

Utilizing our language repertoires:

A resource package for lower secondary school English lessons for classrooms with migrant students

Master's Thesis

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| Tiivistelmä – Abstract <p>Maahanmuutto ja globalisaatio ovat tuoneet Suomeen viime vuosien aikana ennätysmäärän ulkomaalaisia. Tämä näkyy myös kouluissa ja mediassa, joissa maahanmuuton ongelmat ovat yleinen puheenaihe. Vähemmän puhutaan siitä, kuinka maahanmuuttajien, ja muidenkin oppilaiden, taustoja voidaan käyttää hyödyksi sen sijaan että niitä pidetään vain ongelmana. Uusi opetussuunnitelma ottaa jo paremmin huomioon maahanmuuttajaoppilaat kuin edeltäjänsä ja kannustaa opettajia hyödyntämään oppilaiden mukanaan tuomaa kielellistä ja kulttuurista rikkautta oppitunneilla. Tähän ei kuitenkaan ole juurikaan annettu apuja, sillä esimerkiksi oppikirjakustantamot ovat heränneet aiheeseen myöhään, ja opettajilla taas ei ole aikaa eikä resursseja laatia tehtäviä jotka huomioivat kaikkien oppilaiden eri kielitaidot ja taustat.</p> <p>Tämä materiaalipaketti pyrkiiikin aktivoimaan yläkoulun oppilaiden kielellisiä ja kulttuurisia resursseja niin, että oppilaat hyötyisivät jo olemassa olevista tiedoistaan ja taidoistaan, eikä niitä vain sysättäisi sivuun. Tästä on hyötyä kaikille oppilaille, ei vain maahanmuuttajille. Materiaalipaketti johdattelee oppilaat käyttämään tietotaitojaan kommunikatiivisten tehtävien kautta, sillä kommunikaatio on tärkeä osa kielenopetusta, uutta opetussuunnitelmaa sekä <i>Eurooppalaista viitekehystä</i>. Samalla kun oppilaat kommunikoiivat englanniksi, he vahvistavat omaa kielellistä ja kulttuurista osaamistaan, mistä on hyötyä koulun ulkopuolellakin.</p> <p>Materiaalipaketti sisältää 22 tehtävää, joita voi käyttää joko kokonaisen kurssin materiaalina tai yksittäisinä tehtävinä. Jokaiseen tehtävään kuuluu kahdet eri ohjeet. Ensimmäinen ohje on yleinen ohje, jonka mukaan tehtävä tehdään, mikäli mahdollista. Tämä ei kuitenkaan ole välttämätöntä, sillä toinen ohje on helpotettu, valmiiksi eriytetty versio ensimmäisestä. Eriyttäminen on tehty joko antamalla yksinkertaisemmat ohjeet tai muokkaamalla koko tehtävää helpommaksi. Ohjeiden jälkeen oppilaille on vielä lisäkysymyksiä, jotka ohjaavat heitä edelleen miettimään maailman kieli- ja kulttuurieroja. Tehtävien teemat ovat tapahtumia joita nuoret saattavat kohdata, ja tehtäviin vaaditaan usein vain internetyhteys ja muistiinpanovälineet. Oppilaita aktivoidaan mahdollisimman paljon, esimerkiksi ohjeistamalla heitä etsimään itse internetistä tietoa sen sijaan että tehtävissä olisi aina valmis materiaali jonka pohjalta toimia.</p> | |
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1 INTRODUCTION

The aim of this master's thesis is to offer a communicative material package, a resource package, for lower secondary school English teachers in Finland. The package is made for classrooms with multilingual students, which includes basically every classroom there is, as Finnish students usually have already studied at least three different languages, including their mother tongue, when they get to lower secondary school. In addition to this, due to the immigration flood of 2015, Finnish classrooms have an increasing amount of immigrant students who may not always know fluent enough Finnish to base their learning on it. The package is ideal for multilingual classrooms as it aims to consider the students' own language repertoires when learning English, meaning that, for example, immigrant students, and everyone else, could use their mother tongue and other languages they know as a resource in learning. The package does, however, encourage the students to use English, and the learning occurs via English, although the students are encouraged to utilize their other linguistic knowledge as well. Having the students' different languages and cultures present in classrooms is a remarkable resource, and it would be a shame not to utilize them. Thus, the resource package tries to consider the students' already existing language skills, their language repertoires, when learning about various course topics via communicative tasks.

The focus of the thesis is multilingualism, as that is the context that more and more classrooms have in Finland at the moment. With multilingualism, language repertoires come into play in order to concentrate on the students' skills. Language repertoires refer to all the linguistic knowledge and skills the students' have about different languages. The more language aware the students are and the more they are able to utilize their language repertoires, be they at any level, the easier it is for the students to decipher a new language, which for example Dufva and Salo (2017) remark in their study. Especially the immigrant students, who might not even speak fluent enough Finnish to navigate their schoolwork, are able to benefit from using their language repertoires, although this applies to all students, not just non-native Finnish speakers.

The material package focuses also on communication, which is an important part of the Finnish language education and the new *National Core Curriculum for Basic Education 2014* (2016). The new National Core Curriculum, henceforth the NCC, was published in Finnish in 2014, whereas the English version was published only in 2016, when the NCC was implemented in schools. Communication, and successful communication at that, is seen nowadays, also in the NCC, as one of the main goals in language teaching, and that is why it was chosen as the

framework. It also relates to multilingualism, as for example the NCC (2016: 22) says that “Education supports the pupils’ development as versatile and skilful users of language, both in their mother tongue and in other languages. They are encouraged to use even limited language skills to interact and express themselves.” Thus, communication was a natural choice to base the tasks on.

The package itself is a resource package from where teachers can take tasks as they wish, for example to use them as warm-up tasks or projects during the course, or as anything in between. A resource package was thought to be a better choice as a material package that plans a whole course around a topic, as there are already a few English course books that somewhat focus on the same issues as the package, and the teachers probably use the books to plan their course schedules. The tasks concentrate on teenagers’ lives and situations that might happen to them, and they are already differentiated for students who might not speak fluent enough English for a lower secondary school English course. There are also discussion topics guiding the students to reflect on different linguistic and cultural phenomena, encouraging them to become more linguistically and culturally aware.

I begin the thesis by discussing multilingualism, as that is the reality of many Finnish schools at the moment. I explain what it means as well as how it manifests in Finland and in Finnish schools. Chapter three focuses on communication, which is the framework for the material package. Again, I give a definition for the term and then go on to explain how it relates to Finnish language learning and teaching. Mostly, this refers to the new NCC (2016) and the CEFR (2001), although I also discuss for example Communicative Language Teaching (CLT). Chapter four discusses language awareness, cultural awareness and linguistic repertoires. These are the aspects the package tries to strengthen, as they are useful for all students learning languages, in and outside of school. Chapter five explains the framework and the context for the material package and chapter six its strengths and weaknesses. The material package can be found as the appendix.

2 MULTILINGUALISM

This chapter focuses on defining what multilingualism is and what it includes, who is a multilingual person, how multilingualism affects Finland and how it relates to Finnish education.

2.1 Different definitions for multilingualism

Multilingualism has become an everyday phenomenon in many people's lives in the past decades. Cenoz and Gorter (2015:1) attribute it to for example "globalization, transnational mobility of the population and the spread of ICT [Information and Communications Technology]". In addition to these, there are also, for instance, official efforts to get people to learn more languages, such as European Union's "mother tongue + two", an attempt to get all EU citizens to learn at least two additional languages besides their mother tongue. Immigration is also one of the main reasons for multilingualism, as Europe noticed suddenly and in big numbers with the immigration crisis a few years ago. Along with multilingualism, the use of English has spread too. As people move away from areas where their mother tongue is spoken and move to another area, there are often problems with understanding. English is probably the most sought out solution to this – English as a Lingua Franca (ELF) is a widely known term that continues to spread. There are already more non-native than native speakers of English (Ranta 2010: 157), and it is the most widely used language on the Internet, even if it has lost some of its position as other languages, such as Chinese, Spanish and Arabic, gain ground. This shows that although English is seen as the lingua franca, other languages and multilingualism as a wider concept take hold too and continue to grow (Cenoz and Gorter 2015: 1, Internet World Stats 2016).

Although multilingualism seems to have become a widely discussed topic only in recent years, it has quite a long history. Early on, the definitions for it were quite strict, and it was often viewed as a part of, or together with, bilingualism. This has, however, started to change, as multilingualism gains more and more hold as an independent study field (c.f. Aronin and Singleton 2012:6, Herdina and Jessner 2000:84). Still, multilingualism continues to be a term that is difficult to define and which is often associated with bilingualism, the terms even sometimes used interchangeably, as for example Baker and Wright (2017) do. This paper, also,

deems bi- and multilinguals as one, as it makes no difference to the present thesis whether students speak two or three languages, as long they speak more than one language. Thus, henceforth, the thesis keeps referring to multilingualism instead of always mentioning both bi- and multilingualism, unless it is otherwise needed, making no difference between them. Still, as the area of study continues to grow, so do the definitions and stands associated with it. In order to better understand the phenomenon, I begin by giving a few older definitions for multilingualism and then continue with newer ones before determining my own definition.

Definitions for multilingualism have varied according to the viewpoint taken to the phenomenon. One possible criterion or angle is the level of proficiency. Bloomfield (1933:56) for example considers a bilingual someone who has “native-like control of two languages.”, which is quite a strict definition, as “native-like control” of any language other than one’s mother tongue is not easy for many. Another angle is the use of the second language. *Webster’s third new international dictionary of the English language* in 1961 defines bilingualism as “having or using two languages especially as spoken with the fluency characteristic of a native speaker”, which refers both to the actual use of the language, as well as to the proficiency of it. Again, a native speaker is the object of reference, although this time the use of the language is also mentioned. There are also less strict definitions that came later on: Titone (1972:11, as quoted by Aronin and Singleton 2012:3), for instance, defines bilingualism as “the individual’s capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue”. This definition is already more open to discussion about what proficiency is, although its importance still prevails, and all of these definitions talk about bilingualism, instead of bi- and multilingualism.

The newer the definitions, the less they seem to concentrate on fluency and proficiency. Valdés (2003), for example, offers yet another definition for multilingualism that does concentrate on proficiency, but not on perfect fluency. According to her (Valdés 2003), bilinguals can be seen on a continuum. In the ends of the continuum there are two languages, language A and language B, separately. The continuum moves from A to B so that bilinguals can be for example Ab, i.e., closer to language A and knowing it better, and farther away from language B, not knowing it as well. Valdés (2003) explains this with minimal and maximal bilingualism, where one can be on either end of a continuum of knowing (two) languages very well or almost not at all, and where most people then land somewhere in-between. Therefore, bilinguals do not have to be equally fluent in both or all of their languages, although they can be, as they are moving up and down on a continuum. A newer definition from Grosjean (2010: 4) concentrates on the language

use wholly. He defines bilinguals as people who “use two or more languages (or dialects) in their everyday lives.”

Language proficiency and language use are an important part of discussions about languages and their users. According to Grosjean’s (2010: 4) earlier definition, bilinguals (and also multilinguals) are characterised more based on their use of languages rather than their proficiency in those languages. Baker and Wright (2017: 2-18) also discuss this division broadly. As we already saw with the older definitions for multilingualism, the emphasis was put on fluency early on, whereas both Baker and Wright (2017) and Grosjean (2010) point out that not all multilinguals use their languages even if they are fluent in them. In addition, there are people who are not fluent in their languages but who still use them every day, sometimes even mixing them together in order to be better understood. Why would not all these people be multilingual? These two aspects of multilingualism are often officially referred to as language proficiency and language use (c.f. Baker and Wright 2017: 2-18). Language proficiency and language use can also be viewed as linguistic versus social language, or as competence versus communication, which have a more social approach to the issue, instead of only a language related one (see e.g. Baker and Wright 2017: 2-18, Heller 2007:1, Blackledge and Creese 2010:25). Language proficiency and another term language ability are also often used in the same contexts, referring to slightly different phenomenon: language proficiency referring more to traditional language skills, and ability referring to metalanguage, knowing about a language. In this thesis, however, the terms are used interchangeably.

Language ability has traditionally had four different dimensions: the receptive skills of listening and reading, and the productive skills of speaking and writing (Baker and Wright 2017: 3). The level of these skills varies, and someone can, for example, have fluent receptive skills whereas they are only able to barely function with their productive skills in different languages. This makes them *passive* multilinguals (Baker and Wright 2017:3). Language abilities also have different subcategories within them, so-called *skills within skills* (Baker and Wright 2017:7). For instance, pronunciation is a subcategory of speaking, and correct grammar relates to both speaking and writing. Other subcategories could include for example vocabulary and text literacy, which can also be seen as categories on their own, as nowadays language ability is often considered a broader subject (c.f. Douglas 2008: 28, Baker and Wright 2017: 4-17). All these categories are often some of the subjects that are used to determine someone’s language skills, how good they are at a language, and schools and teachers tend to utilize them for language assessment when giving grades. Hummel (2014: 226-227) mentions almost thirty

different types of bilinguals (and multilinguals), categorising them according to their “types and degrees of bilingualism” (Hummel 2014: 226). These categories include, for example, balanced, dominant, functional, natural and productive bilinguals. Language ability varies during people’s lifetimes and they can improve or worsen, depending on for example the person’s language use.

