency levels that Finnish schools refer to in assessing language proficiency. It divides language proficiency into three sections, understanding, speaking and writing, that scale from A1 and A2 (the lowest), B1 and B2 to C1 and C2 (the highest) in terms of proficiency. The national curriculum refers to a competence scale that adds extra stages to the existing ones so that the A1 stage, for example, consists of stages A1.1 and A1.2. According to Huttunen and Jaakkola (2003:56-57), extra stages can be added if an institution that assesses language considers it necessary. In this case, the writers of the national curriculum have decided on referring to an extended scale, and considered it the best way to reflect the language competence of upper secondary school students.

3 METHODS AND DATA

3.1 The textbooks

The materials that are used for the study are the Finnish upper secondary EFL textbook series, from courses 2 and 7 (Davies and Kalliovalkama et al. 2007, Davies and Mäkelä et al. 2007, Benmergui et al. 2007a, 2007b). The present study compares two textbook series, *In Touch* and *Culture Café*. Course 2 textbooks are taken into examination because course 2 is the one that receives the most emphasis on output in the national curriculum. Course 7 provides a good comparison for course 2, since it is a late stage course. Course 2 takes place in the first year of upper secondary school. Thus, the course 7 textbooks serve to reveal if the frequency or the type of output-based activities have changed from the early to the later courses. As students gain competency, it gets easier for them to produce language and therefore benefit from doing it. This is why one could assume that the number or output-based activities would be higher in later stage courses.

To compare two different contemporary textbook series is, firstly, to be able to make some generalizations about the Finnish upper secondary EFL textbooks in general. Of course, two series of books is a small representation, but the analysis should nevertheless provide some idea of the underlying conceptions textbook writers have about second language learning. This is to suppose that upper secondary textbook series do not differ from each other drastically. The two textbook series under scrutiny are rather popular in Finland, however, so even if they differed significantly from other series, it would not take away the value of the present study. Secondly, it is important to examine quite recently published or revised books to receive an idea of the current conceptions on language learning that textbook writers and language teachers share. The reason for choosing to observe upper secondary level material is that it is a sufficiently advanced level for output activities to contribute to learning. The higher the level of proficiency in a laguage, the easier it is to produce it, and, therefore, the easier it is to gain from such activities.

The goal of the study is not to single-handedly criticize the two textbook series in question. Rather, it tries to serve as a guide for language teachers to see what kinds of output-based activities there are, and which of them are included in textbooks, and which of them are not. Based on the findings,

teachers may want to complement the repertoire of activities they are using by providing own material to where there might be gaps in textbook series.

3.2 Research questions

The aim of the present study is to provide an overview of the frequency and the type of output-based activities in the textbooks chosen as data. It aims to answer the following questions: What is the frequency of output-based activities in the textbooks under examination? What kinds of oral and written activities are there in the textbooks? To what extent do the textbooks follow the guidelines set by the national curriculum in terms of output? In other words, the study aims to find out what the frequency of output-based activities in the textbooks is, if they are oral or written, and what kinds of oral or written activities they are. Moreover, the study will see if the writing activities are text-focused or writer-centered, and if the oral activities are collaborative or not. Lastly, the study will examine to what extent the textbooks follow the guidelines the national curriculum sets in relation to the CEFR.

The study will examine Finnish upper secondary level EFL textbooks, and search for units of output-based activitiy. Units of activity are exercises that appear in textbooks and are usually marked by a symbol such as a number or a letter to separate them from each other. They may include sub-activities, which may also be marked by a given symbol. Units of activity have certain aims. The aim of an activity might be, for example, to teach specific vocabulary or a specific structure. Many activities that do not aim to teach through output may do so incidentally. Some activities, for example, include discussion sections, or might encourage communication between peers, even though they are not inherently output-based. One can assume, however, that activities focusing solely on output direct students to concentrate on their language production better than activities that have a different primary emphasis. If output is not the key to completing the activity, it is unlikely that it receives the desired attention, or the push that Swain (1985) emphasizes as vital for interlanguage development.

3.3 The method of analysis

The data is analysed using theory guided content analysis (Tuomi and Sarajärvi 2009). Basically, this means that the research material is examined through a theoretical framework, but it is not based on a single theory to limit the aspect of scrutiny. For instance, output-based activity, which is at the center of the study, is a self-formulated term for the type of activity that the study examines. The output-based units are further analysed according to the theoretical framework. The study draws on Hyland (2003) to see if the written activities are writer-centered or text-focused, and which particular orientation (genre, expressivist, for instance.) they have within their focus. The analysis defines oral activities according to the conceptions of Swain et al. (2011) on collaborative dialogue. It seeks to find out if the activities include the collaborative aspect or not. In addition to that, if the activity is collaborative, it is also of interest whether it is meaning or form-focused.

The result of the analysis is a categorization of the frequency and the types of activities. Content analysis examines units in a text, and seeks to create main and sub-categories out of them. Sub-categories are created as far as it serves the purposes of the study. This study firstly divides textbook activities into output-based and non-output-based. The output-based activities are then divided into two categories, written and oral. Oral activities are divided into two sub-categories, collaborative dialogue and non-collaborative dialogue, of which collaborative dialogue is further divided into form-focused and meaning-focused. Non-collaborative dialogue activities are basically discussions of a given subject. They are automatically meaning-focused, since focus on form would entail a problem-solving aspect, which would, in turn, make them collaborative. Written activities are first divided into writer-centered and text-focused, and the two are then divided into their respective orientations formulated by Hyland (2003). The results are in a numerical form, but the take of the study does not reach statistical significance. Therefore, the results are discussed as if in a case study.