Language use refers to the different contexts in which people use, and learn, languages (Baker and Wright 2017:3). These contexts, or domains, as Baker and Wright (2017:3) identify them, can be for example home, school and chatting with friends, and they all vary from each other. For instance, the language a person uses when texting with a friend is different from the language they use when talking with their teacher or boss. Hummel (2014: 35-58) also separates between naturalistic and instructed learning contexts, speaking about immigration and studying abroad as naturalistic contexts, and about, for example, traditional classroom instruction and bilingual education as instructed learning contexts. The reasons and the contexts for the uses are different, so the uses differ as well. Before, when studying languages and language learners, language use did not seem to gather as much emphasis as language ability. Now, a change can be seen, as well as in the definitions for multilingualism, in for example the new Finnish National Core Curriculum, the NCC (2016), where successful communication, i.e. language use, has gained more ground than it used to. As with language ability, the level of language use varies. By Grosjean’s (2010) definition, for example, a multilingual can either function wholly with one language and use the other language(s) only, for instance, to shop groceries, or the languages can have a somewhat balanced use.

This thesis adopts Valdés’ (2003) view on multilingualism, modifying it some in order to better suit the thesis. Valdés does not really concentrate on whether multilinguals use the language, whereas for example Grosjean (2010) emphasises only the use. Thus, in the interest of this thesis, I take Valdés’ definition and add to it some. I think that one does not have to be fluent in two or more languages to be multilingual, nor does one have to use all their languages every day. One can, absolutely, be fluent in all their languages and use them regularly, but that is not necessary. It is enough that one knows enough of two or more languages to get by in some everyday situations, and the level of this knowledge varies in people’s lives. This means that, for the purpose of this thesis, a multilingual person does not have to use their languages regularly. However, as a result of this paper, the students are actually encouraged to use all their languages during English lessons, but even if they do not, if they just *know* other languages, that still makes them multilingual according to this thesis. In more theoretical words,

multilingualism is being able to, at least in some situations, to communicate in a language other than one's mother tongue and having several of those languages. The proficiency and usage of these languages may vary depending on time and context.

This study also utilizes the holistic view of multilingualism which, according to Baker and Wright (2017: 9), "argues that the bilingual is not the sum of two complete or incomplete monolinguals, but that he or she has a unique linguistic profile". This means that a person is not only regarded as a person with two (or more) separate languages, but that an individual is a whole being that comprises of all of their languages, be they fluent in them or not. All of their language repertoires are taken into account at all times, not considered separately. Baker and Wright (2017: 12) add that "Levels of proficiency in a language may depend on which contexts [...] and how often that language is used." In addition to the holistic view, Levine (2015: 104-105) talks about multilinguals' linguistic identity, which should also be considered when teaching and learning a new language, and which also considers the "whole being". The holistic view is often contrasted to a monolingual view, where a bilingual is considered to have two totally different languages which do not really interact with each other (Grosjean 1985, cited in Cenoz and Gorter 2015: 5).

When talking about multilingualism, one must also mention multiculturalism. As one learns another language, one also often learns about the culture(s) associated with the language they are learning. This process of not only learning a language but learning how to function in a whole another culture at the same time is called acculturation (Baker and Wright 2017: 3). Acculturation often results in multiculturalism. Thus, multilinguals often not only know several languages, they are also a part of several cultures: they are multicultural. This multiculturalism can include anything from cultural values and behaviour to just awareness of the culture. Immigrants, for example, often experience acculturation strongly, as they learn the language in the country where it is spoken. Acculturation might not always have a positive connotation if, for example, the immigrants feel that they are forced to assimilate to the culture of the country where they are residing, especially if they feel that they have to leave their own culture or language behind. Usually acculturation is, however, a positive "side effect" for language learning.

In addition, it is also important to note that for immigrants, learning another language, the language of the receiving country, is often almost a must. If they want to function properly in their new country, they need to know the language. When the learning happens not because of

a free choice (called elective bilingualism (Valdés 2003)), they are called circumstantial multilinguals (Baker and Wright 2017: 4). This “must” is important to note as it often affects the learner’s motivation to learn, as well as the “prestige and status, politics and power among bilinguals.” (Baker and Wright 2017:4) Learning the language of the receiving country is often also a requirement for attaining citizenship which ensures having the same rights as everyone else. This is probably one of the reasons why multilingualism or acculturation might not be seen as a positive matter, as well as the fact that increasing mobility of masses that happens in a short time often brings problems for the receiving countries. Earlier, multilingualism was seen in a negative view if the individual did not know his or her languages equally fluently and native like. Nowadays, usually, multilingualism and multiculturalism seem to have mostly a positive connotation.

Altogether, multilingualism seems to be a positive attribute and it has several assets. According to for example Brohy, Genoud and Gurtner (2014:177-179), students have several reasons for wanting to study languages and become multilingual. These reasons include for instance going abroad and being international, languages being interesting, and having better work and study opportunities. It is simply easier to travel, attain a job and for example use the Internet when one knows other languages and can search for work and information in a broader context. It is also easier to get to know other people and make new friends in a new country when you know their language, or are interested in their culture, which could be important for exchange students among others. European Union is one example of a big organization that encourages its people, in this case European youth, to work in another (European) country and learn more about other cultures and languages through EURES program. Multilingualism can also help students to learn other languages. If the students can speak their mother tongue well enough, i.e. they are fluent enough to read, write, interact etc. with it, it might help them to learn and understand other languages, for example with English and French or Spanish (Arteagoitia and Howard 2015: 63-64, 79-80). As Cenoz and Gorter (2015: 9) state, there is a “need to use multilingualism as a resource when learning and using languages.”

2.2 Multilingualism in Finland

Multilingualism in Finland is not a new topic, as Finland has been officially multilingual for decades. The country has two national languages, Finnish and Swedish, and although using the

two languages equally everywhere in Finland cannot be taken for granted, having two official languages is usually regarded as a good thing. In addition to Finnish and Swedish, the Finnish Constitution refers to Finnish Sign Language, Sami and Roma languages as languages that have a special status in Finland. These are not, however, the only languages spoken in Finland. Due to the immigration crisis, the number of immigrants, as well as their languages, has increased rapidly in Europe, and also Finland has received its share of, among others, refugees. In 1990, 0.8 per cent of the Finnish population were people with foreign background, i.e. neither of their parents were Finnish, and the number rose quite steadily for about twenty years (Official Statistics of Finland 2017a, 2017c). Since 2010, this number began to grow more rapidly, and by the end of 2015, 6.2 per cent of the population had foreign background. Of the 6.2 per cent, i.e. 339,900 people, 84 per cent were “first generation immigrants”, i.e. people who were born abroad, and 16 per cent “second generation immigrants”, born in Finland. Most of the immigrants have come from the former Soviet Union and Estonia, and other big background countries include Somalia, Iraq and former Yugoslavia among others (Official Statistics of Finland 2017c).

Interestingly enough, there were 354,000 people, 6.4 percent of the whole population, who spoke some other language than the domestic languages Finnish, Swedish or Sami in Finland as their mother tongue in 2016, which is 15,000 more than the number of people with foreign background (Official Statistics of Finland 2017d). This number has increased over tenfold in 25 years, as in 1990 there were about 25,000 people who spoke a foreign language as their mother tongue in Finland. This growth, also, has become only more rapid: during 1990-2000 there came about 75,000 foreign language speakers to Finland, in the next ten years, 2000-2010, the number was about 125,000 and now, from 2010 to 2016 already over 125,000 foreign language speakers have come here. One can see that in just six years, Finland received as many foreign speakers as it received in the ten years before that, and in only one year, from 2015 to 2016, the numbers grew by 24,000 (Official Statistics of Finland 2017d). The foreign languages most spoken in Finland are Russian, Estonian, Arabic, Somali and English. Somali and English used to be more common than Arabic, but in 2016, probably due to the immigration crisis, Arabic grew quickly in numbers and rose to the third most spoken foreign language.

The people with foreign backgrounds have come to Finland from other cultures and countries, and they often already speak, if not write, several languages: their mother tongue, maybe the official language of their departure country, some dialects etc. They are multilingual people with foreign backgrounds. However, multilinguals in Finland also refer to people who might

have been born and raised in Finland, but who speak for example their immigrant parents' mother tongue as well as, for example, Finnish. These people are part of the "second generation immigrants", and although they do not often take part in, for instance, the preparatory classes in schools intended for immigrants who do not speak Finnish, they are also multilingual.

There are immigrants all over Finland. Some parts of the country are bigger centres for migration as they have attracted more employment-based immigrants, and some because the Centre for Economic Development, Transport and the Environment together with the Finnish Immigration Service has settled refugees in the areas. Getting placed in the same areas is often easier especially for refugees. The Finnish language and culture are quite different to many other, especially non-Western, languages and cultures, and thus it is often easier, and more motivating, to live in areas where there already are other immigrants: one can find more people with similar backgrounds and situations and thus get more support, the original population already knows how to react to new people, it is easier to get services and find work even without fluent Finnish skills etc. In 2015, over half of the population with foreign background lived in Uusimaa in Southern Finland, and Ostrobothnia and Tampere region also had slightly more immigrants than the rest of Finland (Official Statistics of Finland 2017b). This is probably due to there being more employment-based immigrants in these areas. Although a fourth of the whole foreign population in Finland lived in Helsinki in 2015, the rest of Finland had immigrants as well (Official Statistics of Finland 2017b).

2.3 Multilingual education in Finland

In Finland pupils have to study at least two other languages besides their mother tongue during basic education (NCC 2016: 236). For Finnish speaking pupils, these languages are usually English and Swedish. Swedish, the other national language in Finland, starts nowadays on the 6th grade when pupils are twelve years old. English most often starts when the pupils are around eight to ten years old, although in 2020 the pupils will start English already on the first grade, as seven-year-olds. If a pupil speaks Swedish as their mother tongue, they start learning Finnish on the 6th grade. Pupils who do not speak either of Finland's national languages often first go through a year of instruction preparing them, most often immigrants, to basic education. This is called the preparatory instruction, or the preparatory class. In preparatory instruction pupils can in smaller groups, normally in groups of about eight to ten people, study both Finnish and

their mother tongue, as well as slowly, and according to their level of education and knowledge of Finnish, integrate to normal study groups and classes for their age (Maahanmuuttajataustaisten oppilaiden opetus, n.d.) In addition to their mother tongue, the two national languages and English, pupils can also decide to study other languages, such as French, German, Russian or Spanish (Vipunen 2018b). However, English is still the most commonly studied foreign language in Finland, other languages such as German, French, Russian and Spanish having far fewer students studying them (Vipunen 2018a, Vipunen 2018b). As everyone has to study at least three languages altogether, including their mother tongue, during basic education, one can say that Finland has had a multilingual education for its students since the beginning of comprehensive school in the 1970s (Takala and Sajavaara 2000:130).

However, although an increasing number of students are multilingual, and there are for example Content and Language Integrated Learning -classes (CLIL) where for instance geography is held in another language (usually English), multilingualism can mostly be seen only during language lessons in Finnish schools. Even then, it is mostly English that is used alongside Finnish, not the languages of the multilingual students (e.g. Linderoos 2016, Suutari 2010). As Nikula, Saarinen, Pöyhönen and Kangasvieri (2012: 60) point out, immigrants' multilingualism is often seen "as a problem rather than as a resource." and Suni and Latomaa (2012: 76) add that immigrant students themselves in general are often "regarded as a burden in Finnish schools". Harju-Autti (2014: 78) agrees, mentioning multiculturalism and a burden effect together. As immigration is here to stay, it is, however, important to acknowledge the vast multitude of languages that immigrant students bring to classrooms as well. So far, although Finnish policy documents take immigrants and their languages and education in consideration quite well, there are many problems in practise (see e.g. Linderoos 2016, Harju-Autti 2014, Nikula et al. 2012).

Most of the problems regarding multilingualism and immigrant learners relate to a lack of something: lack of time, information, resources etc. Linderoos (2016), Harju-Autti (2014) and Suni and Latomaa (2012) for example report that teachers do not possess enough information about their multilingual students – they have no sufficient information on their students' backgrounds or language skills, and Suni and Latomaa (2012) report that sometimes parents even lie about their children's language skills, thinking that the truth might become a hindrance. As home language lessons are often held outside of school hours, they are often regarded as an extracurricular activity, which just intensifies the view that the languages the students speak are not important. This also contributes to the fact that teachers might overestimate their students'

language skills. (Suni and Latomaa 2012) Teachers also lack information about multilingual students' assessment, finding it difficult to assess something for which there are no clear instructions, and instructions about teaching multilingual students in general are difficult to find. Overall, there is a need for more resources for teaching multilingual students, as everything from better communication between schools and parents to teaching materials and more training requires more effort and money to tackle the problems.

Linderoos (2016), Pitkänen-Huhta and Mäntylä (2014) and a report from the Finnish Ministry of Education and Culture (*Monikielisyys vahvuudeksi. Selvitys Suomen kielivarojen tilasta ja tasosta* 2017) are all in accordance about a lack of training about teaching multilingual students in Finnish schools. Voipio-Huovinen and Martin (2012) as well as Suni and Latomaa (2012) have also had similar results. According to, among others, the report from the Ministry of Education and Culture (2017), teachers need more training about multilingualism in classrooms, as they do not have enough skills to take their multilingual students properly into account in their teaching. The report (2017) even mentions that teachers' attitudes are one of the reasons why they are not training themselves further and why multilingualism is not implemented in schools, which Suni and Latomaa (2012) also report about. This probably reflects the lack of time, resources, motivation etc. Teachers feel that they do not have enough knowledge, time or even interest to help their multilingual students, who have a "confusing plurilingual [language identity]" (Voipio-Huovinen and Martin 2012: 113). Having to make and find suitable tasks for multilingual students whose knowledge of Finnish, the language still mainly used in schools all around Finland, might not be very high, and to differentiate everything takes time and effort. Quite often Finnish teachers also rely heavily on textbooks in their teaching, although it is only the NCC which they are required to follow (Pitkänen-Huhta and Mäntylä 2014). This poses a problem, as teaching materials often do not emphasize for instance multilingualism or linguistic awareness, at least not to the degree they could be emphasized, and often the textbooks have at least the grammar and instructions in Finnish. At the moment there are a few textbooks made according to the new NCC which promotes multilingualism. *On the Go* (Sanoma Pro 2017) and *Scene* (Otava 2016) are examples of the English series created for lower secondary school which are made according to the new NCC.

Linderoos (2016) talks about the problem of whether it is suitable for multilingual students to use their mother tongue, i.e. a language other than the language of their education or of the lesson, in schools. As there used to be no clear regulations on the matter, the decision was often left to teachers or the school, which still leads to variation in practice, even with the new NCC

guidelines. According to Linderoos (2016), teachers often agree that multilingual students' languages are a resource to be utilized, but still, often nothing is done. The teachers are again lacking information on how to utilize the foreign languages and need in-training to take all their students' languages into account. Suni and Latomaa (2012) comment the issue by adding that a language that the teachers do not understand can, for example, be used to bully others, which could be one reason why some teachers do not let their students use their languages. It is difficult for a teacher to know what the students are speaking about when they do not understand the language themselves, which brings up a dilemma, as Linderoos (2016) among others also reports that the students themselves feel that being able and allowed to use their mother tongue helps them in learning English. As their mother tongue, i.e. first language and henceforth L1, is the language they use for understanding if they are not fluent in Finnish, it makes sense for them to want to use it. They might for example translate words into their mother tongue in addition to Finnish to better understand the whole meaning.

The newest NCC was published in Finnish in 2014 but implemented in autumn 2016 (when also the English version was published), replacing the old NCC from 2004. The NCC of 2016 made it obligatory to include multilingualism, language awareness, different media etc. into classrooms. It is more encompassing of the subjects than the older version, which did not emphasize multilingualism nearly as much, and it actually gives teachers clearer guidelines as to what to do with their multilingual students. The newer problem now is to actually implement the new regulations into practice. The new NCC states for example that

The pupil's cultural background and linguistic capabilities are taken into account in basic education. Each pupil's linguistic and cultural identity is supported in a versatile manner. The pupils are guided to know about, understand and respect each citizen's right to their own language and culture protected under the Constitution. (NCC 2016: 90).

It also states that

The objective is to guide the pupils to appreciate different languages and cultures and to promote bilingualism and plurilingualism, thus reinforcing the pupils' linguistic awareness and metalinguistic skills. (NCC 2016: 90).

NCC even states that both teachers and students can use, and the multilingual students are encouraged to use, all the languages they know during the lessons "in a versatile manner" (NCC 2016: 91) and thus utilize all the knowledge they have. Hence the languages that the students speak at home, the so-called home languages, also sometimes called native languages, in addition to just the L1, can and should also be integrated to lessons, as being able to use their home languages helps students to reinforce their cultural identity and to learn both their home language and the subject language. It also enables easier intercultural communication among

other things. Students' backgrounds, L1, culture as well as for example how long they have stayed in the country are also to be taken into account in teaching. The NCC (2016: 92) also states that "Under the Constitution of Finland, each person living in Finland has the right to maintain and develop their own language and culture. An effort is made to offer the pupils instruction of their mother tongue." This refers to everyone, as most of the students are multilingual, not just immigrants. Even students who are born and raised in Finland usually speak more than one language. All in all, multilingualism is seen as a positive resource for everyone, and it should be somehow utilized in lessons. Especially in language lessons such as English, having other languages to help in understanding for example grammar points is seen as useful.

In conclusion, multilingualism in Finnish education is still seen as quite a new phenomenon. Even though there are some rules and regulations in place, it is difficult for teachers to put these rules into practice. They feel that they need more training, resources and guidelines to actually take their students' multilingualism into account in their teaching. As the new NCC of 2016 obligates the teachers more fully to implement multilingualism into classrooms, it is important to come up with actual practical tools to help the teachers in their task, which is also what the teachers seem to want. The material package is meant to do this, by providing a resource package where teachers can, when they so wish, take tasks from in order to take their students' linguistic repertoires better into account. As communication is also an important part of the new NCC, the package will try to concentrate on the students' linguistic repertoires through communicative tasks. The next chapter discusses communication, specifically communication in language learning and in the new NCC, as well as the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (2001), more.

3 COMMUNICATION

Chapter 3 focuses on communication, which is the framework for the material package. The emphasis is on what communication actually is, and how it relates to multilingualism and language learning and teaching in order to design the material package tasks as well as possible. Communication is an important part of language classrooms nowadays, and especially the *Common European Framework of Reference for Languages* (2001), henceforth CEFR, as well as NCC 2016, give several guidelines for the matter. In order to better understand communication in classrooms and what kind of communication there usually occurs, I will take a closer look at them both, as well as some other communication studies from around the world and Finland.

3.1 Definition for communication

Communication is a broad term that has been a subject of discussion and study for decades. Noam Chomsky (1965), with his division of competence versus performance, was a pioneer in the communication field and Dell Hymes (1971) developed the idea further by introducing the term communicative competence. Finally, Canale and Swain (1980) developed a theory out of different communicative competences, which Bachman and Palmer (1996) took even further. Nowadays, there are several different communication theories, ranging from interpersonal communication, group and public communication as well as mass communication to cultural context (Griffin, Ledbetter and Sparks 2019). These theories concentrate on different aspects of communication. For this thesis, communication studies in itself is not that relevant. Instead, what communication is in classrooms and how it is used and how it should be used is what I concentrate on. This is a newer topic than communication studies in general, although it has already been an important topic in language learning and teaching for a while.

First, in order to be able to talk about communication in language learning and teaching, one has to define what communication is. Due to the multiple communication theories, communication has several definitions. One from Rogers and Steinfatt (1999: 113), for example, states that it is “the process through which participants create and share information with one another as they move toward reaching mutual understanding.” This is already quite a compact definition, as it does not require communication to be only spoken, or to happen

instantly. However, twenty years later, Griffin et al. (2019: 6), for instance, define communication as “the relational process of creating and interpreting messages that elicit a response.” Griffin et al. move even further away from the idea that communication has to be interactive in the moment and that it needs two active participants to work. Creating or interpreting messages might be for example drawing a picture or reading, and a response to that might be anything that the recipient, be it a passer-by who sees the picture or a friend who reads the text, feels or does after the act. The definition is quite well suited for this thesis, so I will utilize it in order to be able to include as many classrooms activities as possible as communicative activities.

3.2 Communication skills in language learning and teaching

Here, I will divide the chapter into two, the first part focusing on CEFR and the second part focusing on one major branch regarding communication studies and language learning and teaching, Communicative Language Teaching (CLT), as well as communication in language learning and teaching in general.

3.2.1 Principles laid out in CEFR

As communication in regard to multilingualism is a newer topic, there is not an abundance of studies related to it. The *Common European Framework of Reference for Languages* (2001), i.e. CEFR, was the first comprehensive guideline for communication in language classrooms across Europe. It “describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively.” (CEFR 2001: 2). This is quite a challenging description, indicating that with the help from CEFR, students all over Europe will be able to communicate successfully with one another. In addition, CEFR “covers the cultural context in which language is set.” (CEFR 2001: 2) As language and culture often go together, it is important to take the cultural dimension into account as well. CEFR claims to cover both of them, which makes it quite clear why it was, and to a degree still is, one of the most important documents in language learning and teaching in Europe.

CEFR was created by the Council of Europe in order to make language learning and teaching, as well as assessing them, more comparable across Europe. It is a general tool, a framework, for teachers, curriculum makers etc., giving information and suggestions for language teaching and learning. It also gives clear guidelines especially about the assessment, as well as makes teaching communication in other languages clearer. The goals for communication levels are clearer as well, most people recognising the A1 to C2 levels with which many language teachers have graded their students' language skills ever since. However, CEFR 2001 was made before the mass movement of people across Europe, and before digital technologies, especially social media, became an important part of classrooms in Finland and elsewhere. Information technology in particular is quite a big part of education in Finland, which can also be seen in the new NCC 2016. Although Finland did not receive as many immigrants as many other countries in Europe, Finland has also had to adjust to more diverse classes, for example regarding students' own mother tongue skills. Therefore, CEFR 2001 got a new updated version, a companion piece, in spring 2018. The companion piece talks more about, for example, mediation and encountering different languages and cultures, which suites the present-day multicultural atmosphere in schools as well.

CEFR (2001) is based on three main principles (CEFR 2001: 2). According to the first one, the different languages and cultures in Europe are an asset and should be made more so. Being able to utilize different languages and cultures, and thus different ways of thinking as well, broadens many horizons. The second principle says that European mobility and co-operation should be made easier through knowing European languages, which also means promoting communication and interaction across Europe. This is clear enough in CEFR. The third one encourages co-operation among European countries, especially regarding policymaking. One of CEFR's main points is to make, for example, assessment more standardized and comparable across Europe, which makes, for instance, applying for jobs around Europe easier, as the degrees are more comparable. All of these principles are there to ensure "greater unity" (CEFR 2001: 2), and all of them clearly guide people to be more open to other people, languages and cultures.

There is also criticism about CEFR and its implementation. The Council of Europe requested a study (2013) about how CEFR has actually been implemented in practice across Europe, and although "the general approach to language learning of the CEFR" (Broek and van den Ende 2013: 1) was often applied, CEFR was not fully used. Of course, it is not supposed to be a set of rules that are to be strictly followed, but more of it could have been utilized. The study reveals

that, for example, teachers have noticed in practice that having a scale of only six different levels for language skills is not much. Some countries and practitioners have thus resulted in dividing each level into two, for instance B1.1. and B1.2, to reflect how language users' skills differ quite broadly also within a level. It has also proven somewhat difficult to apply the framework to language tests, which often creates a problem for not only teachers but, for instance, language administrators. CEFR has also been said to be somewhat complicated, the terms and classifications being different from many others. For example, the division and placement of communicative competences has been a topic of debate. This has probably also contributed to the general sense of the CEFR not being the most accommodating for its users. (Broek and van den Ende 2013).

CEFR also has several different aims which they want their member states' inhabitants to achieve. Being able to communicate is one of the main ones. All members of the Union should be able to "satisfy their communicative needs" (CEFR 2001: 3), both in their home country and all across Europe. This goes together with the three main principles. The framework talks about plurilingualism, where a plurilingual person "builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact." (CEFR 2001: 4) This means that, according to CEFR, the different languages a person knows should not be separate languages. Instead, it is useful to be able to use all the languages, and the cultural knowledge associated with the languages, in order to communicate successfully. This is also what the present paper wants to accomplish, the students utilizing all their languages in order to learn more easily and more comprehensively. Even the aim of language education, according to CEFR, is to "develop a linguistic repertory, in which all linguistic abilities have a place." (CEFR 2001: 5). All the aims and principles show that communication skills are an important goal for the European Union. Of course, it is easier to maintain good relations and to make sure that all members have an equal opportunity to influence in the Union when they are all able to take part in it.

3.2.2 Communicative Language Teaching

Communicative language competences are also an important part of CEFR. They are defined as "those [competences] which empower a person to act using specifically linguistic means." (CEFR 2001: 9) In the framework, these competences are divided into three: linguistic, sociolinguistic and pragmatic competences. Linguistic competences are naturally compiled of

the different parts of language learning, i.e. the lexical, phonological and syntactical knowledge and skills, among others (CEFR 2001: 13). This also includes, for example, cognitive organisation and accessibility, which differ from person to person, and even within a person. Sociolinguistic competences “refer to the sociocultural conditions of language use” (CEFR 2001: 13), which means that when two people from different cultures are interacting, their different cultural backgrounds affect the communication. This is important to note, as misunderstandings are common in communication between people from different countries. Pragmatic competences, then again, are about the actual interactional situations, the “functional use of linguistic resources” (CEFR 2001: 13). These include, for instance, speech acts, discourse, cohesion and irony. These different parts of communicative language competences are goals for language learning and teaching in CEFR and are thus, as they should, also included in language teaching and learning goals in Finland. Not only are they helpful for classroom situations, but in real life interactions as well.

When the companion piece came out in the spring of 2018, it had several bigger and smaller additions and changes. Some of the most notable additions were stronger emphasis on mediation, human rights, democracy and being a part of society (Inha and Mattila 2018). Mediation, which according to CEFR (2001: 57) means “acting as a channel of communication - - between two or more persons who for one reason or another cannot communicate directly.”, got its own descriptor scales, as did plurilingual and pluricultural competence. Criteria for sign language was added, which is an important part of human rights and democracy, and young learners got their own descriptors. Pre-A1 level skills were added for many different scales, which makes it easier to evaluate and appreciate even small knowledge of languages. Native speaker, which has traditionally been seen as the ideal in language learning, is no longer seen as the goal either. This is an important notion, as British and American English have long been the two norms of teaching English, even though there are several other standards for English as well, and even though non-natives have passed the number of native English speakers. Now, with the native speaker no longer the norm, language learners do not have to struggle with trying to acquire a specific accent, as they are finally “allowed” to have their own accent, which should make their communication efforts more stress-free.