4 FINDINGS

4.1 Types of activity

Appendix 1 serves as an example of a *collaborative dialogue* activity with a *focus on form*. The main content of the activity is a section where students translate 4 sentences in pairs. The rubrics of the activity instruct students to "pay special attention to prepositions" when translating. Students work together orally to solve a shared problem, that is, to formulate a good translation. Therefore, the activity is pairwork where participants talk, share a common problem, build knowledge and pay attention to language forms. The activity does not specify whether it should be done in Finnish or English, however, so it is up to the teacher's interpretation which language is used. **Appendix 2** is an example of a *meaning-focused collaborative dialogue activity*. It shares the same attributes as Appendix 1 except its focus. In this meaning-focused activity, students create a story in the form of a dialogue. The activity instructs students to include a certain theme in their story. The focus is on the theme rather than in a certain language form. However, it shares the same problem with appendix 1 that the language to be spoken is not specified. **Appendix 3** is an example of a *non-collaborative oral activity*. The activity is more complex than a simple exchange of opinions. It has students explain particular words to each other, which requires creative use of language. However, there is no aspect of knowledge-building in the activity. Rather, students take turns in explaining the word, which means that only one person at a time is speaking. Here the language to be used is specified as English. This poses the question whether the unmarked case is presumed to be Finnish. This could often be the case with students and teachers, and the results of the study need to be viewed in this light.

As for written activities, **Appendix 4** is an example of a *writer-centered expressivist-oriented* activity. Firstly, it is writer-centered because it concentrates on the student's ability to create text rather than paying attention to producing correct form and structure. The aim is in creating a text with meaning that is based on the writer's own experience. In this case, students write about their most extreme experiences of weather conditions. Therefore, the activity is *expressivist*. **Appendix 5** serves as an example of a *text-focused function* and *genre-oriented* activity. The aim of this activity is to teach students about the building of an argumentative essay. The emphasis is on genre conventions such as tone, content, vocabulary and the structuring of the text. The activity pays attention to both genre conventions and the structural elements of the text. Therefore, it is a good

example of an activity where orientations are intermittent. Even though the activity emphasizes structure, it is not what Hyland (2003) calls a *structure-oriented* activity. The term *structure-oriented* may be misleading in that it emphasizes how to build up language structures correctly, whereas function-oriented activities stress the usage of structures. The aspect is different in the two orientations. In this activity, the emphasis is on the usage of language structures in a way that they help build a text that corresponds to genre conventions. **Appendix 6** is an example of a *text-focused content-oriented* written activity. The focus in this activity is on the content of the text. The activity provides three preformulated titles to write about that assume the students to include certain content in their text. The only requirement of the activity is in relation to the content, that is, what the student is writing *about*.

4.2 Frequency of the types of activity

Table 1 below shows an overview of the results of the analysis. In total, output-based activities amount to 30% of all the activities in the textbooks. In both of the textbook series, course 2 books had more output-based activities than course 7 textbooks. This is along the lines of the course specific guidelines set in the national curriculum. Both textbook series seem to prefer oral activities over written activities. In total, the analysis found 60 oral activities and 40 written activities in the data. Of oral activities, there were only nine collaborative dialogue activities in all of the four textbooks. The highest number of collaborative dialogue activities in a single textbook was three. Other oral activities were as many as 42. As for written activities, course 2 textbooks had an emphasis on writer-centered activities (17/25), whereas course 7 textbooks had a text-focused emphasis (10/15). This shift from early stage writer-centered to a later stage text-focused emphasis reflects the CEFR competence levels (see Appendix 7) that the national curriculum refers to as the aims of upper secondary school language education. The B1 level of the CEFR expects the learner to be able to write short texts about personal experience and subjects of personal interest, while the B2 level expects students to be able to write reports and critical essays. The national curriculum sets the goal for written and oral language competency for upper secondary school students to B2.1 in the CEFR chart, by the end of their final year. The course 2 emphasis reflects the CEFR chart competency level B1.

Table 2 shows how many of the collaborative dialogue activities were form or meaning-focused. The textbooks did not have many collaborative dialogue activities in the first place, and only two of the nine were form-focused. There seems to be no indication of the activities having been chosen course specifically. The activities are distributed evenly among all the courses, and the two form-focused activities appear in course 2 and 7 textbooks.

Table 1: The frequency of the different types of output-based activities

	Oral	Collaborative dialogue	Non-collaborative dialogue	other	Written	Text-focused	Writer-centered	other	Output-based total (%)	Activities in total
In Touch, course 2	18	3	16	0	14	4	10	0	31 (42)	73
Culture Café, course 2	19	2	17	0	11	5	7	0	26 (30)	87
In Touch, course 7	7	1	6	0	8	5	1	2	16 (24)	66
Culture Café, course 7	16	3	13	0	7	5	3	0	20 (24)	83
In total	**60**	**9**	**42**	**0**	**40**	**19**	**21**	**2**	**93 (30)**	**309**

Table 2: The distribution of focus on form and focus on meaning in collaborative dialogue activities

	Focus on form	Focus on meaning
In touch, course 2	1	2
Culture Café, course 2	0	2
In Touch, course 7	0	1
Culture Café, course 7	1	2

Table 3 shows the written activities in more detail. As noted, there is a higher frequency of writer-centered activities in course 2 textbooks (17) than there is in course 7 textbooks (4). What is notable, however, is that while writer-centered activities decline coming to course 7, the number of text-focused activities stays fairly similar throughout the courses. For example, *Culture Café Course 2* has seven text-focused activities in total, and *Culture Café Course 7* has six of them in total. It is not so much that the emphasis shifts from writer-centered to text-focused, but that the number of writer-centered activities drops so much that, coming to course 7, text-focused activities form the majority of the written activities (12/18). It is debatable, then, whether the writing activities in these two textbook series are sufficient for students to be able to reach the proficiency aims stated in the national curriculum for written competence. In total, of the text-focused activities, the greatest emphasis is on content oriented activities (13/23), and genre oriented activities come second (9/23). There was only one function-oriented activity in all of the textbooks, and no structure-oriented activities at all. There were no process-oriented activities at all, either, so expressivist activities were the only writer-centered activities. Also, there were two activities that fell into none of these categories.

Table 3: The frequency of the different types of writing activities

	Text-focused				Writer-centered		
	Structure	Function	Content	Genre	Expressivist	Process	Other
In touch, course 2	0	0	3	1	10	0	0
Culture Café, course 2	0	0	3	4	7	0	0
In Touch, course 7	0	1	3	2	1	0	2
Culture Café, course 7	0	0	4	2	3	0	0
In Total:	**0**	**1**	**13**	**9**	**21**	**0**	**2**

Both of the textbooks seem to have fairly similar emphases. They both prefer oral activities over written activities, and they have a similar emphasis on the respective activity types. The only exception is the course 7 textbook of the *In Touch*-series, since it has fewer oral (7) activities than

written activities (8). Nevertheless, it seems that there is a degree of uniformity in these textbook series. There are two main findings in the analysis. First, the small number of collaborative dialogue activities (9/60), and their predominant focus on meaning (7/9). Second, the decrease in the number of writer-centered activities from course 2 (17) to course 7 (4), and particularly the absence of function-oriented activities. These findings indicate a direction that seemingly both of the textbook writers have taken. Because of this direction, activities, like collaborative dialogue, that would clearly be contributive to SLL do not appear in the activity repertoire of these textbooks.

5 DISCUSSION

The first research question that the present study sought to answer was: What is the frequency of output-based activities in the textbooks under examination? All in all, the textbooks had a relatively high frequency of output-based activities: 30% of all activities were output-based, and if one includes in the calculation all the activities that included incidental output or had an incorporated aspect of output, the percentage is even higher. Thus, it is evident that the textbook writers acknowledge the impact of output for second language learning. In a rough estimate, it could be said that the frequency of output in the textbooks corresponds to the point that Izumi (2003:183-189) makes that input and output should complement each other in second language learning rather than appear separately. After all, without input, there can be no output.

Secondly, the study sought to answer the questions: What kinds of oral and written activities are there in the textbooks? and to what extent do the textbooks follow the guidelines set by the national curriculum in terms of output? The majority of the oral activities in all of the textbooks were meaning-focused discussion activities. Basically, this means that the aim of the activity is to have an informal discussion of a certain length of a certain topic. These kinds of activities are important, because the classroom may be the only place where a second language student has the opportunity to speak the language that is being learned. Moreover, they encourage the functions of output: noticing, hypothesis testing and automaticity. There were relatively few collaborative dialogue activities, however. These activities, because of their different demands, trigger different use of language than discussion activities (Robinson 2011:1-25). Task-based language learning is inherently meaning-focused, but collaborative language activities may be form-focused as well.

Swain (2000:99-102) presents a situation where two students engage in form-focused collaborative dialogue. In form-focused collaborative dialogue activities learners set out to solve a problem of a grammatical nature. While going through the activity, learners engage in knowledge building through verbalization. This verbalization, Swain (2000:104-112) argues, facilitates the learning of the shared language problem through thinking-aloud. It is arguable that since the activity is form-focused, it provides the learners with the push from meaning-level to syntactic-level language production.

The modified CEFR level B2.1 for oral language production, which the national curriculum sets as the aim for upper secondary school students, requires students to be able to "a rather good control of grammar with occasional mistakes in oral language production". The description itself is vague, but it is worth considering whether an almost solely meaning-focused oral curriculum will be enough to achieve this level. Clearly, the textbook series that were analysed do not exploit the full potential of collaborative dialogue activities. It is impossible to make generalizations based on the findings of the present study, but it raises questions and directs attention to observing certain gaps in other textbooks as well. Teachers that use the textbooks examined in this study, or any other textbook, may find it useful to complement the textbook material with external task-based language activities or form-focused collaborative dialogue activities.

There was an emphasis on writer-centered written activities in the course 2 textbooks. In the course 7 textbooks, there were roughly as many writer-centered activities as text-focused activities, the amount remaining static from course 2 to course 7. In other words, emphasis shifted away from a purely writer-focused, but the number of written activities decreased in total. Furthermore, one might assume that text-focused activities would have gained more emphasis towards course 7, because some development is expected of students' written skills in the time between the two courses. Text-focused activities teach how to utilize knowledge about content, structure, genre and function, in writing. This is knowledge that students need to use in their matriculation exam essay. Furthermore, the modified EFR level B2.1 in writing requires of the student to be able to produce demanding syntactic structures and to be able to use linguistic means to produce a clear, cohesive text. It is debatable whether the three or four text-focused activities per textbook are sufficient for students to meet these requirements, especially considering there is only one function-oriented activity in all of the textbooks. It should be noted, however, that textbooks may have other sections than units of activity that instruct learners on writing conventions. There may be separate

instruction pages or boxes dedicated for writing included in the books. However, teachers have to provide the material to utilize the instructions if the books do not have activities that are linked to them.