The Finnish National Core Curriculum (2016) emphasizes communication skills as well. Over the years, communicating successfully has become the focal point in language learning and teaching in Finland. The NCC 2016 refers to communication skills several times. The objectives of instruction are divided into five, and one of them, language-learning skills, mentions how

one objective is “to guide the pupil towards positive interaction where delivering the message is most important.” (NCC 2016: 376) Thus, it is more important to communicate successfully than to do it in a grammatically correct way, although grammar does affect the understandability of communication. This is also important to note, as being afraid of making mistakes is something that Finnish people often refer to as a reason why they do not want to use their foreign languages. According to NCC 2016, pupils should also be encouraged to initiate communication in different ways, and to “recognise cultural features in communication” (NCC 2016: 376). Here one can see a concrete example of how CEFR 2001 has influenced the Finnish NCC. Recognising cultural features makes intercultural communication easier, as cultural barriers decrease the more there is cultural knowledge and sensitivity. (c.f. Kim, Kirkman and Chen 2008: 79) In addition, pupils are “encouraged to communicate in authentic environments.” (NCC 2016: 375). This is easier and easier due to the ever-growing presence of the Internet in classrooms, as pupils are able to, for example, contact native speakers or make videos for pupils in other countries to see. This is, actually, another part of NCC 2016, as ICT is mentioned as a tool for authentic communication all over the world. Overall, NCC has very similar goals as CEFR, which is no wonder as CEFR works as one of the main references for national guidelines.

Talking about communication and language classrooms, Levine (2013) writes that it is important to allow the use of the students’ first language, their L1, in language classroom communication, in addition to just the language they are learning, the L2. He supports this with several arguments, for example by referring to the fact that the students’ L1 is automatically already existent in classroom, as the students use it at least in their heads, often otherwise as well. Using L1 also makes learning more efficient, as it often speeds up the learning process, although Levine also warns that the use should be “principled”, which he repeats several times. If the use of L1 is not controlled at all, it might hinder the learning and use of L2. Levine’s article supports this thesis’ view that using the students’ L1 is beneficial for learning, and by extension, using all of their linguistic knowledge, their linguistic repertoires, as well.

Communicative Language Teaching, often known as CLT, and Communicative Language Learning, i.e. CLL, are widely spread methods of teaching and learning languages (Cook 2016: 22). CLT has been popular ever since the 1970s when the focus in language learning and teaching shifted from grammar to functionality, and communication and understanding became more important than perfect accuracy. CLT continues to be present in foreign language teaching in classroom even now, almost 50 years later. For example, Task-Based Teaching, i.e. TBT,

which is also a popular teaching method, has derived from CLT over the years. An important aspect of CLT is, as already told, being able to communicate successfully. This means that students often communicate during language lessons with one another, doing pair or group work and actually using the language themselves. This does not always necessarily mean talking, as writing can also be communicative. As the students themselves do most of the work, the teacher does not offer as much input as earlier, and errors also occur. This is considered a natural part of the learning process (Shastri 2010: 35).

In Finland, communication is one of the focus points in language learning and teaching, as the NCC 2016 says. However, grammar and translation exercises still sometimes dominate the classrooms, especially if older textbooks are used and in upper secondary school, where the teaching often focuses on matriculation examinations. Ranta (2010: 165), for example, noted already in 2010 in her study that both students and teachers were aware that communication is important, and the students in the study felt that successful communication was more important than grammatical accuracy, which, however, was not reflected in classroom situations for most. A newer study from 2018 reveals that most of the English teachers in Finland do use oral tasks in their teaching (Hietala 2018), and although Dufva and Mäntylä (2017) support this view by mentioning how oral skills have become more and more important in language learning, they also talk about how academic skills are still important in Finnish language classrooms. This is not to say that academic skills should be removed from language learning and teaching, rather to point out that oral skills, communication skills in general as well, could and should be given more ground.

In this chapter I have talked about communication in general as well as what it entails in language learning and teaching. Especially the situation in Finnish education regarding communication is relevant for the thesis, as it is a broad topic and is an increasingly important part of English lessons in Finland. The new NCC of 2016 as well as CEFR 2001 (and the new Companion piece 2018) both emphasize its importance and give several different guidelines and suggestions on how it should be used in classrooms. Next, I am going to explore language awareness and linguistic repertoires, again concerning language education in Finland. Cultural awareness is also a part of language awareness.

4 LANGUAGE AWARENESS

In this chapter, I will discuss language awareness, especially regarding Finnish education. Multilingual students are often more or less aware of their different languages, and the more aware they are, the better they are able to utilize their languages. Language awareness also entails cultural awareness. Linguistic repertoires are also an important topic for the thesis, as the resource package's goal is for the students to be able to use their linguistic repertoires when learning English in a communicative way. Through language awareness, the students should be able to also use their linguistic repertoires.

4.1 Definition for language awareness and how it relates to language learning

Language awareness is a difficult term to define. Although it is quite a new term, it already has several different approaches to it, and thus, several different definitions as well. Dufva and Salo (2017) give two definitions to language awareness related to language learning and teaching, making a division between a narrow and a broad definition. According to the narrow definition, language awareness is awareness of “various formal properties of language” (Dufva and Salo 2017: 197), where the goal is to encourage the pupils to think and reflect on language themselves. “Formal properties” include reflecting on, for example, phonological or syntactic language aspects. The broader definition to language awareness covers also the social level of language use. Questions about language use, how and why it differs, and “how usages are related to social, economic or political ideologies and power” (Dufva and Salo 2017: 198) are central. Jessner (2017) contemplates that it might be impossible to have just one definition to language awareness. For the purpose of the thesis, language awareness is seen as the awareness individuals have of their languages, whether they are fully learnt or not, as well as their learning processes and their use of languages. This definition ensures that all the students' linguistic abilities are considered, and thus are also able to be utilized. Hence the students' multilingualism is also a part of their language awareness.

Language awareness, linguistic awareness, metalinguistic awareness and for example Knowledge about Language (i.e. KAL) all refer approximately to the same phenomenon, but they all differ depending on the approach taken to the phenomenon. Jessner (2017) for example refers to Pinto et al. (1999) to talk about three different approaches: linguistic, developmental psychology and educational linguistics. The linguistic approach concentrates only on words,

whereas the developmental psychology approach is interested in individuals' linguistic "processes, abilities and behaviour" (Jessner 2017: 22). Educational linguistics is about awareness in language learning and teaching situations, which relates most to the current thesis. Dufva (2018) recognises three approaches to language awareness as well: metalinguistic awareness, linguistic awareness, and awareness related to societies and communities. Metalinguistic awareness concentrates on children and how they become aware of their language and different linguistic forms, whereas awareness related to societies and communities naturally concentrates on them. Linguistic awareness, however, concentrates on language more broadly. It relates to the students being aware not only of the language they use, but how they use it, and thus language awareness is often also associated with learner agency. Dufva and Salo's (2017) narrow definition for language awareness in a way combines Dufva's (2018) metalinguistic and linguistic awareness. The broader definition (Dufva and Salo 2017) then again also takes into account Dufva's (2018) awareness of societies and communities. The authors themselves recommend the broader definition to be used today (Dufva and Salo 2017).

Language awareness also has several other phenomena and approaches which are often associated with it. For instance, as already mentioned, learner agency goes comfortably together with language awareness (c.f. Dufva and Salo 2017). As learners become more aware of their learning process etc., they also become more adept at taking control of their own learning, and thus become "agents" instead of just passive learners. This also has the added benefit of making the pupils think and do more themselves, which is a step toward them being an active part of the society. This is not something that only the immigrant learners can make use of, but a goal for everyone. Literacy studies are also quite central in language awareness. As learning has become the focus more than teaching, the texts students study and how they interpret them has become more important (c.f. Fenner 2017). Authenticity has gained even more ground as well, as the texts used in classrooms strive to be more and more authentic, and CLIL classrooms have become more popular (c.f. Fenner 2017). In addition to learner agency, teacher's role has also gained attention. Teacher Language Awareness (i.e. TLA, c.f. Finkbeiner and White 2017)) is an example of how not only students need to be linguistically aware, and Fenner (2017) for example mentions how teachers can add to outside resources and not feel threatened by them.

Language awareness is a growing part of classrooms nowadays, and not just in language learning. As multilingualism just spreads wider and multilingualism and language awareness are nowadays intertwined and cannot disregard one another (Finkbeiner and White 2017: 14), language awareness gains more ground in the educational field as well. Dufva and Salo (2017:

206) for example talk about how the more there is linguistic awareness in the classrooms and the more linguistic aware the pupils are, the more interested they are in learning languages. Teaching pupils to be aware of their own languages might also make it easier for them to learn languages, as they are able to better draw on the resources they already have. Multilingualism is one of these resources that can be drawn on and turning an aspect of an individual that is sometimes seen as a problem to a resource is a feat in itself. The students do not have to start from the beginning, but they can build on the skills that already exist. One way to do this is to, for example, compare and contrast languages that the students know (Dufva and Salo 2017: 197).

The new NCC of 2016 takes language awareness into account as well. It is mentioned several times in the volume, for example in association with bilingual education, mother tongue and literature instruction as well as English and other languages instruction. Mother tongue and literature instruction “strengthens the pupils’ language awareness and parallel use of different languages” (NCC 2016: 307), which language education in general is supposed to do as well. The basis for language awareness is probably received in mother tongue instruction, where one best understands the language, but all language instruction as well as other subjects can and should hone those skills. The “parallel use of languages” also acknowledges that the pupils probably know several languages, and that they can all be used in learning situations. In addition, the objectives of lower secondary school English lessons include “growing into cultural diversity and language awareness” where “the pupils construct their perception of the multilingualism and parallel use of languages in the world as well as linguistic rights” (NCC 2016: 376). Parallel use of languages is mentioned again, which only solidifies the importance of taking all the pupils’ languages into account. Linguistic rights are also referred to. These are often mentioned in association with language awareness and can include everything from the right to use your own language to letting others use theirs.

In addition, NCC talks about being aware of the instruction. When talking about bilingual education, it says that “Instruction provided in the language of instruction in the school also requires language awareness of the instruction and an approach that takes language pedagogy into account.” (NCC 2016: 94). This refers to teachers being aware of their teaching pedagogies and practices. They should know and try to abide by the pedagogy they are utilizing, and be aware of their instruction techniques etc. TLA is an important part of it, and the more aware the teachers are, of their pedagogy and their language use among other aspects, the better they are able to teach and extend it also to their pupils. As language awareness is not as straightforward

to teach as, for example, new vocabulary, it is sometimes a matter of just “reinforcing the pupils’ linguistic awareness and metalinguistic skills.” (NCC 2016: 90) This can be done through different exercises, which is one of the aims of this material package.

CEFR, in addition to NCC, makes a notion of language awareness. It discusses language awareness together with communication awareness, having them together under “ability to learn”. It mentions that

“Sensitivity to language and language use, involving knowledge and understanding of the principles according to which languages are organised and used, enables new experience to be assimilated into an ordered framework and welcomed as an enrichment. The associated new language may then be more readily learnt and used, rather than resisted as a threat to the learner’s already established linguistic system, which is often believed to be normal and ‘natural’.” (CEFR 2001: 107)

CEFR has a complicated system of different categories under which this notion of language and communication awareness can be found. First of all, CEFR recognizes two different competences, general competences, which are not directly language related, and communicative language competences, which are language related. These two are then divided into smaller parts. General competences include declarative knowledge (*savoir*, i.e. know in French), skills and know-how (*savoir-faire*, i.e. know-do), which is divided into practical and intercultural skills and know-how, “existential” competence (*savoir-être*, i.e. know-be) and ability to learn (*savoir-apprendre*, i.e. know-learn) (CEFR 2001). Especially the ability to learn is important in language learning, although all the categories affect the learning process, together making a unity which can be utilized in classrooms. Language and communication awareness are just subsections under ability to learn, the others including general phonetic awareness and skills, study skills and heuristic skills. (CEFR 2001)

4.2 Cultural awareness

Before the 21st century, culture was often thought to be just another, additional, part of language learning and teaching. Teaching culture consisted mostly of the history, literature, politics. etc. of the countries where the target language was spoken (Fenner 2017: 207). Nowadays, especially after the spread of a communicative outlook on languages, culture is deemed more important as well, an aspect of the target language that cannot be left out (Fenner 2017: 205). As Fenner (2017: 207) says, “it is a matter of learning *through* culture as well as learning *about* it.” This showcases well the idea of how one does not just learn about the culture separately from the language, but how people’s culture and their own experiences colours everything they

do, learning languages as well. It is important to learn *about* the culture in order to be conscious about its phenomena, but one also does it *through* their own cultures, which is also essential to remember in order to be critical. Being aware of one's own thoughts facilitates learning as well, as there are fewer stereotypes etc. to impede the way.

In this thesis, cultural awareness is understood much the same way as language awareness; cultural awareness is the awareness people have of cultures. Not only of their own culture, but of the cultures surrounding them and which they encounter in their lives. This includes several different aspects of culture: the knowledge about the target culture's history, politics, traditions and customs etc., the languages associated with it and all the other standard subjects often thought to be culture. However, cultural awareness here also includes, for instance, stereotypes about different cultures and being able to perceive and understand cultures more objectively. It is important to be aware of the preconceived thoughts and ideologies people might have about other cultures and their different aspects, and through it be able to look past them with open eyes.

In addition to the communicative approach and communicative competence, cultural awareness is regularly associated with much of the same things as language awareness. This is not a surprise, as, for example, Dufva and Salo (2017: 198) mention how language awareness and cultural awareness often go together. Thus, for example CLIL classrooms commonly generate language awareness. Literature is also an important part of learning about different cultures, both literature from the target culture and, for example, textbooks. As Fenner (2017: 208) points out, the communicative approach brought about a bigger demand for authenticity. This is also reflected in the literature that is studied in foreign language classrooms, as, for instance, textbooks include more and more authentic texts and exercises instead of just grammar exercises.