There are certain problems with the analysis of the present study. One of them is the notion of an output-based activity. As noted, many kinds of activities may involve incidental output production or have sections devoted to output. For the purposes of the present study, the restriction had to be made in order for the categorization to be possible. Limiting the scrutiny to only output-based activities does not provide a completely realistic picture of the scope of output in EFL textbooks. Therefore, it could prove useful to study activities more closely in addition to making rough categorizations. Also, there is more to the textbook series than the student textbooks that were analyzed in the present study. The series have teacher's guide books that include additional activities, and *Culture Café* has an additional students' grammar book called *Grammar Rules* that includes different kinds of activities. The reason *Grammar Rules* was not included in the study is that it is difficult or impossible to tell which activities are meant for which course. Even if there were a course specific division, teachers are free to utilize the book as they see fit. Therefore, including the book in the analysis could have decreased the validity of the study. Lastly, the aspect chosen for examining oral and written activities is not the only aspect one could take. The overview that the present study provides is an overview that fits the aims set for this particular study. Oral and written language could be approached through different theories, or the theories of the present study could be extended to study written and oral language in more detail.

Lastly, it is worth considering what we are teaching when we are teaching language. According to the sociocultural theory, language is a tool used for mediation. Collaborative dialogue is a form of activity that comes closest in taking this idea into practice. In other words, it is the closest that we get in the classroom to the primary function of language. Since collaborative dialogue activities are sparse in textbooks, it seems that we are teaching students about language rather than how to use it. More importantly, we are not using the product of our learning. Collaborative dialogue activities in textbooks are not the only way language can be used as a tool for mediation. Teachers may engage students in real world activities of language use inside or outside of the classroom or by using technology.

6 CONCLUSION

6.1 Summary

The present study set out to examine what the frequency and type of output-based activities in Finnish upper secondary school EFL textbooks is. It also looked at the national curriculum and CEFR to compare the results of the analysis to the guidelines the national curriculum sets for upper secondary school English teaching in reference to CEFR. The CEFR scale that the national curriculum refers to is a modified EFR for the purposes of Finnish upper secondary school language education.

The analysis of the present study was conducted using theory-guided content analysis. It found out that there are certain gaps in Finnish upper secondary school EFL textbooks. There were very few collaborative dialogue activities, and only two of them were form focused. Some types of written activities were also underrepresented. There was only one function-oriented activity, and no process-oriented activities at all. Moreover, the number of written activities was smaller than the number of oral activities, and there were fewer written activities in the later stage books than the early stage books. However, in total, the frequency of output-based activities was fairly high, considering the number of incidental output and the output that appears as a part of a non-output-based activity.

The findings of the study indicate certain gaps in the textbooks' activity repertoire, and thus directs teachers to think about means to fill them. The gaps may hinder students' ability to reach for the competency levels set by the national curriculum and the modified EFR, to an extent. The small frequency of collaborative dialogue activities suggests difficulties in producing oral language with the desired accuracy, and the lack of function-oriented written activities may result in students' inadequate knowledge of writing conventions.

6.2 Implications for further study

A point of interest for further study would be to analyze textbooks from the past few decades to see at which point output-based activities have begun to appear. The results could be examined in relation to contemporary SLL theories, and see which of them have influenced textbook makers. Swain's output hypothesis was born in the 1980s. The present study shows that at least the two textbooks that were examined have an ample number of output-based activities. However, it does not imply what the situation was from the 1970s to 1990s or the early 2000s. A study that would examine textbooks from a longer period of time could provide insight on how long it takes for a theory to gain ground in EFL/SLL.

In addition to that, the present study could be complemented by looking more closely into the analyzed activities. Simply the fact that a certain type of activity exists in the textbook, does not mean that the activity would automatically contribute to learning. The activity could be of bad quality. For example, a genre-oriented written activity might have bad instructions, or its subject or theme might be demotivating for the student. Oral activities could be studied similarly. Given the small number of written activities in the two textbooks that were analyzed in the present study, such a study would provide insight as to whether the existing activities cater for learner needs or not. Moreover, teachers most likely skip activities which they do not find useful. If certain activities are of bad quality, it could mean that teachers tend to skip them, which, in turn, means that students might end up having gaps in their knowledge. The study could be extended to examine the thematics in textbook chapters, and discuss how motivating they might be.

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APPENDIX

APPENDIX 1

7 CHECK YOUR PREPOSITIONS

/2

Travel expressions

Whether you're a homebird or a travel junkie, it's impossible to talk about the subject of travel without using a few prepositions. Read through the conversation below with your partner, paying attention to those expressions which take a preposition and those which don't.

ON THE MOVE

– What's your favourite way to travel?
– It doesn't really matter to me whether I travel **by rail**, **road**, **air**, or **sea**. Travelling is fun whatever way I go.
– Really? If I go just a few kilometres **by car**, **taxi** or **bus** I get carsick. I always have my head in a sick bag when I travel **by plane**, and I hate going anywhere **by underground** because it gives me claustrophobia. Oh, and if I read **on** the **bus** or **on** the **train** I start to feel dizzy and have to **get off**.
– Well, it seems to me that the only way you can travel is **by bike**.
– Yeah, but I hate it when those little flies get stuck between your teeth in summer, and in winter it's just too slippery. That's why I always go everywhere **on foot**.
– But that's a drag. Besides, it's so exciting **getting on the bus** in the mornings. You never know who you might meet.
– **On the bus**?
– Sure. I once sat next to a guy called Pellam who had **left** New York **for** London and then London **for** Helsinki. The stories he had to tell! Apparently, he **toured** the Far East for several months, and finally **arrived in** beautiful Bali late one night. When he **arrived at** his hotel, they couldn't find his booking and he had to spend the night on the beach under the stars.
– Huh! I guess he had **never been to** Finland in summer. People spend the night on the beach all the time. And we've got the midnight sun, too.
– Actually he said it was his third **visit to** Finland, and he had even hiked around Lapland in the mosquito season.
– Well, I hope he didn't **go home** without **visiting** Punkaharju. Bali can't compare with that.