Culture and cultural awareness are, or at least should be, a part of Finnish language learning classrooms as well. The NCC 2016 and CEFR both mention culture and cultural or intercultural awareness several times. The NCC (2016: 19) for example says already in the general goals of basic education that

“The cultural task of basic education is to promote versatile cultural competence and appreciation of the cultural heritage, and to support pupils in building their own cultural identity and cultural capital. It promotes understanding of cultural diversity and helps the pupils to perceive cultures as a progression of the past, the present and the future where everyone can have agency.”

Culture is clearly an important topic and phenomenon for Finnish basic education, not just in language learning classrooms. Tolerance and appreciation towards different cultures and understanding them is important, especially nowadays when people travel more and more, whether for work or leisure, or for example as refugees. Agency is also mentioned here, in the sense where everyone should be able to be, think and act on their own.

The NCC also instructs that “pupils’ backgrounds and initial situations, including their mother tongue and culture and the length of their stay in Finland, are taken into account in the instruction” (NCC 2016: 91). It also refers to the Finnish Constitution, according to which everyone is allowed their own language and culture. These also show that different cultures and people should be appreciated. Cultural awareness is also referred to more specifically, as in “The pupils are guided to become aware of the multi-layered linguistic and cultural identities they and others have.” (NCC 2016: 307). Becoming aware of them is important in order to dispel misunderstandings, stereotypes etc. about others, but also about oneself. Pupils should also “recognise cultural features in communication” and engage in “constructive intercultural communication” (NCC 2016: 376). The NCC in general guides pupils to become active members of society, and being aware of oneself and others is a part of it. Identities also relate to it and are often mentioned, especially in regard to “other plurilinguals” where “the particular goal is supporting the pupils’ plurilingualism and the development of their identity and self-confidence” (NCC 2016: 91). As it is central for young pupils to find and build their identity, it is no wonder why the issue is emphasized in the NCC. Language learning in general is about “supporting the pupils’ plurilingualism and the development of their identity and self-confidence” (NCC 2016: 374).

CEFR considers culture and cultural awareness an integral part of language learning as well. It mentions cultural diversity as something that is to be respected, and goes on to say that:

“Plurilingualism has itself to be seen in the context of pluriculturalism. Language is not only a major aspect of culture, but also a means of access to cultural manifestations. Much of what is said above applies equally in the more general field: in a person’s cultural competence, the various cultures (national, regional, social) to which that person has gained access do not simply co-exist side by side; they are compared, contrasted and actively interact to produce an enriched, integrated pluricultural competence, of which plurilingual competence is one component, again interacting with other components.” (CEFR 2001: 6).

As one can see from the excerpt, CEFR also talks about competences often. As it recognizes two main competences, general and communicative competences, which are then divided into subcategories as was mentioned in chapter 4.1., it is natural that they are considered important. Intercultural awareness has its own chapter in CEFR. (CEFR 2001)

Intercultural awareness, in addition to language awareness, can be found under general competences in CEFR. More specifically, it is under declarative knowledge, which is divided into three: knowledge of the world, sociocultural knowledge and intercultural awareness. This means that intercultural awareness is not directly language related according to CEFR, although it is, of course, often used through language. “Intercultural” here refers to the fact that people experience other cultures always through their own culture and beliefs. In every interaction between oneself and the other, there are two different stances that interact; hence, they are intercultural. Intercultural awareness thus means the awareness a person has of different cultures, not only their own culture but of other people’s cultures as well. It also includes different aspects of culture, such as “regional and social diversity” (CEFR 2001: 103) and being aware of stereotypes. Both sociocultural knowledge and intercultural awareness could be placed under knowledge of the world, if knowledge can be thought to include awareness, but they are such an important part of language learning and teaching that they were allotted their own category under declarative knowledge.

Due to CEFR and its inclusion of (inter)cultural awareness, cultural awareness and cultural competences have become a bigger part of language learning and teaching (Fenner 2017: 206). However, it is still a more difficult aspect to teach and assess than, for example, language forms. CEFR has some instructions about them, and teachers can also utilize the European Language Portfolio (ELP), but awareness is not easily assessed. Harju-Autti (2014) mentions that immigrants and the increased multiculturalism they bring into classrooms is positive, not negative, although it is often seen as something of a negative. The outlook has likely not changed drastically since, which is a shame, as she continues that no one in her study used the immigrants’ backgrounds, i.e. languages, cultures, experiences etc., as a resource (Harju-Autti 2014: 78). The immigrants probably bring a wealth of different kind of knowledge to the language classroom than most students who have lived all of their lives in Finland. The immigrants and their multilingualism and multiculturalism would be quite an effortless way to include and increase cultural awareness in classrooms. It is also one of the goals of language teaching, as Fenner (2017: 210) says that successful intercultural communication needs the participants to understand both of the participants’ cultures, their own and the other’s.

4.3 Language repertoires

Language repertoires, also called linguistic repertoires, are often associated with language awareness and language aware teaching, along with multilingualism and other various topics.

Pietikäinen (2010) says about linguistic repertoires that:

Kielenkäyttäjän toimintakykyä monikielisessä ympäristössä on hahmoteltu repertuaari-käsitteen avulla. Kielellinen repertuaari viittaa koko siihen kielten ja kielenkäyttötapojen kirjoon, joka kielenkäyttäjällä on käytössä sosiaaliseen kanssakäymiseen. Kyseessä ei ole niinkään kielitaito sinänsä vaan kielenkäyttäjän resurssien – kielten, tyylien, diskurssien, genrejen, ilmaisujen – toiminnallisuus eri tilanteissa. (Pietikäinen 2010: 14).

Language user's ability to function in a multilingual environment has been tentatively addressed with the term "repertoire". A linguistic repertoire refers to the whole range of languages and language uses that the language user has for social interaction. It is not about language ability as such but rather about language user's resources' – languages, discourses, genres, expressions – functionality in different situations. (Pietikäinen 2010: 14, my translation)

Pietikäinen (2010: 14) says that the term refers to language users' competence in a multilingual, social, environment. It covers both languages and language uses, and how language users' linguistic resources work in different environments. She continues that repertoires can also be defined by their contexts, i.e. whether they are used at school, at work, with friends etc., and that sometimes the choice of what language to speak somewhere is not only the language users' decision – it might be controlled by, for example, one's workplace. Thus, it is natural that one's language repertoires also differ from context to context, depending on one's needs (Pietikäinen 2010: 16). Pietikäinen (2010: 17-18) also explains that the repertoires change and vary during their life, which also seems natural, as one matures and learns more, and the linguistic, social etc. skills, the repertoires, change and evolve at the same time.

In this thesis, I prefer the term linguistic repertoire over language repertoire. Linguistic refers more broadly to also other aspects of language than just the language itself, for example the contexts where the languages are used etc. Here, linguistic repertoires cover everything one can associate with their languages – the different language skills, their use and contexts, attitudes, cultural knowledge etc. – everything one can use to act in a situation where their linguistic skills are needed. This information varies within a person according to the situation, context, language etc. The information can also be used as scaffolding when learning new languages, as everything a person already knows can be drawn from. I have also utilized the term language repertoires especially at the beginning of the thesis in order to be more understandable for people who might not know the meaning of linguistic repertoires. As such, the terms are used interchangeably in the thesis.

With the rapid emergence of multilingualism also in Finnish schools, utilizing linguistic repertoires in teaching different subjects has become more common as well. Immigrants as well as Finnish-born pupils often know several languages, and as multilingualism still seems to be regarded as a problem, promoting language awareness and utilizing students' linguistic repertoires could be one solution to easing the situation. Blackledge and Creese (2010: 4) also note that multilingual classrooms provide room for students to use their linguistic repertoires and at the same time enable developing their identities.

Dufva and Salo (2017), for example, came to the conclusion that the more languages the pupils knew, i.e. the broader their linguistic repertoires were, the more resources were available to them. In their small-scale study, the pupils (n=6) had to decipher a text in another language which was previously unknown to them. The pupils who knew more languages were more confident to use their earlier knowledge of those languages in order to understand a new language, and were more systematic about it, not just guessing the answers. Dufva and Salo (2017: 205-206) also remark that pupils often have "much tacit knowledge of languages and language use", and that language teaching should strive to change that knowledge explicit. Being aware of their linguistic repertoires would be a useful resource for pupils, both immigrants and otherwise, and it could also lessen the teachers' workload as they would have something more to fall back on. Dufva and Salo (2017: 205) also indirectly refer to the need to have more tasks that focus on language awareness and linguistic repertoires, mentioning for example the pupils' agency as a useful tool.

The NCC of 2016 and CEFR also both at least mention linguistic repertoires. On the one hand, the NCC (2016: 200) mentions "repertoire of languages" directly only in the goals for teaching Finnish as a second language to third to sixth graders. It says that one of the learning goals is for the pupils to be aware of the cultural diversity around them, to develop their multilingual and multicultural identity and "to encourage the pupil to utilize and develop his or her repertoire of languages" (NCC 2016: 200). Otherwise, the NCC mostly refers to linguistic repertoires indirectly, emphasizing for example language awareness and agency and developing multilingual and multicultural identities. On the other hand, CEFR mentions a linguistic repertory only once as well, saying that "the aim is to develop a linguistic repertory, in which all linguistic abilities have a place." (CEFR 2001: 5). This is strongly associated with plurilingual and communicative competences which are important themes in CEFR and refer partly to the same phenomenon. Other, indirect, mentions to linguistic repertoires are for example "whole of their linguistic equipment" CEFR (2001: 4-5) and mentions of learners'

resources. Even though the term does not gather very many direct notions, the subject is strongly implied to in both NCC (2016) and CEFR (2001).

5 FRAMEWORK OF THE MATERIAL PACKAGE

This chapter focuses on the aims and motivations of the material package as well as its target group, contents and task types. It explains how and why the tasks were chosen and done, as well as how they comply with the NCC (2016) and CEFR (2001).

5.1 Motivation and aims

As the new NCC of 2016, as well as for example Cenoz and Gorter (2015), so strongly encourage pupils to acknowledge, learn about and use all the languages they know, which the previous NCC from 2004 nor contemporary teaching materials did not truly do, the purpose of this material package is to function as a resource package for lower secondary school teachers in helping them consider their students' linguistic repertoires in language teaching. It is important to note that utilizing their already existing language skills, i.e. their linguistic repertoires, is useful for all students, not only immigrants. Students in Finland learn at least three languages, including their mother tongue, already in primary school, and thus when they are in lower secondary school, they already have quite much knowledge about different languages. Benefiting from this knowledge, their already existing skills and backgrounds, and thus their linguistic repertoires, should be something that everyone can benefit from, immigrants as well as non-immigrants.

There are several studies, Harju-Autti (2014) among them, that reveal how the immigrant students' already existing language skills and backgrounds are utilized only by few teachers. This probably applies to non-immigrants as well, as teachers do not really have the time or resources to always design their own materials for the best of their students, and there are not enough teacher aids to guide those who need more help. This means that if there are no materials that take the students' backgrounds and linguistic repertoires into account, they probably will not be considered at all. Harju-Autti (2014) also mentions how teachers need more training to better include their multilingual immigrant students. She (2014: 77) for example says that there needs to be both more teacher training about the subject, and more in-service training for teachers who are already qualified, but who may have gotten their degrees years ago, before the immigration crisis. As the ever-increasing reality is that there are more immigrants and thus more foreign-language speakers in Finland than ever (Official Statistics of Finland 2017d), teachers need to start considering now at the latest how to teach their multilingual students, i.e. everyone, better. Harju-Autti (2014: 73) also points out that often one problem for immigrant

learners is that the materials are in Finnish. One has to have at least a basic knowledge of Finnish in order to understand the English textbooks, and especially for some who may have just come to the normal English lessons from the preparatory instruction, this might be challenging. Thus, the task instructions in the package are all in English, in order not to hinder those students whose Finnish might not be that fluent.

As the students learn more about their linguistic repertoires, the English language and languages in general, they also learn more about the cultures in which these languages are spoken. The NCC (2016) encourages linguistically and culturally aware teaching and thus language awareness as well as cultural awareness are included in the package. The tasks guide the students to solve practical problems and at the same time get to know different cultures. While the students do the tasks, they will be encouraged to find some common ground among different languages and cultures, and thus they will learn linguistic and cultural knowledge as well. The more there are students from different cultures in the group, the more they will learn. Multilingualism and multiculturalism are becoming, and to some extent already are, the new norm in classrooms all around Finland, which makes the topics even more important. Although schoolbook publishers have now taken the new NCC into consideration and both created new teaching materials for English lessons and updated old ones, there could still be more emphasis on all of these aspects, multilingualism, linguistic repertoires and language and cultural awareness.

The material package aims to include all of the different aspects above, linguistic repertoires and linguistic and cultural awareness, by using communicative tasks, as communication is an important part of language learning and languages in general. The NCC (2016: 377), for example, mentions how it is important to acknowledge English's status as *lingua franca* in different communication situations in everyday life: "The distribution and status of the English language as the language of global communication are taken into account." Lyytikäinen (2018) also remarks that the two lower secondary school English workbooks that he studied both have only few communicative exercises, despite the new NCC requirements. Thus, communication was chosen for the material package's framework, to give the students more opportunities to communicate during their English lessons.

To conclude, this material package aims to be a resource package for lower secondary school English teachers in Finland, to help with learning to consider their multilingual students' backgrounds, i.e. their linguistic repertoires and cultural knowledge, in teaching English.

Linderoos (2016: 4) says that “in the future foreign language teachers training could concentrate on finding effective pedagogical methods and concepts so that multilingual learners with migration background can benefit effectively from their multilingualism during the foreign language learning lessons.”, and although this thesis, including the material package, is only a small attempt to help, the cause is the same: to give the students better possibilities to benefit from everything they already know. Hence the idea for a linguistically and culturally aware resource package that does not rely on Finnish and which aims to consider the students’ linguistic repertoires in teaching.