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claustrophobia ahtaan paikan kammo
feel dizzy pyörryttää
That's a drag. Se on rasittavaa.
the Far East Kaukoitä
compare with vetää vertoja jllk; verrata

FROM 🇫🇮 **INTO** 🇬🇧

Translate into English, paying special attention to the prepositions.

1. Kun Dave lähti Miamista Lontooseen, lento oli myöhässä.
2. Heathrown lentokentällä hän kantoi matkatavaroitaan liukuportaissa ja lopuksi bussiin.
3. Hän olisi päässyt keskustaan paljon nopeammin taksilla, koska bussi pysähtyi jokaisella pysäkillä.
4. Hän saapui lopulta hotellille, mutta kun hän oli nousemassa bussista, yksi hänen matkalaukuistaan aukesi.

Now continue the story by adding a few sentences in English, using the following words:
vierailla/käydä jossakin, mennä kotiin, jalkaisin, lentokoneella

APPENDIX 2

2 **TALKING AND WRITING ABOUT THE TEXT**

Work in pairs. Write a dialogue between a Finn and a foreigner in which you use some of the words that you collected from the text. Then practise the dialogue and act it out.

A Finn and a foreigner who has never had a sauna before are going to have one at the Finn's summer house. The Finn tries to explain what saunas are all about. The foreigner feels uneasy about the situation and asks a lot of questions about the temperature, place to sit, length of the evening, purpose of the sauna, whether clothes are worn, etc.

79
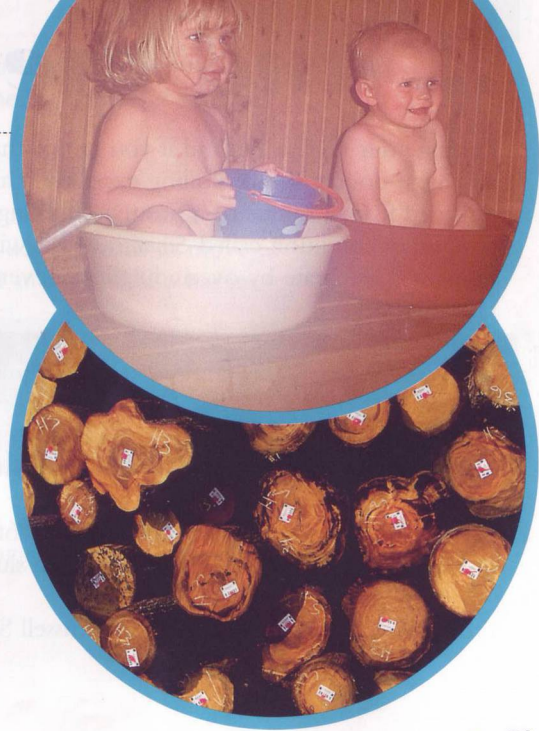
APPENDIX 3

19 WORKING WITH WORDS

Guess what

The extract ends with a description of the garden and its plants. How familiar are you with the names of trees and other words related to nature in English?

Choose one of the natural phenomena from the list at the back of the book (plant, animal or landscape term). Describe it to your partner, who should guess what it is.

Example:

It's an animal. I often see them in my back garden. It's got long ears and is the same size as a small dog. It might damage young trees in winter…

■ 23

APPENDIX 4

14 FREEHAND   *13*

Write a paragraph about
- the hottest/coldest/wettest/driest place you've been to
  or
- exceptional weather you have experienced (eg a cold winter, a hot summer, a thunderstorm, stormy weather, a blizzard).

■ 19

APPENDIX 5

Unit 3 *A drop in the ocean*

20 **ARGUMENTATIVE ESSAYS** Write✓

An argumentative essay is formal in style. Therefore, you should avoid strong feelings and personal opinions, and write in a structured and analytical way. Each paragraph should start with a topic sentence which summarizes that paragraph. Use linking words (*although, on the other hand, yet*) and sequencing words (*first, secondly, all in all*) to make your writing flow. Try to offer some facts, figures or other information to support your points and, if possible, present your subjects from a fresh perspective.

Before planning your essay, read through the model below.

Airports – a blessing or a curse?

At the world's busiest airports, planes take off and land approximately every thirty seconds. While this is good news for travellers, it is bad news for the environment and for residents who live near noisy flight paths.   ◄---- state topic/opinion /the problem

In our ever-shrinking world, passenger numbers are doubling every decade, so airports must expand to meet this demand and prevent delays. In addition, airports have to be within easy reach of towns and cities. In the future, travellers may have to accept that airports will be built further away from urban areas. Although this will lengthen journey times, it will decrease congestion and pollution.   ◄---- arguments **for:** argument 1 and reason/ suggestion 1 and reason

The noise pollution from planes can disturb conversations during the daytime and restful sleep at night. Planes also contribute to smog and carbon dioxide emissions not only during flights but also while they are at the airport. One way to control this is to replace older planes with quieter, more environmentally-friendly ones. However, the cost of this will be reflected in higher ticket prices.   ◄---- arguments **against:** argument 2 and reason/ suggestion 2 and reason

All in all, planes remain the fastest way to get from A to B. On the other hand, we may have to pay more for this convenience if we want to preserve our peace and quiet as well as the quality of the air we breathe.   ◄---- your summarized and balanced opinion

Write a short composition of between 150 and 200 words on one of the following topics.