5.2 Target group

The target group for the resource package is lower secondary school students in Finland. This means that the students are usually 13 to 15 years old and have been studying English for at least around five years, some even for around eight years. This is quite a long period of time, during which the students should have learnt the basic vocabulary and grammar for the language. However, for example immigrant students who have not studied the whole of their education so far in Finland, and who may have had significantly less education in general, have also studied English significantly less. As one of the aims of the material package is to take the students’ backgrounds and existing linguistic repertoires into consideration and utilize them in learning the language, not being on the same level of English as everyone else does not pose a problem. The package already has some differentiating tasks that aim to facilitate learning, and the teacher can add to those according to his or her students and their skills and knowledge.

5.3 Contents of the material package

The material package is organized very simply. First, there is the joint introduction and instructions chapter for the teacher. The chapter explains what the material package is for and why, as well as what the common thread of the tasks is. In addition, the task types are explained and some instructions about using the package are included. Next, the table of contents delves deeper into the tasks. Task topics, types and estimated lengths are shown, as well as what tools are needed for the tasks. Mostly, this means explaining whether the tasks are done in pairs or in groups, how long it might take to do the tasks, and whether the students need something extra

in order to do them. Internet access and something to take notes with are the most needed tools, which makes the tasks quite easy to use. There is no need to print anything, and most of the tasks can be done just by using a computer or a tablet which has Internet access. The actual tasks come last. They are organized according to an imaginary timeline in which situations might happen to students, but as the package is a resource package, the tasks can be done in any order, and the teacher can decide to do only some of them. As the tasks are organized according to the imaginary timeline and not according to the estimated time it takes to do the tasks, it is important to note that the tasks do not systematically become longer and more challenging but that the task types and topics affect the length and difficulty of the tasks.

5.4 Task types

The package contains 22 tasks of various topics and lengths. The shortest task is estimated to take fifteen minutes, and the longest 180 minutes. The lengths may vary according to, for example, group sizes, and teachers are free to alter the tasks as they see fit. The common thread binding the tasks together is teenagers' everyday life that is explored through moving to a new place and adjusting there. The tasks include situations such as buying a transportation ticket, getting to know the area, planning a weekend and cooking for a party. They do not often require much besides Internet access and something to take notes with, although different tools to aid the students in understanding and using English, such as dictionaries, can be used, and the students are encouraged to use them whenever necessary. Most of the tasks are done in pairs or in groups, some of them together with the whole class or alone. The tasks are all somehow different from each other, and the English they require depends both on the topic and the task type, which means that the language requirements differ as well.

The tasks are communicative tasks that take into account the students' already existing linguistic repertoires as well as their backgrounds and current situations. As communication is not only oral, the tasks often involve written parts as well, although oral communication is emphasised. The students communicate through different methods. Some tasks require them to compare and contrast the information they have found, some tasks are presentations that they will give. Small roleplays and dialogues, both improvised and planned ones, let them communicate to both bigger and smaller audiences. As many of the tasks require the students to search information about something and then use the information in order to, for example,

solve a problem or reach a conclusion together with others, communication is of utmost importance for doing the tasks successfully. There are no right or wrong answers as the aim is to help the students' use their linguistic repertoires and to guide them to be more language and culturally aware through communication.

The students' linguistic repertoires and language and cultural awareness are central for the tasks. The students are encouraged to use their existing language skills whenever they can. This is often done implicitly, by, for example, not giving them ready-made vocabularies or material, only instructions. Therefore, the students have to finish the task by using their already existing skills and, for instance, find information or communicate using the information they already have. This is how utilizing their linguistic repertoires often manifests itself in the tasks. The students are told, for example, to search for information in their own mother tongue, especially if they deem English to be too challenging, and then to use dictionaries and other tools, such as the Internet, when needed. Some tasks require them to talk to and interview their friends and family and then report back in English, which allows them to learn about the topics both in their mother tongue and in English and thus also strengthen their multilingual identities.

The tasks in the package are all differentiated. There is no Finnish used in the task instructions in order to not hinder the students who do not speak it well. Instead, there are usually two types of instructions for every task. The first one is the main instruction according to which the task is done if possible. It might include too difficult language for some, or the task itself might be somewhat challenging for students who need differentiation. Thus, the second set of instructions is differentiated for students who have, for example, a smaller vocabulary. These instructions are always under a picture of a megaphone, which signifies either a shorter and simpler version of the instruction, or another task that is a simplified version of the first.

Growing into linguistic and cultural awareness manifests itself best in the package through different discussion topics. Although some of the tasks very clearly guide the students to reflect and learn about different languages and cultures and find common cultural ground through tasks such as the cultural projects, for most of the tasks the discussion topics make the students think about linguistic and cultural issues more explicitly. Every task, except for the last two where the teacher decides the topic, has at least one, often several, questions relating to the topics of the tasks. These discussion topics are marked with a picture of the globe, referring to the discussions that the students can have. There are questions that relate only to the task topics, and questions that go beyond that and explore culture-related and linguistic issues in the world.

The more there are students with different backgrounds and experiences, the more content the discussions will have, as the students will thus probably have more to say about the subjects as well.

In addition to considering communication, linguistic repertoires and linguistic and cultural awareness, the package tries to comply as much as possible with the new NCC of 2016. In accordance with the NCC (2016) and CEFR (2001), the tasks include various working methods, pair and group work and authentic materials, among other aspects. The students are instructed to do roleplays, give presentations, interview people, observe their surroundings and, for instance, write letters when doing the tasks. They have to often search information online and thus they automatically use authentic materials. Furthermore, the tasks require the students to practice their ICT and critical thinking skills, which are both very important when working on content that is found online. Doing the search themselves, instead of being given ready-made materials, also allows them to explore their interests, which is another aspect mentioned in the NCC (2016).

6 DISCUSSION

The inspiration for the material package came from the sudden influx of immigrants in Finland in 2015 and the new NCC of 2016. The aim of the package is to offer lower secondary school teachers of English in Finland a resource package which helps the teachers consider their students' backgrounds and linguistic repertoires in language learning. The new NCC (2016) encourages the teachers to acknowledge and utilize their students' backgrounds in teaching, and as there are more immigrant students in Finland than ever before, there is also more variety to consider. However, the package is designed to help all students, not just immigrants. In addition to considering the students' backgrounds and linguistic repertoires, the package guides students to become more linguistically and culturally aware. Being aware of one's own languages and cultures is beneficial for everyone as well, as being aware of one's own skills and knowledge also helps to reflect on them and thus probably aids in matters related to them. Being more linguistically and culturally aware also aids in understanding others in this globalizing world and encourages successful communication between people. Communication is also an important aspect in the new NCC (2016), which is why it was chosen as the framework for the package. Although communication has gained more ground in language learning and teaching, there has been a lack of communicative exercises. Especially tasks, communicative and non-communicative, which are not based on understanding Finnish, have been scarce. Thus, the package aims to offer a solution for that as well.

The package consists of 22 tasks. The tasks are mostly oral, sometimes partly written, and often done in pairs or in groups, which the NCC (2016) also promotes. They are centred around a theme of a teenager who has moved to a new place and who thus has to survive in different situations using English. As using various working methods, the Internet and being authentic as well as, for example, critical, are part of the NCC (2016), the tasks guide the students to, for instance, make their own searches online, instead of providing ready-made material. This also enables the students to work more according to their own interests. There are always two sets of instructions for each task. The first instruction is the main one that is used if possible. The second one enables differentiation where needed. Sometimes this means giving shorter instructions in simpler English, sometimes a total variation of the task. After the instructions there are the discussion topics which lead the students to discuss and reflect what they have learnt and think of it from different cultures and languages' point of view: what differences are there? Why are certain things done in a specific way somewhere but not somewhere else?

Therefore, the package has two main strengths. The first one is that it is useful for everyone. Being aware of their linguistic repertoires and knowing how to utilize them is helpful not only for immigrant students, but for everyone. Utilizing any and all language and cultural skills the students have guides them to use their linguistic repertoires and helps them to solve, for example, practical problems such as the ones in the package. At the same time, they get to know other new languages and cultures and become more aware of them. The package is also helpful for everyone in another sense: as the tasks are differentiated, they can be used by everyone, even by the students whose level of English might not be as high as it is supposed to be in lower secondary school. The second strength is that it considers the new NCC well. The package includes various working methods and as authentic materials as possible, it allows the students to utilize their own interests in learning and at the same time it encourages their agency in learning, there are different media involved, the students' backgrounds are utilized, and communication is emphasized, to name the most important aspects.

One weakness of the package could be that it relies heavily on the students doing things themselves. Of course, the teacher is there to guide them, but the students are supposed to, for example, search for information themselves and participate actively. Participating actively is, naturally, something that the students should do regardless, but there can always be, for instance, motivation problems that hinder the students from active participation. Letting the students find the material online themselves is one way to try to prevent a lack of motivation, and the differentiated tasks should be helpful if the language is the problem hindering participation. The students also use the Internet so much during their free time that searching for information there should be no problem, especially as the topics are relevant to their lives. The tasks are also almost always done together with one or more people, which allows the students to brainstorm together. Another weakness could be that many of the tasks require Internet access, although it should not be a problem nowadays in Finland. Most schools have at least a computer classroom or laptops or tablets that the teacher can reserve, and if not, the students all have their phones, if they are allowed to use them. If someone does not have a phone, it does not really matter, as the tasks are rarely done alone and the students can use someone's phone together.

In the future, the material package could be improved for example by adding more topics and coming up with different working methods. As the youth interests change quickly, the topics could become outdated. However, the task topics are very general at the moment, which allows and encourages the students to utilize their own interests, which should solve the problem. The

estimated lengths of the tasks could also be improved by doing a test run and thus having a more concrete idea of how long it takes to do each task. At the moment the estimated lengths are only approximate and they depend on different aspects, such as group sizes and how many students need differentiation.

To conclude, the package aims to be a useful resource for helping teachers consider their students' linguistic repertoires and utilizing their students' backgrounds in language learning in lower secondary school. It does this in various ways, trying to awake the students' language awareness and cultural awareness and make them reflect on the tasks they have done. The tasks are already differentiated, which reduces some of the teachers' workload, and are of topics relevant to the students, which should make them more interesting and thought-provoking. Utilizing their linguistic repertoires and being linguistically and culturally aware is useful for the students as they live in an ever-globalizing world.

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8 APPENDIX: The Material Package

UTILIZING OUR LANGUAGE REPERTOIRES



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Dear Teacher,

Welcome to use the *Utilizing our language repertoires* material package!

The aim of the material package is to get lower secondary school students to use their existing language skills and their backgrounds when learning English, and to do it in a communicative way. As classrooms all over Finland and the world have an increasing number of immigrant students, utilizing everything that the students already know becomes even more important. However, all the students, not only immigrants, benefit from using their already existing language skills, i.e. their language or linguistic repertoires, in language learning. The package aims to do this through communicative tasks, as communication is an important part of the new National Core Curriculum. The premise of the package is that the user, i.e. the student, has just moved to a new place. Moving to a new place often includes many exciting and new situations: one has to move in, learn how to get to school and other places, find new hobbies and friends and just live their everyday life. The package introduces some of these situations and tries to get the students to interact and solve the possible problem or reach a conclusion using their whole linguistic repertoires communicatively.

The package contains 22 tasks that vary from 15 minutes to 180 minutes in length. The time estimate is a rough one and does not include the discussion topics, which can be used if there is some time left, or which can be added to the task time. The discussion topics are marked with a picture of the globe and they guide the students to reflect on the task topics and be more linguistically and culturally aware. The tasks are mostly done in pairs, but there are also several group tasks, as well as some tasks that are done either with the whole class or alone. There are three sorts of tasks. First, there are the shorter tasks, which take a maximum of 20 minutes to do. These are meant to be quick introductions to a topic, or situations which are easily solved. A few examples are buying a transportation ticket or introducing a new friend. Second, there are the “normal” tasks, which take up to 45 minutes. These tasks already require some more reflection or knowledge about the topic, as well as research or planning. They often take up most of the lesson but are an important part of teenagers’ everyday life and/or of integrating to a new place. Finding a new hobby and updating social media are some of the tasks in this category. Last, there are the projects. The projects take more than the average 45-minute lesson to finish, often up to two or three lessons, depending on group sizes. The projects mean to dive more deeply into a specific topic. These are not just about the user’s

life but about life around them. For example, making a video about saving environment or a presentation about an important cultural topic are some of the project topics.

After each task, there is a picture of a megaphone. The megaphone is a mark of differentiation. It gives either simpler instructions in easier and shorter English, or it gives an alternative way to do the task for those who might need differentiation. In general, all the tasks try to consider the students' different backgrounds and language skills and promote using the students' already existing language repertoires. It is not always written out explicitly, but the students are encouraged to search for information in any language they know, however they learn best, if using only English is too challenging for them. The megaphone serves to remind them of that. Using the Internet, which the students do every day, offers various possibilities for this. The students can, for example, search for the required information in their own language and then use their language skills, dictionaries, the teacher etc. in order to give the final product in English. This is what it means to use their linguistic repertoires in order to do the tasks.