Should city centres be closed to traffic?
Does tourism cause more harm than good?
Why is Finland building nuclear power stations when the rest of Europe is closing them down?

APPENDIX 6

12 Freehand

Write a paragraph supporting or against
one of the following statements.
Use at least five of the words in Exercise 10.

There's no future for farming in Finland.

Finnish food is good value for money.

Farmland should be used for crop production,
not meat production.

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APPENDIX 7

Taitotaso B1	Selviytyminen arkielämässä			
	Kuullun ymmärtäminen	Puhuminen	Luetun ymmärtäminen	Kirjoittaminen
B1.1 Toimiva peruskielitaito	*Ymmärtää pääajatukset ja keskeisiä yksityiskohtia puheesta, joka käsittelee koulussa, työssä tai vapaa-aikana säännöllisesti toistuvia teemoja mukaan lukien lyhyt kerronta. Tavoittaa radiouutisten, elokuvien, tv-ohjelmien ja selkeiden puhelinviestien pääkohdat. * Pystyy seuraamaan yhteiseen kokemukseen tai yleistietoon perustuvaa puhetta. Ymmärtää tavallista sanastoa ja rajallisen joukon idiomeja. * Pitemmän viestin ymmärtäminen edellyttää normaalia hitaampaa ja selkeämpää yleiskielistä puhetta. Toistoa tarvitaan silloin tällöin.	*Osaa kertoa tutuista asioista myös joitakin yksityiskohtia. Selviytyy kielialueella tavallisimmista arkitilanteista ja epävirallisista keskusteluista. Osaa viestiä itselleen tärkeistä asioista myös hieman vaativammissa tilanteissa. Pitkäkestoinen esitys tai käsitteelliset aiheet tuottavat ilmeisiä vaikeuksia. *Pitää yllä ymmärrettävää puhetta, vaikka pitemmissä puhejaksoissa esiintyy taukoja ja epäröintiä. *Ääntäminen on selvästi ymmärrettävää, vaikka vieras korostus on joskus ilmeistä ja ääntämisvirheitä esiintyy jonkin verran. *Osaa käyttää melko laajaa jokapäiväistä sanastoa ja joitakin yleisiä fraaseja ja idiomeja. Käyttää useita erilaisia rakenteita. * Laajemmassa vapaassa puheessa kielioppivirheet ovat tavallisia (esim. artikkeleita ja päätteitä puuttuu), mutta ne haittaavat harvoin ymmärrettävyyttä.	*Pystyy lukemaan monenlaisia, muutaman sivun pituisia tekstejä (taulukot, kalenterit, kurssiohjelmat, keittokirjat) tutuista aiheista ja seuraamaan tekstin pääajatuksia, avainsanoja ja tärkeitä yksityiskohtia myös valmistautumatta. * Pystyy seuraamaan tuttua aihetta käsittelevän parisivuisen tekstin pääajatuksia, avainsanoja ja tärkeitä yksityiskohtia. * Arkikokemuksesta poikkeavien aiheiden ja tekstin yksityiskohtien ymmärtäminen voi olla puutteellista.	* Pystyy kirjoittamaan ymmärrettävän, jonkin verran yksityiskohtaistakin arkitietoa välittävän tekstin tutuista, itseään kiinnostavista todellisista tai kuvitelluista aiheista. *Osaa kirjoittaa selväpiirteisen sidosteisen tekstin liittämällä erilliset ilmaukset peräkkäin jaksoiksi (kirjeet, kuvaukset, tarinat, puhelinviestit). Pystyy välittämään tehokkaasti tuttua tietoa tavallisimmissa kirjallisen viestinnän muodoissa. *Osaa useimpien tutuissa tilanteissa tarvittavien tekstien laadintaan riittävän sanaston ja rakenteet, vaikka teksteissä esiintyy interferenssiä ja ilmeisiä kiertoilmaisuja. * Rutiininomainen kieliaines ja perusrakenteet ovat jo suhteellisen virheettömiä, mutta jotkut vaativammat rakenteet ja sanaliitot tuottavat ongelmia.

Taitotaso B1	Selviytyminen arkielämässä			
		Kuullun ymmärtäminen	Puhuminen	Luetun ymmärtäminen	Kirjoittaminen
B1.2	Sujuva peruskieli-taito	* Ymmärtää selväpiirteistä asiatietoa, joka liittyy tuttuihin ja melko yleisiin aiheisiin jonkin verran vaativissa yhteyksissä (epäsuora tiedustelu, työkeskustelut, ennakoitavissa olevat puhelinviestit). * Ymmärtää pääkohdat ja tärkeimmät yksityiskohdat ympärillään käytävästä laajemmasta muodollisesta ja epämuodollisesta keskustelusta. * Ymmärtäminen edellyttää yleiskieltä tai melko tuttua aksenttia sekä satunnaisia toistoja ja uudelleenmuotoiluja. Nopea syntyperäisten välinen keskustelu ja vieraiden aiheiden tuntemattomat yksityiskohdat tuottavat vaikeuksia.	*Osaa kertoa tavallisista, konkreeteista aiheista kuvaillen, eritellen ja vertaillen ja selostaa myös muita aiheita, kuten elokuvia, kirjoja tai musiikkia. Osaa viestiä varmasti useimmissa tavallisissa tilanteissa. Kielellinen ilmaisu ei ehkä ole kovin tarkkaa. *Osaa ilmaista itseään suhteellisen vaivattomasti. Vaikka taukoja ja katkoksia esiintyy, puhe jatkuu ja viesti välittyy. *Ääntäminen on hyvin ymmärrettävää, vaikka intonaatio ja painotus eivät ole aivan kohdekielen mukaisia. *Osaa käyttää kohtalaisen laajaa sanastoa ja tavallisia idiomeja. Käyttää myös monenlaisia rakenteita ja mutkikkaitakin lauseita. * Kielioppivirheitä esiintyy jonkin verran, mutta ne haittaavat harvoin laajempaakaan viestintää.	* Pystyy lukemaan muutaman kappaleen pituisia tekstejä monenlaisista aiheista (lehtiartikkelit, esitteet, käyttöohjeet, yksinkertainen kaunokirjallisuus) ja selviää myös jonkin verran päättelyä vaativista teksteistä käytämmönläheisissä ja itselleen tärkeissä tilanteissa. * Pystyy etsimään ja yhdistelemään tietoja useammasta muutaman sivun pituisesta tekstistä suorittaakseen jonkin tehtävän. * Pitkien tekstien jotkin yksityiskohdat ja sävyt saattavat jäädä epäselviksi.	*Osaa kirjoittaa henkilökohtaisia ja julkisempiakin viestejä, kertoa niissä uutisia ja ilmaista ajatuksiaan tutuista abstrakteista ja kulttuuriaiheista, kuten musiikista tai elokuvista. * Osaa kirjoittaa muutaman kappaleen pituisen jäsentyneen tekstin (muistiinpanoja, lyhyitä yhteenvetoja ja selostuksia selväpiirteisen keskustelun tai esityksen pohjalta). Osaa esittää jonkin verran tukitietoa pääajatuksille ja ottaa lukijan huomioon. * Hallitsee melko monenlaiseen kirjoittamiseen tarvittavaa sanastoa ja lauserakenteita. Osaa ilmaista rinnasteisuutta ja alisteisuutta. *Pystyy kirjoittamaan ymmärrettävää ja kohtuullisen virheetöntä kieltä, vaikka virheitä esiintyy vaativissa rakenteissa, tekstin jäsentelyssä ja tyylissä ja vaikka äidinkielen tai jonkin muun kielen vaikutus on ilmeinen.

Taitotaso B2	Selviytyminen säännöllisessä kanssakäymisessä syntyperäisten kanssa			
	Kuullun ymmärtäminen	Puhuminen	Luetun ymmärtäminen	Kirjoittaminen
B2.1 Itsenäisen kielitaidon perustaso	* Ymmärtää asiallisesti ja kielellisesti kompleksisen puheen pääajatukset, kun se käsittelee konkreetteja tai abstrakteja aiheita. Pystyy seuraamaan yleisesti kiinnostavaa yksityiskohtaista kerrontaa (uutiset, haastattelut, elokuvat, luennot). * Ymmärtää puheen pääkohdat, puhujan tarkoituksen, asenteita, muodollisuusastetta ja tyyliä. Pystyy seuraamaan laajaa puhetta ja monimutkaista argumentointia, jos puheen kulku on selvästi merkitty erilaisin jäsentimin (sidesanat, rytmitys). Pystyy tiivistämään tai ilmaisemaan kuulemastaan avainkohdat ja tärkeät yksityiskohdat. * Ymmärtää suuren osan ympärillään käytävästä keskustelusta, mutta voi kokea vaikeaksi ymmärtää useamman syntyperäisen välistä keskustelua, jos nämä eivät mitenkään helpota sanottavaansa.	*Osaa esittää selkeitä, täsmällisiä kuvauksia monista kokemuspiiriinsä liittyvistä asioista, kertoa tuntemuksista sekä tuoda esiin tapahtumien ja kokemusten henkilökohtaisen merkityksen. Pystyy osallistumaan aktiivisesti useimpiin käytännöllisiin ja sosiaalisiin tilanteisiin sekä melko muodollisiin keskusteluihin. Pystyy säännölliseen vuorovaikutukseen syntyperäisten kanssa vaikuttamatta tahattomasti huvittavalta tai ärsyttävältä. Kielellinen ilmaisu ei aina ole täysin tyylikästä. *Pystyy tuottamaan puhejaksoja melko tasaiseen tahtiin, ja puheessa on vain harvoin pitempiä taukoja. * Ääntäminen ja intonaatio ovat selkeitä ja luontevia. *Osaa käyttää monipuolisesti kielen rakenteita ja laajahkoa sanastoa mukaan lukien idiomaattinen ja käsitteellinen sanasto. Osoittaa kasvavaa taitoa reagoida sopivasti tilanteen asettamiin muotovaatimuksiin. * Kieliopin hallinta on melko hyvää, eivätkä satunnaiset virheet yleensä haittaa ymmärrettävyyttä.	*Pystyy lukemaan itsenäisesti muutaman sivun pituisia tekstejä (lehtiartikkeleita, novelleja, viihde- ja tietokirjallisuutta, raportteja ja yksityiskohtaisia ohjeita) oman alan tai yleisistä aiheista. Tekstit voivat käsitellä abstrakteja, käsitteellisiä tai ammatillisia aiheita, ja niissä on tosiasioita, asenteita ja mielipiteitä. *Pystyy tunnistamaan kirjoittajan ja tekstin tarkoituksen, paikantamaan useita eri yksityiskohtia pitkästä tekstistä. Pystyy nopeasti tunnistamaan tekstin sisällön ja uusien tietojen käyttöarvon päättääkseen, kannattaako tekstiin tutustua tarkemmin. * Vaikeuksia tuottavat vain pitkien tekstien idiomit ja kulttuuriviittaukset.	* Osaa kirjoittaa selkeitä ja yksityiskohtaisia tekstejä monista itseään kiinnostavista aihepiireistä, tutuista abstrakteista aiheista, rutiiniluonteisia asiaviestejä sekä muodollisempia sosiaalisia viestejä (arvostelut, liikekirjeet, ohjeet, hakemukset, yhteenvedot). *Osaa kirjoittaessaan ilmaista tietoja ja näkemyksiä tehokkaasti ja kommentoida muiden näkemyksiä. Osaa yhdistellä tai tiivistää eri lähteistä poimittuja tietoja omaan tekstiin. * Osaa laajan sanaston ja vaativia lauserakenteita sekä kielelliset keinot selkeän, sidosteisen tekstin laatimiseksi. Sävyn ja tyylin joustavuus on rajallinen, ja pitkässä esityksessä voi ilmetä hyppäyksiä asiasta toiseen. * Hallitsee melko hyvin oikeinkirjoituksen, kieliopin ja välimerkkien käytön, eivätkä virheet johda väärinkäsityksiin. Tuotoksessa saattaa näkyä äidinkielen vaikutus. Vaativat rakenteet sekä ilmaisun ja tyylin joustavuus tuottavat ongelmia.