The task topics, in addition to being useful to the students, follow the new National Core Curriculum of 2016 as well as the Common European Framework of Reference guidelines. The students are instructed to, for example, do their own Internet searches, instead of being provided ready-to-use material, in order to be as authentic as possible. Not being given ready-made material also forces the students to use their own, already existing skills, more. This also guides them to give more attention to and increase their multimodal literacy skills and ICT competence. The tasks also aim to increase the students' critical thinking and cultural and linguistic competence, and to utilize and strengthen the existing cultural and linguistic resources the students and the classroom have as a whole. Students' interests and everyday life are also central, in order to be more interesting to the students. Sometimes the tasks include words that might not be familiar to the students, but they should be able to deduce the meaning from the context or with some help.

The tasks are organized according to an imaginary timeline in which the situations could happen in real life. You, the teacher, however, can decide to do any exercise in any order, as the tasks work also on their own. The package can just be a resource package for the teacher to use when there is ample time, or it can be used as a rough course outline. In any case, for many of the tasks the topics can be varied according to the course, and just the task types can be used. The last two tasks do not have any given topics, as they are supposed to be done

according to the course schedule or topics that the class has. The teacher can also alter the time reserved for the tasks, and, for example, divide the students into groups beforehand. In general, the tasks do not need many extra tools, mainly Internet access and something to take notes with. This can be done, for example, on school tablets or laptops, or if the students are allowed to use their phones, that is possible as well. Dictionaries, and anything else that can help with problems of understanding are also of help. Sometimes, other things such as posters or a home economics classroom are needed, but the teacher can also just adjust the tasks as they see fit. The tasks do become a bit more challenging towards the end, which they do according to the topic and task type, but with the help of friends, the group they work in and the teacher, everyone should be able to participate successfully.

With no further ado, welcome again, and I hope you enjoy using the material!

Sincerely,

Hanna Lehtimäki

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| | | | | |
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1. Moving in

You are moving to a new place and need some help with moving in.

Draw a floor plan of your new home with all your furniture inside. Then draw another floor plan which is empty and switch the empty floor plans with you partner. Describe to your partner where everything goes, and your partner draws it on the empty floor plan. For example, “The bed is in the middle of the bedroom, facing the door. The bedside table goes to the right side of the bed.”

Finish one floor plan first and then move to the other one.

You can use for example the following pieces of furniture: a bed, a bedside table, a wardrobe, a mirror, a table, a sofa, an armchair, a TV, a TV stand, a wardrobe, a coat rack etc.

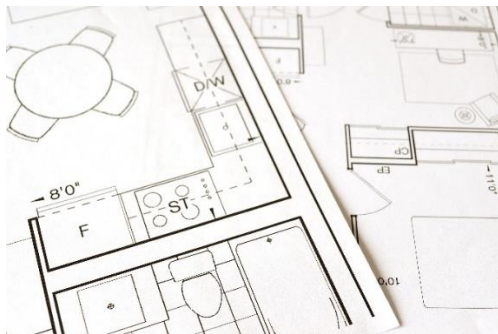


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Image by [lemondedis2](#) from [Pixabay](#)



Draw a map of your home and all the furniture inside. Draw a second map with only the walls. Tell you partner where the furniture is. Your partner draws it on the second map. Check that the maps look the same. You can use hand gestures, miming, another language, picture search online etc. for help.

You can draw for example: a bed, a bedside table, a wardrobe, a mirror, a table, a sofa, an armchair, a TV, a TV stand, a rug...



When is the last time you reorganised your room? What was the reason for it?

What languages can you find in your room?

2. Buying a transportation ticket

You want to buy a transportation ticket to get to school and elsewhere. Have a discussion with your partner, one being the customer and the other a customer service agent. You do not need to plan the whole discussion first, try to improvise as much as you can. Talk about at least the following aspects:

- Do you need a ticket that covers the whole city or just a part of it?
- For how long do you need it? → Is it better to buy a monthly pass than a ticket with a specific number of journeys?
- How much do the different tickets cost? → 1-week ticket, monthly pass, pay-as-you-go etc.
- Can you add more money to it online or do you have to visit an office in order to do it?



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Here are different kind of bus tickets. Work with a partner. Explain to each other what you can use each ticket for. If you do not know what they mean, ask the teacher or a friend for help or try to guess the meaning based on other languages.

For example:

“I can use a 1-week ticket to visit my grandma who is in a hospital.”

- 1-journey ticket
- 1-day ticket
- A monthly pass
- Pay as you go -ticket



Do you use public transportation? How often do you use it?

Do you ever hear different languages or see different cultures displayed when you use public transportation? What languages and cultures are they?

3. Getting to places

Find out how to get somewhere, for example a hobby, a famous landmark, a restaurant etc., from the main train station. Use for instance Google maps and find out whether you have to take a bus or a metro, if you have to switch buses and then walk or if you can walk the whole way. You can also use the official public transport webpages for a city if you like. Pick any big city, a big train station there and a place in the city you would like to go to. Make notes on how to get from point A to point B. Compare then with your partner for example:

- Who has a shorter commute (journey)?
- Who has to switch transports more often?
- How long do the journeys take?



Photo by [Gotta Be Worth It](#) from [Pexels](#)



Image by [nuttanart](#) from [Pixabay](#)



Tell your partner how you come to school every day. Plan first what you say. Search the words you need in English or show with your hands what you mean.

Tell your partner:

- Do you take a bus? Or a train?
- Do you walk?
- How far do you live?
- How long does it take to come to school?



Could you walk or ride a bicycle instead of riding a bus or a scooter/moped in your everyday life?

Do you know of a country or a place where people have good or bad public transportation?

What about where they have for example good opportunities for bicycling?

4. Getting to know the area

You want to get to know the city you now live in. In groups of three to five people, decide on an English-speaking city you would like to know better (or the teacher can pick the places), and start researching. Divide what everyone in the group is searching for: someone searches for places where you can relax in nature (parks, river walks, beaches etc), someone for services (bank, post office, police, library etc.), someone for

culture (different museums, theatres, shows etc.), someone for places to meet at with friends (restaurants, cafes etc.) etc. Use the Internet, newspapers, other people etc. to help you find information. You can search for the information in any language you want, but then present your findings to your group in English. Make notes together in the group and finally present your city to the whole class.



Photo by [Daria Shevtsova](#) from [Pexels](#)



Photo by [Nout Gons](#) from [Pexels](#)



Tell your partner or your group about your dream city. Tell for example:

- What kind of activities can you do there? Movies, skateboarding, swimming etc.
- What is your favourite restaurant there? What kind of food do they have?
- What is your favourite place in the city? Why?



Are the things you found out about for example the restaurants different elsewhere? For example, are there more specific kind of restaurants or museum exhibitions in the area you searched compared to your hometown?

5. Finding a new hobby

You want to start a new hobby in order to have something fun to do every week and get new friends. Pick a city, preferably English-speaking but it does not have to be, find interesting hobbies there and decide what you would like to have as your new hobby. Find out at least the following aspects and then tell about your hobby to your partner in English.

- Find out whether you need anything for it (for example sports clothes, books, an instrument etc.)
- How often is it? For how long?
- How much does it cost?
- Do you have to already know something about the hobby before starting it?

Tell your partner what hobby you chose and why, and about the other information you found out about it.



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Find out how to tell about your hobbies in English (ask friends, the teacher, use the Internet etc.) and then tell your partner about them. Think about for example:

- a. What are your hobbies?
- b. When did you start them?
- c. What is a hobby that sounds interesting to you? Why?

If you want, you can also for example draw your hobbies and tell about them using the pictures as help.



Are there some specific hobbies (other than language lessons) in your area, or in general, where people learn about other languages and cultures? What are they, and what languages and cultures do people learn about while doing them?

6. Updating social media

You want to keep your family and friends from all over the world updated so you post something on social media. Because not everyone is e.g. on Instagram, Snapchat, Twitter or Facebook, these posts will be written on pieces of paper. Write something that you want to share with the rest of the class or come up with something that you might post in real life. Remember to be respectful of others and also otherwise follow social etiquettes. Write the post so that both your foreigner friends and followers and your older relatives who do not speak English are able to read it. You can for example write it in your mother tongue and give a translation in English below or write in a mixed language where hashtags in both languages make your post clearer. You can also draw a raw sketch of a picture you might post with the text and which explains your post. The teacher then collects all the papers, mixes them up, and everyone receives someone else's post to comment on. Comment on the post in a positive way, again following the social etiquette, and give the post back to the teacher. Repeat this twice, so that everyone comments on three different posts. Write the comments in English. In the end, the teacher returns everyone's posts to them.



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Image by [Pixelkult](https://www.pixelkult.com) from [Pixabay](https://www.pixabay.com)



Write a social media post about your day on paper and use both your mother tongue and English. You can also use pictures, hashtags, emojis etc. to make the post easier to understand. Then comment on other people's posts in English.



What are the most important rules to follow when posting something?
Do you usually post in your mother tongue or in English? Why?

7. Looking for a job

You want to find a job in order to pay for your free time activities. Take a look at the different websites below, or any other website, and search for a job that looks interesting. Once you find it, make notes on the following aspects and tell about them to your partner in English:

- a. Where is the job located?
- b. How long does it last? For example, is it a summer job or a part-time job?
- c. What are the working hours?
- d. Are the hours flexible (considering your school, homework etc.)?
- e. How much is the pay?
- f. etc.

You can use for example the following websites: studentjob.co.uk, indeed.com.

You can also find other English pages online by searching for example "jobs for students, Australia".

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Look for a job in your own language, or in another language you know. Use dictionaries, friends, the teacher and so on for help. Take notes and make sure that you know how to tell the main points to your partner in English.

- g. What is the job?
- h. Where is it?
- i. When does it start?
- j. How much is the pay?



Do you have a job? What is it?
What languages do you need at your work?

8. Applying for a job

You have found a part-time job announcement you are interested in and now you want to apply for the job. Write a short, basic application letter telling the company:

- a. Who are you? → Introduce yourself
- b. Why do you want to work there? → Tell them why you are interested in the job
- c. What can you do? → Promote yourself to make them want you

Remember to be polite.

Write also a very basic CV, making a list of the jobs or hobbies you have had, showing at least:

- d. What did you do? → What was your job title, what did it include?
- e. Who did you work for? → What was the company name?
- f. How long was the job period? → Write the dates you started and finished the work

If you write about hobbies, write at least:

- g. What did you do? → For example, "Playing the piano"
- h. Where? → The company or place where your hobby took place
- i. For how long? → When did you start your hobby, do you still practice it?

You can come up with imaginary jobs and hobbies if you want. Use the Internet, your friends, the teacher etc. for help.



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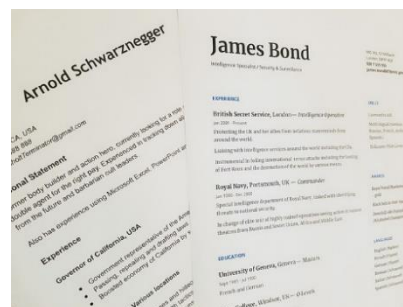


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Write a short letter about yourself, telling at least:

- j. Who are you?
- k. What are your hobbies?
- l. What do you want to do when you grow up?

Ask your friends or the teacher for help. Use dictionaries or other tools for help with the language. You can also draw what you want to say to help you explain things.



Have you ever applied for a job? Where? How did you apply for it?

Are there differences in writing a job application in another language that you know of?

9. Getting an ATM card from your bank

You want to get an ATM card from your bank in order to pay for your shopping more easily. Work with a partner and plan what you want to say. Find out the words you do not know in English. Then, based on your planning and the following points, have a somewhat improvised discussion where one is the customer and the other the teller. Talk about at least the following aspects, although you can also have other questions and points.

- a. The customer asks to have an ATM card
- b. The teller needs a proof of identity
- c. The customer explains why they want or need the card
- d. The teller asks what the limit for a daily withdrawal should be



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Find out what these words mean. Use for example the Internet or a dictionary for help. Explain the words to your partner one at a time.

- e. a bank
- f. a customer
- g. a teller
- h. an ATM card
- i. a withdrawal limit



Do you have an ATM card? When and why did you get it?

Do you know of countries where people still prefer cash to different cards, such as ATM, debit or credit cards? Or even use cheques?

10. Introducing people

You have a new friend you got to know in your free time and now you meet him/her while out with a school friend. Present your friends to each other. Work in small groups of three or four people. First, everyone in the group comes up with an imaginary role for another person in the group. Think about at least the aspects in the list below and make notes. When everyone in the group has come up with the imaginary person and made their notes, switch the papers so that everyone has someone else's notes. Now, pretend that the person on your right is the imaginary one on paper, and introduce him/her to the person on your left and vice versa. Take turns in the group so that everyone gets to introduce an imaginary person to a real one. The aspects to think about for the imaginary person are at least:

- a. Who are they?
- b. What are their hobbies?
- c. How do you know each other?
- d. How long have you known each other?

When you are introducing the two people to each other, think whether they have anything in common and mention that as well.



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Introduce yourself to your partner. Tell for example:

- e. Who are you?
- f. How old are you?
- g. Where do you live?
- h. What are your hobbies?

Again, you can use mimes, hand gestures, pictures, the Internet, the teacher etc. for help.



Are there any interesting cultural facts about yourself or your friends that the others might find interesting? Do you for example have relatives abroad or celebrate some holidays that are common elsewhere?

11. Planning your weekend

Find out what is happening in your hometown, or somewhere else, and decide what to do during the weekend with your friends. Use the Internet, advertisements around the neighbourhood etc. to find out what kind of events or places there are to visit and decide where to go with your partner. The information can be in any language, but you have to be prepared to give a small presentation to another pair in English about the topic. In your short presentation, talk about at least these aspects:

- a. What kind of an event is it? What is its purpose?
- b. When is it? And at what time?
- c. Is there an entrance fee or some other costs?
- d. Why do you want to go there?
- e. How did you find out about the event? Was it on Facebook, in the news, on their website etc.?



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Find an event you want to go to with a partner. The event can be in any language, but try to discuss and write down the following things in English:

- f. What event is it?
- g. Where is it?
- h. When is it?
- i. Why do you want to go there?

Then tell another pair what you discussed.



Consider the type of the event, is it suitable for everyone (e.g. accessibility, time, language etc.)?

12. Acting out an everyday scene

There is always something happening in your life! Below are some situations that might happen to you. Pick a scene with a partner, plan a dialogue for it and act it out for others. Do not read straight from your notes if possible, try to improvise a bit.

- a. You scratch someone's car with your scooter/moped
- b. Your mum is baking a cake but needs you to go shopping for the ingredients
- c. A neighbour asks you to look after his/her children for the day
- d. You go to buy a new phone and the salesperson has some suggestions
- e. You are going to movies with a friend but you disagree about what movie you want to see
- f. Your coach gives you a new training plan and it is twice as long as the old one
- g. You want a radical hairstyle change but your sister disagrees and thinks it won't suit you
- h. You try to persuade a friend to go camping with you for the weekend
- i. You and your sibling give a birthday speech to your father
- j. You try to persuade your parents to let you play a new game for an hour before bedtime even though it's a school night
- k. You are shopping for something and encounter a nosy neighbour
- l. You want to raise some money for an important cause in your school and talk with the headmaster about it



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Pick one of the situations above. Write a dialogue for it with a partner. Use again the teacher, dictionaries, the Internet etc. to help you with vocabulary, grammar and so on. Then act out the dialogue for the classroom using the dialogue.



How would you act in the same situation in another country? Do you know if the situation would differ somehow, for example if you scratch someone's car or meet an older neighbour?

13. Party planning

You are hosting a party for about ten people and you only have 40€ to buy stuff for it. Decide with your friend what to buy for the party. If you do not know how much something approximately costs, you can decide for example that one piece of something to eat or drink for one person costs 1€, and that one decoration package costs 2€. Consider at least the following questions when discussing the topic and deciding what to buy, and make a shopping list that has the budget of 40 euros:

- a. What kind of a party is it? A birthday party, a garden party, a movie night etc.?
- b. What kind of sweet foods are you going to offer?
- c. What kind of salty foods are you going to offer?
- d. Are you going to offer only one kind of sweet and salty food or are you going to have, for instance, a couple different salty foods and several sweet ones?
- e. Can everybody only have one piece of e.g. pie, or will you buy some extra?
- f. What kind of drinks will you have? What if someone does not like soda or coffee? Do you have juice or tea etc.?
- g. Will you buy some decorations? Serviettes, balloons, candles etc.



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Come up with a party plan with your partner. Decide for example:

- h. What kind of food will you offer?
- i. What about drinks?
- j. Is there some entertainment? For example: a speech, music, a movie, something fun to do etc.

You can also draw or find pictures of the things you want for your party. Explain the drawings and pictures to your group in English.



How much money do you usually have for organising a party?

Think about what kind of a party it is. Would people in your partner's country/another country organise e.g. a wild house party with drinks and staying out late or have a nice restaurant and movie evening for a birthday?

14. Returning a malfunctioning purchase

You have purchased (bought) something for a party of yours that is malfunctioning. You walk back into the store to complain and/or get a refund. The teacher will first act the scene out with a student, and then all the students will pair up and make their own version of it. It does not have to be the exact same scene, you can change the object that is broken, how it is broken, how the customer service answers etc. It does not

even matter if you do not know every word. What is important is to be polite, get your point across and reach a solution.



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The scene that the teacher and a student can do as an example:

Customer service: Hello Sir/Ms, how can I help you?

You: Hello. I bought this toaster from you a few days ago, and I tried to use it, and it does not work.

Customer service: Oh no, let's have a look. (Takes the imaginary toaster). Oh yes, it does not warm up. Can I see the receipt? (Gets the receipt.) Did it work at all when you tried to use it?

You: It warmed up at first for a few seconds I think, but then it just stopped.

Customer service: Well, it will go to warranty, so they will fix it.

You: I need the toaster tonight and it was basically broken the first time I tried to use it. Would it be possible to get a refund and buy a new toaster with it, instead of just waiting for this one to come back?

Customer service: Yes, absolutely. Would you just like to switch to another toaster of the same model, or find a whole new model?

You: I'm actually in a bit of a hurry right now, so if I could just get the same model, that would be great.

Customer service: I will get it for you right away Sir/Ms. (Gets the toaster). Here you go Sir/Ms. I hope this one work better. If not, please return with the receipt again and we will refund you.

You: Thank you so much. Have a nice day, bye!

Customer service: You as well, bye!



With your partner, decide who is the customer, who the customer service agent. Decide what is broken and what happens in the shop and write a dialogue about it together. Act it out.



Have you ever had to return a malfunctioning purchase? What was wrong with it?

Come up with different ways to be polite in different cultures in situations like this.

Would you, for instance, apologise a lot somewhere, or be very formal?

15. Baking/cooking for the party

Decide with your teacher and the class what you want to cook/bake for a party of yours. Find the recipe online in English. You can also find several easier recipes so that all the groups make different dishes that everyone can taste. Make sure you understand the instructions in small groups. If needed, you can for example write down translations for words you do not know. Follow the recipe to make the dish and enjoy!

Here are some suggestions:

- a. Scones
- b. Pudding
- c. English breakfast
- d. American pancakes
- e. Mac and cheese
- f. ANZAC biscuits
- g. Pavlova



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When you have decided on a recipe, you can also find it online in another language and with its help make sure you understand the English recipe.



Have you ever cooked or baked on your own?

What is your favourite dish? Why? Is it a traditional dish in your country or in your family or elsewhere?

16. The party

The party is in full swing! You are holding a party where all your friends from school, hobbies and around the neighbourhood come. Come up with an alias (or just be yourself) and walk around the classroom, getting to know people, chatting with them and exchanging pleasantries. You can talk, for instance, about:

- a. hobbies
- b. school
- c. families
- d. weekend plans
- e. music
- f. etc.

The aliases do not have to be English native speakers, but they do have to know English and speak at least mostly in English. That means that English is used as a lingua franca, a language that all the people in the conversation understand, although it is not

everyone's mother tongue. You can have discussions one-on-one or in small groups. What's important is that everyone gets to take part in conversations and talk about topics that they like. In addition, like in a real party, mingle! That means talking a bit with everyone, getting to know them.



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Walk around the classroom introducing yourself to other people. You can make notes first and walk in pairs if you want to. You can also use your mother tongue and other languages you know for help but try to use English for most.



Did you use English as a lingua franca, that is, as a language to get understood when you had no other common language? Would you use English, or some other language, in that regard somewhere? Where?

17. Deciding where to dine with friends

You are going out to eat with your friends. Discuss in groups of 3 or 4 students what you all would like to eat and then decide on a restaurant based on your tastes. Search restaurant menus for example in London or anywhere where you can have the menus in English and find a restaurant where you could all eat. Remember to make sure that the place caters to everyone's preferences: Are there for example vegetarian or gluten-free diets that you need to take into account? When you have decided on a restaurant, tell the class where you decided to go to and why.



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Tell your group what you like to eat. Try to explain what you like in English, using for example drawings, pictures, hand gestures, dictionaries etc. for help. Decide where you want to go to eat with your group. You can choose a restaurant you already know or find one online.



What are preferences for food usually based on and how? Taste, cultural traditions, geography, allergies, religion etc.?

18. Doctor's appointment/school nurse

You begin to feel sick at school and need to see the school nurse. In pairs, research a sickness and its symptoms in English and then do a small roleplay where one of you is the patient and the other the nurse. First, decide on an illness from the list below and make sure that you choose different illnesses with you partner. Then search the symptoms in English and think about what kind of questions the nurse could ask you. Search also for treatment for the illness your partner has picked from the list. When you know what kind of symptoms your sickness has and how to treat your partner's sickness, and how to explain them in English, act out two small scenes so that both of you get to be the nurse and the patient. As the nurse, remember to ask and talk at least about the following:

- a. What are the symptoms?
- b. How long has the patient had them?
- c. Give instructions about what to do

Possible illnesses:

- d. Food poisoning
- e. Sinus infection
- f. Chickenpox
- g. Migraine



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Choose an illness from the list above and find its symptoms. Choose different illnesses with your partner. If you do not know all the words, ask the teacher for help or use dictionaries etc for help. You can also search the illness online in your own language and then find out how to say them in English. Then do a small role play where you and your partner are the nurse and the patient. When you are the nurse, you can come up with the treatment yourself.



Do you know of any noticeable differences regarding doctor's appointments in different countries and cultures? Do the doctors, for example, wear white jackets or normal clothes? Do you have to see a nurse first before seeing a doctor? Give some examples. Find out answers to these questions if you do not know them.

19. Taking care of the environment

You receive a notice in the post that your residential area starts recycling plastic in addition to, for example, glass, metal and paper. You want to convince your school headmaster to recycle plastic as well, and to improve environmentally sustainable practices. Make a pitch talk (a one-minute talk) with your partner about why you should recycle plastic and come up with a concrete idea on how to do it. Research the topic online. One concrete idea could be for example having recycling bins in every classroom and the class that recycles the most gets a small price every month. Write the speech on paper and rehearse it so that it lasts one minute, and then give the speech to the classroom with your partner. After every pair gives their pitch talk, the class votes on whose pitch talk was the most convincing.



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Research with a partner why your school has to recycle more, especially plastic. You can search the information in any language but write the reasons down on paper in English. Rehearse with your partner to read the notes aloud to the whole class, and then do it.



Could you recycle more yourself?

What other good ways of being environmentally sustainable than recycling do you know?

Do you know of any different practices in other countries? Do they recycle more or less, or do something totally different?

20. Video promotion

Your school wants to advertise more to exchange students as well. In groups of about 4 students, make a video promoting how linguistically and culturally diverse your school is. Show for example how different languages and cultures are represented in your school and city and how foreign students can enrich the school environment even more. You can also make a video of something else that relates on English or the topics you have had on the course, depending on what your teacher decides. Plan first what you want to concentrate on and how you might do it. Ask the teacher for his or her opinion and help. Discuss then with your group and at home about the topic and what they think about it: what do they think is positive about linguistic and cultural diversity, how it could be improved, how and why it is important to them etc. After you have discussed the topic also at home, share your thoughts and findings with your group and make a more detailed plan about what to include in the film and how to film it. Make the video and edit it using for example VivaVideo or some other application and then present your video to the classroom.



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Why is it good to have different languages and cultures? Talk about it with your group and make notes. Then talk about it at home and with friends. You can

use any language you want but be prepared to tell the others in your group about your findings in English. Then make a short video where you show and tell why different languages and cultures are good. Remember that you can use all your languages to make the video, just make sure that everyone understands what you want to say.



What different languages or cultures can you see around your school or city? Where and why?

How could you increase the linguistic or cultural diversity in your life?

21. Cultural topic presentation 1

Culture here we come! Decide on a cultural topic in groups of approximately four people (the teacher might also give you a topic relating to the course topics). If you are able to decide on the topic yourself, here are some examples:

- a. important celebrations
- b. sports
- c. school
- d. hobbies.

The groups should have students with different backgrounds in every group, if possible. After deciding on a topic (or after the teacher has given the topic), make some notes about what you know about the topic already, what more you want to find out about it, and how you might want to organise your presentation about it. Ask the teacher for help. As homework, talk about the topic at home and find out what your parents or other people know about it. Research the topic from a point of view that interests you. During the next lesson, tell everyone in your group what you learnt at home. After everyone in the group has shared what they have learnt, start doing the presentation based on your shared knowledge. You can make the presentation on a poster, online on Prezi or some other site, or for example with PowerPoint. Make the presentation and rehearse it with the group. When the presentations are ready, present them for the whole class.



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Decide on a cultural topic with your group (if the teacher has not already given you a topic). Plan what you want to say about it. Talk about the topic at home: what does your family know about it? Find out more about it. In school, tell your group what you learnt. Make a presentation (a poster, a Prezi, a PowerPoint etc.) about your topic and use everything everybody learnt at home. You can also use pictures etc. Present the topic to the class.

22. Cultural topic presentation 2

Let's learn some more about different cultures!

The teacher divides you into groups of about 5 students (or maybe he or she lets you decide on the groups yourselves). Depending on the teacher and the course, you are either given a topic, or you can decide on the topic yourselves. All the groups have a different topic. Within your group, learn all you can about your topic. You can use the Internet, your course material, your own knowledge (remember to mention where you learnt it or how you know it), interviews etc. You can also find the information on any language you want. Make notes on everything you learn so that every person in the group has the same notes about everything. When all the groups have done this, the teacher makes some new groups so that the new groups will have one group member of every single old group. In the new groups, you will then teach the others what you have learnt about your topic. The other students in your new group will teach you what they learnt about their topic as well.

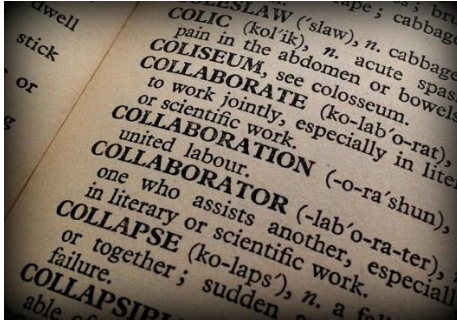


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Go into groups. Decide on a cultural topic (or the teacher gives you the topic). Learn what you can about it. You can use all your languages and knowledge to find information. Make notes in English with your group. The teacher will put you into a new group. Teach others in your new group what you have learnt with the help of the notes.



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