Taitotaso B2	Selviytyminen säännöllisessä kanssakäymisessä syntyperäisten kanssa			
		Kuullun ymmärtäminen	Puhuminen	Luetun ymmärtäminen	Kirjoittaminen

| B2.2 | Toimiva itsenäinen kielitaito | * Ymmärtää elävää tai tallennettua, selkeästi jäsentynyttä yleiskielistä puhetta kaikissa sosiaalisen elämän, koulutuksen ja työelämän tilanteissa (myös muodollinen keskustelu ja syntyperäisten välinen vilkas keskustelu).
* Pystyy yhdistämään vaativia tehtäviä varten kompleksista ja yksityiskohtaista tietoa kuulemistaan laajoista keskusteluista tai esityksistä. Osaa päätellä ääneen lausumattomia asenteita ja sosiokulttuurisia viitteitä sekä arvioida kriittisesti kuulemaansa.
* Ymmärtää vieraita puhujia ja kielimuotoja. Huomattava taustamelu, kielellinen huumori ja harvinaisemmat idiomit ja kulttuuriviittaukset saattavat yhä tuottaa vaikeuksia. | *Osaa pitää valmistellun esityksen monenlaisista yleisistäkin aiheista. Pystyy tehokkaaseen sosiaaliseen vuorovaikutukseen syntyperäisten kanssa. Osaa keskustella ja neuvotella monista asioista, esittää ja kommentoida vaativia ajatuskulkuja ja kytkeä sanottavansa toisten puheenvuoroihin. Osaa ilmaista itseään varmasti, selkeästi ja kohteliaasti tilanteen vaatimalla tavalla. Esitys voi olla kaavamaista, ja puhuja turvautuu toisinaan kiertoilmauksiin.
*Osaa viestiä spontaanisti, usein hyvinkin sujuvasti ja vaivattomasti satunnaisista epäröinneistä huolimatta.
*Ääntäminen ja intonaatio ovat hyvin selkeitä ja luontevia.
* Hallitsee laajasti kielelliset keinot ilmaista konkreetteja ja käsitteellisiä, tuttuja ja tuntemattomia aiheita varmasti, selkeästi ja tilanteen vaatimaa muodollisuusastetta noudattaen. Kielelliset syyt rajoittavat ilmaisua erittäin harvoin.
* Kieliopin hallinta on hyvää. Usein puhuja korjaa virheensä itse, eivätkä virheet haittaa ymmärrettävyyttä. | *Pystyy lukemaan itsenäisesti usean sivun pituisia, eri tarkoituksiin laadittuja kompleksisia tekstejä (päivälehtiä, novelleja, kaunokirjallisuutta). Jotkin näistä voivat olla vain osittain tuttuja tai tuntemattomia, mutta henkilön itsensä kannalta merkityksellisiä.
* Pystyy tunnistamaan kirjoittajan asennoitumisen ja tekstin tarkoituksen. Pystyy paikantamaan ja yhdistämään useita käsitteellisiä tietoja monimutkaisista teksteistä. Ymmärtää riittävästi tiivistääkseen pääkohdat tai ilmaistakseen ne toisin sanoin.
* Vaikeuksia tuottavat vain pitkien tekstien harvinaisemmat idiomit ja kulttuuriviittaukset. | *Osaa kirjoittaa selkeitä, yksityiskohtaisia, muodollisia ja epämuodollisia tekstejä monimutkaisista todellisista tai kuvitelluista tapahtumista ja kokemuksista enimmäkseen tutuille ja toisinaan tuntemattomille lukijoille. Osaa kirjoittaa esseen, muodollisen tai epämuodollisen selostuksen, muistiinpanoja jatkotehtäviä varten ja yhteenvetoja.
*Osaa kirjoittaa selkeän ja jäsentyneen tekstin, ilmaista kantaansa, kehitellä argumentteja systemaattisesti, analysoida, pohtia ja tiivistää tietoa ja ajatuksia.
* Kielellinen ilmaisuvarasto ei rajoita havaittavasti kirjoittamista.
* Hallitsee hyvin kieliopin, sanaston ja tekstin jäsennyksen. Virheitä voi esiintyä harvinaisissa rakenteissa ja idiomaattisissa ilmauksissa sekä tyyliseikoissa. |